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Effects of Self-Efficacy on Transfer of Cross-Cultural Training and Expatriate Performance

Anne Wang Drewry
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To the Graduate Council:

I am submitting herewith a thesis written by Anne Wang Drewry entitled "Effects of Self-Efficacy on Transfer of Cross-Cultural Training and Expatriate Performance." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Human Resource Management.

Vickie Johnson Stout, Major Professor

We have read this thesis and recommend its acceptance:

Virginia W. Kupritz, Robert T. Ladd

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

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Vickie Johnson Stout
Major Professor

We have read this thesis
and recommend its acceptance:

Virginia W. Kupritz

Robert T. Ladd

Accepted for the Council:

Anne Mayhew
Interim Vice Provost and
Dean of The Graduate School

(Original signatures are on file with official student records.)

Effects of Self-efficacy on Transfer of Cross-Cultural Training and Expatriate Performance

A Thesis Presented for the Master of Science Degree
The University of Tennessee, Knoxville

Anne Wang Drewry
May 2003

DEDICATION

This thesis is dedicated to my
wonderful husband, companion, and best friend

John Roy Drewry

for his vision, love, support and encouragement,
in my quest to be the best I can be.

The dedication also goes to

my parents

who fostered my drive from a young age.

ACKNOWLEDGEMENTS

During the course of this study, I have acquired much knowledge and learned many valuable lessons, not only in scientific research methodology but also about life in general. Most of all, I have found my passion in the field of cross-cultural training and what it means to be a HRD researcher and practitioner.

Many people have given their best aids for this study. Special appreciation goes to Mr. Brian Walker, the Director of Global Mobility of Wal-Mart Stores, Inc., for his enthusiastic and supportive assistance in implementing the survey. A particular thanks is extended to Dr. Mark Mendenhall for his affirmative responses. The inspiration of his works has perennial effect. I would also like to thank my committee, Dr. Virginia Kupritz, Dr. Robert Ladd, and Dr. Vickie Stout for their invaluable tutorage and guidance.

The journey through graduate school has been ever challenging and rewarding in both my academic pursuits and my daily life. The trials and tribulations were emotionally draining and physically demanding and at times appeared to be impossible to overcome. Fortunately, with great faith and a wonderful mentor to work with, I have come to the end of the journey. I would like to express my greatest gratitude and appreciation to Dr. Vickie Stout. Dr. Stout has always been patient, enthusiastic, optimistic, and dedicated in guiding me through the process. Her advice and encouragement in my exploration of the HRD profession has been most precious and influential. For this, Dr. Stout, I want to say a most sincere thank you.

ABSTRACT

The presented study focused on the effect of self-efficacy, as well as other selected demographic variables, on the transfer of cross-cultural training and expatriate performance. Selected independent variables include self-efficacy, expatriate tenure, level of education, gender, age, marital status, level of foreign language competency and level of formal cross-cultural experience. Expatriates employed by multinational company that were on their current assignments were selected to be the studied sample.

The design of this study employed a quantitative research method. A survey instrument crafted specifically for this study was digitized and was made accessible for participants via the Internet. After the data was automatically collected, appropriate statistical analysis tools such as descriptive statistics, correlations of means, Analysis of Variance, and a reliability test such as Cronbach's alpha were used for data analysis purposes.

Expatriate's perceived self-efficacy was found to interactive with the transfer of cross-cultural training (CCT). While demographic variables such as expatriate tenure, level of education, gender, age, martial status, level of foreign language competency, and level of formal cross-cultural experience were found having no correlation with the transfer of CCT, the test results show self-efficacy to have strong impact on expatriate's performance.

Based on the conclusions, a set of recommendations has been made for future researchers. Implications for HRD practitioners and multinational organizations have also been explored.

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CHAPTER I

Introduction

As corporate education and training continues to grow into a multi-billion industry, U.S. businesses keep investing heavily in training their workforces. While the training industry appears to be blooming in the domestic markets, cross-cultural training (hereafter referred to as CCT) for expatriates also seems to be receiving more attention. The United States Department of Commerce (1994) reported that the United States invested more than half a trillion dollars in foreign markets, and a recent survey showed that overall expatriation rates are climbing, although some areas are seeing less international assignees (Windham International, 1999). A more recent national *Global Relocation Trends Survey* (2001) reported that even though there was a slowdown in the growth of expatriate population in the U.S. due to the impact of the terrorist attacks on September 11, 2001, the vast majority of the participants (96%) did not plan to change their global relocation programs. Morris and Robie (2001) also reported in the *Global Best in Class Study: Summary Report* (Cuthill, 1997) of 32 Fortune 500 companies identified as *Best of Class*, 94% of these multinational firms offered at least a language training program for international assignees, and 69% offered some additional form of cross-cultural training.

An Industry Report of 2002 showed that U.S. firms project spending \$54.2 billion on training in 2002 (Galvin, 2002), yet other studies showed that only 15% of the

companies measured training transfer, which was defined as the effective and continued application to trainee jobs of the knowledge and skills gained in training (Garavaglia, 1993). *How much of the training has been transferred and what was the return on the investment* have become the key questions companies ask.

This study focused on the perceptions of expatriates receiving cross-cultural training with an emphasis on self-efficacy. The researcher studied the influence of self-efficacy and other selected demographic variables on the transfer of cross-cultural training.

The remainder of this chapter contains a Statement of Problem, Statement of Purpose, Rationale for Study, Research Questions, Hypotheses, Definition of Terms, Assumptions, Delimitations, and Limitations.

Statement of Problem

While the majority of previously conducted transfer of training studies concentrated on the transfer of training in domestic settings, it was evident that study of transfer in the area of cross-cultural training for U.S. expatriates has been ignored, in spite of the growing importance on this type of training. The absence of examining the transfer of training in the cross-cultural area has made it difficult for organizations to measure how much of the training has been transferred to real job performance, thus resulting in inadequate and inefficient use of CCT, and therefore affecting the success of multinational corporations' overseas operations.

Purpose of Study

The purpose of this study was to attempt filling a void in the literature pertaining to CCT transfer by examining expatriates' perceptions of the transfer effectiveness based on self-efficacy. The instruments developed specifically for the present study were used to determine the perceived transfer of training relating to the expatriate cross-cultural training.

Rationale for Study

As early as in the 1970's and 1980's, scholars already suggested that cross-cultural training and establishment of a theoretical framework should be the means for internationalizing the outlook of the multinationals (Griffis, 1979; Brislin, 1981; Landis & Brislin, 1983; Harris & Morgan, 1979; Mendenhall, Dunbar & Oddou, 1987; Tung, 1981). Other scholars also suggested that lack of CCT led to significant failure rates in achieving management goals and objectives (Black, Gregersen, & Mendenhall, 1992). Thus, many researchers have advocated training as the answer (Black & Mendenhall, 1990; Landis & Brislin, 1983; Kealey & Protheroe, 1996). The *Global Relocation Trend Survey* (2001) also found that 69% of corporations offer cross-cultural training, 67% of their expatriates participate in cross-cultural training when it is available, and 80% of the respondents rated the training as having great or high value.

Despite the neediness for the cross-cultural training, the previous CCT literature primarily focused on the effectiveness of alternative instructional approaches (Gannon & Poon, 1997; Black & Mendenhall, 1990). The effectiveness related to three outcomes: (a) cross-cultural skill development, (b) cross-cultural adjustment, and (c) job performance

(Black & Mendenhall, 1990). The promotion of cultural awareness (Deshpande & Viswesvaran, 1992; Earley, 1987; Kealey & Protheroe, 1996), issues regarding content, method of delivery, and duration of training (Osman-Gani, 2000) were also mentioned. Other cross-cultural research has targeted intercultural adjustment and personality variables such as self-efficacy and self-monitoring (Harrison, Chadwick & Scales, 1996). In their rather comprehensive assessment of the cross-cultural literature, Kealey and Protheroe (1996) itemized several criteria for reliable empirical research on the effectiveness of CCT, and pointed out the strengths and weaknesses of the major studies to date on the issue. Morris and Robie's study (2001) was one of the few which tied CCT with performance and adjustment, although their study still did not take the viewpoint of training transfer. They pointed out that even though progress had been made in bettering training design, there were no specific strategies for improving the performance of expatriate managers, and that transfer of training was particularly critical for organizations that invested heavily in expatriates.

The researcher of the present study attempted to build upon the strengths of Morris and Robie's research as well as address CCT from the viewpoint of training transfer using the selected demographic variables of *expatriate tenure*, *level of education*, *gender*, *age*, *marital status*, *level of foreign language competency*, and *level of formal cross-cultural experience*. Based upon the literature review (Black & Stephens, 1989; Black, 1990; Black et al., 1991; Habir & Conway, 1986; Warr & Bunce, 1995) these variables appear to affect transfer of CCT.

According to Ford and Weissbein (1997), previous transfer literature was based upon various types of training. Training content or tasks included specific technical training such as card sorting (Crafts, 1935), hitting a target button with a rotor (Digman, 1959), human behavior training such as behavior modeling of assertiveness skills (Baldwin, 1987), coaching and handling employee complaints (Decker, 1982), and meeting, negotiation, team, and communication skills (Brinkerhoff & Montesino, 1995). None of the training transfer literature recorded training pertaining cross-cultural content. Yet, “transfer of training is particularly meaningful for the organization that invests heavily in an expatriate” (Morris & Robie, 2001). An urgent need persists for bridging the gap between transfer of training and cross-cultural training.

Research Questions

Using expatriates perceptions of the transfer of cross-cultural training as the foundation for the survey used in this study, the researcher attempted to answer the following questions:

1. Does the expatriate’s perceived level of self-efficacy increase the transfer of the cross-cultural training?
2. Do demographic characteristics such as *expatriate tenure, level of education, gender, age, martial status, level of foreign language competency, and level of formal cross-cultural experience* affect the transfer of the training in the cross-cultural context?
3. Does self-efficacy affect performance as perceived by the expatriate?

Hypotheses

The following hypotheses were formulated for this study:

1. The expatriate's perceived level of self-efficacy affects the transfer of the cross-cultural training.
2. Demographic characteristics such as *expatriate tenure, level of education, gender, age, marital status, level of foreign language competency, and level of formal cross-cultural experience* affect the transfer of the cross-cultural training.
3. Self-efficacy affects expatriate's perceived performance.

Assumptions

The assumptions associated with the present study included:

1. Because of the researcher had no control over previously designed and implemented CCT received by the targeted expatriates, she could not test the uniformity of the CCT received.
2. The subjects fully understood the definition and dimensions of self-efficacy and training transfer;
3. The subjects responded honestly to the items contained in the research survey instruments;
4. The subjects clearly understood their work role performance expectations.
In another words, the criteria of good performance were unambiguous.

Delimitation

The following delimitation was formulated for use in the present study.

- This study considered the variables affecting training transfer among expatriates employed by Wal-Mart Store, Inc. in 2002.

Limitations

The following limitations were formulated for the present study.

- This study was limited to expatriates employed by the Wal-Mart Stores, Inc.
- Due to the complexity of how the Wal-Mart Stores, Inc. categorizes expatriates, the company's global human resource director selectively contacted expatriates via email about potential participation in this research.

Definition of Terms

The following terms were operationally defined for use with this study.

Culture ---encompasses a pattern of shared assumptions, shared and learned by a group, that gives meaning to the group. These are socially ascribed meanings that provide rules of behavior. Rules are shared by most members of the group; some rules are shared by some members of the group and some rules are idiosyncratic to the individual (Harding & Livesay, 1984; Schein, 1992; Woods, 1975). "Individuals and groups bring to their work environments the deeper values and assumptions they share about privacy conditioned by the larger culture" (Kupritz, 2000).

Cross-cultural training---". . .those educative processes that are designed to promote intercultural learning, by which we mean the acquisition of behavioral, cognitive

and affective competencies associated with effective interaction across cultures” (Landis & Brislin, 1983).

Another possible definition: “CCT enables the individual to learn both content and skills that facilitate effective cross-cultural interaction by reducing misunderstandings and inappropriate behaviors” (Black & Mendenhall, 1990).

Expatriate---“One who has taken up residence in a foreign country.” (*The American Heritage College Dictionary*, 3rd, 1993). In the present research, expatriate is referred to as a person who takes various types of overseas assignments in a global company.

Expatriate tenure---the length of time that the expatriate stays on overseas assignment.

Level of foreign language competency---the expatriate’s proficiency level of listening, speaking, reading and writing the host country language when communicating with host/local national while on foreign assignment.

Level of formal cross-cultural experience---length of previous visits, travel, work or live abroad, especially in the country to which an expatriate is currently assigned.

Self-efficacy---“. . .people’s judgments of their capabilities to organize and execute courses of action required attaining designated types of performance” (Bandura, 1997). Also, “self-efficacy refers to beliefs in one’s capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet given situational demands (Wood & Bandura, 1989).

Transfer of training (also referred as Training Transfer)---“ . . .the extent to which knowledge and skills acquired in a training setting are generalized and maintained over a period of time in the job setting (Ford & Weissbein, 1997), and, “. . .evidence of changed work behavior as a result of training interventions” (Foxon, 1993).

CHAPTER II

Review of Literature

The literature review included in the present study consisted of two parallel parts: transfer of training literature and cross-cultural literature. The transfer of training literature review focused on Frameworks for examining training transfer and their related issues, including Criterion “problems,” Task characteristics and Training design, Trainee characteristic, and The study of work environment, and the Implications for future training transfer study. The cross-cultural training literature review provided an Overview of cross-cultural training, Status of CCT effectiveness, a Summary of implications for future CCT research, as well as Frameworks for CCT and self-efficacy.

These reviews enabled the researcher to form the ideas and research questions for this study, and provided the researcher, and hopefully the reader too, with background in theoretical and empirical studies and findings, as well as the major concepts and theoretical frameworks for training transfer and cross-cultural training.

Transfer of Training Literature

The transfer of training literature review of this study stemmed from the individual factors affecting transfer, self-efficacy. The following paragraphs included a review on frameworks for examining training transfer, training transfer criterion problem, trainee characteristics and training design, work environment, and implications for future research.

Frameworks for Examining Training Transfer

One of the most cited frameworks for examining training transfer was developed by Baldwin and Ford in 1988. By using that framework, the researchers critically reviewed the literature that was focused on training transfer to the date. According to Baldwin and Ford, examination of training transfer requires “clear understanding of what is meant by transfer as well as the identification of factors that affect transfer” (1988). The framework they used described the transfer process in terms of training-input factors, training outcomes, and conditions of transfer, in which the transfer condition was consisted both (a) generalization of material learned in training to the job context and (2) maintenance of the learned material over a period of time on the job. Training outcomes were defined as the process of the original learning material that transpired during the training program and the retention of the same material after the training was completed. Training input factors consisted trainee characteristic, training design, and work environment predictors, in which trainee characteristic included ability or skill, motivation, and personality factors. Work environment characteristics contained climatic factors such as peer or supervisory support, and constraints or opportunities to perform learned behaviors on the job.

In addition, as reported in Cheng and Ho’s report (2001), Baldwin and Ford further pointed out that samples, tasks, designs and criteria used in extant literature limited the understanding of the transfer process (Noe & Ford, 1992). Based on the literature review conducted up to that date, Baldwin and Ford (1988) summarized four areas of limitations:

1. The criterion problem of the uncertainty of how and when to measure training transfer.
2. The low complexity of the training tasks used to examine transfer was not adequate for generalizing results from training design studies.
3. The lack of theoretical frameworks guiding research on trainee characteristics such as trainee's choices of training.
4. The lack of clarity in operationalizing work environment factors that influence transfer.

These four limitations have inspired and directed many training transfer research ever since. Nearly a decade later, Ford and Weissbein (1997) conducted an updated review and analysis on twenty empirical papers that examined the linkages identified in the original model of transfer of training. They found progress had been made to improve the four limitations posited in the original study. These improvements could be summarized as the following:

The Criterion "Problem"

The criterion "problem" meant the lack of definition of the multidimensional nature of the training transfer and limited operationalization of transfer construct. Four studies (Baldwin, 1992; Gist, Bavetta, & Stevens, 1990; Gist, Stevens & Bavetta, 1991; Smith-Jentsch, Jentsch, Payne, & Salas, 1996) were found of having improved the problem by using more objective behavioral measures, ratings from supervisory, peer and self, as well as a wider range of measures and time intervals. Other studies used more specific measures such as supervisor or peer judgment to confine the transfer of key

knowledge and skills trained rather than solely rely on an overall rating. Divergent results that were found indicated the necessity of using multiple criterion measures (beyond self-rating) for further understanding the complexity of transfer of training.

