Understanding the Factors Related to the Participation of Women in International Assignments

by

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Abstract

The aim of this thesis is to understand the factors related to the participation of women in international assignments in multinational enterprises (MNEs) and to further understand why participation rates are low. Women represent 18 per cent of the United States (US) international assignment sample (GMAC Global Relocation Services, 2003), 9 per cent of the European international assignment sample (Pricewaterhouse Coopers, 2001) and 6 per cent of the Australian international assignment sample (Smith & Still, 1996).

To explain women's participation in international assignments this thesis uses the Harris (1996-97) typology on selection systems, Kanter's (1977) theory on the proportional representation of women in the organisation, similarity-attraction theory (Byrne, 1971) and Bandura's (1977) self-efficacy theory. Within this thesis a conceptual framework of the factors related to the participation of women in international assignments was developed. The major areas covered in this conceptual framework include the organisational environment, interpersonal factors and support, individual variables, characteristics and repatriation factors. This conceptual framework is empirically tested using a qualitative methodology, which involved semi-structured interviews of three specific groups: international assignees (n=33); repatriates (n=14); and human resource managers (n=20).

The findings of the thesis were that firstly, the average participation rate of women in international assignments of the MNEs examined in this thesis is 25.5%. Secondly, as there were no significant differences between the participation rates of women in international assignments according to the different types of selection systems identified, it was found that selections systems do not explain women's participation in international assignments. A third finding was that Kanter's (1977) theory on the proportional representation of women in the organisation does not influence women's participation in international assignments: there was no statistically significant association between the proportional representation of women in the
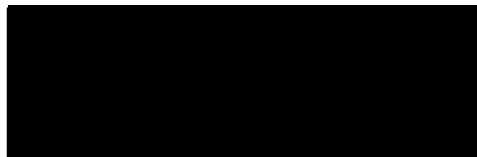
organisation overall, and in lower, middle and senior management positions and women's participation in international assignments. In addition, similarity-attraction theory (Byrne, 1971) was not supported in the research as it was found that selecting managers, who were assumed to be male, were supportive of women participating in international assignments. The next finding was that female and male assignees had similar levels of doubt and concern, and hence self-efficacy (Bandura, 1977, 1986), to participate in an international assignment. This suggests that self-efficacy theory in this thesis, does not explain why participation rates of female international assignees are low.

The conceptual framework developed within the thesis was empirically supported by the three studies conducted during the research. The findings in relation to the conceptual framework indicate that there are five factors that are important to all three groups. These factors are: women self-initiated their assignments; they were interviewed; the profession, organisation, and industry was male-dominated and that factor influenced individual's perceptions of women's opportunities within organisations; line/senior managers were supportive; and women had sufficient experience in the organisation and in their role to participate.

These findings, therefore, make a contribution to the area of research related to women's participation in international assignments in MNEs. It is anticipated that this knowledge will assist women, HR managers and the HR function to develop selection systems, environments and attitudes that are supportive of women participating in international assignments in MNEs.

Statement of Authorship

Except with the committees' approval this thesis does not contain any material which has been accepted for the award of any other degree or diploma in any other university or institution. It is affirmed, to the best of my knowledge, this thesis contains no material published or written by another person, except where due reference is made in the text of the thesis.

Jane Menzies

10 th April 2005
Date

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CHAPTER 1: UNDERSTANDING THE FACTORS RELATING TO THE PARTICIPATION OF WOMEN IN INTERNATIONAL ASSIGNMENTS: AN OVERVIEW

Overview of this Chapter

The purpose of this chapter is to give an overview of the thesis. The chapter begins with a brief introduction that describes the problem examined. The conceptual framework for the thesis is presented, and key terms used throughout are defined. The justification for conducting the thesis is given. The chapter then describes the structure of the thesis, which includes a discussion of each chapter, presentation of the research questions, and the three studies that were developed to examine the topic.

Introduction

The purpose of the thesis is to understand the factors that are related to the participation of women in international assignments in multinational enterprises (MNEs). Examining, women's participation is important because of the low participation rates of women in international assignments. The participation rate is the number of persons employed expressed as a percentage of the total number of persons in the same population group. In terms of international assignments women represent 18 per cent of the United States (US) international assignment sample (GMAC Global Relocation Services, 2003), 9 per cent of the European international assignment sample (Pricewaterhouse Coopers, 2001) and 6 per cent of the Australian international assignment sample (Smith & Still, 1996).

The research is set against the perceived need to reduce the barriers women encounter in obtaining international assignments. Given the need to increase women's participation rates and to reduce the barriers that prevent women from participating in international assignments, it is useful to examine the factors related to women participating. The factors examined in the thesis are the organisational environment, which involves the *formality/informality* and

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open/closed nature of selection systems (Harris & Brewster, 1999) and the opportunities that exist for women in an organisation (Kanter, 1977) to participate. The second factor involves interpersonal factors and support: perceived attitudes from line/senior managers, perceptions of culturally different countries, perceptions of suitable selection criteria and human resource (HR) manager's attitudes. The third factor involves individual attitudes: major reasons to participate and doubts/concerns women face. The fourth factor involves characteristics, which include assignment characteristics: country, role, assignment length, and managerial level; personal characteristics: education, experience, family, dual-career status and age, and organisational characteristics: industry, revenue, number of employees and foreign subsidiaries[1]. The final factor involves the repatriation consequences of participating in an international assignment, such as positive and negative outcomes (Yan, Zhu, & Hall, 2002). Figure 1.1 presents the conceptual framework for the thesis. This is the framework developed for the overall thesis. This framework is adapted for each of the three studies conducted in the thesis.

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[1] Organisational characteristics were included in the characteristics section of the conceptual framework rather than in the organisational environment as it seemed more appropriate to group this variable with the other characteristics (i.e. assignment and personal characteristics).

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ORGANISATIONAL ENVIRONMENT
Selection systems and opportunities

Selection systems for international assignments
  Open/Formal
  Open/Informal
  Closed/Formal
  Closed/Informal

Perceived opportunities to obtain an international

WOMEN'S PARTICIPATION IN INTERNATIONAL ASSIGNMENTS

REPATRIATION CONSEQUENCES

  Positive
  Negative

INTERPERSONAL FACTORS AND SUPPORT

Perceived line/senior management attitudes

Perceptions of suitable selection criteria
  Spouse/family
  Cultural empathy
  Relational skills
  Domestic performance
  Organisational reasons
  Technical skills

Perceived Attitudes of Human Resource Managers
  Relocation assistance

Perception of culturally different countries
  Safety
  Individual's own willingness

INDIVIDUAL ATTITUDES

Individual attitudes towards going on an international assignment
  Major reasons
  Doubts and concerns

CHARACTERISTICS

Assignment Characteristics
  Country
  Role
  Assignment Length
  Managerial Level

Personal Characteristics
  Education
  Experience
  Family
  Dual-Career Status
  Age

Organisation characteristics
  Industry
  Revenue
  Number of Employees
  Foreign Subsidiaries

Figure 1.1: Conceptual framework of the postulated factors related to women's participation in international assignments

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Definitions

The purpose of the section is to define the terms that will be used throughout the thesis.

International Assignee

For the purposes of the thesis, an "*international assignee*" is defined as "someone employed by an organisation on an international appointment, secondment or transfer in one country or another for six months or more" (Adler, 1984a, p. 79). An international assignee is distinguished from other individuals involved in diverse and complex forms of international work, such as those involving frequent travelling, short-term international assignments, and international virtual team projects (Brewster & Scullion, 1997; Forster, 2000; Pricewaterhouse Coopers, 2000; Roberts, Kossek, & Ozeki, 1998; Still & Smith, 1998; Tharenou, 2001). The reason for this is that the duration of the assignment is usually longer than six months, and international assignees must relocate their residence to a new country.

Parent Country National and Third Country National

In this thesis, two types of international assignees are recognised: a parent country national or a third country national. A parent country national "is sent from the parent country to the foreign country operation", whereas a "third country national is an international assignee from another country employed by the parent corporation and sent to work in its foreign country operations" (Erdener & Torbiorn, 1999, p. 93).

Multinational Enterprise

According to Dunning (1993, p. 79), a MNE is defined as "an enterprise which engages in foreign valued-added activities and internalizes intermediate product markets across national boundaries." The MNE "can be distinguished from an exporter which may trade internationally

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but is not a foreign investor. An additional feature of an MNE is that it employs people in more than one country" (Kidger, 2002, p. 70). MNEs typically buy resources from many countries, create goods and services in other countries and then sells those goods and services in other countries. MNEs generally coordinate their activities from a central headquarters, but also allow their affiliates or subsidiaries in foreign markets considerable latitude in adjusting their operations to local circumstances (Kidger, 2002). There are small MNEs, however, the focus of the thesis is on large MNEs, that is, MNEs with over 500 employees worldwide.

International Selection

For the purposes of the thesis, selection refers to "the process by which an organisation attempts to identify applicants with the necessary knowledge, skills, abilities and other characteristics that will help achieve its goals" (De Cieri, Kramar, Noe, Hollenbeck, Gerhart, & Wright, 2003, p. 600). International selection is thus defined as the process by which an organisation attempts to identify applicants with the necessary knowledge; skills, abilities and other characteristics that will help achieve its international goals.

Coffee-Machine System

Harris and Brewster (1999) argue that most international assignees are selected through a "coffee-machine system." In this system, a senior line manager is standing by the coffee machine when he (usually a man) is joined by a colleague. This senior line manager is looking for an international assignee at short-notice and his colleague *informally* recommends a candidate who he knows (Harris & Brewster, 1999). Harris and Brewster (1999, p. 498) further describe the "coffee-machine system":

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What happens next is that the organization's processes are brought in to play to legitimize the decision that has, in effect, already been taken. Personnel files will be scrutinized. Simon will probably have an informal discussion with the manager concerned and, if still interested, will be interviewed, but the interview will be more like a negotiation about the terms and conditions under which the job will be done, rather than what an external observer would recognize as a selection interview. There will not usually be any other candidates. Either just prior to the interview or once an agreement on Simon's transfer has been reached, the international human resources department will become involved, dealing with the financial aspects, the physical transfer arrangements, the family issues, the flights and so on.

Attitude

A common element that runs through the definition of an attitude, is "the readiness to respond" to a situation (Triandis, 1971, p. 2). This readiness can refer to "mental attitudes" and the ability to "interpret" correctly what is being said because of having those attitudes (Triandis, 1971, p. 2). "An attitude is a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations to which it is related" (Allport, 1935). Alternatively, "An attitude is an idea charged with emotion which predisposes a class of actions to a particular class of social situations" (Allport, 1935). These definitions suggest that attitudes have three components; (a) a *cognitive component*, the idea, which is generally some category used by humans in thinking. Categories are inferred from consistencies in responses to discriminably different stimuli; (b) an *affective component*, that is, the emotion that charges the idea. If a person "feels good" or "feels bad" when they think about the category it would be said that they have a positive or negative affect towards the members of this category and finally; (c) a *behavioural component* that is a predisposition to action (Triandis, 1971, p. 3).