Task Characteristics and Training Design

The more recent studies reviewed in Ford and Weissbein (1997) improved the difficulty level of the training tasks by using more meaningful such as communication skills for MBA students (Baldwin, 1992) and more complex content such as flight simulation training (Gopher, Weil, & Bareket, 1994). Despite of the progress, many studies (Gist et al., 1990) still only measured the overall effectiveness of the outcomes in the training setting; the transfer process that needed to be assessed (e.g. skills should be applied, when and in what sequence they should be exhibited in the transfer setting) remained unclear. In another word, specific dimensions of transfer needed to be examined. Without such specificity, it was difficult to separate whether or not and why design factor affect transfer.

The Choice of Trainee Characteristic

The third limitation cited by Baldwin and Ford (1988) was the lack of theoretical frameworks to guide research on trainee characteristics. The updated review (Ford & Weissbein, 1997) analyzed a few studies that developed lines of theoretical frameworks. Facticeau et al. (1995) adapted a conceptual framework from the career development literature and the motivational perspective of expectancy theory to develop a theoretical model of pre-training factors that could influence the learning and training. These factors contained such characteristics as career exploration, career planning, motivation to learn,

and the potential for obtaining intrinsic/extrinsic incentives. Another line of theoretical framework adapted social learning concepts such as self-efficacy to examine the impact of trainees confidence in his/her ability to transfer the acquired skills from training to job performance (Ford et al., 1992; Gist et al., 1991; Warr & Bunce, 1995). These studies improved our understanding of the training transfer in terms of motivational factors that involved in the transfer process, though still not enough attention had paid to personality factors and prior experience, and only a small amount of studies examined the issues such as tenure, age, and managerial experience (Warr & Bunce, 1995); locus of control (Ford et al., 1992). Much more of the impact of individual difference factors needed to be investigated.

The Study of Work Environment

The fourth limitation listed in the report of Baldwin and Ford (1988) was that there was a lack of clarity of operationlization of key environmental constructs such as transfer climate and the opportunity to use the trained skills on job. Reviewed empirical research up to that time was correlational in nature. No studies investigated how work environment factors impacted the transfer. However, some progress had been made in the areas of work environment constructs and in linking the work environment with the transfer outcomes. Goldstein (1993) developed an extensive transfer climate survey based on social learning theory. A number of situational cues (goals, social, task, and self-control cues) and a number of consequences to performance of trained tasks were identified. Similarly, Ford et al. (1992) found “support for the multidimensional nature of opportunity and trainee characteristics such as self-efficacy, and work environment

characteristics such as supervisory support were critical factors influencing the opportunity trainees received to perform trained tasks on the job” (Ford & Weissbein, 1997).

More recently, Holton and Baldwin (2000), Holton, Bates, Seyler, and Carvalho (1997) targeted instrument development from another stream of research to measure transfer and antecedent factors in the work environment, moving from identification and measurement of organizational factors influencing training transfer to changing or managing these factors effectively to enhance transfer. More over, by applying environment and behavior (EB) research to human resource development needs, Kupritz (2002) identified workplace design as yet another dimension of organizational context that may affect transfer. The investigator believed that workplace design features identified in EB not only affect job performance but also could facilitate or hinder transfer.

In short, the biggest contribution of Ford and Weissbein’s updated review (1997) was that it highlighted the importance of multidimensional nature of the training process and the use of trainee characteristics, training design, transfer climate, and work environment in measuring the transfer of training. That proved the usefulness of the theoretical framework that was developed originally in 1988.

Implications for Future Training Transfer Research

More recently, Cheng and Ho conducted a study on the transfer of training (2001). In this extensive review of transfer of training literature, they studied major empirical researches that were conducted in the past decade (1989-1998). These reviewed

studies focused their investigations on the effects of individual, motivational and environmental factors on the process of transfer of training. In this study, Cheng and Ho developed a conceptual framework to better present the “popular” constructs that had been tested empirically. This framework derived from Kirkpatrick’s (1987) views on training evaluation together with Tannenbaum et al.’s (1991) proposal on training effectiveness. Combining these two models it contained four stages of the transfer process: pre-training motivation, learning, training performance and transfer outcomes, by which they claimed to represent what would happen in a transfer process. Nine most commonly examined independent factors were identified and included in this new combined model. These nine factors were categorized as “*individual* (locus of control, self-efficacy), *motivational* (career/job attitudes, organizational commitment, decision/reaction to training, posttraining interventions), and *environmental* (supports in organization, continuous learning culture, task constraints) variables (Cheng & Ho, 2001).

Based on their review (2001), Cheng and Ho made the following recommendations for future research of the transfer training:

1. To further advance the training transfer research, more attention should be paid on the research design and establishment of empirical testing models should be built upon solid theoretical grounds.
2. To determine the generalization of their results, researchers should embark on testing more variables in various training contexts.

3. To better reflect what had happened or would happen in the real work place, researchers need use more organizational personnel rather than college students as the subject for study.
4. To further explicate the conditions of transfer in terms of generalization and retention, future research needed to focus on managerial skills (including interpersonal skills).

It was based upon the above review of literature of the transfer of training that the present study was inspired and affirmed.

In this study, the researcher intended to narrow some of the previously mentioned gaps by doing the following:

1. Choosing one of the identified individual variable, self-efficacy, as the focus of the study.
2. Exploring the transfer of training process in cross-cultural context.
3. Using organizational personnel who had clear motivation and current overseas assignment rather than college students as the subject for study.
4. Focusing training content on intercultural interpersonal communication skill, cross-cultural training.
5. Basing the present study on Social Learning Theory.

Cross-Cultural Training Literature

The following paragraphs contained a brief introduction of importance of cultural issues in multicultural organizational context, an overview of cross-cultural training (CCT), the status of CCT effectiveness, a summary of implications for future research,

and a review of frameworks for CCT and self-efficacy. These reviews were intended to provide reviewer with though not exclusive but relatively current state of the CCT literature. Hopefully, it would help the reader better understand the background of what triggered the present study.

Importance of Cultural Issues in Multicultural Organizational Context

Whether its existence is acknowledged or not, culture embraces all aspects of lives. *Culture* is such a broad concept that as early as five decades ago Kroeber and Kluckhohn (1952) had already documented more than 160 definitions of the term. Geertz (1973) defined culture as the way in which people solve problem and reconcile dilemmas. Seelye (1993) defined culture as patterns of people's everyday life and how individuals relate to their general environment (as cited in Cseh, 2003).

As reviewed by Kupritz (2000), the importance of acknowledging cultural issues in multicultural organizational context was well put by Sean-Delaney Leadership Consulting Group, Inc. (1998):

“Merging two corporate cultures from the same country with the same language and traditions is challenge enough. That challenge can be compounded when differing country cultures and norms are added to the equation”. (p. 7)

This emphasizes the need for HRD professionals and corporate leaders to pay attention to culture when facilitating working and learning environment not only within their own organization's unit, but also across national borders. When multinational companies embark upon their overseas ventures, the complexity of the culture difference between two countries, as well as the difficulty and confusion caused by the complexity

can be increased exponentially. That is why providing cross-cultural training for expatriates is so important.

Overview of Cross-Cultural Training

Morris and Robie's (2001) meta-analysis critically analyzed 16 studies for expatriate adjustment (total n=2270) and 25 studies for expatriate performance (total n=2490). In comparison of the previous meta-analysis (Deshpande & Viswesvaran, 1992) on CCT, the present meta-analysis stood apart for the following important reasons:

First, the current meta-analysis was conducted based on a more comprehensive literature review, resulting 78 empirical studies, 19 of which were published after the earlier meta-analysis. Nine of these studies could be coded either the performance or adjustment construct. The median year of publication of the studies was 1986 compared to 1982 in the previous meta-analysis.

Second, in terms of criteria, it examined more specific level of adjustment. Measures used including stress (Befus, 1986), work adjustment rather than general adjustment (Black, 1988; Black & Gregersen, 1991b), For performance, it included a variety of criteria such as early return from assignment, ratings of intercultural communication, perceptions of cultural competence, awareness of cultural differences (Gannon & Poon, 1997) and technical knowledge about another culture (Hammer & Martin, 1992).

Third, it used judgment calls in terms of selecting criteria. Those studies that examined effectiveness of intercultural training within the U.S. or involved racial sensitivity training (Deshpande & Viswesvaran, 1992) were not included, due to that

those educational programs were not entailed for expatriates or concerning a non-American culture in which to collect criterion information, and that the purpose, sample, and criterion variables in these two sets of studies are distinguish (Morris & Robie, 2001).

The significant findings of Morris and Robie's (2001) meta-analysis and their recommendations were what made up its major contributions to both the CCT literature and the transfer of training literature. These findings or contributions were summarized as below:

First, the results showed that the effectiveness of CCT somewhat weaker than expected and varied widely. The mean coefficients for performance (.26) and adjustment (.12) limited their interpretation and generalization. The reasons might be partially due to the enormous diversity in cultures that the expatriates were involved with, the interaction of the expatriate's individual differences, and the work environments for the expatriate assignees. Mixture of training methods also made it difficult to estimate the effect of moderators such as type of training to develop CCT program.

Second, the meta-analysis study supported the use of CCT for expatriate along with careful evaluation. It suggested that CCT program should be systematically developed, based on needs assessment and rigorous evaluation in terms of factors such as the effective responses of trainees, measures of learning and knowledge, and actual turnover rates and cultural competence evaluations in addition to performance and adjustment of expatriates. Due to the fact that CCT could be as diverse as the countries to which expatriates were assigned, the researchers recommended that evaluation systems

should be built in to organization's CCT programs to ensure that the programs receive desired results.

Third, the researchers suggested that there was a need to develop theoretical model of the relationships between CCT, adjustment and performance, intent to leave and turnover. A plausible model could include cognitive ability, personality factors (e.g. sensation seeking or tolerance for ambiguity), biodata, vocational interests, and even spouse and family adjustment, as well as other predictors might affect adjustment, performance and retention.

Finally, to better assist organizations receive consistent benefit from such pre-departure training programs, researchers should provide guidelines for practitioners on how to structure and design CCT for optimal efficiency. The results showed that while the utility of the newly emerged Internet approach of delivering CCT remain empirically untested and unapproved, traditional approaches of CCT might underestimate the complex of the interactive dynamic involved in global business patterns, thus it might require new predicting variables or different training methodologies to adequately prepare the employee.

Status of Cross-Cultural Training Effectiveness

Most recently, scholars, Mendenhall, Stahl, Ehnert, Oddou, Osland, and Kühlmann (in press) conducted an evaluation study of CCT programs, and it reviewed of literature in the CCT field from 1988 to 2000. Twenty-eight rigorous studies, and only those that follow one of the minimum criteria in terms of methodological design ("use of control groups; or pre-post-testing of trainees") were included. They found that although

many scholars examined or theorized about various aspects of CCT programs designed for expatriates, only few had concentrated on the evaluation of the effectiveness of such programs.

Five literature reviews were briefly covered in the evaluation review paper and were used as foundation upon the evaluation review was built. In summary, Black and Mendenhall (1990) concluded that in general, CCT programs seemed to improve expatriate adjustment. Deshpande and Viswesvaran (1992) claimed that CCT had strong and positive impact on the development of cross-cultural skills, adjustment, and performance. Bhagat and Prien (1996) concluded that to establish steady linkage between training and organizational outcome, more research was needed with more rigorous models in theory and longitudinal designs with control groups.

Kealey and Protheroe's review (1996) criticized both reviews of Balck and Mendenhall (1990) and Deshpande and Viswevaran (1992) because they did not base upon only methodologically-sound studies and therefore their conclusions about CCT effectiveness were much too optimistic (pp. 156). Kealey and Protheroe stated "no study of expatriates has yet been done which measures the longer-term results of training for expatriates and which is designed so as to eliminate alternative explanations for performance levels overseas. . ." (pp. 161-162). They also argued that the primary features of a proper research study examining CCT effectiveness should contain at least (a) measure(s) of the subject's actual overseas performance, and (b) methodological control for other possible explanations of expatriate adjustment, for example, the context of workplace and the individuals' talents (1996).

In summary, researchers, (Mendenhall et al., in press), found that CCT seemed to be more effective in “enhancing knowledge and trainee’s satisfaction... but less effective in changing behavior and attitudes, or in improving adjustment and performance”. In addition, they found that the low to non-rigorous nature of the reviewed evaluation designs caused the lack of efficacy regarding CCT effectiveness. Eight out of the twenty-eight studies in this evaluation review measured performance, “only three investigated long-term effects of training on performance (longitudinal outcome measures)”, and no study had measured trainee’s on-the-job performance with multiple outcome measures.

Implications for Future CCT Research

Among recommendations for future research made by scholars (Mendenhall et al., in press), the following had affirmed the current study’s research direction.

First, an emphasis on studying trainees at different points in their cross-cultural skill development was needed. For instance, trainees should be tracked during and immediately after predeparture training sessions, and soon after arrival in the new culture in order to ascertain the impact and longevity of the predeparture CCT programs upon individuals. Similar approach should be taken for “in-country” training.

Second, even though the difficulty of conducting sophisticated research with respondents from multiple groups (e.g., supervisors, employees, clients, etc.), than just self-report questionnaires, were known to all of us. In-depth investigation of adjustment and overseas performance that require longitudinal research designs, access to performance appraisal data, and multiple measures of adjustment and performance across

cultural boundaries and within companies were desperately needed for future research in the CCT literature.

Third, there was a need to use people who actually would be going overseas as opposed to people who had no clear assignment or motivation to relocate to a new culture. Deshpande, Joseph and Viswesvaran (1994) stated that the student treatment group might have been less motivated to learn in CCT sessions since many of them did not actually plan to live abroad probably, thus led to an underestimation of the effectiveness of CCT programs.

Fourth, the literature in this area overall could probably marked as “lacking in being truly theory-driven” (Mendenhall et al, in press), and the linkage between the theory and the evaluation studies were very loose.

Finally, Mendenhall and his colleagues remaindered us that human factors such as resistance from human resource managers to allow scholars to engage well-designed evaluation studies, and consultants who agree to use less rigorous research design due to the fear of losing future contracts with human resource mangers, limited the progress of the field.

In summary, the previously mentioned literature review cautioned the researcher about what to avoid and what needed to be investigated more closely. Based on the literature review, the present study anticipate to contribute the field of transfer of training and cross-cultural training by doing the following:

1. Facilitating a more rigorous study contained multiple ratings for expatriates' performance after training session been given;

2. Using expatriates who had current overseas assignments as subjects as apposed to those who didn't;
3. Building the present study upon one of the few existent theoretical framework and investigating the relationship between self-efficacy and the transfer of training in cross-cultural context.

Frameworks for CCT and Self-efficacy

As scholars (Mendenhall et al. in press) concluded in their extensive evaluation review of the effectiveness of cross-cultural training that while some studies indeed attempted to base their work on theory, overall, the literature in this area could be marked as atheoretical. Among the few, Tung (1982) presented a contingency framework for selecting appropriate CCT method and its level of rigor. However, as critiqued by other scholars (Black & Mendenhall, 1989), Tung's framework did either help determining which training method to use, nor did it define what the training "rigor" was.

Based on Tung's (1982) framework, Mendehall and Oddou (1986b) developed another framework that offered specific methods by low, medium, and high levels of training rigor and also included discussion of duration of training in relation to degree of interaction and culture novelty. Despite such improvements, the framework did not define how the level of rigor was determined and it told only little about the training and learning process (Black & Mendenhall, 1989).

Scholars (Church, 1982; David, 1976) had long advocated the potential of Social Learning Theory (SLT) to facilitate the understanding of the theoretical relationship between CCT training and CCT performance. Based on the central variable of "modeling

process” in SLT, Black and Mendenhall (1989) developed models exploring (a) the relationships among the modeling process, rigor, and training methods; (b) the integration of CCT rigor and main contingency factors.

More recently, Black and Mendenhall (1990) was one of the few presented a theoretical framework, based on SLT, that linked cross-cultural training with variables such as individual differences (include Locus of Control, Efficacy Expectations, Outcome Expectations), motivation, incentive, attention, retention, reproduction, skill development (Self Dimension, Relational, Perceptual), adjustment and performance.

Since then, Black, Mendenhall, and Oddou (1991) yet included self-efficacy in another framework of international adjustment as one of the three individual factors effect expatriate overseas adjustment, but no empirical test was done on self-efficacy in that study. Later, Parker and McEvoy (1993) included self-efficacy in a model of intercultural adjustment. Still, no attention had been paid on it in that study.

Only Harrison, Chadwick and Scales (1996) empirically tested self-efficacy among 99 American expatriates based in Europe. Expatriates with high general self-efficacy were found having significantly greater degrees of general, interaction, and work adjustment than those with low general self-efficacy.

However, thus far, no empirical investigation has been done on the relationship between self-efficacy and performance as the result of the transfer of CCT. With this focus in mind, it is necessary to go over Black and Mendenhall’s (1990) framework in greater detail in the following paragraphs, since it was chosen to be the base framework for the present study.

The proposed framework by Black and Mendenhall (1990) was based on Noe's (1986) theory and Bandura's work (1977). As reported, Noe (1986) suggested that an individual's motivation to learn and motivation to transfer the learned behavior into action were critical links between training and performance. However, Noe did not delineate how actually individuals learn or transfer the learning or behavior.

As one of the SLT's leading proponents, Bandura (1997) argued that learning occurs both (a) by effect been reinforced upon behavior and (b) by imitating or modeling others' and symbolical behavior or vicariously relating behavior with consequence without direct or actual experience. Bandura (1977) also distinguished two types of expectancies, efficacy expectations and outcome expectations in the motivational processes of learning. He defined self-efficacy as the degree to which the individual believed what he/she could achieve a particular behavior, and that the higher level of self-efficacy usually led to a more willingness and longer imitation of modeled behavior. According to Bandura (1977), the sources for increasing self-efficacy were categorized as, in order of importance, past experience ("I've done it or something like it before"), vicarious experience ("other people have done it"), and verbal persuasion ("people say I can do it").

What Black and Mendenhall (1990) found from their literature review was that, trainees who received CCT had increased confidence in themselves and their ability to function more effectively in a cross-cultural setting, which would in turn, enhance their modeled cognition and behaviors. According to SLT, higher self-efficacy would have a positive impact on the learning processes of retention and reproduction, which would led

trainees persist longer than non-trained individuals in imitating novel behaviors in foreign cultural settings, which in turn would have a positive impact on outcome variables such as adjustment and performance.

Both Church (1982) and David's (1976) studies (as cited in Black & Mendenhall, 1989) stressed the significance of the potential of SLT to facilitating an understanding of the theoretical relationship between CCT and performance in cross-cultural context. According to Black and Mendenhall (1990), within the SLT framework, CCT would (a) enable trainees to determine in advance "appropriate behaviors and culturally congruent ways of performing job tasks"; (b) with more cognitive and behavioral rehearsal allowed, trainees would have higher efficacy and out expectations as well as greater proficiency in terms of certain behaviors, even before actually entering the foreign culture, all of which would assist the execution of the job task more effectively.

Nevertheless, the reported framework had not been empirically tested, especially linkages among self-efficacy, CCT, and performance. What the researcher attempted within the model of cross-cultural training and social learning theory involved exploration of *whether* trainees' perceived self-efficacy affects their performance, as a result of transfer of the cross-cultural training.

CHAPTER III

Methodology

This chapter contains sections describing the Design, Independent variables, Instrumentation, Data Collection, and Data Analysis used in this study.

Design

The design of this study employed a quantitative design by which the researcher examined the effects of self-efficacy on the transfer process of CCT. This study stemmed from both transfer of training and cross-cultural training literature. Although a number of theoretical frameworks have been used to describe the process of transfer of training (Facteau, Dobbins, Russell, Ladd, & Kudisch, 1995), the social learning theory (SLT) was most influential among the literature of both transfer of training (Noe, 1986; Gist & Mitchell, 1992) as well as in cross-cultural training literature (Black & Mendenhall, 1989, 1990; Harrison, Chadwick, & Scales, 1996) and brought the two fields to a common ground.

According to SLT, scholars in cross-cultural training, Black and Mendenhall (1990) developed a model (see Figure 1) that included the CCT, motivational factors (e.g. locus of control, efficacy expectations, and outcome expectations), and incentives that affect expatriates' adjustment and performance. They proposed that the higher the person's self-efficacy, the more likely the person is to execute the learned behavior and to

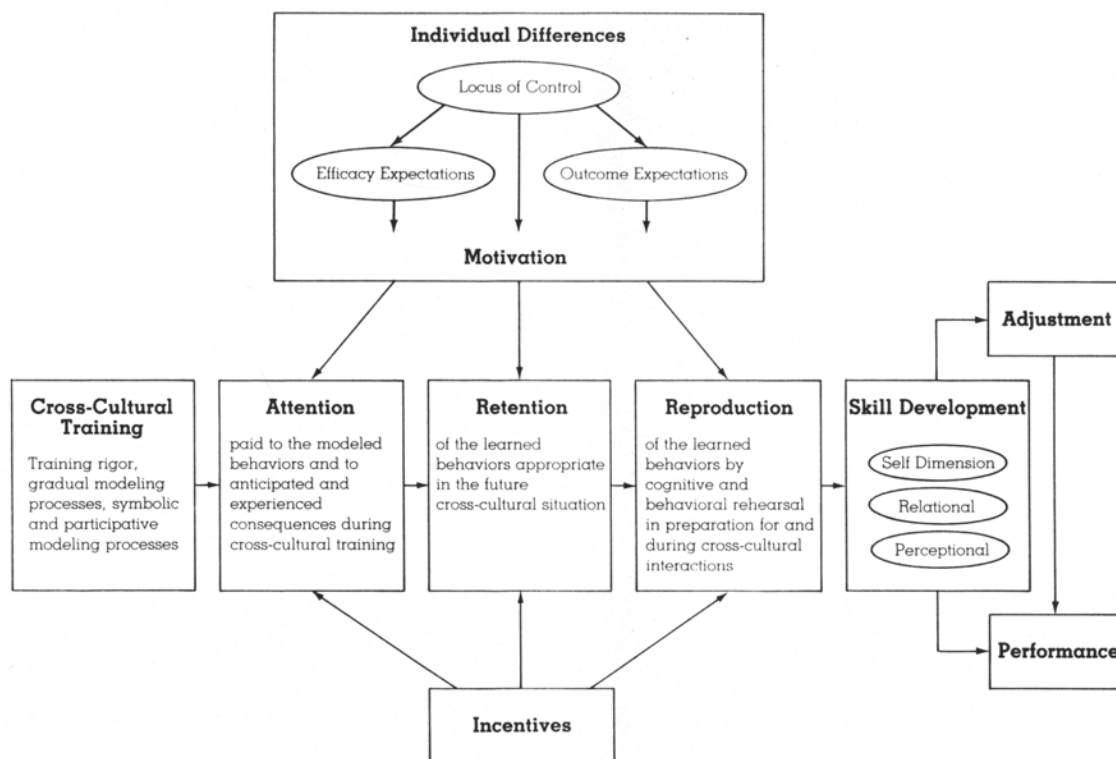


Figure 1: Black and Mendenhall's Model of Cross-cultural training and social learning theory (1990)

persist in executing the behavior. They also concluded that within the SLT framework, CCT would increase an individual's efficacy and resulting expectations as well as greater proficiency, which in turn would facilitate more effective execution of job performance (Black & Mendenhall, 1990). However, these propositions have not been tested empirically, especially within the context of cross-culture and the transfer of training. The design of the present study intended to follow the logic of these propositions in ascertaining whether there is, indeed, a difference in transfer of training in terms of subjects' perceived self-efficacy. Additionally, researchers of both transfer of training and CCT found that it is necessary to use multiple criterion measures in order to achieve

a more comprehensive understanding of transfer of training (Ford & Weissbein, 1997, Mendenhall et al., in press).

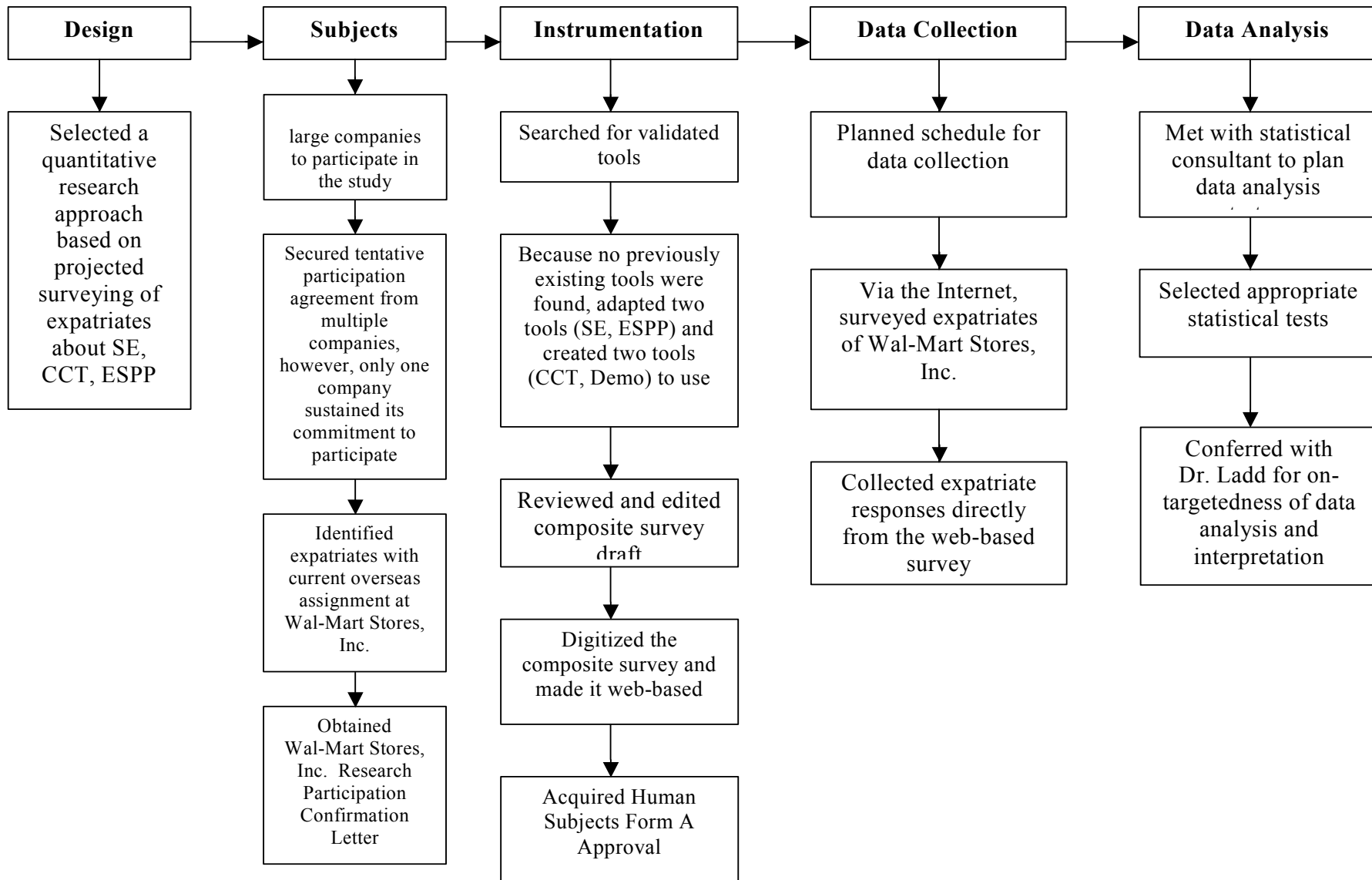
To ensure the rigor of measurement of transfer of training, the design of the present study originally included supervisors of expatriates rating their expatriates' performance, in addition to the expatriates' rating themselves with regard to their performance after receiving CCT. Nevertheless, when the researcher of the present study sought confirmation of potential company participation, one company, which had agreed initially to participate in the study, subsequently withdrew from the study due to the research project design entailing involvement of both supervisors and expatriates.

Even after this study's participating company confirmed its commitment to participate, inclusion of supervisor perceptions about expatriate performance became problematic and cumbersome due to facts such as (a) supervisors being too busy with their duties, and (b) some of the supervisors having multiple subordinates and having to devote an inordinate amount of time filling out multiple surveys. These facts also prompted the researcher to question whether expatriate subordinates would be reluctant if their supervisors were involved. Consequently, the present study's design was altered to exclude surveying supervisors about expatriate performance.

Figure 2 depicts the methodology conceptual framework the researcher used throughout this research.

Independent Variables

The independent variables included in this study were based upon demographic information. These demographic characteristics were: (a) expatriate tenure, (b) level of



Note: SE=self-efficacy scale; CCT=cross-cultural training scale; ESPP=expatriate performance scale; Demo=demographic scale.

Figure 2: Methodology Conceptual Framework

education, (c) gender, (d) age, (e) marital status, (f) level of foreign language competency, (g) level of formal cross-cultural experience.

Self-efficacy was the main independent variable of this study. Self-efficacy was chosen because its importance in the process of learning (Bandura, 1977, 1986) as well as in the process of transfer of training (Noe, 1986).

Subjects

Initially the researcher invited multiple large multinational companies to participate in the research study. Although, tentative agreement to participate was communicated by multiple companies, only one company, Wal-Mart Stores, Inc. sustained its agreement to participate in this study. The initial agreement of participation from Wal-Mart was obtained via e-mail in October 31, 2002.

Expatriates employed by Wal-Mart Stores, Inc. in fall 2002 were targeted as potential participants. This number represented those expatriates included in the email distribution list selected by the company's global human resource director. Due to (a) the complexity of how the company categorizes its expatriates and (b) the mercurial nature of this number, based on the constant movement of expatriates around the world, only 162 employees were identified as potential expatriate participants.

Instrumentation

The researcher conducted a search through literature review and found no instrument suited the purpose of this study. Transfer of training in the cross-cultural context was apparently new, and no instrument had been developed or used in previous studies. Therefore, the researcher picked useful items from transfer of training

literature, self-efficacy, and CCT literature, developed a new instrument specifically fit the needs of examining self-efficacy's effect on the transfer of training in cross-cultural setting.

The newly developed instrument (see Appendix B) contained four parts: Part I: demographic characteristics of the subjects included (a) expatriate tenure, (b) level of education, (c) gender, (d) age, (e) marital status, (f) level of foreign language competency, (g) level of formal cross-cultural experience. Part II: the self-efficacy scale was partially adapted from Sherer, et al. (1982), which included only 12 items under General Self-efficacy measure and 4 items under Social Self-efficacy measure. Part III: CCT Transfer Survey included 8 items which assessed the first two levels of training transfer, knowledge and behavior transfer. Part IV: Expatriates' Self-rating included 17 items, which measured the subjects' perceptions of their performance level.

The adapted self-efficacy scale (Sherer et al., 1982) was not tied to any specific situations and behaviors. It contained two factors: General self-efficacy and Social self-efficacy. There were 17 items loaded on the factor measuring self-efficacy without reference to any specific behavioral domain. These items were naturally named General Self-efficacy subscale. The six items of factor 2 reflected efficacy expectancies in social situations and therefore named Social Self-efficacy subscale. The original scale was measured on a 14-point Likert scale ranging from "strongly disagree" to "strongly agree". In this study, a 5-point Likert scale ("strongly disagree", "disagree", "neutral", "agree", and "strongly agree") was used instead. Coincidentally, this 5-point Likert scale that the researcher used matched perfectly with the 5-point scale that Sherer sent to the

researcher, in response to her request for permission to use an adapted version of his instrument (Dec. 2002).

As reported by Sherer, et al. (1982), self-efficacy theory affirmed that successful performance leads to higher self-efficacy expectations, and that one's mastery experience in one area might positively affect other areas of behavior (Bandura et al, 1977). Sherer, et al. (1982) successfully tested that high scores on General and Social Self-efficacy were associated with higher self-esteem, and that the scores of General Self-efficacy are related to past success in vocational, educational, and military areas. Sherer's results supported Bandura's (1977) proposition that past mastery experiences were important determinants of self-efficacy expectations. Bandura's proposition was also consistent with the Self-efficacy theory that "individuals with high self-efficacy expectations are more likely to attempt new behaviors and to persist in them, and in turn are more likely to meet with successes, thereby increasing their self-efficacy expectations" (Sherer et al, 1982).