Why Examine Women's Participation in an International Assignment?

The current section briefly examines the nature of women's participation in international assignments thereby justifying why it is important to analyse the factors related to the participation of women in international assignments.

Conducting research on women's participation is important for a number of reasons. The first reason pertains to women being minimally represented in international assignments. It would appear from past investigation that women are underrepresented in international assignments. In her seminal research Adler (1984a) investigated 686 Canadian and U.S. organisations that had at least one major operation outside of North America. In the early 1980s, in sum, these organisations reported that females filled only 402 of 13,348 international assignments (roughly 3 per cent). Comparable surveys conducted in 2001 have found that the figure has risen to 18 per cent in the US (GMAC Global Relocation Services, 2003) and 9 per cent in Europe (Pricewaterhouse Coopers, 2001). Australian employment patterns compare poorly with these European and North American statistics. In the most comprehensive study conducted in Australia to date, Smith and Still (1996) investigated a sample of 78 *Top 1000* Australian companies. Out of the 1239 international assignees included in their study, 74 (6 per cent) were female. It can be inferred that there is inequity in the distribution of positions to women, and therefore it is of significance to examine their participation.

The second motivation to study this area is the increased importance of international business to Australian-based MNEs. Recently, the relatively small domestic Australian market and the imperatives of international competitive advantage have led to increased international business activity by Australian enterprises, supported by the adoption of more outward-looking government trade policies (Dowling & Boxall, 1994). One related factor is the small domestic economy: the Australian resident population is 19.9 million (Australian Bureau of Statistics, 2003). In the past decade the rate of Australian investment abroad has steadily increased from

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A$122.1 billion in 1991-1992 to A$461.4 billion in 2002-2003 (Australian Bureau of Statistics, 2003). Given this investment abroad, organisations must have access to human resources and talent, regardless of gender. Therefore, it is important that women also participate in international assignments to support the international activity of Australian based MNEs.

The third reason for investigating women's participation in international assignments is because current and future generations of executives are required to have international experience to reach upper echelons of management (Adler, 1984a; Caligiuri & Tung, 1999; Forster, 1999; Linehan & Scullion, 2000; Stroh & Caligiuri, 1998a). Stroh et al. (2000) suggest the practice of selecting only small numbers of women for international assignments may be contributing to the 'glass-ceiling', where the 'glass-ceiling' refers to discrimination, wage inequities and blocked opportunities at senior managerial levels (Morrison, White, & Velsor, 1987). Therefore, if women do not get international experience, because a 'glass-border'[2] (Smith & Still, 1996) prevents their participation, then their opportunity to be promoted to senior levels of the organisation may be limited.

The fourth reason is that barriers which prevent women from participating in international assignments remain apparent (Smith & Still, 1996). It is important to understand these barriers to assist in developing and designing organisational policies, which could have the effect of reducing such barriers. One barrier to women participating in international assignments can be their personal characteristics. These characteristics include marital status, dual-career relationships, and family status. For instance, some women with a family may refuse an assignment based on the perception that there will be increased work pressures while on assignment, and they will have less time to care for family. Consequently, women with child care responsibilities are less likely to take on international assignments (Stroh, Varma, & Valy-Durbin, 2000), or are less willing to participate in international assignments (Van der Velde,

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[2] The 'glass-border' is defined as "the barriers that impede women's participation in international assignments" (Mandelker, 1994).

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Bossink, & Jansen, in press). This introduces the issue of work-life human resource practices (HRPs). Work-life HRPs refer to: "initiatives to help employees manage the interface between work and other important life and family activities," (Dreher, 2003, p. 543). Research on work-life policies by Dreher (2003) found organisations with the greatest number of work-life policies had a greater proportion of women represented in senior management positions. Applying this concept to international assignments, organisations that have work-life policies such as adequate child care and flexible working conditions may give women the opportunity to develop the human capital necessary for selection to an international assignment. In addition, while on an assignment, adequate childcare and flexible working conditions may give women the opportunity to perform their job without undue pressure or strain.

A second barrier could be the bias or stereotyping of selecting managers. There is extensive literature on the discrimination and selection literature. Discrimination occurs "when individual workers who have identical productive characteristics are treated differently because of the demographic groups to which they belong" (Ehrenberg & Smith, 1994, p. 402). Women are discriminated against because of their gender, not their sex. It should be noted that gender and sex have two different meanings. Sex refers to the biological state of being male or female, whereas gender points to the stereotypical roles and personality traits assigned to men and women (Weichselbaumer, 2004). Stereotypes are attributed to groups of people with certain demographic features (biological sex, ethnic background) to structure complex data and to simplify the cognitive processing of information (Heilman, 1995). For example, it has been advocated that men are task orientated, active, ambitious, analytical and assertive, where on the other hand, women are assumed to be emotional and expressive, affectionate, cheerful and child-loving (Bem, 1974). Selecting managers for international assignments may stereotype men and women into the above groups, and may have a bias for selecting men, who they believe hold these characteristics, which makes them more suitable for international

assignments. The only problem is that stereotypes do not always hold true, and they do not reflect that there may be heterogeneity within groups, that is, some women may display male attributes, and some men may display female attributes. Despite this some selecting managers may stereotype men and women which has negative influences on women's participation in international assignments. Diversity training provided to selecting managers may reduce bias and stereotyping, therefore reducing such a barrier (Wajcman, 1998). It should be noted that bias may prevent women from obtaining employment in occupations that will develop the experience necessary for international assignments. This is then linked to legal pressure for equal opportunity. That is, EEO laws try to reduce bias and discrimination in the selection process for international assignments. However, it is debatable whether the introduction of policies to reduce the barriers to women's participation in international assignments will lead to increased participation rates. It is asserted that it is important to have an understanding of the barriers that exist so that policies and practices may be designed and implemented to remedy these situations in organisations.

The fifth reason for this investigation is the increased legal pressure for equal employment opportunity (EEO) in organisations. The major purpose of EEO legislation is to reduce bias and stereotyping of selecting managers (Equal Opportunity for Women in the Workplace Agency, 2003). Nevertheless, even though there is pressure for equal opportunity, women's participation rates are still low. In broad terms, EEO can be defined as addressing issues of inequality in employment (Jones, 1995) and improving the work experiences of members of minority and disadvantaged groups (Webb & Liff, 1988). Discrimination represents one of the basic forms of inequality when non-job related factors, such as gender, age, ethnicity, sexual orientation, or family circumstances, are used to restrict access to employment outcomes. Direct forms of discrimination are usually overt and typically occur at an individual level when a person is treated less favourably than others are in a similar situation. Indirect discrimination

occurs at an organisational level when policies and standards are applied equally to all employees, but as a consequence, members of certain sub-groups are disadvantaged as they have little or no chance of qualifying (Jewson & Mason, 1986). EEO means that all employees are treated with fairness and respect in that they are not subject to discrimination or harassment in the workplace (Equal Opportunity for Women in the Workplace Agency, 2001).

Legal pressure to appoint women to international assignments is provided in the [Australian] Equal Opportunity for Women in Workplace Act 1999 (Cth2A), and the [Australian] Sex Discrimination Act 1984 (Cth). Therefore, the selection of individuals for international assignments should be based on merit (Equal Opportunity for Women in the Workplace Act 1999 (Cth.2A)), and women should not be discriminated against based on gender and/or child caring responsibilities. However, it is acknowledged that gender should be taken into consideration in selection decisions for cultural and safety reasons, as the gender of an individual might be a genuine occupational requirement for managerial jobs in countries such as Saudi Arabia. For example, the law in Australia, allows an employer to discriminate on the basis that it is a genuine occupational requirement to be male (Equal Opportunity for Women in the Workplace Act 1999 (Cth.2A)). Furthermore, the issue of child-care support while on assignment needs to be dealt with by the organisations; however, women should not be excluded from selection processes for international assignments because they have child-care responsibilities.

The sixth reason for investigating women's participation in international assignments is to promote diversity within organisations. The intention of equality initiatives in organisations is to value or manage 'diversity', which is the valuing of differences between people (Wajcman, 1998). Research suggests that more diverse groups have the potential to consider a greater range of perspectives and to generate more high quality solutions than less diverse groups (Hoffman & Maier, 1961; Watson, Kumar, & Michaelsen, 1993). The goal of diversity

management is to obtain the same productivity from a diverse workforce that is obtained from a homogeneous workforce. Women and ethnic minorities, it is argued, can build new strengths to a workforce and can help maintain their competitive edge (Wajcman, 1998). Therefore, managing diversity encourages a wider range of people to be able to fit into conventionally structured positions. Jackson and Ruderman (1995) have pointed out that recognition of the need to ensure equity for women arises from an argument for effective diversity management in response to changing workforce demographics, changing social values and the globalization of economies. Several writers have argued that effective management of diverse human resources will provide a key differentiator for successful organizations (Joplin & Daus, 1997; Lepak & Snell, 1999). Therefore, an organization's ability to value diversity, by acknowledging that women are different to men, but that they also bring value to an organisation, is a key concept in managing diversity. Therefore, analysing how women participate in international assignments is an important way of promoting diversity within organisations.

Hence, it is important to study the area of women's participation in international assignments for a number of reasons. These relate to the minimal representation of women in international assignments; the importance of international business to the Australian context; the fact that barriers still remain apparent to women participating; legal pressure exists to offer EEO in organisations, and the need to enhance diversity within organisations. The following section outlines the structure of this thesis.

Structure of the Thesis

Aim of the Research Project

The aim of the research project is to understand the factors related to the participation of women on international assignments. The aim was met by implementing a qualitative research

design. A qualitative design is defined as "an inquiry process understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting" (Creswell, 1994, p. 2). The research design is discussed in this chapter to provide an overview of the three studies conducted in the thesis.

Qualitative research was used to achieve a number of aims that are generally considered advantages of using such a design. One aim was to understand through an in-depth analysis (Miller & Crabtree, 1992) why women participate in an international assignment. Although previous research in the area alludes to and highlights factors related to women's participation in international assignments, the view was that a qualitative methodology would provide new knowledge and interesting findings concerning these factors. Therefore, as Harris (1999) has called for the development of a stronger theoretical foundation for women's participation in international assignments, exploratory research was conducted.

The research hence aimed to analyse the topic through a number of theoretical lenses. Linehan and Walsh (2000) explain that many issues remain unexplored and have not been the subject of detailed empirical research. Creswell (1994) suggests that in qualitative research, theories often emerge from the data (although theories may be used to inform the study), as theory is grounded in the data as the researcher gathers information, asks questions, forms categories, looks for patterns (theories) and develops a theory or compares the patterns with other theories.