Though, Sherer, et al (1982) pointed out that:

"Self-efficacy Scale is not intended to replace more specific measures that assess expectations for specific target behaviors. When dealing with specific behaviors in unambiguous situations, more specifically worded questions or direct behavioral measure are likely to provide that most accurate estimates of an individual's self-efficacy expectations"... but it "may be a useful adjunct measure".

Thus, the Self-efficacy Scale used in this study was one of four scales which aided the researcher in determining the relationship between self-efficacy and performance.

Originally, a paper-and-pencil version of the survey was prepared. Based on feedback from the participating company, completion of a paper-and-pencil version was unrealistic. Preparation of a digitized version facilitated expatriates completing and returning the survey via the Internet. Therefore, the researcher transformed the original survey into a web-based survey that was made available through one of the web servers of the Statistical Consulting Service Center (SCSC) at the University of the Tennessee, Knoxville. Form A Human Subjects Approval (inclusive of the digitized composite survey) was obtained through the University of the Tennessee in mid November 2002 (see Appendix A).

Data Collection

In response to a request made by the researcher's program committee chair, the global human resource director for Wal-Mart Stores, Inc. supplied official confirmation of the company's agreement to participate in the present study on November 22, 2002. Subsequently, the researcher supplied the global human resource director with the survey URL for expatriate access.

When the survey was first made accessible, only two weeks remained before the holiday season started. Initial 21 responses were received before the Christmas holiday. With the Thanksgiving and Christmas holiday season being the busiest time of year for

retailers, many expatriates from Wal-Mart were swamped with their work, and many were on leave traveling before the New Year.

Under these circumstances, a consensus was reached among the researcher, the researcher's program committee chair, and Wal-Mart Stores, Inc.'s global human resource director, that it would be best if data collection was resumed soon after the holiday season ended. Consequently, data collection was resumed and continued for another two weeks--from January 13th to 27th, participants were encouraged to complete and return the survey. By January 27th, the number of responses had only increased to 33. Based on the still relatively low response rate, and with the agreement of Wal-Mart, another 10 days were given to draw more replies from the participants. By February 10th, the survey was closed with total 43 responses.

While 162 was originally thought to be the total number of potential participants, the researcher learned that 18 expatriates from China encountered Internet firewall blocks which prohibited them from sending their completed surveys via the Internet. Only one of these expatriates attempted to fax the manually completed survey back to Wal-Mart's headquarter office in the States, and then the copy of that response was scanned and forwarded to the researcher via e-mail. Later, the researcher entered that data into the survey from the campus of the University. Consequently the total of potential participants was changed from 162 to 144. With the collection of surveys from 43 expatriates, a response rate of 29.9% was achieved.

Data Analysis

Once respondents sent their answers for the survey via the Internet, raw data were collected automatically into Microsoft Excel and SPSS software to facilitate analysis. Basic statistic analysis tools such as descriptive statistics, analysis of Variance, Pearson Correlation, and a reliability test such as Cronbach's Alpha were employed to analyze the data. Descriptive statistics including mean, standard deviation, and frequencies were gathered for the demographic data to afford the researcher have a clearer overall understanding of the study population. Pearson Correlation tests were conducted to find the relationships hypothesized by the researcher. Univariate Analysis of Variance was run for demographic independent variables and dependent variables, which included self-efficacy mean scores, CCT transfer mean scores, and self-rated mean performance score, to ascertain the relationships among these variables. Cronbach's Alpha tests were run for parts of the composite instrument to ensure reliability and validity.

CHAPTER IV

Data Analysis and Findings

The researcher sought fulfillment of three objectives in this study. The first one was to ascertain the effects of self-efficacy on transfer of cross-cultural training. The second one was to identify the relationships between demographic variables (expatriate tenure, level of education, gender, age, marital status, level of foreign language competency, and formal cross-cultural experience) and the transfer of cross-cultural training. The final objective was to determine whether self-efficacy had an effect on expatriate's performance, as a result of transfer of cross-cultural training.

This chapter encompasses the description of data analysis and resultant findings for the 41 expatriates who successfully completed the web-based survey (as mentioned in Data Collection section of Chapter 3, a total of 43 responses was received but 2 of them were blank. These 2 responses were counted missing throughout the data analysis). The sections included in this chapter are Statistical Tools Used, Demographic Characteristics, Self-efficacy's Effect on Transfer of CCT, Demographics and Transfer of CCT, Self-efficacy and Expatriates' Perceived Performance, and Serendipitous Findings.

Statistical Tools Used

The data analysis in this study (a) reveals pertinent expatriate demographics, (b) answers the research questions, (c) tests the hypotheses. First, use of Cronbach's Alpha ensured the reliability and validity for all the instruments (see Table 1). As reported in the

Table 1: Cronbach's Alpha Scales

Scales	SESMEAN	GENSE	SOCSE	CCTT	ESPP
Items	1 ~ 16	1 ~ 12	13 ~ 16	2 ~ 8	1 ~ 17
Alpha	.7399	.7240	.1932	.8820	.8661

Note: SESMEAN = Overall Self-efficacy scale
SOCSE = Social Self-efficacy subscale
ESPP = Expatriates' Self-rated Perceived Performance scale
GENSE = General Self-efficacy subscale
CCTT = Cross-Cultural Training Transfer scale

table, the reliability analyses were satisfactory for all the scales except the Social Self-efficacy Subscale. Thus, this subscale was excluded from being used in the analysis. Second, descriptive statistics including frequencies, standard deviation, and mean were calculated for the purpose of understanding the studied population as well as the relationships between these variables (expatriate tenure, level of education, gender, age, marital status, level of foreign language competency, and formal cross-cultural experience) and the transfer of CCT. Pearson Correlations were run for the purposes of testing the hypotheses and determining the effects between self-efficacy, CCT transfer, and performance.

Demographic Characteristics

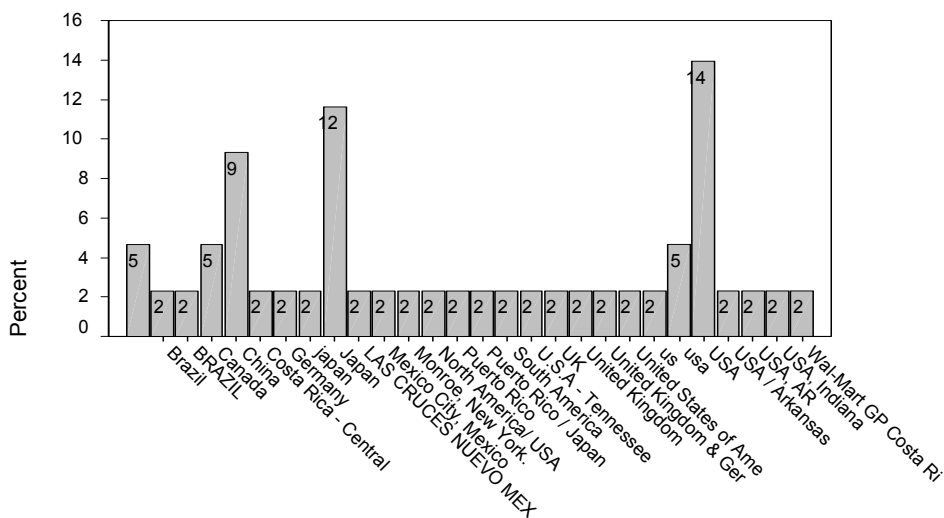
Demographic characteristics are discussed in the following sequence: Sample, Nation/Region of Assignment, Age, Marital Status, Gender, Education, Tenure, Language Competency, and Experience.

Sample As reported by the global human resource director, Wal-Mart Stores, Inc., employees various types of expatriates. Many of the regional expatriates employed predominantly in Hong Kong and Taiwan were excluded from the survey because they

are managed much differently from the company’s core group. A total of 162 expatriates were identified as the sample for the study. Fifty-two (32%) of these expatriates represented employees on assignment in the United States. Of the remaining 110 expatriates, about 66 (60%) were American, and the rest were Third-Country Nationals (expatriates from countries other than the United States).

Nation/Region of Assignment Respondents were asked in the survey to answer the question of the nation or region of their assignments, in order to help the researcher better understand the composition of the studied expatriates’ cultural background. Figure 3 shows the diversity of the nations and regions in which Wal-Mart’s expatriates were assigned when data were collected for the study.

While 43 expatriates responded to the survey, 41 supplied complete information. Fifteen (25%) of the expatriates surveyed were on assignment in the United States within Wal-Mart Stores, Inc.’s different divisions. Six (14%) were assigned to Japan, while 4



The nation/region of your assignment:

Figure 3: Nations/Regions of Expatriates’ Assignments

(9%) were assigned to China. Three or fewer expatriates were assigned to each of the following: the United Kingdom, Canada, Puerto Rico, Mexico, Brazil, Costa Rica, South America, and Germany.

Age As reported in Figure 4, the expatriates' age range was almost as diverse as the nations/regions to which they were assigned. The distribution curve resembles a close-to-standard bell shape. The youngest age group reported was 25 (2%), and the oldest was 57 (2%), with a standard deviation of 6.96 and a mean of 36.2. The biggest age group was 38 (12%), while the age groups of 25, 26, 44, 52 and 57 each represented 2% of the respondent group. Then the age groups of 28, 29, 31, 42 and 46 each represent 5%, and 30, 32, 29, 31, 42 and 46 each represent 5%, and 30, 32, 33, 34, 35, 40 and 43 each represented 7% of the respondent group. By percentage and by counts, the majority of the respondents were in the age range between 30 and 43. These data signaled that the participating company had a well-mixed group of

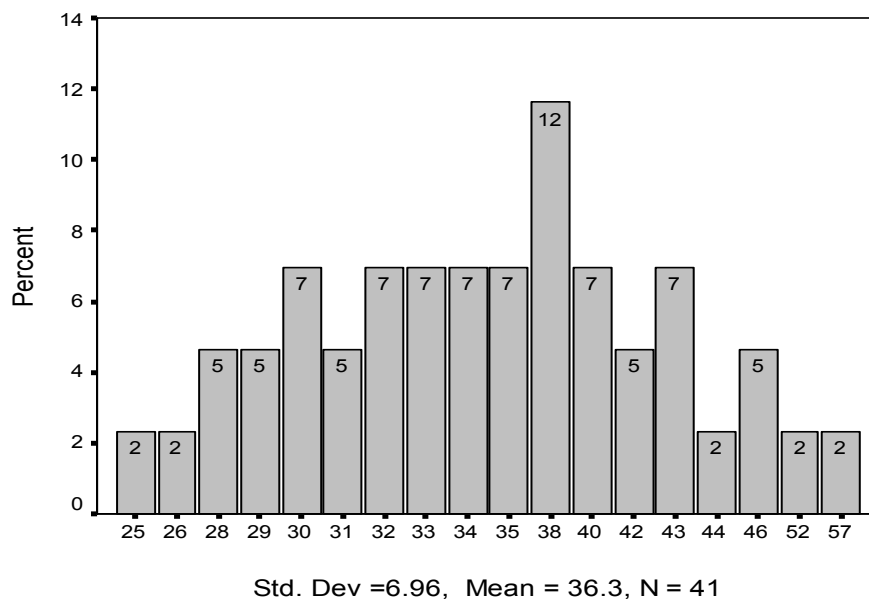


Figure 4: Expatriates' Age

expatriates in terms of age.

Marital Status Expatriates' family and spouse adjustment were found to influence expatriates adjustment and job performance (Tung, 1988; Black & Stephens, 1989; Cui & Awa, 1992). In order to find whether marital status had an effect on the transfer of CCT, expatriates were invited to reveal their personal information on marital status. As shown in Figure 5, almost half of the respondents were married with children (49%), while 37% was single and 9% was married with no child.

Gender Another issue in the expatriate literature is gender. Statistics show (Windham International, 2002) that the majority of American expatriates are male (84%). Similarly, this study found an overwhelming majority of the participants were male (84%), and only 12% were female (see Figure 6).

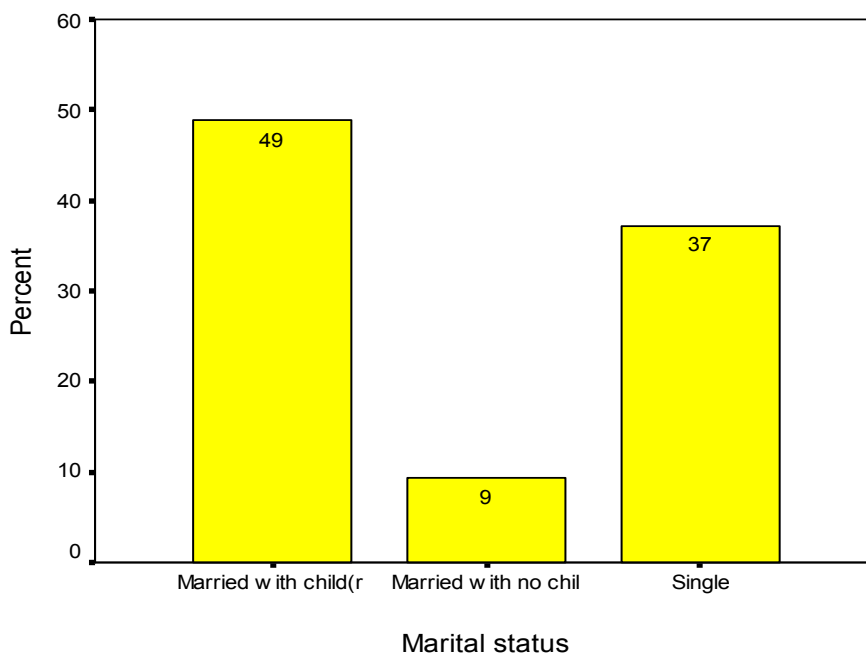


Figure 5: Expatriates' Marital Status

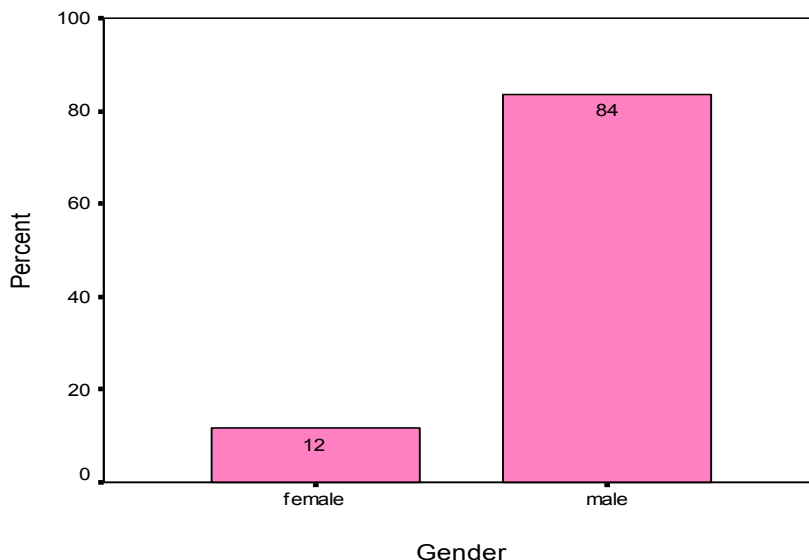


Figure 6: Expatriates' Gender

Education To find the relationship between education level and the transfer of cross-cultural training, the researcher asked respondents to reveal their level of education (Figure 7). The majority (35%) had undergraduate degrees, while 30% had master's degrees and 28% had high school diplomas. None of the expatriates had reported having doctoral degrees.

Tenure Participants were asked to report their length of tenure, because *expatriate tenure* was one of the variables identified to affect cross-cultural training effectiveness (Black & Stephens, 1989; Black, 1990; Black et al., 1991; Habir & Conway, 1986) and training transfer (Warr & Bunce, 1995).

As shown in Figure 8, most surveyed expatriates had tenure of one to two years (37%), while some others had the tenure of two to four years (30%). Of the remainder, 14% of them had tenure of more than four years, and another 14% of them had tenure of

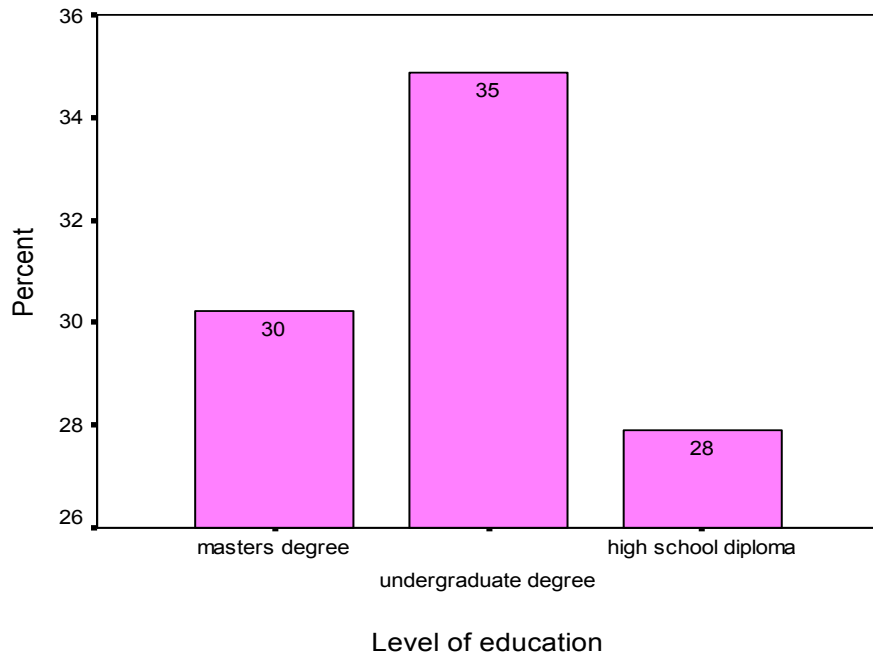


Figure 7: Expatriates' Education

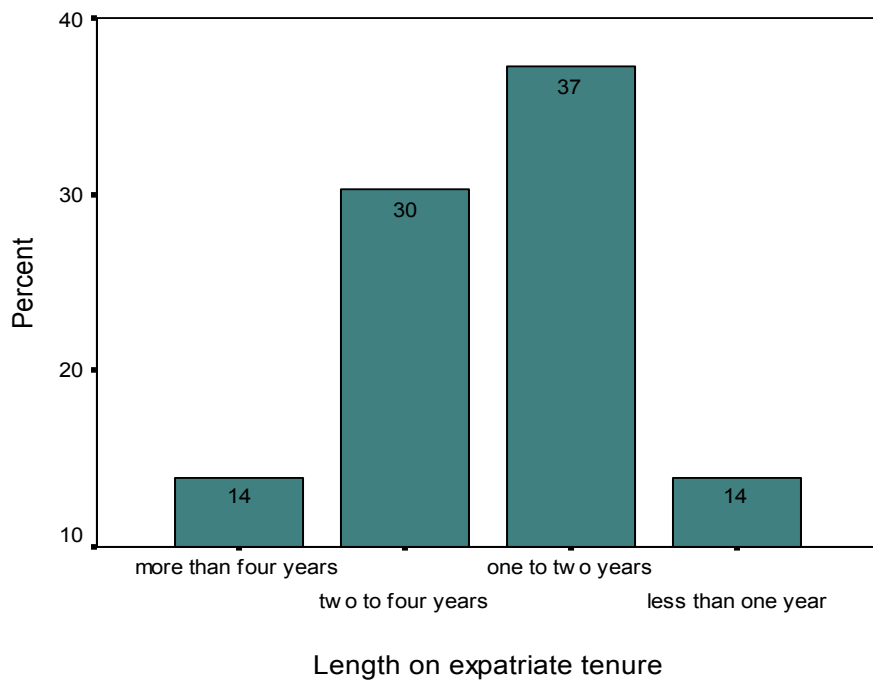


Figure 8: Expatriates' Tenure

less than one year.

Language Competency As identified by many of the cross-cultural training scholars (Brislin, 1981; Imahori & Lanigan, 1989; Shim & Paprock, 2002), language competency was one of the most important cross-cultural competencies. To learn more about the effect language competency had on the expatriates, the survey asked the respondents to indicate their perceived level of foreign language competency.

As depicted in Figure 9, more than half (53%) of the respondents reported that they were *fluent* (comfortable reading, writing, speaking, and listening in the foreign language). Fourteen percent of the participants said they were *somewhat fluent* (generally comfortable communicating in the foreign language), while only 7% of the respondents felt they were *generally able to communicate* (but with effort and the assistance of

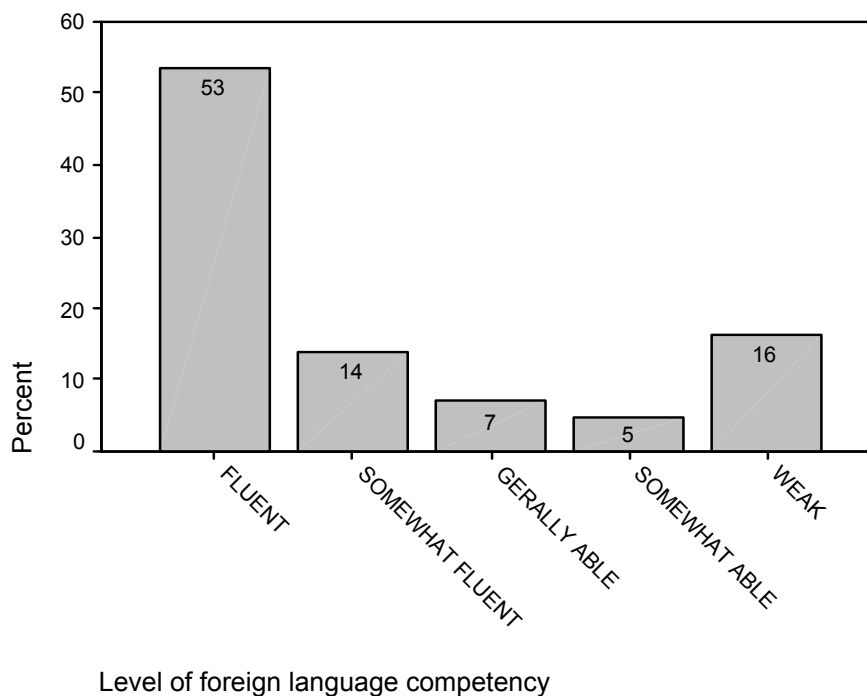
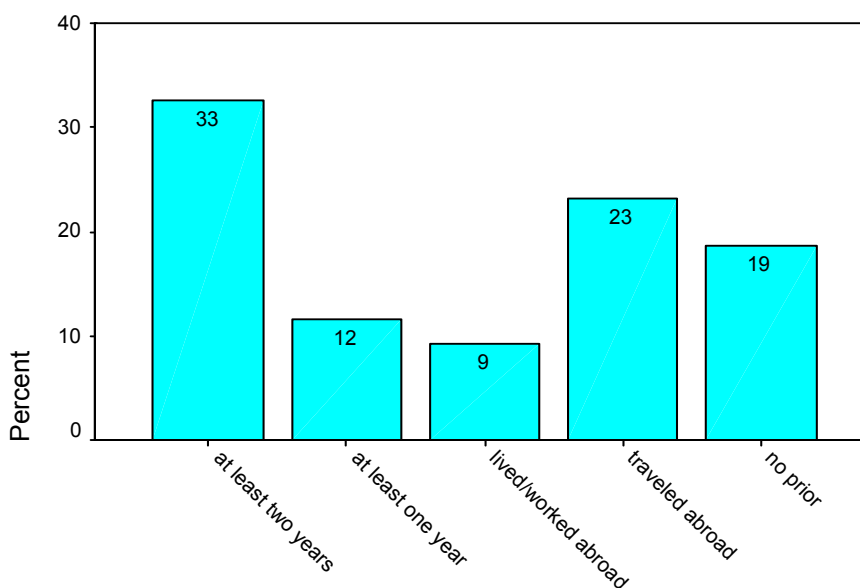


Figure 9: Expatriates' Language Competency

communication aids). Five percent of them revealed they were *somewhat able to communicate* (but having difficulty speaking or listening in the foreign language). Sixteen percent of the expatriates indicated they were *weak* (strongly reliant on communication aids).

Experience In previous research, formal international experience was found to have a positive influence on expatriates' overseas adaptation (Black, 1988; Parker McEvoy, 1993; Shim & Paprock, 2002). To ascertain the influence of experience on transfer of CCT, expatriates were asked to indicate their level of previous cross-cultural experience.

Figure 10 reports the participants' level of formal cross-cultural experience prior to their current assignments. Most respondents (33%) revealed that they had *at least two*



Level of formal cross-cultural experience before this assignment

Figure 10: Expatriates' Experience

years of overseas living/working experience. Twelve percent of them had *at least one year of overseas living/working experience.* Nine percent of the respondents reported having *lived/worked abroad for at least a 3~4 week period of time,* while 23% had *traveled abroad for at least 3~4 weeks per period of time,* and 19% revealed having *no prior overseas experience at all.*

Self-efficacy's Effects on Transfer of CCT

In the self-efficacy scale instructions, which Sherer sent to the researcher (December, 2002), he stated that, “The General and Social Self-efficacy Subscale scores are not summed to give an overall score.” Accordingly, the Overall Self-efficacy scale was not used as an independent variable in defining the relationships between variables tested in the present study. Instead, it was used merely as a yardstick for comparison with General Self-efficacy.

For data analysis associated with answering Research Question 1,

Does the expatriate's perceived level of self-efficacy increase the transfer of the cross-cultural training?

the researcher ran a Pearson Correlation test using the sum of the means of the two variables.

Table 2 shows that there was a significant correlation ($r=.368$, $p=.038$) between General Self-efficacy (GENSE) and CCT transfer (TTMEAN), even though there was no significant correlation ($r=.033$, $p=.065$) found between Overall Self-efficacy (SESMEAN) and CCT transfer.

Because the General Self-efficacy subscale is capable of standing alone as

Table 2: Self-efficacy and CCT Transfer Correlations

		TTMEAN	SESMEAN	GENSE
TTMEAN	Pearson Correlation	1	.330	.368*
	Sig. (2-tailed)	.	.065	.038
	N	32	32	32
SESMEAN	Pearson Correlation	.330	1	.968**
	Sig. (2-tailed)	.065	.	.000
	N	32	41	41
GENSE	Pearson Correlation	.368*	.968**	1
	Sig. (2-tailed)	.038	.000	.
	N	32	41	41

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Note: TTMEAN= Cross-Cultural Training Transfer scale

SESMEAN= Overall Self-efficacy scale

GENSE= General Self-efficacy subscale

a valid measure, the correlation between General Self-efficacy and CCT transfer is applicable. Therefore, the answer to Research Question 1 was *YES, the expatriate's perceived level of self-efficacy DOES increase the transfer of the cross-cultural training.*

Subsequently, Hypothesis 1,

The expatriate's perceived level of self-efficacy affects the transfer of the cross-cultural training,

was supported.

To further examine which part of the CCT transfer was affected by self-efficacy, the researcher ran additional Pearson correlations using individual CCT transfer (CCTT) items with General Self-efficacy (GENSE), and with Overall Self-efficacy (SESMEAN).

Table 3 shows that General Self-efficacy had significant correlation with four

Table 3: CCT Transfer and Self-efficacy Correlations by Item

CCTT		SESMEAN	GENSE
2. How long ago did you receive your most recent cross-cultural training?	Pearson Correlation Sig. (2-tailed) N	-.029 .875 31	.015 .937 31
3. Overall, do you think the KNOWLEDGE you learned from the cross-cultural training helps you perform your expatriate job?	Pearson Correlation Sig. (2-tailed) N	.308 .087 32	.356* .046 32
4. How much of the KNOWLEDGE learned from the cross-cultural training have you used to perform your expatriate job?	Pearson Correlation Sig. (2-tailed) N	.340 .057 32	.394* .026 32
5. How confident are you in using the LEARNED KNOWLEDGE from the cross-cultural training to perform your expatriate job?	Pearson Correlation Sig. (2-tailed) N	.291 .107 32	.346 .053 32
6. Overall, do you think the BEHAVIOR (appropriate to your host country) you learned from the cross-cultural training helps you perform your expatriate job?	Pearson Correlation Sig. (2-tailed) N	.338 .058 32	.387* .029 32
7. How much of the BEHAVIOR (appropriate to your host country) learned from the cross-cultural training have you used to perform your expatriate job?	Pearson Correlation Sig. (2-tailed) N	.183 .315 32	.192 .293 32
8. How confident are you in executing the LEARNED BEHAVIOR (appropriate to your host country) from the cross-cultural training to perform your expatriate job?	Pearson Correlation Sig. (2-tailed) N	.329 .066 32	.375* .035 32

*. Correlation is significant at the 0.005 level (2-tailed).

Note: CCTT= Cross-Cultural Training Transfer
SESMEAN= Overall Self-efficacy scale
GENSE= General Self-efficacy subscale

CCT transfer items. Two of the knowledge transfer items were significantly correlated with General Self-efficacy. These items included:

Item 3

Overall, do you think the KNOWLEDGE you learned from the cross-cultural training helps you perform your expatriate job?

($r=.356$, $p=.046$)

Item 4

How much of the Knowledge learned from the cross-cultural training have you used to perform your expatriate job?

($r=.394$, $p=.026$).

Two of the behavior transfer items were also significantly correlated with General Self-efficacy. They were:

Item 6

Overall, do you think the BEHAVIOR (appropriate to your host country) you learned from the cross-cultural training helps you perform your expatriate job?

($r=.387$, $p=.029$)

Item 8

How confident are you in executing the LEARNED BEHAVIOR (appropriate to your host country) from the cross-cultural training to perform your expatriate job?

($r=.375$, $p=.035$)

Also shown in Table 3, no strong correlation was found between any CCT transfer items and Overall Self-efficacy, even though the same two knowledge items (Items 3 and 4) and the same two behavior items (Items 6 and 8) came close to correlating significantly with Overall Self-efficacy (.087, .057, .058, & .066 respectively).

Demographics and Transfer of CCT

Three out of the 43 total responses were blank. Of the remainder, 26 (60.5%) respondents received CCT before their expatriate assignment and 14 (32.6%) had no such training prior to their assignments. The data analysis related to answering Research Question 2

Do demographic characteristics such as expatriate tenure, level of education, gender, age, marital status, level of foreign language competency, and level of formal cross-cultural experience affect the transfer of the training in the cross-cultural context?

included an Univariate Analysis of Variance (UNIANOVA) and was based on the 26 responses from those who received CCT previously. As listed in Table 4, no significant correlation was found between any of the demographic variables and CCT Transfer of Training. Therefore, the answer to Research Questions 2 was *NO, demographic characteristics such as expatriate tenure, level of education, gender, age, marital status, level of foreign language competency, and level of formal cross-cultural experience DO NOT affect the transfer of the training in the cross-cultural context.* As a result,

Table 4: Effects of Demographics on CCT Transfer

Tests of Between-Subjects Effects

Dependent Variable: TTMEAN

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9.021 ^a	16	.564	1.491	.229
Intercept	7.199	1	7.199	19.041	.001
MARITAL	1.394	2	.697	1.843	.195
GENDER	.020	1	.020	.053	.821
EDU	2.003	2	1.001	2.648	.106
TENURE	1.390	3	.463	1.225	.337
LANGCOMP	2.584	4	.646	1.709	.204
PRICCEXP	.616	4	.154	.407	.800
Error	5.293	14	.378		
Total	224.469	31			
Corrected Total	14.315	30			

a. R Squared = .630 (Adjusted R Squared = .208)

Note: TTMEAN= Cross-Cultural Training Transfer

Hypothesis 2,

Demographic characteristics such as expatriate tenure, level of education, gender, age, martial status, level of foreign language competency, and level of formal cross-cultural experience affect the transfer of the training in the cross-cultural context,

was refuted by the data.

Self-efficacy and Expatriate's Perceived Performance

The investigation pertaining Research Question 3,

Does self-efficacy affect performance as perceived by the expatriate?

contained a Pearson Correlations test between the two variables based on their overall means. As reported by Table 5 below, not only General Self-efficacy (GENSE) had a significant correlation ($r=.361$, $p=.022$) with Expatriate Performance (ESPP), but also Overall Self-efficacy (SESMEAN) had a significant correlation ($r=.352$, $p=.026$) with Expatriate Performance (ESPP). Therefore, the answer to Research Question 3 was *YES, self-efficacy DOES affect performance as perceived by expatriates*. In turn, Hypothesis 3,

Self-efficacy affects expatriate's performance.

was strongly supported.