A typology and a number of theories were chosen to explain women's participation in international assignments. This typology was the Harris (1996-97) selection system typology, and the theories used in the thesis was Kanter's (1977) theory on the proportional representation of women in the organisation, similarity-attraction theory (Byrne, 1971) and self-efficacy theory (Bandura, 1986). This typology and these theories were chosen to analyse the topic because

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each has an ability to explain different parts of the conceptual framework proposed in Figure 1.1. For instance, Harris' (1996-97) selection system typology and Kanter's (1977) theory on the proportional representation of women in the organisation can explain the organisational environment. Byrne's (1971) similarity-attraction theory may explain interpersonal factors and support, and Bandura's (1986) self-efficacy theory may be used to explain some parts of the interpersonal factors and support and the individual variables that influence women's participation in international assignments.

Research Design and Methodology

Babbie (1992) suggests that research design addresses the planning of inquiry in which a person designs a strategy for finding out something. Babbie (1992) states that a researcher must firstly, specify exactly what they want to find out. The second step is to determine the best way to do that. Therefore, the researcher planned a scientific inquiry that sought to find out how women participated in international assignments. Babbie (1992) suggests that the research plan can be in the form of sequential steps to examine the phenomena. The plan was therefore, Step 1, review the empirical literature on women's participation, and then examine theoretical perspectives, which are or could be helpful in explaining women's participation in international assignments. In Step 2, it was planned to conduct qualitative research by using interviews as a research method, to interview international assignees (female and male), repatriates (women), and HR managers to determine the factors related to the participation of women in an international assignment. In Step 3, data were collected, in Step 4, data were processed, and in Step 5, they were analysed. The final step (Step 6) in the research design was to apply the theoretical perspectives and empirical literature to the data to determine their relevance, applicability, and similarity to the data.

Before explaining the research methods employed in the thesis it is important to highlight the researchers' epistemology and ontology, as the type of epistemology and ontology taken influences the research methods used. In terms of epistemology (the nature of knowledge about those phenomena) and according to Burrell and Morgan's (1994) four research paradigms, this thesis utilized a multiparadigm theory building approach. That is, in the interpretivist – functionalist transition zone. In this zone the researcher makes sense of both subjective and objective reality and makes sense of this by model building (Burrell & Morgan, 1994). The research was therefore, qualitative and subjective. In terms of ontology, the researcher took a nomilalist/subjective approach, and believes the reality is formed by individual cognition and social transmission of these ideas (Burrell & Morgan, 1994). Therefore, a qualitative research methodology was chosen.

Lee, Mitchell, & Sablynski (1999) suggest that qualitative research is suitable where the area requires new theory, processes and outcome variables. Therefore, researchers need to be open to new strategies and techniques. Lee et al. (1999) suggest that there are four elements in qualitative research; qualitative research occurs in the natural setting, qualitative data derive from the participants perspective, qualitative research is flexible and finally qualitative instrumentation, observation methods, and modes of analyses are not standard which run counter to the prevailing notions of control, reliability and validity. Qualitative research is well suited for the purposes of description, interpretation and explanation (Lee et al., 1999). Descriptions and explanations for why women participate in international assignments were needed to examine in detail the processes that led up to them being selected.

However, the disadvantage of using qualitative research methods is that this type of research has unconscious biases (Lee et al., 1999). Qualitative research is subjective not objective, and therefore the biases of the researcher may influence the results and their interpretation. In addition, some qualitative research is often not explained appropriately which

means that replication is difficult. This in turn influences [some] academic and scholar's perception that qualitative research is of poor quality (Lee et al., 1999). Also, the results of qualitative research may be more open to speculation than correlational field studies because of the small sample sizes that are usually associated with them (Zyzanski, McWhinney, Blake, Crabtree & Miller, 1992). Furthermore and unfortunately, qualitative research does not yet have the general acceptance that quantitative paradigms enjoy. Consequently, the methods used need to have a sound rationale (Marshall & Rossman, 1995).

The type of qualitative research chosen for the entire thesis was the research interview. Crabtree and Miller (1992) describe the research interview as an in-depth/focused interview that intensively explores a particular topic. The research interview is also a highly flexible method as it can be used almost anywhere, it can produce data of great depth, misunderstandings can immediately be clarified, and it gives rapid instantaneous responses (Brenner, Brown, & Canter, 1985). On the other hand, developing an interview schedule, carrying out the interviews, typing up the transcripts, and analysing the transcripts are time-consuming tasks for the researcher (King, 1994). Interviews may also be more time-consuming for the interviewees, which may affect the participant recruitment process in some organisations and occupations (King, 1994). Other limitations of the research interview (Creswell, 1994) include:

- It provides "indirect" information filtered through the views of the interviewees.

- It provides information in a designated place, rather than the natural field setting.

- The researcher's presence may bias responses.

- Not all people are equally articulate and perceptive.

The research project was designed so that the main research aim was addressed by using different theoretical perspectives and data sources for the purposes of triangulation. Denzin (1978) used the term triangulation to argue for the combination of methodologies, theories or data sources in the study of the same phenomenon. Although the research conducted here did

not examine the same phenomena from different methodologies (i.e. methodological triangulation), theoretical and data triangulation were used in the research. Theoretical triangulation was achieved by using one typology and three different theories. As there is a dearth of theoretical explanation in the area of women in international assignments (Harris, 1999), and because it was considered that more than one theoretical perspective was needed to explain women's participation, theory triangulation was used.

Data triangulation was achieved by using three different samples, so that any bias inherent in particular data sources would be neutralised when used in conjunction with other data sources (Creswell, 1994). Denzin (1978) refers to data triangulation as a variety of data sources in a study. Data triangulation was achieved by interviewing individuals from three different samples: international assignees, repatriates and HR managers[3]. Each sample is respectively investigated in individual studies in the thesis: Study 1, Study 2 and Study 3. Although there were efforts by the researcher to use the same HR managers in the same organisations that selected the women for international assignments the lack of access to these organisations made this difficult to do (4 were used). Using these three data sources or samples means that the results can be assessed against each other.

In terms of analysis, template analysis was used in all three studies. King (1998) suggests that template analysis is an approach where the researcher produces a list of codes (a template) representing themes in the textual data. Some of these will be defined *a priori*, but they can be modified and added to, as the researcher reads and interprets the text (King, 1998). Therefore, template analysis is middle ground between content analysis, where codes are largely predetermined, and their distribution is analysed statistically, and grounded theory (Glaser & Strauss, 1967), where there is no *a priori* definition of codes. A code is a label attached to a section of text to index it as relating to a theme or issue in the data which the

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[3] The views of line managers may also provide useful insights, as Harris (1996-97) has identified that line managers are usually responsible for selection of international assignees, but it was beyond the scope of the study conducted here to include those managers in this research.

researcher has identified as important to his or her interpretation (King, 1998). Template analysis was used in Studies 1, 2, and 3, where the template was derived from existing theory, pre-existing knowledge (i.e. past research conducted in the area) and a summary reading of the text. To verify and generate connections, an explanatory framework is used which is consistent with the text.

In his work, Creswell (1994) highlights that there are fundamental differences between qualitative and quantitative research methods. In this research it should be noted that a mixed method approach was used. The data collection involved qualitative interviews, using both open and closed questions, both emerging and predetermined approaches and both quantitative and qualitative data and analysis. Creswell (1994) states that studies can be conducted with simultaneous triangulation where both qualitative and quantitative research methods are used in tandem. A combined method study is one where the researcher uses multiple methods of data collection and analysis (Creswell, 1994). Therefore, in this research qualitative observations were gathered and these were quantified by the researcher. Support for doing this is given by Creswell (1994) who notes that the researcher can mix aspects of qualitative and quantitative designs at all or many methodological steps in the design. He further suggests that this design works back and forth between mixing inductive and deductive models of thinking in a research study.

Therefore, the research was designed to be qualitative, to utilise research interviews, to use triangulated theoretical perspectives and data sources, and use template analysis that develops and measures themes that explain women's participation in international assignments.

Chapter 2: Literature Review

The Literature Review provides an overview of the seminal research conducted in the field. It then presents the context and lays the theoretical foundation for the thesis. It lays the

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theoretical foundation by describing a id applying one typology, and three theoretical lenses to women's participation in international assignments. These include, the Harris (1996-97) typology on selection systems, Kanter's (1977) theory on the proportional representation of women in the organisation, similarity-attraction theory (Byrne, 1971), and self-efficacy theory (Bandura, 1977). Finally, the chapter reviews past literature on the factors relating to women's participation in international assignments according to the conceptual framework provided in Figure 1.1.

Research Questions

Before the three studies conducted in the thesis are examined, the research questions that evolved from the Literature Review are presented in Table 1.1. There are 13 research questions for this thesis. The table indicates which research questions were addressed in each study of the thesis, as not all research questions were addressed in each study[4].

Table 1.1: Research Questions

Research Questions	*Study (ies)*
Research Question 1: What is the participation rate of women in international assignments in the MNEs examined in this thesis?	*3*
Research Question 2a: What selection processes are used for female and male international assignees?	*1,2 & 3*
Research Question 2b: Are there differences between the selection processes used for female and male international assignees?	*1,2 & 3*
Research Question 2c: What is the method of selection for international assignments?	*3*

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[4] It should be noted here that as the three studies focused on different samples, and the conceptual framework developed in Figure 1.1 is a general framework encompassing the perspectives of all three samples, certain parts of the framework were relevant to each but not all of the studies, and hence different research questions were relevant to some studies but not all. Therefore, the section on 'characteristics' was only relevant to Study 3, not Studies 1 or 2. Interpersonal factors and support were different for Study 1 and 2, because some were relevant in Study 1 but not study 2, and vice versa.