Interested in knowing which performance item was influenced by self-efficacy, the researcher created a table (Table 6) to compare the correlations between each of the Performance (ESPP) items and General Self-efficacy (hereafter referred to as GENSE), as well as Overall Self-efficacy (hereafter referred to as SESMEAN).

As shown, six performance items were affected by both GENSE and SESMEAN.

Table 5: Performance and Self-efficacy Correlations

		ESPP	SESMEAN	GENSE
ESPP	Pearson Correlation	1	.352*	.361*
	Sig. (2-tailed)	.	.026	.022
	N	40	40	40
SESMEAN	Pearson Correlation	.352*	1	.968**
	Sig. (2-tailed)	.026	.	.000
	N	40	41	41
GENSE	Pearson Correlation	.361*	.968**	1
	Sig. (2-tailed)	.022	.000	.
	N	40	41	41

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Note: ESPP= Expatriate's Self-rated Perceived Performance scale

SESMEAN= Overall Self-efficacy scale

GENSE= General Self-efficacy subscale

In other words, where there was a significant correlation between the item with GENSE, there was a significant correlation with SESMEAN. These items included:

Item 7

Your effectiveness at maintaining good working relationships with host nationals.

GENSE ($r=.326$, $p=.040$) SESMEAN ($r=.388$, $p=.013$)

Item 8

Your effectiveness in communicating and keeping others in work unit informed.

GENSE ($r=.326$, $p=.040$) SESMEAN ($r=.324$, $p=.041$)

Item 9

Your effectiveness in supervising, and developing host national subordinates.

GENSE ($r=.493$, $p=.002$) SESMEAN

($r=.378$, $p=.019$)

Table 6: Performance and Self-efficacy Correlations by Item

ESPP		SESMEAN	GENSE
1. Your performance of your job responsibility as an expatriate.	Pearson Correlation Sig. (2-tailed) N	.075 .644 40	.085 .602 40
2. Your performance in general as an expatriate.	Pearson Correlation Sig. (2-tailed) N	.142 .381 40	.183 .259 40
3. Your interpersonal relationships with host nationals, in general.	Pearson Correlation Sig. (2-tailed) N	.304 .056 40	.241 .134 40
4. Your technical performance on this expatriate assignment.	Pearson Correlation Sig. (2-tailed) N	.151 .351 40	.119 .464 40
5. Your ability to foster organizational commitment.	Pearson Correlation Sig. (2-tailed) N	-.060 .713 40	-.013 .934 40
6. Your effectiveness at representing your company to host national customers and community.	Pearson Correlation Sig. (2-tailed) N	-.074 .651 40	-.137 .400 40
7. Your effectiveness at maintaining good working relationships with host nationals.	Pearson Correlation Sig. (2-tailed) N	.388* .013 40	.326* .040 40
8. Your effectiveness in communicating and keeping others in your work unit informed.	Pearson Correlation Sig. (2-tailed) N	.324* .041 40	.396* .011 40
9. Your effectiveness in supervising, and developing host national subordinates.	Pearson Correlation Sig. (2-tailed) N	.378* .019 38	.493** .002 38
10. Your effectiveness in training your expatriate or host national replacement.	Pearson Correlation Sig. (2-tailed) N	.304 .096 31	.312 .088 31
11. Your effectiveness in transferring information across strategic units (e.g., from the host country to headquarters).	Pearson Correlation Sig. (2-tailed) N	.468** .002 40	.494** .001 40
12. Your ability to speak the host national language.	Pearson Correlation Sig. (2-tailed) N	-.040 .811 39	-.067 .684 39
13. Your understanding of the host national culture.	Pearson Correlation Sig. (2-tailed) N	.198 .221 40	.247 .124 40
14. Your ability in effectively transforming technical expertise.	Pearson Correlation Sig. (2-tailed) N	-.068 .686 38	-.035 .834 38
15. Your effectiveness in communicating, developing, and maintaining good relationships among host national customers, suppliers, colleagues, government officials, etc.	Pearson Correlation Sig. (2-tailed) N	.447** .004 40	.398* .011 40
16. Your effectiveness in integrating information and business practices from various resources.	Pearson Correlation Sig. (2-tailed) N	.224 .164 40	.251 .118 40
17. Your ability in effectively communicating technical concepts among leaders, teammates, and direct reports across boarders.	Pearson Correlation Sig. (2-tailed) N	.419** .007 40	.447** .004 40

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Note: ESPP= Expatriate's Self-rated Perceived Performance scale

SESMEAN= Overall Self-efficacy scale

GENSE= General Self-efficacy subscale

Item 11

Your effectiveness in transferring information across strategic units (e.g., from the host country to headquarters).

GENSE ($r=.494$, $p=.001$) SESMEAN ($r=.468$, $p=.002$)

Item 15

Your effectiveness of expatriate in communicating, developing, and maintaining good relationships among host national customers, suppliers, colleagues, government officials, etc.

GENSE ($r=.398$, $p=.011$) SESMEAN ($r=.447$, $p=.004$)

Item 17

Your ability in effectively communicating technical concepts among leaders, teammates, and direct reports across boarders.

GENSE ($r=.447$, $p=.004$) SESMEAN ($r=.419$, $p=.007$)

Serendipitous Findings

Data analysis supportive of answering the research questions and testing the hypotheses prompted additional inquiry on the researcher's part. Subsequently, she ran some extra tests to learn if there was any correlation between self-efficacy and the demographic variables (expatriate tenure, level of education, gender, age, marital status, level of foreign language competency, and level of formal cross-cultural experience). As depicted by Table 7, only Marital Status was found to have a significant correlation with Overall Self-efficacy ($p=.046$).

To further distinguish which Marital Status caused the positive correlation, a

Table 7: Correlations of Demographics and Overall Self-efficacy

Tests of Between-Subjects Effects

Dependent Variable: SESMEAN

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2.658 ^a	16	.166	1.303	.275
Intercept	134.417	1	134.417	1054.255	.000
MARITAL	.902	2	.451	3.539	.046
GENDER	.014	1	.014	.111	.742
EDU	.353	2	.177	1.385	.270
TENURE	.320	3	.107	.835	.488
LANGCOMP	.820	4	.205	1.608	.206
PRICCEXP	.506	4	.126	.992	.432
Error	2.932	23	.127		
Total	713.958	40			
Corrected Total	5.591	39			

a. R Squared = .475 (Adjusted R Squared = .111)

Note: SESMEAN= Overall Self-efficacy

Homogeneous Subsets Tukey test was conducted. Test results (Table 8) show only a minor difference (.53) between the two groups, *Married with no child* versus *Married with child(ren)*. But neither of these marital statuses differed from expatriates who were *Single*.

Another unexpected finding also emerged. Although not originally raised as a formal research question, the researcher was interested in learning whether the transfer of CCT affects expatriate performance.

Table 9 shows no significant correlation was found between the CCT transfer (TTMEAN) and expatriate performance (ESPP) ($r=.272$, $p=.138$). To further understand whether there was any CCT item that correlated with performance, a Pearson's

Table 8: Correlation of Marital Status and Overall Self-efficacy

SESMEAN			
Tukey HSD ^{a,b,c}			
4. Marital status	N	Subset	
		1	2
Married with child(ren)	21	4.1347	
Single	16	4.2188	4.2188
Married with no child	3		4.6667
Sig.		.902	.075

Means for groups in homogeneous subsets are displayed.

Based on Type III Sum of Squares

The error term is Mean Square(Error) = .127.

- a. Uses Harmonic Mean Sample Size = 6.765.
- b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.
- c. Alpha = .05.

Note: SESMEAN= Overall Self-efficacy

Table 9: Summary of Correlations

		Correlations				
		ESPP	SESMEAN	TTMEAN	SOCSE	GENSE
ESPP	Pearson Correlation	1	.352*	.272	.168	.361*
	Sig. (2-tailed)	.	.026	.138	.300	.022
	N	40	40	31	40	40
SESMEAN	Pearson Correlation	.352*	1	.330	.623**	.968**
	Sig. (2-tailed)	.026	.	.065	.000	.000
	N	40	41	32	41	41
TTMEAN	Pearson Correlation	.272	.330	1	.090	.368*
	Sig. (2-tailed)	.138	.065	.	.623	.038
	N	31	32	32	32	32
SOCSE	Pearson Correlation	.168	.623**	.090	1	.408**
	Sig. (2-tailed)	.300	.000	.623	.	.008
	N	40	41	32	41	41
GENSE	Pearson Correlation	.361*	.968**	.368*	.408**	1
	Sig. (2-tailed)	.022	.000	.038	.008	.
	N	40	41	32	41	41

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Note: ESPP= Expatriate's Self-rated Perceived Performance scale
SESMEAN= Overall Self-efficacy scale
GENSE= General Self-efficacy subscale
SOCSE= Social Self-efficacy subscale
TTMEAN= Cross-Cultural Training Transfer scale

Correlation was run again between each items of CCT transfer and expatriate performance. As shown in Table 10, Item 4,

How much of the knowledge learned from the Cross-Cultural Training have you used to perform your expatriate job?

was the sole item found highly correlated with Overall Self-efficacy ($r=.440$, $p=.013$).

In further ascertaining whether CCT, indeed, has an impact on expatriate job performance, a Univriate Analysis of Variance was conducted. The results in Table 11 shows that whether or not an expatriate received CCT was insignificant in affecting performance.

Table 10: Correlation of CCT Transfer and Expatriate Performance

CCTT		ESPP
2. How long ago did you receive your most recent cross-cultural training?	Pearson Correlation Sig. (2-tailed) N	.134 .479 30
3. Overall, do you think the KNOWLEDGE you learned from the cross-cultural training helps you perform you expatriate job?	Pearson Correlation Sig. (2-tailed) N	.333 .067 31
4. How much of the KNOWLEDGE learned from the cross-cultural training have you used to perform your expatriate job?	Pearson Correlation Sig. (2-tailed) N	.440* .013 31
5. How confident are you in using the LEARNED KNOWLEDGE from the cross-cultural training to perform your expatriate job?	Pearson Correlation Sig. (2-tailed) N	.257 .163 31
6. Overall, do you think the BEHAVIOR (appropriate to your host country) you learned from the cross-cultural training helps you perform your expatriate job?	Pearson Correlation Sig. (2-tailed) N	.270 .142 31
7. How much of the BEHAVIOR (appropriate to your host country) learned from the cross-cultural training have you used to perform your expatriate job?	Pearson Correlation Sig. (2-tailed) N	.200 .279 31
8. How confident are you in executing the LEARNED BEHAVIOR (appropriate to your host country) from the cross-cultural training to perform your expatriate job?	Pearson Correlation Sig. (2-tailed) N	.170 360 31

*. Correlation is significant at the 0.05 level (2-tailed).

Note: CCTT= Cross-Cultural Training Transfer scale by item

ESPP= Expatriate's Self-rated Perceived Performance scale

Table 11: Correlation between CCT and Performance**Tests of Between-Subjects Effects**

Dependent Variable: ESPP

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	.246 ^a	1	.246	1.508	.227
Intercept	538.848	1	538.848	3308.794	.000
CCTORNOT	.246	1	.246	1.508	.227
Error	6.026	37	.163		
Total	598.764	39			
Corrected Total	6.271	38			

a. R Squared = .039 (Adjusted R Squared = .013)

Note: CCTORNOT= whether nor not CCT was received, ESPP= Expatriate Performance

CHAPTER V

Summary of Findings, Conclusions, Recommendations and Implications

With deliberate consideration, the results of the present study were summarized, and a set of logical conclusions was reached. Based upon further reflection of how this study's results compare/contrast with those cited in the literature review and additional readings, the researcher made a series of relevant recommendations. Taken together, these components led to implications for HRD researchers and practitioners.

Summary of Findings

This section recaps the findings from the researcher's data analysis. The following content was arranged on the bases of responses obtained from the participating expatriates' demographics and the results from testing the three research hypotheses.

Demographics

Study findings pertaining to demographics consisted of the following.

- Although the respondents were expatriates essentially assigned to 11 nations/regions scattered over Asia (23%), North America (30%), South America (16%), and Europe (8%), the majority (30%) were concentrated in North America and 25% of them were brought into the United States working at the company's different divisions.
- Expatriate age ranged from 25 to 57, the majority of the expatriates were between 30 and 43 with an average age of 36.2.

- Almost half of the expatriates (49%) were married with children. Thirty seven percent were single, and 9% were married with no child.
- Male expatriates presented an overwhelming majority (84%) of the studied population accompanied with a minority (16%) of female expatriates.
- While many (35%) expatriates had undergraduate degrees, a similar amount (30%) had master's degrees, and 28% had high school diplomas. None of the expatriates had doctoral degree.
- Most (37%) of the expatriates had one to two years tenure while 30% had two to four years. Those who had more than four years tenure and those who had less than one year tenure each shared 14%.
- A pleasing majority (53%) of the expatriates had a fluent level of foreign language competency while 16% percent self-reported being weak.
- Expatriates reported of having various levels of formal cross-cultural experience before their current assignment. Thirty three percent had at least two years of overseas experience while 19% had no prior overseas experience at all.

Self-efficacy's Effects on Transfer of CCT and Testing Hypothesis 1

The findings concerning self-efficacy's effects on transfer of CCT are summarized as follows.

- General Self-efficacy (GENSE) was significantly correlated ($r=.368$, $p=.038$) with overall Transfer of CCT. While, and not to be confused with, Overall Self-efficacy (SESMEAN) *does not* have a significant correlation ($r=.330$, $p=.065$) with Transfer of CCT.

- General Self-efficacy (GENSE), was significantly correlated ($r=.356$, $p=.046$) with CCT Transfer Item 3,

Overall, do you think the KNOWLEDGE you learned from the cross-cultural training helps you perform your expatriate job?

- General Self-efficacy (GENSE), was also significantly correlated ($r=.394$, $p=.026$) with CCT Transfer Item 4,

How much of the KNOWLEDGE learned from the cross-cultural training have you used to perform your expatriate job?

- There was a significant correlation ($r=.387$, $p=.029$) between General Self-efficacy (GENSE), with CCT Transfer Item 6,

Overall, do you think the BEHAVIOR (appropriate to your host country) you learned from the cross-cultural training helps you perform your expatriate job?

- General Self-efficacy (GENSE), was also significantly correlated ($r=.375$, $p=.035$) with CCT Transfer Item 8,

How confident are you in executing the LEARNED BEHAVIOR (appropriate to your host country) from the cross-cultural training to perform your expatriate job?

- As a result, Hypothesis 1

The expatriate's perceived level of self-efficacy affects the transfer of the cross-cultural training.

was accepted.

Demographics and Transfer of CCT and Testing Hypothesis 2

The resultant findings in ascertaining the relationships between Demographic variables and Transfer of CCT are summarized as follows.

- No significant correlation was found between any of the demographic variables and the transfer of CCT.
- Subsequently, Hypothesis 2
Demographic characteristics such as expatriate tenure, level of education, gender, age, martial status, level of foreign language competency, and level of formal cross-cultural experience affect the transfer of the cross-cultural training,

was rejected.

Self-efficacy and Expatriate's Perceived Performance and Testing Hypothesis 3

The results pertaining the relationship between self-efficacy and expatriate performance are outlined as follows.

- Not only did General Self-efficacy (GENSE) had a significant correlation ($r=.361$, $p=.022$), but also Overall Self-efficacy (SESMEAM) had a significant correlation ($r=.352$, $p=.026$) with Expatriate Performance.
- Interestingly, six questions about expatriate performance were found to have significant correlations simultaneously with General Self-efficacy and Overall Self-efficacy. Thus, where there was an effect of General Self-efficacy there was also an affect of Overall Self-efficacy. Conversely, where there was no impact of General Self-efficacy, there was none of Overall Self-efficacy.