Research Questions	Study (ies)
Research Question 2d: *Do women have more opportunity to participate in international assignments in organisations, which have selection systems that are open/formal rather than open/informal, closed/formal or closed/informal?*	3
Research Question 3a: *What are the perceptions of women's opportunities to obtain international assignments?*	1,2 & 3
Research Question 3b: *Do women in 'tilted' or 'balanced' organisations have greater opportunities to participate in an international assignment than those women who are in 'skewed' organisations?*	3
Research Question 4a: *What are the perceived attitudes of line and senior managers towards women participating in international assignments?*	1,2 & 3
Research Question 4b: *Does similarity based on the observable characteristic of gender affect women's participation in international assignments?*	3
Research Question 5: *What are the influences of culturally different countries on women's participation in international assignments?*	1,2 & 3
Research Question 6: *What factors are perceived to be suitable selection criteria for international assignments?*	1,2 & 3
Research Question 7: *Are HR managers perceived to be supportive of women participating in international assignments?*	1 & 2
Research Question 8: *What are the major reasons for an individual's participation in international assignments?*	1 & 2
Research Question 9a: *What are the doubts and concerns faced by individuals when making the choice to participate in an international assignment?*	1 & 2
Research Question 9b: *Do women have greater doubts and concerns, and hence lower self-efficacy than men to undertake an international assignment?*	1
Research Question 10: *What are the assignment characteristics (country role, assignment length, managerial level) of female international assignees?*	3
Research Question 11: *What are the personal characteristics (education, experience, family, dual-career status, age) of female international assignees?*	3
Research Question 12: *What are the organisational characteristics (industry, revenue, number of employees, and number of foreign subsidiaries) of female international assignees?*	3
Research Question 13: *What are the repatriation consequences for individuals?*	2

Chapter 3: Study 1 – Understanding the Factors Related to the Participation of Women on

International Assignments: An International Assignee Perspective

Study 1 examines the factors related to the participation of women in international assignments from the perspective of international assignees. To achieve this, open-ended semi-structured interviews were used to examine those factors. Crabtree and Miller (1992) conceptualise semi-structured interviews as guided, concentrated, focused, and open-ended communication events, co-created through the interviewer and interviewee, in which questions, probes and prompts are written in the form of a flexible interview guide (Crabtree & Miller, 1992). The people who participated in the Study 1 were international assignees, 17 women and 16 men from seven organisations, who had been transferred out of Australia, or who had been transferred into Australia, from an overseas location. The interview transcripts were content coded using Nvivo® software, where a codebook approach (i.e. template analysis) was used to score themes. Chi-squares were conducted to analyse the differences between female and male international assignees. The themes derived were used to determine the factors that are related to the participation of women in international assignments.

Chapter 4: Study 2 - Understanding the Factors Related to Women's Participation in

International Assignments: The Repatriates Perspective

Study 2 examines the factors related to the participation of women in international assignments from the perspective of repatriates. Generally, repatriation has been referred to as returning an individual to their country of origin after the completion of an international assignment (Black & Gregersen, 1991). The sample consisted of 14 female repatriates. The same semi-structured interview schedule used in Study 1 was used in Study 2, however, questions asked related to repatriation. Similar, to Study 1, the researcher used a template approach to analyse the data (Crabtree & Miller, 1992). The content of the interviews was

coded to understand the factors related to the participation of women on international assignments. Themes were derived and frequencies of themes were counted using Nvivo® software. These themes were used to determine the factors related to the participation of women in international assignments from the perspective of repatriates.

Chapter 5: Study 3 - Understanding the Factors Related to Women's Participation in

International Assignments: A Human Resource Management Perspective

From Studies 1 and 2, a semi-structured interview schedule was created to interview HR managers on the factors related to the participation of women on international assignments. In response to Sekaran (1992) more structured interviews were chosen for Study 3. The researcher utilised a predetermined list of questions, based on the themes developed in Studies 1 and 2, to be posed to respondents in Study 3. Study 3 examined the factors from the point of view of HR managers who were involved in the selection process or had considerable knowledge of the selection process for international assignments. A sample of 20 HR managers from 20 different organisations was used in the study. Four of these organisations were the same organisations used in Study 1. HR managers were interviewed, mainly for the purposes of data triangulation (Creswell, 1994). It was hoped to gain a representative sample of HR managers from different MNEs, however due to the small sample the generalisability of the findings to other organisations (Schmitt & Klimoski, 1991) is limited. The answers from the interviews were content coded using a codebook (template analysis, Crabtree & Miller, 1992) derived from Studies 1 and 2 and the Harris (1996-97) selection systems typology. Therefore, data triangulation was achieved by collecting data from multiple respondents in similar work environments (Gilchrist, 1992).

Chapter 6: Discussion and Conclusions

This chapter integrates, compares and discusses the findings from all three studies. The aims of the research are reviewed to highlight how they have been met in relation to the studies conducted. The major findings from each study are presented and are discussed in relation to the research questions used in the thesis, the theoretical perspectives, and the extant literature in the research field. The chapter also discusses the contribution made to theory and knowledge, the overall limitations (conceptual and methodological) of the entire thesis and the directions for future researchers. The chapter highlights the practical implications of the findings of the thesis in regards to female international assignees, women repatriates, and HR managers.

Conclusion

In conclusion this chapter explains the justification for this thesis. The participation rate of women in international assignments is low. However, as international business activity among Australian based MNEs has increased it is imperative that to meet demand, these organisations utilise able, skilled women in international assignments. There are several reasons for this: to promote diversity within organisations, to give women the necessary international experience to establish themselves in a senior managerial career and to respond to legal pressures for equal opportunity within organisations. The chapter also presents the aim of the research, and explains that a qualitative methodology will be used. The research questions used in the thesis are presented and the structure of the thesis discussed.

CHAPTER 2: LITERATURE REVIEW: THE CONTEXT AND THEORETICAL FOUNDATION FOR WOMEN'S PARTICIPATION IN INTERNATIONAL ASSIGNMENTS

Overview of this Chapter

This chapter presents the context and lays the theoretical foundation for the thesis. The theoretical foundation is laid by exploring and outlining one typology and three theoretical perspectives that are useful in explaining the factors related to women's participation in international assignments, and potentially, their minimal representation. These perspectives are namely; Harris' (1996-97) typology of selection systems and processes, Kanter's (1977) theory on the proportional representation of women in the organisation, similarity-attraction theory (Byrne, 1971), and finally, Bandura's (1977) self-efficacy theory. Following, the empirical research conducted on women's participation in international assignments is reviewed in order to determine why participation rates for women are so low. Thirteen research questions are developed from the literature. In summary, this chapter discusses and analyses theoretical perspectives and past empirical research, in order to explain women's participation in international assignments.

The Context for Women's Participation in International Assignments

In terms of domestic management positions over the past fifty years, female employment in Australia has increased from 0.8 million to 3.6 million, an increase of 350 per cent (Hartmann, 1998). In the last 20 years in particular, the proportion of women in the workforce overall has increased, as has the proportion of women with family responsibilities that are in the workforce (Hartmann, 1998). Currently, women make up 43.7 per cent of the Australian workforce (Australian Bureau of Statistics, 2004). Despite this participation rate, the higher the level of management, the fewer women to be found: women represent 35 per cent of junior

managers in Australian private sector organizations, 24 per cent of middle management, 15 per cent of senior management and only 8 per cent of executive management (Australian Bureau of Statistics, 2000). However, recent surveys show that only in large organizations (those employing more than 100 staff) have we seen substantial increases in the number of female managers. The more general trend shows that, over the past 10 years, the number of women in management has been relatively stable (Australian Bureau of Statistics, 1999). Therefore, it is apparent that women are underrepresented in domestic management positions, and also in international assignments.

It is however, arguable that the low representation of women at senior management levels is less indicative of a lack of skilled women in the workforce than of an inability in organizations to remove barriers which impede women's advancement to senior management positions. These barriers have been termed 'the glass-ceiling' (Morrison et al., 1987).

Despite increasing workforce participation of women, it remains difficult for them to 'break through' the glass-ceiling and achieve positions in senior management (Tharenou, Latimer, & Conroy, 1994). This difficulty is even more pronounced in respect to international assignments. Smith and Still (1996) determined that women represent only six per cent of the international assignee population. In contrast, to the term 'glass-ceiling,' applied to barriers experienced by women trying to obtain senior management positions, the barriers that impede women's participation in international assignments have been termed the 'glass border' (Mandelker, 1994).

In the mid-1980s, Adler (1984a; 1984b; 1984c) conducted sequential studies of women in international assignments. To develop an understanding of the relevant issues, it is worthwhile to review this seminal research. In the first study, which investigated 686 *Fortune 500* North American companies, Adler (1984a) found a much lower representation rate of women than of

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men in international management positions. Of 13,338 international assignees identified, 12,396 were male (97 per cent) and 402 (3 per cent) were female.

In the next study, Adler (1984b) surveyed 1,129 MBA students in North America to identify their willingness to pursue international careers. No gender differences were found in terms of willingness to pursue an international career or in their reasons to reject a foreign assignment. However, perceived opportunities for selection, effectiveness and advancement in international positions were much greater for males then females (Adler, 1984b). Furthermore, the findings showed that women potentially faced barriers to international assignments. These include perceived host-country prejudice against female managers (which was expected to hinder effectiveness of female international assignees), the reluctance of North American managers to send females overseas, and self-imposed decisions (females declining offers) (Adler, 1984b).

Adler's (1984c) third study focused on selection practices of North American MNEs. A questionnaire survey of 60 personnel managers examined MNEs' experience in selecting, or not selecting, women for international assignment positions. It found the greatest barriers to women in international assignments were perceptions of foreigners' prejudice, dual-career relationships, and a company's reluctance to send women overseas. The latter was attributed to male chauvinism, the risk of sending women, who as a group had not proved themselves capable of working overseas, and women's lack of technical and managerial experience.

In later research, Adler (1987) studied 52 female international assignees either located in Asia or repatriated from Asia. Almost half (42 per cent) viewed it as an advantage to be a female in Asia because they had a high profile amongst host-country nationals (HCNs). Twenty-two per cent reported that their gender had no impact on the success of the assignment. In contrast, a minority (20 per cent) felt disadvantaged as a female international assignee, due to barriers in the selection process, host-country factors, such as underdeveloped, rural or

dangerous locations, being given shorter assignments or not being permitted to work with external clients. More importantly, the foreign clients' and colleagues' initial expectations proved difficult for women, as ambiguity arose in relation to a woman's status, expertise, authority and responsibility (Adler, 1987). Women were considered to be secretaries and not managers. Therefore, the first research question developed for the study is:

Research Question 1: What is the participation rate of women in international assignments in the MNEs examined in the thesis?

Theoretical Foundations for Women's Participation in International Assignments

Building upon Adler's research, several researchers have developed a stream of research literature on gender issues in international assignments by exploring individual, organizational and environmental factors that may be influential for male and female international assignees (Caligiuri & Tung, 1999; Stroh, Brett, & Reilly, 1992; Tung, 1998). A second stream of research has focused solely on female international assignments; overall, this stream has been limited to exploration of individual and organizational factors (Caligiuri, Joshi, & Lazarova, 1999; Stroh et al., 2000).

Harris (1999) argues there is a weak theoretical base that explains women's participation in international assignments. Linehan (2000) also highlights that the research area has a lack of appropriate theoretical structures. Similarly, in the 'women in management' literature, Ragins and Sundstrom (1989) argue that there is a lack of theoretical explanation for women's underrepresentation in management[5]. Applying this to women in international assignments there is also a lack of knowledge in regards to the predictors of women's participation in international assignments Although there has been considerable research conducted on women's participation in international assignments, it is argued that this research is fragmented, and therefore one of the aims of the research is to pull this fragmented literature together by

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[5] It is noted that there is considerable research conducted on in women in management, however this is not the focus of thesis, and therefore signification attention is not devoted to this literature.

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developing a conceptual framework. Consequently, the purpose of using theory in this thesis to provide a lens (Whetten, 2002) to explain women's participation rates.

One typology and multiple theoretical perspectives were chosen to explain women's participation in an international assignment, for a number of reasons. The theories were chosen, first, because of their applicability to the factors being investigated. Second, a multi-theoretical approach was considered necessary because no one theory could provide sufficient explanation of the topic. Third, multiple theories were applied because the research has a multi-level approach; the theories are applicable at different levels. For example the typology on international manager selection and Kanter's theory takes an organisational perspective, similarity attraction theory (Byrne, 1971) takes an interpersonal level of analysis, and finally self-efficacy theory (Bandura, 1977, 1986) examines the topic from an individual level of analysis. Support for the use of such a multi-theoretical approach is given by the Gioia & Pitre (1990) and more recently by Lewis & Grimes (1999). In particular, Kuhn (970 cited in Gioia & Pitre, 1990) advocates that a traditional approach to theory building using one major paradigm is valuable, yet is incomplete, because knowledge is predicated on the tenets of only one major paradigm. The implication is that more than one theoretical perspective should be chosen to explain organisational processes. Burrell & Morgan (1994) support this notion, arguing that using one paradigm is too limiting to explain the multi-faceted nature of organisational reality. These sentiments were applied to the research conducted in this thesis, so that a number of theoretical perspectives were chosen to explain women's participation in international assignments, at different levels of analysis. These theories are now discussed.

Typology of International Selection Systems and Processes

For this thesis, the first approach to understanding the factors related to the participation of women on international assignments is to scrutinize selection systems and processes used by

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organisations. Such scrutinisation of selection processes for international assignments has been conducted by Harris (1996-97; 1999; 2001; 2002) and Harris and Brewster (1999). Alimo-Metcalfe (1994) suggests that it is useful to scrutinize selection systems in that it will provide a better understanding of women's underrepresentation in management, in general. Harris (1999) argues that the role of selection systems in determining participation rates has received sparse attention.

Harris (1996-97) uses both an *open* and *closed* perspective to examine selection for an international assignment[6]. She uses a typology, which also explains *formal* and *informal* systems. The types of systems that Harris (1996-97) identifies are *open/formal*, *open/informal*, *closed/formal*, and *closed/informal*. The typology of selection systems is presented in Figure 2.1.

	FORMAL	INFORMAL
OPEN	Clearly defined criteria Clearly defined measures Training for selectors Panel discussions Open advertising of vacancy (internal/external)	Less defined criteria Less defined measures Limited training for selectors No panel discussions Open advertising of vacancy Recommendations
CLOSED	Clearly defined criteria Clearly defined measures Panel discussions Training for selectors Nominations only (networking/reputation)	Selectors individual preferences determine criteria and measures No panel discussions Limited training for selectors Nominations only (networking and reputation)

Figure 2.1: The typology of selection systems for international assignments

(Source from Harris, H. (1996-97). *Women in international management: An examination of the role of home country selection processes in influencing the number of women in international management positions.* Unpublished Doctoral Thesis, Cranfield University, Bradford, p. 56).

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[6] The typology by Harris (1996-97) refers to only international manager selection, not all selection.

The major theoretical contribution of the typology developed by Harris (1996-97) is the prediction that women will have different opportunities to obtain international assignments according to different types of selection systems. The first selection system is the *open/formal* system. In this system it is proposed that women will have the greatest opportunity to participate in an international assignment (Harris, 2002), in comparison to other systems because it is *open* to everyone, and all employees have access to vacancies, therefore, anyone with the right qualifications can apply (Harris & Brewster, 1999). Furthermore, selectors assess candidates against *formal* criteria (Harris & Brewster, 1999).

Through a *formal* system, selectors assess candidates against formalised criteria and determine the best 'fit' through continual comparisons of their own assessments. This process constrains the use of individual preferences and ensures a questioning of assumptions (Harris & Brewster, 1999). In this system there is consistency in evaluation and clarity in thinking in relation to the components of effective international management (Harris, 1999). As a result, there will be a close match between an individual selector's scheme of the ideal job-holder and *formal* selection criteria, and objectivity will be enhanced by the use of psychometric and other tests (Harris & Brewster, 1999). All international assignments are advertised, and decisions are made in consensus with other selectors and in reference to *formal* criteria (Harris & Brewster, 1999). In such an *open/formal* system, bias and the preferences of selectors are constrained; for instance, *formal* criteria mean that the best person for the job is chosen. There is accountability because employees know that the process is actually happening (Harris & Brewster, 1999). HR managers are often not responsible for selection decisions, as it is line managers who make the final selection decision. However, sometimes HR managers are involved in the selection decision (Scullion and Brewster, 2001). Where they are not involved in the decision, HR managers are involved by administering the recruitment and selection of individuals for international assignments. In terms of HR manager's responsibility, *open/formal* systems are

more likely to have the involvement of HR managers in the selection decision than closed/informal systems do, as the former seeks input and consensus from a number of individuals. This is theorized to reduce bias in selection decisions (Harris & Brewster, 1999). It is hypothesised that women will have the greatest opportunity to participate in international assignments under this system (Harris, 1996-97), in comparison to the other systems presented in the typology. Therefore, an *open/formal* system is an important factor related to women's participation in international assignments.

The next is the *open/informal* selection system. Due to the system being *informal*, women will have less of a chance to participate in an international assignment than they would if an *open/formal* selection system was used. The reason for this is because selector's decisions are not constrained by *formal* processes, and women are usually excluded from *informal* male networks (Kanter, 1977; Morrison et al., 1987). Similar, to the *open/formal* system, anyone with appropriate qualifications and experience can apply in the *open/informal* system (Harris & Brewster, 1999). However, individual preferences of selectors may be more or less unclear, and due to the lack of influence from *formal* systems on measures and criteria, this may affect the determination of who is seen to be acceptable (Harris & Brewster, 1999). With no measures or criteria managers can make decisions based on comparing those individuals to the existing expatriate population. Research indicates that selectors, without constraint will select individuals who have similar social background and characteristics, and similarity of organisational experience (Kanter, 1977). Accordingly, individuals who are dissimilar, however suitable for the assignment, may be excluded. Also, it has been found that selectors preferences are inconsistent and incoherent in relation to identifying and assessing characteristics of effective international managers (Harris & Brewster, 1999), because there is no *formal* process that aids in the assessment of candidates. Decisions about who should be selected are arranged, based on personal recommendation (Harris & Brewster, 1999). In this

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system managers select 'clones' of existing managers (Harris & Brewster, 1999). That is individuals who fit the existing expatriate population, and are male.

The third type of international selection system is the *closed/formal* system. Women will have less of a chance to participate in an international assignment in this situation, than in both the *open/formal*, and *open/informal* systems. Women have less chance under these conditions, because the system is *closed*. The system is also *formal*, which means that selectors assess candidates against *formal* criteria and discuss the candidates' match with them (Harris, 1999). In addition, a *closed* system is impenetrable to information introduced from outside. In a *closed* selection decision is typified by a lack of personal contact with candidates (Harris & Brewster, 1999). Selectors determine who the applicants are, which suggests that women who want to apply for such a position may be omitted from the process. Harris and Brewster (1999) state that nomination and reputation is a key feature of this type of system. The final system is the *closed/informal* selection system. In his system, compared to the other selection systems women have the least number of opportunities to participate in an international assignment compared to men, because the process is subjective, and women have a lack of access (Harris, 2002), in, especially in male-dominant, and *skewed* organisations (Kanter, 1977). Harris (2002) found that *closed/informal* selection processes create an unintended bias in recruitment. In the *closed* system, there is very little contact between the employees and selectors. The selectors determine the field of potential applicants by choosing, or nominating to line managers 'suitable' candidates, and there may only be one manager back at head office involved in the selection process (Harris & Brewster, 1999). The candidate is only informed once agreement has been made between the head office personnel and the line manager (Harris & Brewster, 1999). However, the selection process usually has a negotiation phase where the selector and the candidate negotiate around the terms and conditions of the contract (Harris & Brewster, 1999).

Qualified and suitable women candidates may be omitted from this *closed* system, and individual preferences of selectors are reflected in the nominating process (Harris & Brewster, 1999). One of the most frequently reported causes of women underrepresentation in organisations is their exclusion from or limited access to *informal* interaction networks (Kanter, 1977). This has been associated with limited mobility and glass-ceiling effects (Morrison et al., 1987). Under conditions of uncertainty, individuals are more likely to direct their networking activities strategies to those people who have similar personal attributes (Kanter, 1977). Women's purported exclusion from or limited access to interaction networks is often attributed to a universal preference for interaction with others of the same sex (McPherson & Smith-Lovin, 1987). Women, therefore, are excluded from this *informal/closed* selection system. Consequently, men, tend to be favoured in *informal/closed* systems, because there are more men than women in decision-making positions in organizations (Hennig & Jardim, 1977). Hennig and Jardim (1977) also argue that women tend to rely on *formal* systems within organisations for selection. However, in a *closed/informal* selection system perceptions of competence are developed through social networks and *informal* systems. The result is that perceptions of women's competence are reduced because of women's lack of contact with influential networks. Therefore, the type of system that an organisation, individuals, or groups of individuals use for the selection of international assignees affects the participation rate of women in international assignments. The *closed* selection process could be even more exclusionary to women where the gender composition of the top management team making the decision is male-dominated. Several studies indicate that recruiters often possess a selection bias toward applicants of their own gender (Heneman, Waldeck, & Cushnie, 1994; Phillips & Dipboye, 1989). Further research in this area indicates that selection bias is caused by perceived dissimilarity, which leads to negative stereotypes and to the systematic exclusion of minorities (Braddock & McPartland, 1987; Powell, 1987; Turban & Jones, 1988).

After discussing selection systems, it is worthy to point out how discrimination in applicant selection occurs and therefore, an examination of the discrimination in selection literature is warranted here. As noted earlier on discrimination refers to "when individual workers who have identical productive characteristics are treated differently because of the demographic groups to which they belong" (Ehrenberg & Smith, 1994, p. 402). Women are discriminated against because of their gender, not their sex, as gender points to the stereotypical roles and personality traits assigned to men and women (Weichselbaumer, 2004). Stereotypes are attributed to groups of people to structure complex data and to simplify the cognitive processing of information (Heilman, 1995). Men are stereotyped as being task orientated, active, ambitious, analytical and assertive, where on the other hand, women are assumed to be emotional and expressive, affectionate, cheerful and child-loving (Bem, 1974). However, evidence of the empirical value of sex stereotypes is lacking.