- General Self-efficacy ($r=.326$, $p=.040$) and Overall Self-efficacy ($r=.388$, $p=.013$) were found to affect expatriate effectiveness in maintaining good working relationships with host nationals.
- General Self-efficacy ($r=.324$, $p=.041$) and Overall Self-efficacy ($r=.396$, $p=.011$) were found to influence expatriate effectiveness in communicating and keeping others in work unit informed.
- General Self-efficacy ($r=.493$, $p=.002$) and Overall Self-efficacy ($r=.378$, $p=.019$) both affected expatriate effectiveness in supervising and developing host national subordinates.
- Both General Self-efficacy ($r=.494$, $p=.001$) and Overall Self-efficacy ($r=.468$, $p=.002$) both affected expatriate effectiveness in transferring information across strategic units.
- Both General Self-efficacy ($r=.398$, $p=.011$) and Overall Self-efficacy ($r=.447$, $p=.004$) impacted expatriate effectiveness in communicating, developing, and maintaining good relationships among host national customers, suppliers, colleagues, government officials, etc.
- Expatriate ability in effectively communicating technical concepts among leaders, teammates, and direct reports across borders was also influenced by both General Self-efficacy ($r=.447$, $p=.004$) and Overall Self-efficacy ($r=.419$, $p=.007$).
- Consequently, Hypothesis 3, Self-efficacy affects expatriate's performance, was accepted.

Serendipitous Findings

Unanticipated results of this study are summarized as follows.

- Marital Status was found to have a significant correlation with Overall Self-efficacy ($p=.046$).
- In terms of the relationship between CCT transfer and expatriate performance, although overall CCT transfer was not found to correlate with expatriate performance, there was a sole significant correlation ($r=.440$, $p=.013$) found between the amount of the knowledge learned from CCT being used and expatriate's job performance.
- When expatriates who received CCT were compared with expatriates who did not receive CCT, no difference was found between these groups in relation to performance.

Conclusions

The purpose of the present study entailed three investigations: (a) determining whether self-efficacy has an effect on the transfer of CCT, (b) ascertaining the relationships between the identified demographic variables and the transfer of CCT, and (c) examining the effect of self-efficacy on expatriate performance.

Based on the summary of findings for this study, the following conclusions were drawn:

1. As hypothesized, General Self-efficacy DOES have an effect on the transfer of CCT, especially on the transfer of learned knowledge and behavior.

Specifically, General Self-efficacy influences the expatriate's overall perception of how

the knowledge learned from CCT helps job performance. General Self-efficacy also affects the expatriate's perceptions of how much of the learned knowledge is used in job performance.

Moreover, General Self-efficacy affects expatriates' overall perceptions of (a) how the behavior learned from CCT helps job performance, and (b) how confident they are in executing the learned behavior in job performance.

2. Demographic characteristics such as expatriate *tenure, level of education, gender, age, marital status, level of foreign language competency, and level of formal cross-cultural experience* DO NOT affect the transfer of the cross-cultural training. The confirmation of insignificant correlations between demographics and transfer of CCT, (especially the insignificance between tenure, age, and prior experience), however, fills a void previously pointed out by Warr and Bunce (1995), who suggested a need existed for examination of the relationships between these variables and transfer of training.

3. As expected, self-efficacy (both overall and general) DOES affect expatriate performance in various dimensions. In particular, self-efficacy influences expatriate effectiveness in (a) maintaining good working relationships with host nationals; (b) communicating and keeping others informed; (c) supervising, and developing host national subordinates; (d) transferring information across strategic units (e.g., from the host country to headquarters); (e) communicating, developing, and maintaining good relationships among host national customers, suppliers, colleagues, government officials, etc.; and (f) communicating technical concepts among leaders, teammates, and direct reports across borders.

4. Marital Status appears to influence expatriate level of perceived self-efficacy.

5. Although overall CCT transfer does not correlate with expatriate performance, expatriate perceptions of how much of the knowledge learned from CCT is used in job performance do strongly influence expatriate perceptions of his/her overall job performance. And whether or not CCT is received does not impact expatriate performance.

Recommendations

With the researcher's empirical investigation of the linkages between self-efficacy, CCT, and performance, her research adds to the literature of two adjacent fields of study—transfer of training and cross-cultural training. The investigation was built upon a model developed by CCT scholars, Black and Mendenhall (1990), within the framework of Social Learning Theory (SLT). As depicted in Figure 1 on page 29, Black and Mendenhall proposed that higher self-efficacy is more likely to lead a person to execute the learned behavior and persist in executing the behavior. They also suggested that within the SLT framework, CCT would increase an individual's efficacy and result in higher expectations and greater proficiency, which, in turn, would facilitate more effective execution of job performance (Black & Mendenhall, 1990).

The researcher recommends following Black and Mendenhall's model of logically grouping the Attention, Retention, and Reproduction linkages into a composite process labeled Training Transfer Process (see Figure 11). Furthermore, by blocking out other factors irrelevant to this study, the researcher was able to concentrate on the

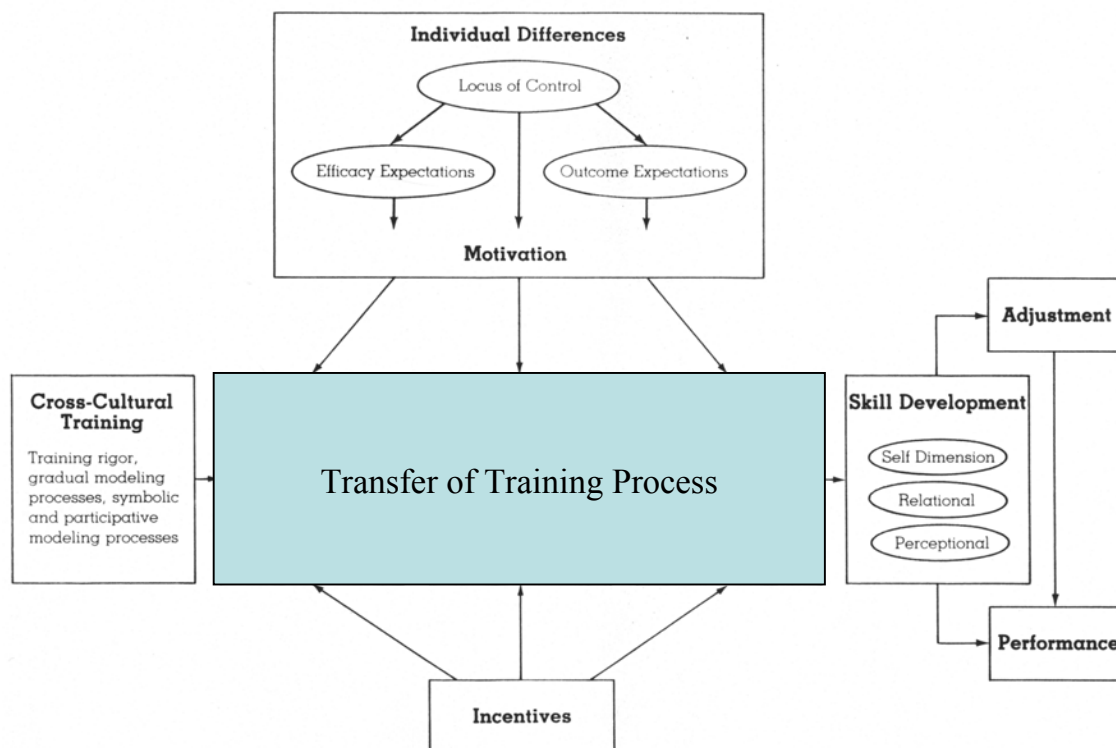


Figure 11: Anne Wang Drewry's First Adaptation of Black and Mendenhall's Model of Cross-cultural training and social learning theory

relationships between self-efficacy, CCT and performance in a more simplified form (see Figure 12). Subsequently, a graphic depiction of the model for this study emerges (see Figure 13).

With the supportive findings from testing Hypothesis 1 and Hypothesis 3, and the conclusions drawn from other findings of this study, the researcher proposes that within the SLT framework, there is a triangular relationship which ties together self-efficacy, CCT, and performance, and in which self-efficacy affects the transfer of CCT and, in turn, facilitates performance, then better performance feeds back to higher self-efficacy. Naturalistically, higher self-efficacy results in more effective transfer of CCT.

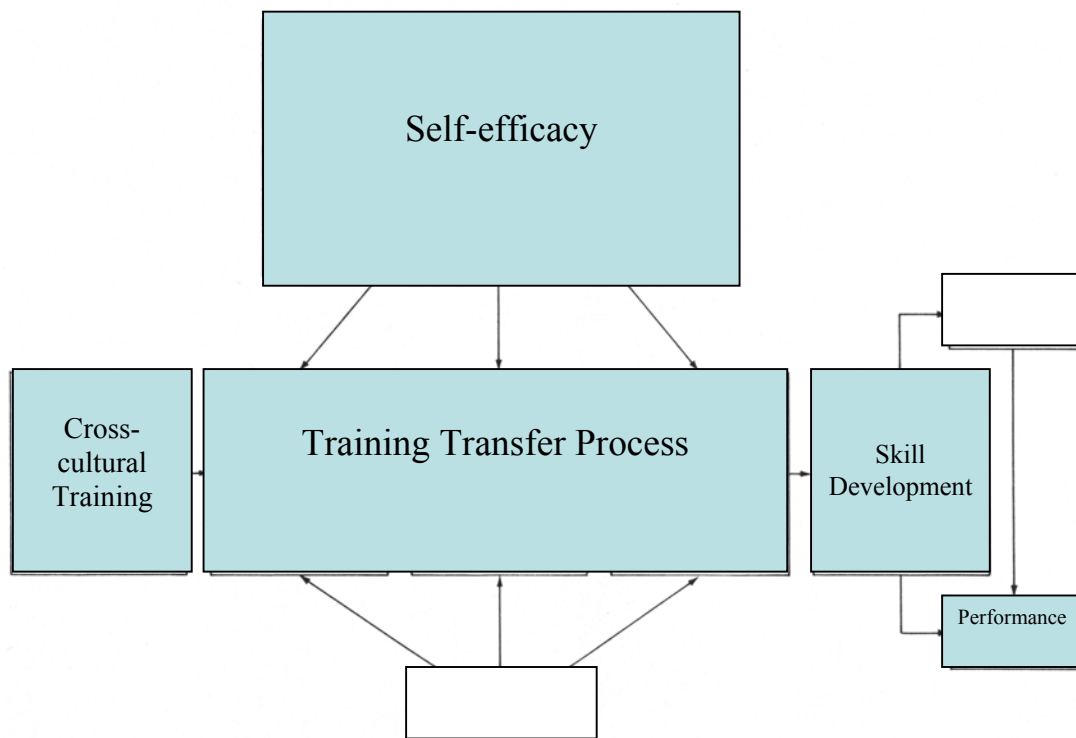


Figure 12: Anne Wang Drewry's Second Adaptation of Black and Mendenhall's Model of Cross-cultural training and social learning theory

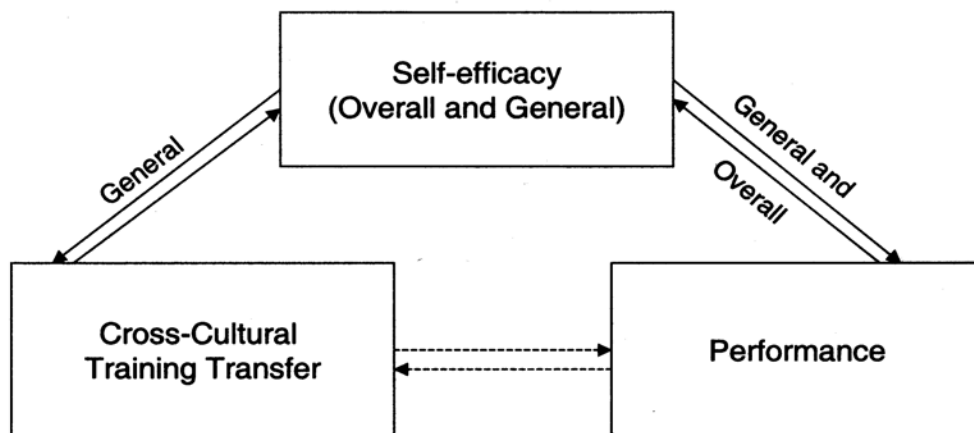


Figure 13: Anne Wang Drewry's Self-efficacy's Effect on Cross-Cultural Training Transfer and Performance

Within this model, the acceptance of Hypothesis 1 and 3 substantiate the linkages between self-efficacy and CCT Transfer, as well as the linkages between self-efficacy and performance. The researcher's empirically based model supports Black and Mendenhall's (1990) theory that CCT increases a person's efficacy and results in higher expectations and greater proficiency, which, in turn, facilitates more effective execution of job performance.

As one of the few CCT research studies conducted to investigate the linkages between CCT transfer and performance, this study fulfills the need suggested by Morris and Robie (2001) to develop a theoretical model of the relationship between CCT and performance.

Although expatriate perceptions of how much of the knowledge learned from CCT is used in job performance was found to correlate significantly with expatriate performance, CCT Transfer, as an overall scale, was found insignificant in relation to Performance. In addition, whether or not CCT was received does not seem to affect performance. Thus, the linkage between CCT Transfer and Performance in this model remained unproven in the present study and was, therefore, presented by only a dotted line.

Taking into account the limitation of the present study being done within a relatively narrow scope, careful assessment of the salient findings of the study led the researcher to make recommendations for future researcher.

Finding of no correlation between CCT transfer and performance and the inconsequential effect of CCT on performance unsettled the researcher. The question

remains “why the results?” The researcher speculates that the study’s low response rate perhaps explains the unsettling result. Previous studies found the effectiveness of CCT more or less weaker than expected and varied widely (Morris & Robie, 2001). While this finding is somewhat consistent with Mendenhall and et al (in press), that CCT seemed to be more effective in “enhancing knowledge and trainee’s satisfaction . . .but less effective in changing behavior and attitudes, or in improving adjustment and performance”, it is contradictory to Deshpande and Viswesvaran’s (1992) claim that CCT has a strong and positive impact on the development of cross-cultural skills, adjustment, and performance. The perceived contradiction may emanate from previous studies focusing more on the effectiveness of the CCT rather than on the transfer process of CCT.

Specific recommendations for further research include:

1. While the muddiness remains, it is this researcher’s recommendation that based on this model, as well as other established transfer of training models and theories, future researchers need to further ascertain the relationships between CCT Transfer and Performance, to fill the blank of the transfer of training in the cross-cultural context.
2. Similar research is still in need to include multiple ratings (e.g. supervisor and peer ratings including home and host country nationals) to improve the certainty of the relationships between self-efficacy and expatriate job performance.
3. In order to better evaluate the transfer of CCT, more rigorous empirical studies need to include longitudinal outcome measures such as how much attitude or behavior been changed/transferred to job performance compared to attitude and behavior before the training, at the end of training, and a few months after training.

4. Empirical studies involving larger samples are needed to enhance the reliability and credibility of the conclusions.
5. Similar studies need to be conducted involving multiple multinational organizations from various industrial sectors.
6. Further research may be conducted, by using the same instrument, to determine whether Overall Self-efficacy also has an effect on the transfer of CCT.
7. Further research maybe conducted in order to explore the relationships between demographic variables and expatriate level of performance.
8. Future research may further explore the CCT transfer by examining higher levels of CCT transfer.

Implications

As a result of what the researcher learned from this study, several implications emerged that maybe meaningful for HRD practitioners and global organizations.

First, the major findings associated with the testing of Hypothesis 1 suggest that higher self-efficacy increases the transfer of CCT. This echoed the social learning theory in the transfer of training literature (Bandura, 1977), and empirically supported Black and Mendenhall's (1990) model of cross-cultural training and social learning theory.

Since self-efficacy has been proven to affect coping and insistence when encountering obstacles (Bandura, 1986), and since research has shown low self-efficacy individuals experienced much greater anger, frustration, and anxiety while learning computer software skills than did high self-efficacy individuals (Gist et al., 1989;

Martocchio & Webster, 1991), in the complexity of applying CCT content, self-efficacy can therefore be used as a determinant variable in assessing the transfer of CCT.

Second, although demographic characteristics such as expatriate tenure, level of education, gender, age, marital status, level of foreign language competency, and level of formal cross-cultural experience do not interact with the transfer of CCT, self-efficacy, as an individual factor, does play an important role in the process of training transfer. Since people with high self-efficacy are more likely to persist in executing the learned knowledge and behavior, and be less frustrated in new and uncertain environments, multinational organizations' HRD practitioners and expatriate recruiters may use self-efficacy as a personality predictor in selecting suitable candidates for overseas assignment in order to ensure the most likely success of each assignment.