In addition to gender's being stereotyped, occupations may also be categorized by their sex types, and economists call an occupation 'feminine' when the large majority of employees are female (70% to 80%), and call an occupation 'masculine' when the large majority of employees are male (70% to 80%) (Wootton, 1997). Traditionally, female occupations are primarily caring and cleaning jobs, (for example cleaning personnel, hairdressers, housekeepers, nurses, textile workers, welfare workers), while traditionally male occupations are often characterized by the use of physical labour or financial/political power (for example electricians, mechanics, architects, lawyers, politicians and managers) (Weichselbaumer, 2004).

Similarly, researchers have emphasized a major factor in influencing who is hired for a job is 'the degree of congruence between the gender of an applicant and the sex type of that job" (Glick, Zion, & Nelson, 1988). One way to explain why women are discriminated for jobs is by using Heilman's (1983) Lack of Fit model. In the model, the judgment of an applicant is dependent on the fit between the perception of the candidates attributes and the perceptions of

the job skills and ability requirements. Gender biased individuals who use stereotypes believe women possess certain characteristics or attributes that are gender based. Women are perceived as less suitable for typically better paying male jobs, although there are many individual women who possess the required male characteristics. Therefore, stereotypes about men and women are responsible.

Schein (1973) documented in her research that managers (holders of traditionally male jobs) believe that to be successful in their occupation it takes more of those characteristics typically ascribed to men than to women in general, and employees are expected to possess traditionally masculine traits (ambitious, analytical, assertive, dominant). So in terms of international assignments, women are perceived to have gender based attributes, that do not match or fit with perceptions of the job skills and required for international assignments. Further, international assignments are male type job, and perceptions of women's attributes do not fit with such jobs. Other research has also supported the notion that employment decisions are based on gender and perceived job fit (Cohen & Bunker, 1975).

Theory of the Proportional Representation of Women in Organisations

The proportional representation of women within organisations affects the way women are treated, how they behave, and the types of opportunities that they may have in organisations. In terms of sex ratios, Kanter (1977) proposed a theory on the proportional representation of women in the organisation and how that may affect other women in the organisation. Kanter's (1977) work focused on individuals within organisations. However Ely (1995) tested Kanter's theory across legal organisations by classifying organisations as male-dominated or sex-integrated, and examined women's experiences in those organisations. The implication of this study is that Kanter's work can be applied across organisations. Puffer (2004, p. 92) has recognised that Rosabeth Moss Kanter's work has had "a tremendous impact on academic

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research as well as management practice and policymaking". Researchers who have examined the effects of sex composition on women's work experiences have predominantly focussed on tokenism, originally documented by Kanter (1977). Depicted in Figure 2.2 is a model of the proportional representation of women in organisations. There are four groups that can be identified on the basis of different proportional representations of kinds of people. In this figure, Social Category A refers to females, and Social Category B refers to males.

	100%	Dominants	Majority	Potential subgroup	Minority	Tokens	0	
	90						10	
	80						20	
Proportion	70						30	Proportion
of Social	60						40	of Social
Category	50						50	Category
A	40						60	B
(Female)	30						70	(Male)
	20						80	
	10			Potential			90	
	0	Tokens	Minority	Subgroup	Majority	Dominants	100%	
	Uniform group (M)	Skewed Group (M)	Tilted Group (M)	Balanced Group	Tilted Group (F)	Skewed Group (F)	Uniform Group (F)	
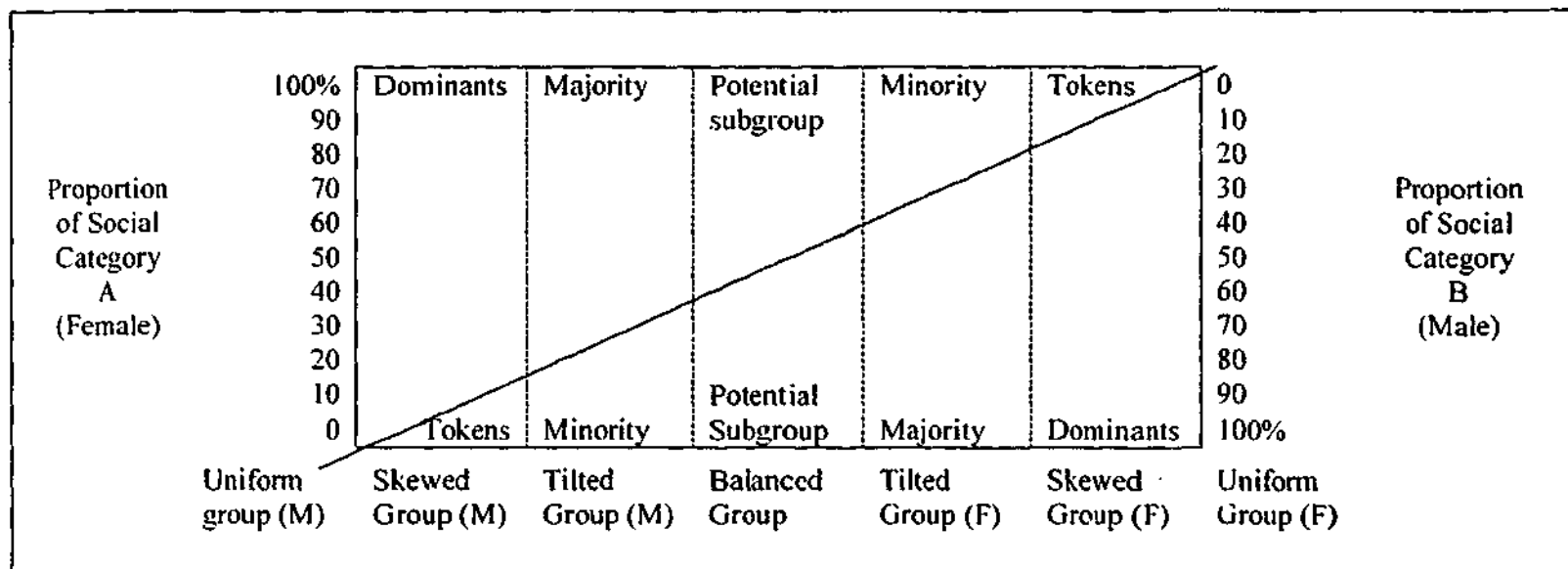
Figure 2.2: Group types as Defined by Proportional Representation of Two Social Categories

(Adapted from Kanter, R. M. (1977). Men and women of the corporation. New York: Basic Books Inc: p. 209).

Although Figure 2.2 shows two *uniform* groups, two *skewed* group and two *tilted* groups, with the exception of the *balanced* group, the left-hand side of the Figure is relevant for examining women's participation in international assignments, as most organisations will have more men than women. On the left-hand side of the Figure, in all of the identified groups, males represent the majority, denoted by (M), and on the right-hand side of the Figure in all of these groups females represent the majority, denoted by (F). The left-hand side will be

discussed as it is assumed that most organisations that send women on international assignments will be male-dominated.

In Figure 2.2 in the *uniform* groups there is usually only one category of people; on the left-hand side the category is male (i.e. *uniform* group (M)), men's proportional representation is 100%, and women's proportional representation is 0%. A hypothetical example of this type of organisation could be an engineering organisation, which has no female employees. So, in the *uniform* group (M) (on the left hand side of Figure 2.2), women will have no opportunities to participate in international assignments because the organisation is dominated 100% by men. This means that there are no women to select from in this type of an organisation. In *skewed* groups (M) (on the left-hand side) there is a larger preponderance of the male category over the female category (Kanter, 1977). Men's representation in *skewed* groups (M) is 85% and above, and women's proportional representation in the *skewed* group (M) is 15% or less. For women's participation in international assignments, the left-hand side of the figure is relevant, as past researchers have found that when organisations are male-dominated they influence women's ability to participate in international assignments (Harris, 1996-97; Linehan, Scullion, & Walsh, 2001). In terms of *skewed* groups (M), Kanter (1977) states that the dominant type (i.e. men) controls the group and culture in enough ways to be labelled dominants. Sachdev and Bourhis (1991) found that dominant, high status majority group members had a 'latent' power and positivity bias. That is favour towards the dominant majority and high status group is not limited to members of the group giving favour to themselves; generally they enjoy favour. In Figure 2.2 the few women in the *skewed* group (M) are called tokens. Kanter (1977) suggests tokens usually take on the form of, and are perceived as representatives and symbols, rather than individuals. It is predicted women within these groups generally have a limited opportunity for promotion and advancement (Kanter, 1977). Next, *tilted* groups (M) begin to move toward less extreme distributions and less exaggerated effects. In this situation, with

ratios of perhaps 65:35, dominants are a majority, and tokens become a minority. Kanter (1977) argues that minority members have potential allies among each other, can form coalitions and can affect the culture of the group. If the ratio of men and women in various parts of the organisation begin to change; through equal opportunity practices in regards to hiring and promotion; forms of relationships and culture also should change (Kanter, 1977). Within these group compositions, women have greater opportunities for promotion and advancement (Kanter, 1977). Finally, at 50:50, the group becomes *balanced* (see Figure 2.2), and the culture and interaction within the group will reflect this balance. Women in balanced groups will have greater opportunities for advancement and promotion. Therefore, women in male-dominated organisations will have less opportunity for advancement and promotion, whereas women in gender balanced organisations will have equal opportunities for advancement and promotion.

Generally, the treatment of minority members in *skewed* (M) and *tilted* (M) organisation is likely to be negative in comparison to the treatment of majority members; because of their token status, women have high visibility, high contrast, and low assimilation compared to men (Kanter, 1977). Kanter argued that performance pressures, social isolation, and role encapsulation were the consequences of disproportionate numbers of women and men in the workplace. Minority groups in organisations are usually very obvious to majority members, and majority members may exaggerate the differences between themselves and the minority, and stereotype minority group members. Ely (1994) examined whether equality in the representation of professional women lower down in the hierarchy affects tokenism, or alternatively whether the inadequacy of women in position of power affects tokenism within organisations. Ely's (1994) findings were that women in *skewed* (M) firms experienced sexism and were more likely to ascribe negative characteristics to being a female in that organisation, whereas, in *balanced* organisations, women perceived less sexism and ascribed positive

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characteristics to being women. Therefore, where there are relatively few women in positions of power, the perception by other women is that these organisations are less hospitable to women and less accepting of women's behaviours (Ely, 1994). In *skewed* (M) groups the dominant members usually exclude women from their social networks. This is in part due to their perceived status as illegitimate members (Burt, 1998). Milliken and Martin's (1996) review of the literature on diversity suggests that groups and organizations will act systematically to drive out individuals who are different from the majority, unless this tendency to drive out diversity is managed (Schneider, 1987). Consequently, people who do not fit an environment will tend to leave the environment unless the organisation implements an intervention strategy to prevent this behaviour. Ther. fore, the proportionate representation of women in organisations of power affects professional women's gender identity at work.

In terms of behaviour, Secord and Guttentag (1983) found sex ratios in the population in general predict a large number of behavioural phenomena, from the degree of power women and men feel to the ways in which they cope with the economic and social aspects of their lives, and group member's performance (Kanter, 1977). Underachievement was particularly pronounced for females in male-dominant groups; they felt less emotionally attached to the organisation and their intention to leave increased (Young & James, 2002). They also feel less satisfied, less committed to the organisation, and more likely to quit (Young & James, 2002). Furthermore, these researchers found that the numerical representation of a minority group had strong influences on work attitudes; minority group members have lowered self-esteem, increased role ambiguity and poor job fit.

Kanter (1977) argues the percentage of women within an organisation affects the opportunities they have for promotion. According to Kanter (1977), a critical mass, which is 30 per cent, is required for an underrepresented sex to have opportunities similar to those of members of the dominating social category. The research has been based on the assumption

that the negative and discriminatory treatment women experience will be reduced once balanced representation has been achieved (Ely, 1994). Ely (1994) argues that as long as women are underrepresented in positions of power, barriers to advancement for women will persist. For example, in male-dominated firms, she found that junior women perceived that being female was incompatible with power and status. In further support of this idea, past research (Tharenou, 1995; Tharenou & Conroy, 1994) has found a negative relationship between male-dominated organisational hierarchies and women's managerial career advancement, generally.

Another issue is that in male-dominated organisations women are less successful than men with regard to career advancement, and encounter group membership obstacles (Morrison & Von Glinow, 1990; Woodall, Edwards, & Welchman, 1997). Past research indicates that women are excluded from dominant male networks that influence career advancement, both at low (Brass, 1985) and high levels (Griffith, MacBride-King, & Townsend, 1997; Ragins, Townsend, & Mattis, 1998; Schor, 1997). In summary, male-dominated working environments hinder women's advancement in management (Cohen, Broschak, & Haveman, 1998; Tharenou, 1997). Cohen et al. (1998) argue that the sex of current job incumbents is a good indicator of the extent to which jobs are open to men or women. They argue that the proportion of women at and above a particular level will indicate the extent to which jobs at that level are open to women. In addition, women may pull other women into and up though organizational hierarchies (Tharenou, 1977). This will happen when women control hiring and promotion decisions or can, influence male decision-makers; women may select other women through the process of homophilly; a process in which job seekers and job-fillers prefer to work with similar individuals (Brass, 1985; Ibarra, 1993). Cohen et al. (1998) found that women are unlikely to be hired where women do not already work.

Wajcman (1998) asserts that decades on from Kanter's research women are now entering the workforce in quite considerable numbers but, they are not reaching senior levels of

management. This indicates that even though their numbers are large enough to form coalitions, and somehow influence the culture of the organisation, it is not making a difference to representation rates at the top. This may similarly be the case for international assignments. Hence, further explanations of why women are not gaining these positions are needed. Furthermore, some researchers are calling into question the efficacy of number balancing as a strategy to end discrimination (Blum & Smith, 1988; Yoder, 1991; Zimmer, 1988). Yoder (1991) argues that attributing the negative consequences of women's experiences in organisations to token numbers alone diverts the attention to their root causes of the problems such as sexism and bias.

This would seem to suggest that the proportional representation of women in senior management positions might influence the numbers of women on international assignments. Therefore, when women are present in a substantial minority at the senior managerial level, they can influence hiring and promotion decisions by formalising coalitions or utilising sex based social networks and mentoring. Therefore, senior women help other women in the organisation obtain international assignments. Linehan and Scullion (2002a) found in their study that repatriated senior women assisted junior managers to deal with barriers to advancement, provide psychosocial support and role modelling functions. It is therefore, suggested that in *skewed* (M) organisations, women will have less opportunity to participate in international assignments because of the way that they are treated, how they behave, and the promotion and advancement opportunities they receive, than they would who are in *tilted* (M) or a *balanced* organisations. Similarly, to the representation of women in senior management positions, the representation of women in middle management, junior management and in the organisation overall, may also have influences on women's participation in international assignments.

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Therefore, if the proportional representation of women in the organisation results in other women's participation, increases in women's participation in international assignments may also have influences on more women obtaining international assignments. For instance, in the past, Adler (1984a) reported a small proportional representation of women in international assignments: 3 per cent. According to Kanter's (1977) theory these women are considered tokens, and therefore other women would not have much opportunity to participate, if they were a part of a *skewed* (M) group. Linehan (2000) in her research points out the difficulties that women face while they are in the minority or token group, and these difficulties are more pronounced in a foreign setting. For instance, Linehan (2000) reports that women encounter high visibility because they are minority members. Recently, women's participation in international assignments in U.S. MNEs has increased to 18 per cent (GMAC Global Relocation Services, 2003). Despite the increase, women still form the minority in a *tilted* group (M) within organisations. Accordingly, other women should have greater opportunities to participate, because there are more women employed in those positions (Cohen et al., 1998). More so, these women act as role models for other women contemplating international assignments. Finally, managers involved in a selection decision may believe that selecting women is a normal occurrence because it has been done before.

Similarity-Attraction Theory

The research on the relationship between similarity and interpersonal attraction has confirmed that people are attracted to those who hold similar attributes, attitudes and opinions (B rne, 1961, 1971). Generally, within social relationships in organisations it is assumed that similarity is a basis of interpersonal attraction and, consequently, of social integration and cohesion (Berschied & Walster, 1969; Blau, 1964; Byrne, 1969). Individuals are drawn to o hers like themselves, in part because attraction toward similar others is self-ratifying, and in

part because communication with others is often easier, as is the development of trust (Kanter, 1977).

Similarity-attraction theory (Byrne, 1971) suggests that being similar to managers and co-workers will have a positive affect on one's career. There is evidence to show that leaders in a variety of situations are likely to show preferences for socially similar subordinates and help them get ahead. This is explained by the inclination of humans to be attracted to others they perceive to be similar, however, this leads to the exclusion of actual dissimilar others, perceived as dissimilar (Byrne, 1971). Tharenou (1995; 1999) and Schor (1997) suggested that interpersonal support and similarity were important factors that enabled women to break the 'glass-ceiling'. Consequently, a woman being dissimilar from senior managers may mean that they do not get the interpersonal support needed to obtain positions. Applying this to the process of women participating in international assignments, women may not get the interpersonal support necessary to be selected because of dissimilarity.

The tendency to like and trust others like ourselves is particularly strong in situations that are uncertain (Salancik & Pfeffer, 1978) where such ambiguity may be a consequence of the novelty of the situation. Therefore, the uncertainty of the situation moderates the relationship between a selector's choice to select similar others. Some international assignments may represent an uncertain situation, whereas others may not. Compare the example of sending a general manager to establish a new subsidiary in a foreign location, to sending an accounts auditor overseas for two years to work in the MNEs London office. The presence of socially similar individuals means that uncertainty can be reduced (Baron & Pfeffer, 1994). In very uncertain situations, there is a greater need for managers to trust individuals from the same homogenous group. Therefore, in uncertain situations managers develop tight inner circles that exclude other social circles within organisations (Kanter, 1977). This homogeneity can be formed in two ways: similarity of social background and characteristics, and similarity of

organisational experience. Kanter (1977), therefore, asserts that there is a direct correlation between the degree of uncertainty in a position, the extent to which organisations must rely on personal discretion, and a reliance on trust through the selection of incumbents on the basis of social similarity.

Similarity-attraction tends to take place at two levels: observable characteristics and unobservable values and attitudes. Perceived similarity in the initial stages of interaction frequently occurs based on observable characteristics. A variety of observable characteristics (e.g. physical characteristics and gender) can be used as inferring similarity in attitudes, values, beliefs or personality (Byrne, Clore, & Worchel, 1966; Tsui, Egan, & O'Reilly, 1992). For example, interviewees who were the same gender as the interviewer tended to receive higher ratings than those belonging to a different gender (Graves & Powell, 1995). It can, therefore, be inferred that in a selection situation for an international assignment, male interviewers would give higher ratings to male interviewees than to female interviewees, and female interviewers would give higher rating to similar female interviewees than to male interviewees. In terms of observable and value similarity, similarity-attraction tends to carry more weight at the level of underlying value similarity than at the level of observable similarity. The reason for this is that similarity-attraction, based on observable attributes only, plays a part during the initial stages of interaction between individuals, however, value similarity forms a basis for continued long-term attraction (Stangor, Lynch, Duan, & Glass, 1992).

In terms of dissimilarity, Judge & Ferris's (1993) study found that differences in supervisor-subordinate age, had a significant negative influence on supervisor's perceptions of the subordinate. This was reflected in their ratings of subordinate's performance. In Milliken and Martin's (1996) review of the diversity literature, they found, that in general, supervisors perceive dissimilar subordinates less positively and tended to give them lower performance ratings.

Research by Kryger & Shikiar (1978) has found that the sex of the letter writer can affect the likelihood of the applicant getting a job. Therefore, the sex of the writer of the reference letter that selectors receive for a female's job application is important. Therefore, if the sex of the letter writer is male, and the selector is male then similarity will cause attraction. Baskett (1973), for example, found significant main effects for attitudinal similarity between evaluators (selectors) and applicants. He found attitudinally similar applicants were recommended for employment more than attitudinally dissimilar applicants.

In terms of selection decisions Graves & Powell (1995) found that female interviewees saw male applicants as similar to themselves and more qualified than female applicants of the same sex. Similarly, in another study (Mobley, 1982) sex similarity of supervisor-subordinates was not positively related to higher subordinate performance ratings. This infers that the relationship between similarity and performance ratings is moderated by whether the rater is biased to gender and/or other observable characteristics. Research by Graves & Powell (1995) revealed demographic similarity between the recruiter and applicant on characteristics such as sex, leads to perceived similarity in attitudes and values which in turn leads to interpersonal attraction between the recruiter and the applicant (Graves & Powell, 1995). Burke (2002) argues that the reason for women's low participation rates in senior management and board level is because male decision-makers at the top are more likely to use gender-based models and criteria when making selection decisions. Collinson, Knights, & Collinson (1990) argue that selectors continue to hold stereotypes about women and men, which affect their decision-making and the way they conceptualise job requirements in terms of gender. Therefore, in the selection of women for international assignments the gender of the selector affects women's participation.