Third, self-efficacy was found strongly correlated with various dimensions of expatriate performance, which appears consistent with previous studies concerning self-efficacy's association with job performance in domestic settings (Barling & Beattie, 1983; Gist, Stevens, & Bavetta, 1991; Gist, & Mitchell, 1992) and with expatriate's cross-cultural adjustment (Harrison, Chadwick, & Scales, 1996). Studies of training transfer (Frayne & Latham, 1987) also show that some training methods can enhance self-efficacy in the area of self-management. And when self-efficacy is enhanced, attendant increases in performance are noted (Gist, 1989; Gist et al., 1989). Thus, organizations ought to seek well-tailored post-training interventions and other mechanisms to help expatriates achieve and maintain higher level of self-efficacy in order to secure the transfer of CCT as well as to improve the level of expatriate performance.

Fourth, the finding of the significant correlation between marital status and self-efficacy signals that well balanced and adjusted family life may improve expatriate self-efficacy, which, in turn, increases the CCT transfer as well as performance. This implication resonates with implications from previous CCT studies (Black & Stephens, 1989; Black & Gregersen, 1991a; Cui & Awa, 1992) about the importance of positive social support from family and spouse for expatriate cross-cultural adjustment. Thus, multinational organizations that have expatriate programs should include expatriate families as much as possible in the cross-cultural adjustment process. Providing help as much as possible for families and spouses to get adjusted ultimately facilitates expatriate overseas adjustment and performance.

Fifth, expatriate perceptions of how much of the knowledge learned from CCT is used in job performance strongly influences overall job performance. This is because numbers of transfer studies suggested that trainee perception of relevance of “knowledge, skills, and attitude taught in training is a critical value in determining transfer” (Ameel, 1992; Baldwin & Ford, 1988; Garavaglia, 1993). Multinational organizational HRD practitioners and intercultural trainers should not only tailor the instructional design of CCT programs but also the content relevance for trainee (in this case, the expatriate as well as his/her family and spouse) needs, in terms of overseas adjustment and performance to maximize the transfer from learning to performance.

Needs Assessment is needed before deciding what training is needed and how to offer the training to trainees. Once trainees know what learned is relevant to what they need to know (in order to better perform), they will be more motivated to transfer

learning into “on-the-job performance” (Holton, 1996). Additionally, expatriate trainees should be involved in the process of identifying training objectives, assessing their job-related needs, developing action plans, as well as identifying and tying organizational strategies to support ultimate transfer to new contexts (Broad, 1997; Yamnill & McLean, 2001).

Multinational organizations should also strive to provide facilitative environments for the transfer of CCT, which should include, but not limited to, working and learning environments built in the organizational structure so as to allow intercultural sensitivity and understanding of cross-cultural issues. Positive support for the expatriate is critical--from the organization’s top management as well as the expatriate’s supervisors and peers. Proper and timely evaluation of the training outcomes, and timely and frequent feedback about the expatriate’s performance (involving the expatriate, superior and peers) also contribute to making environments facilitative of the expatriate.

Expatriate need for feedback is urgent. Generally speaking, feedback is needed from the expatriate’s home office supervisor and peers, as well as from his/her host nationals. Expatriates persistently need feedback about their performance so they can improve as needed. Communication between the expatriate and the home office should remain open because self-efficacy potentially has the greatest impact on the adjustment of persons who need most feedback (Nicholson, 1984).

Not only should communication remain open, but collective information about the expatriate’s learning should also be recorded, sorted out, and, as appropriate, recycled for use with future expatriate assignments and training. If organizations continue spending

thousands and millions of dollars to train expatriates without benefiting from lessons learned, then a lot of unnecessary waste will result. Lessons learned represent potential competitive advantage for multinational organizations and their expatriates. Such lessons can and should be considered as good food for thought when framing policies, programs, and incentive systems for contemporary and future expatriates, as well as for repatriates.

Finally, as important as self-efficacy appears to be in academia, a lot of times, it is not commonly viewed by organizations as an vital factor that affects the transfer of CCT or any type of training for that matter. Self-efficacy is often regarded as unpractical in the real world, and yet its influence is proven to be more and more crucial in work organizations and learning environments. Based on the results of this study, self-efficacy was proved to be an individual factor, which influences the CCT transfer process and expatriate job performance. The researcher urges organizational leaders and HRD practitioners to (a) expand their understanding of the role self-efficacy can and does play in the training process, and (b) pay more attention to how self-efficacy can be used to enhance training transfer and job performance not only in international settings but also in domestic environments.

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<http://www.windhamint.com/WhitePapers/2001Survey.pdf>

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APPENDIXES

APPENDIX A:

Human Subject Form A

THE UNIVERSITY OF TENNESSEE



Human Resource Development
College of Business Administration
310 Jessie Harris Building
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MEMORANDUM

TO: Anne Wang Drewry, HRD Graduate Student

FROM: Dr. Michael Lane Morris, Acting Head, Human Resource Development,
and Chair of the Subjects Review Committee

DATE: November 21, 2002 *Michael Lane Morris*

RE: Form A - Certification for Exemption from IRB Review for Research
Involving Human Subjects

Your request pursuant to your recent Form A (Certification for Exemption from IRB Review for Research Involving Human Subjects) has been approved by UTK's Office of Research for a period of up to one year. You may begin your research at this time.

Please note that if the research project has not been completed within the one-year period you must submit a new Human Subjects Form in order to continue the project.

As the HRD Department's Human Subjects Review Chair, please feel free to contact me if you have any questions.

C: Ms. Brenda Lawson, Office of Research
Dr. Vickie J. Stout
Dr. Michael Lane Morris
HRD Office File

IRB # _____

Date received in ORA _____

FORM A

**Certification of Exemption from Review by IRB Review
for Research Involving Human Subjects**

A. PRINCIPAL INVESTIGATOR(s) and/or CO-PI(s)

Anne Wang Drewry
Vickie J. Stout

B. DEPARTMENT/UNIT

Department of Human Resource Development

**C. COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PI(s)
and CO-PI(S)**

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D. TITLE OF PROJECT

Effects of Self-efficacy on Transfer of Cross-Cultural Training for Expatriates

E. EXTERNAL FUNDING AGENCY AND ID NUMBER (if applicable)

Not applicable

F. GRANT SUBMISSION DEADLINE (if applicable):

Not applicable

G. STARTING DATE: Upon certification by Coordinator of Compliances.

Projected for November 22, 2002.

H. ESTIMATED COMPLETION DATE

May, 2003

I. RESEARCH PROJECT:

1. Objective(s) of Project

How much of the training was been transferred and what was the return on the investment have become the key questions companies ask.

While the majority of the transfer of training studies concentrated on the transfer of training in domestic settings, it is evident that study of transfer in the area of cross-cultural training for U.S. expatriates has been ignored, in spite of its growing importance for this type of training. The absence in examining the transfer of training in the cross-cultural area made it difficult for organizations to measure how much of the training had been transferred to real job performance, thus resulting inadequate and inefficient use of CCT, and therefore affecting the success in multinational corporations overseas operations.

This study focuses on the perceived self-efficacy of expatriates receiving cross-cultural training and the influence of self-efficacy, as well as other selected demographic variables, on the transfer of cross-cultural training. Self-efficacy is the judgments people make of their own capabilities to execute certain actions to obtain the desired performance. (Bandura, 1997, p. 3).

The one instrument survey developed specifically for the present study will allow the researchers ascertain the relationship between expatriates' perceived self-efficacy and their performance (rated by self), as the result of the transfer of cross-cultural training, and therefore help multinational corporations better utilize cross-cultural training as well as select overseas personnel based on self-efficacy (see attachment).

Independent variables selected for this study are as follows:

- ◇ self-efficacy
- ◇ expatriate tenure
- ◇ level of education
- ◇ gender
- ◇ age
- ◇ marital status
- ◇ level of foreign language competency
- ◇ level of formal cross-cultural experience

2. Subjects

The population of this study will include the expatriates working on their overseas assignments for private multinational companies.

3. Methods or Procedures

A causal-comparative method will be used for this research. One survey instrument was crafted for this study by the researchers, by using digital survey hosting service provided by the Statistic Consulting Service, Stokely Management Center. Data will be collected automatically by the system via the Internet immediately upon respondents' completion of the survey. The survey can be viewed at: <http://surveys.utk.edu/drewry/index.htm>

Participation of the survey, which will take about 25 minutes to complete, is totally voluntary and anonymous. Therefore, participants' completion of the surveys will constitute their giving informed consent. Collected data will be stored at the Statistic Consulting Service Center during the entire period of the data collection process, and only accessible to the researchers via the aids of the statistic specialist at the Statistic Consulting Service Center. Only summary data will be compiled and reported in presentations and manuscripts pertaining to this research project.

Appropriate statistic analysis tools such as descriptive statistics, Analysis of Variance, Linear Regression, and a Reliability test such as Cronbach's alpha will be used for data analysis purposes.

4. CATEGORY(s) FOR EXEMPT RESEARCH PER 45 CFR 46


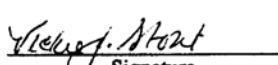

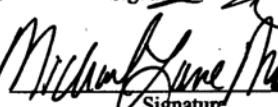
This research involves survey procedures. Information obtained will not be recorded in such a manner that human subjects can be identified. There will be no disclosure of the human subjects' responses outside the research. There is no risk to subjects.

Reference:

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

J. CERTIFICATION

The research described herein is in compliance with 45 CFR 46.101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Principal Investigator	<u>Anne Wang Drewry</u> Name	 Signature	<u>11/13/02</u> Date
Co- Investigator	<u>Dr. Vickie J. Stout</u> Name	 Signature	<u>11-13-02</u> Date
Dept. Review Comm. Chair	<u>Dr. Virginia Kupritz</u> Name	 Signature	<u>11/13/02</u> Date
Dept. Head	<u>Dr. Michael Lane Morris</u> Name	 Signature	<u>11/19/02</u> Date
APPROVED:	Coordinator of Compliances Office of Research Administration	_____ Signature	_____ Date

APPENDIX B:

Survey Instrument

Expatriate Self-efficacy, Transfer and Performance Survey

Please share your perceptions of the factors that affect the transfer of cross-cultural training. Completion of this survey requires about 25 minutes.

Your anonymity will be protected, and you are not required to supply your name or any other identifying information anywhere on the survey. Further, you are requested to deposit your completed survey by clicking the SEND ANSWER button. Data will be automatically collected by the computer via the Internet and will only be accessible to the researchers.

Your participation in the study is completely voluntary, and your completion of the survey will constitute your consenting to participate in the research project. At any time you may withdraw your consent without penalty or adverse consequences.

Thank you for participating in this research project. If you need more information regarding the project, feel free to contact Anne Wang Drewry at (865) 946-6975 or Dr. Vickie Stout at (865) 974-6289.

Anne Wang Drewry, Graduate Teaching Assistant
Human Resource Development

Vickie Stout, Associate Professor
Human Resource Development



Part I

Demographic Information

Directions: Please check the most appropriate response for each item. Participation in the survey is voluntary and requires about 25 minutes. Return of the completed survey constitutes your consent to participate. Thank you for taking the time to complete the survey.

➔ 1. The nation/region of your assignment:

2. Age:

3. Gender

female

male

4. Marital status

Married with child(ren)

Married with no child

Single

Divorced

5. Level of education

doctoral degree

masters degree

undergraduate degree

high school diploma



➔ **6. Length on expatriate tenure**

- more than four years
- two to four years
- one to two years
- less than one year

7. Level of foreign language competency

- FLUENT: comfortable reading, writing, speaking, and listening in the foreign language
- SOMEWHAT FLUENT: generally comfortable communicating in the foreign language
- GENERALLY ABLE TO COMMUNICATE: but with effort and the assistance of communication aids
- SOMEWHAT ABLE TO COMMUNICATE: but having difficulty speaking or listening in the foreign language
- WEAK: strongly reliant on communication aids

8. Level of formal cross-cultural experience before this assignment

- at least two years of overseas living/working experience
- at least one year of overseas living/working experience
- lived/worked abroad for at least a 3-4 week period of time
- traveled abroad for at least a 3-4 week period of time
- no prior overseas experience at all



Part II

Self-efficacy Scale

Directions: Using the following scale, please rate each item by clicking on the appropriate box.

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. When I make plans, I am certain I can make them work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If I can't do a job the first time, I keep trying until I can.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. When I set important goals for myself, I rarely achieve them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I avoid facing difficulties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. If something looks too complicated, I will not even bother to try it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. When I have something unpleasant to do, I stick to it until I finish it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. When trying to learn something new, I soon give up if I am not initially successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. When unexpected problems occur, I don't handle them well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I avoid trying to learn new things when they look too difficult for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Failure just makes me try harder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I feel insecure about my ability to do things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I am a self-reliant person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. If I see someone I would like meet, I go to that person instead of waiting for him or her to come to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. If I meet someone interesting who is hard to make friends with, I'll soon stop trying to make friends with that person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. When I'm trying to become friends with someone who seems uninterested at first, I don't give up easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I do not handle myself well in social gatherings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part III

Cross-Cultural Training Transfer Survey

Directions: Expatriates, please respond to the following questions about transfer of the cross-cultural training you received in the past.

1. Have you received cross-cultural training before your expatriate assignment?

- yes
- no

2. How long ago did you receive your most recent cross-cultural training?

- at least three months ago
- at least six months ago
- at least one year ago
- at least two years ago

3. Overall, do you think the KNOWLEDGE you learned from the cross-cultural training helps you perform your expatriate job?

- not helpful
- somewhat helpful
- very helpful
- extremely helpful

4. How much of the KNOWLEDGE learned from the cross-cultural training have you used to perform your expatriate job?

- never used
- occasionally used
- frequently used
- routinely used

5. How confident are you in using the **LEARNED KNOWLEDGE** from the cross-cultural training to perform your expatriate job?

- not confident
- somewhat confident
- very confident
- extremely confident

6. Overall, do you think the **BEHAVIOR** (appropriate to your host country) you learned from the cross-cultural training helps you perform your expatriate job?

- not helpful
- somewhat helpful
- very helpful
- extremely helpful

7. How much of the **BEHAVIOR** (appropriate to your host country) learned from the cross-cultural training have you used to perform your expatriate job?


- never used
- occasionally used
- frequently used
- routinely used

8. How confident are you in executing the **LEARNED BEHAVIOR** (appropriate to your host country) from the cross-cultural training to perform your expatriate job?

- not confident
- somewhat confident
- very confident
- extremely confident



Item	Poor	Below Average	Average	Above Average	Outstanding	No Opinion
8. Your effectiveness in communicating and keeping others in your work unit informed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Your effectiveness in supervising, and developing host national subordinates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Your effectiveness in training your expatriate or host national replacement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Your effectiveness in transferring information across strategic units (e.g., from the host country to headquarters).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Your ability to speak the host national language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Your understanding of the host national culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Your ability in effectively transform-ing technical expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Your effectiveness in communicating, developing, and maintaining good relationships among host national customers, suppliers, colleagues, government officials, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Your effectiveness in integrating in-formation and business practices from various resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Your ability in effectively communicating technical concepts among leaders, teammates, and direct reports across borders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Once again, thank you for participating in this research project.

If you need more information regarding the project, feel free to contact
Anne Wang Drewry at annewang@utk.edu or (865) 946-6975
or Dr. Vickie Stout at vstout@utk.edu or (865) 974-6289.

Please use the "Send Answers" button below to submit your completed survey.



VITA

Anne Wang Drewry was born in Wuhan, Hubei, the People's Republic of China, in 1965, the oldest child of Wang Zhen Bai and Hu Nan Xin. In 1994, Anne left China, where she spent her youth and young adult life, and came to the United States, settling in Knoxville, Tennessee.

Ms. Drewry holds a teaching degree from Zhonghua University in Wuhan, Peoples Republic of China. She earned a Bachelor of Arts Summa Cum Laude in May 1999 from the School of Arts and Science, University of Tennessee, Knoxville. Prior to attending the University she was employed by United Cutlery Corporation as a Project Coordinator, working with Chinese manufacturers in nine provinces and three special economic zones.

In August 2000, Anne was accepted into the University of Tennessee's Graduate School where she has pursued of a Master of Science degree in Human Resource Development, for which this thesis is the final requirement. Ms. Drewry's future plans remain open to opportunities afford her the advancement either in academic/research institutions or a corporate career in the international human resource/training and development arena. Whichever route Ms. Drewry takes, she is committed to continue facing the challenges of balancing herself between the roles of a career women, a mother to her 3-year-old daughter Molly, and a wife to her husband John.