The level of comfort a decision maker (a man) feels towards a candidate for selection refers to whether he feels he can work with, know and trust the candidate (Ruderman, Ohlott, &

Kram, 1995). In their study Ruderman et al. (1995) found that male decision-makers when considering individuals for promotion had a higher level of comfort with male candidates, than they did with female candidates. Consistent with similarity-attraction theory (Byrne, 1971), male decision makers should feel that they can trust male candidate's more than female candidates because male candidates are similar to themselves. Decision makers have frequently used the issue of comfort with the candidate, as a reason to explain selecting male rather than female candidates (Mattis, 1995; Ruderman et al., 1995). Therefore, in conclusion, similarity-attraction theory would suggest that male selecting managers would select other male managers for international assignments because they are similar on the attribute of sex, which therefore causes women's participation in international assignments to be low.

Self-Efficacy Theory

Focussing on the individual perspective (see Figure 1.1) self-efficacy theory (Bandura, 1977, 1986) was chosen to explain women's low participation in international assignments. Bandura (1977, p. 3) defines self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments." Other researchers describe self-efficacy as a person's estimate of his/her ability to perform a specific task (Gist & Mitchell, 1992). The construct of self-efficacy has been applied to people's career choice (Lent, Brown, & Larkin, 1986) and labelled by Lent and Hackett (1987) as "career self-efficacy". Hackett and Betz (1981) suggested that career self-efficacy may be of particular importance in understanding and influencing women's career development. They suggest, that as a result of socialisation experiences, women lack strong expectations of personal efficacy in relation to traditionally male occupations, and that this may contribute to women's continuing underrepresentation in the so-called male professions and trades, thus contributing to the maintenance of occupational segregation (Hackett & Betz, 1981). Applying this logic to women's participation in international assignments, women's efficacy beliefs for international

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assignments will be low, because international assignments are male-dominated. For example, women represent only 18% of US international assignees examined in the survey conducted by GMAC Global Relocation Services (2003). Betz and Hackett (1981) applied self-efficacy theory by suggesting that female socialization provides less access to the sources of information important to the development of strong expectations of efficacy with respect to career-related behaviours.

Bandura (1977) proposes that there are four sources of experiential information that influence people's efficacy expectations. They are: performance accomplishments, vicarious learning, emotional arousal, and verbal persuasion. Hackett and Betz (1981) proposed a model of the postulated effects that traditional female socialization has on career-related self-efficacy expectations. This model also presents each type of information that influences the development of efficacy expectations in women. This has been adapted in this research to explain women's low participation rates in international assignments (See Figure 2.3).

Sources of Efficacy Information	Examples of Socialization Experiences Typical Among Females	Effects on International Assignment Self-Efficacy
Performance Accomplishments	Greater involvement in domestic activities and less involvement in activities that will lead to an international assignment	Higher self-efficacy in regards to domestic activities, lower self-efficacy towards an international assignment
Vicarious Learning	Lack of exposure to female role models who have participated in international assignments.	Higher self-efficacy towards traditionally female roles and occupations, lower self-efficacy in international assignments
Emotional Arousal	Higher levels of anxiety and uncertainty in regards to participating in international assignments	Further decreases self-efficacy
Verbal Persuasion	Lack of encouragement and/or discouragement towards participating in an international assignment	Lower self-efficacy expectations in relation to participating in an international assignment

Figure 2.3: A model depicting the postulated effects of socialization on women's self-efficacy to participate in international assignments.

Source: Adapted from Hackett, G., & Betz, N. E. (1981). A self-efficacy approach to the career development of women. *Journal of Vocational Behavior, 18*(3), p. 326-339.

Performance accomplishments entails successful performance of a given a task. This is regarded as the most powerful source of strong self-efficacy (Hackett & Betz, 1981). For example, past performance accomplishments for women participating in an international assignment may include short-term international assignments, or a domestic relocation. If they have performed successfully in this situation, their efficacy to participate in an international assignment may be high. From a gender perspective, in terms of performance accomplishments, Hackett & Betz (1981) argue that feminine role characteristics, which includes nurturing, sensitivity, and passiveness, do not lead to successful task accomplishments,

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whereas masculine role-characteristics, such as assertiveness, activity, competitiveness and dominance, do (Hackett & Betz, 1981).

This proposition by Hackett and Betz (1981) is broad, and arguing that all women are nurturing, sensitive and passive, and that all men are assertive, active, competitive and dominant is stereotyping women's and men's attributes. It is known from the discrimination and selection literature that there are problems with stereotyping; namely stereotyping gives rise to the belief that all individuals within a social category can be viewed as the same, which fails to acknowledge heterogeneity within a group (Weichselbaumer, 2004). That is, some women may display masculine characteristics, and some men may display feminine characteristics. In addition, it is doubted whether stereotypes actually reflect reality, as there is no evidence on the empirical value of sex stereotypes (Heilman, 1995). Therefore, the proposition by Hackett and Betz (1981) that women will have low self-efficacy for male dominated occupations, because their feminine role characteristics does not lead to successful task accomplishments may be flawed. Having established that "all" women do not have feminine role characteristics, as that would be stereotyping, means that this statement by Hackett & Betz (1981) lacks support. However, Bonnett (1994) in her research gives support to this notion and says that long-term socialisation experiences are likely to be responsible for the tendency of women to avoid those careers traditionally dominated by men. Therefore, women may have a low self-efficacy to participate in international assignments, because socialisation experiences have prevented them from the prior mastery of tasks.

Vicarious experiences, or observing other people performing a desired behaviour, is another source of information that people draw on, to develop their expectations of efficacy (Hackett & Betz, 1981). Hackett and Betz (1981) contend that males, through male role models, are exposed to vicarious learning experiences, which are more relevant to career-related efficacy expectations. They suggest that in regards to occupations that are male-dominated,

women commonly do not have role models in which to base their behaviour on. In terms of international assignments, women may not have access to female role models, because there are limited numbers of women who have participated in international assignments. This causes self-efficacy to be low. Linehan and Scullion (2002a) point out in their research, that senior female international managers provided role-modelling functions to younger women. This is a source of information that would increase female manager's efficacy in regards to participating in international assignments.

The third source of information that influences a person's self-efficacy is a person's physiological arousal, which includes their level of anxiety and vulnerability to stress. Hackett and Betz (1981) indicate that high levels of anxiety negatively influences a person's efficacy expectations. They also suggest that women will have higher levels of anxiety than men, particularly in male-dominated organisations. Hence, it is suggested women would have higher levels of anxiety and uncertainty, and hence lower self-efficacy, in comparison to men, in regards to an international assignment, because the activity is male-dominated. This, therefore, influences their participation in international assignments.

The final source of self-efficacy is verbal persuasion. Verbal persuasion is referred to as "the encouragement from others that one can successfully engage in a behaviour, which increases self-efficacy" (Bandura, 1977, p. 198). Bandura (1977) states that encouragement would increase self-efficacy, and a lack of encouragement or at worst overt discouragement, would decrease efficacy expectations. In an international assignment, managers could encourage women to participate if they are supportive of women participating, which would in turn increase women's efficacy expectations. For instance, past research has shown that women participate where they receive support from line and senior managers (Adler, 1984c; Fischlmayr, 2002; Linehan & Scullion, 2000). On the other hand, women may have low self-efficacy to participate because they are verbally discouraged. A substantial body of research

has indicated that managers are reluctant to send women on international assignments for a variety of reasons: because they are unqualified (Adler, 1984c); foreigners would resent them (Adler, 1987; Harris, 1993; Izraeli, Banai, & Zeira, 1980; Stone, 1991; Stroh et al., 2000; Thal & Cateora, 1979; Westwood & Leung, 1994); or because they have family commitments (Linehan, 2000, 2002; Thal & Cateora, 1979). This reluctance implies that managers would discourage women from participating in an international assignment, and therefore women's self-efficacy would be low.

Betz and Hackett (1981) postulated that women's underrepresentation in many professions, including management, are to be at least "partially" due to low or weak self-efficacy expectations with regard to behaviours required for the successful pursuit and performance of those occupations. Betz and Hackett (1981) found that women are either not encouraged or discouraged from engaging in a variety of activities that serve to increase or strengthen expectations of personal efficacy. Hackett and Betz's (1981) postulated that societal beliefs and expectations, transmitted to women via socialization experiences, may pose strong barriers to career choice and achievement behaviour through their effects on self-efficacy cognitions. This may also be the case for international assignments, which has commonly been reported as a male domain (Harris, 2002). Self-efficacy beliefs pose a potent internal barrier to women's career choices and achievements (Hackett and Betz, 1981).

Hackett and Betz (1981) describe low self-efficacy as influencing the choice of career, performance in that career, and persistence in the face of obstacles and disconfirming experiences. In terms of international assignments, if women have low self-efficacy then they will not persist in the face of obstacles that prevent them from participating in international assignments. The career pursuits of women may be limited by the perception that male-dominated occupations are inappropriate for them because they do not possess the capabilities to master the necessary job related skills that are appropriate for that line of work (Hackett &

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Betz, 1981). Women perceive that these occupations are inappropriate for them because they have not developed, nor do they possess the necessary job related skills that are required for that job.

Betz and Hackett (1981) and Wheeler (1983) found that women's efficacy expectations were strong for those occupations traditionally held by women but weak for traditionally male vocations. Post-Kammer and Smith (1985) found similar results when examining male and female, eighth and ninth grade students, on their self-efficacy for traditionally male and female occupations. Clement (1987) found that females displayed a lower self-efficacy for all but one traditionally male occupation, out of 10 occupations. In a more recent study, Ponnet (1994) found regardless of marital status, women had lower self-efficacy expectations than did men regarding traditionally male occupations. However, the results are mixed, as Chang (2003) found that women's self-efficacy decreased in female-dominated organisations as opposed to male-dominated organisations. The findings from Chang's (2003) study are, therefore, opposite to the findings of Betz and Hackett (1981).

Bonett (1994) further argues that the differences between men and women in terms of perceived efficacy in relation to a task may be accredited to women's perceptions that they have to successfully combine the responsibilities of the job with those of a home and family. This assumes that, as Australian statistics indicate, women spend more time (6 hours, 46 minutes) on child-care activities per day, than men do (2 hours, 31 minutes) (Australian Bureau of Statistics, 1999). Recognizing that progress in a career requires a good deal of persistent effort to realize professional advancement and personal fulfilment, Bandura (1986) suggested that such progress is difficult to achieve if one has to meet the demands arising from the dual workloads of career and household. Therefore, failure by women to pursue traditionally male careers may be related not only to their inefficacious beliefs regarding capabilities to perform the job requirements but

also to doubts regarding their abilities to combine such requirements with home and family responsibilities.

Interestingly, Forster (1999) measured the self-efficacy of 92 women and 243 men who were just about to participate in an international assignment. He used a ten-point scale to determine their perceived self-efficacy, which he defines as the ability to cope with new situations, dealing with uncertainties in life and adaptability to new challenges. Forster (1999) found that women's self-efficacy was slightly higher than that of men's (4.7 and 4.5 respectively on a 5 point scale). Although, there were no statistically significant differences in the responses of men and women, women had low levels of concerns about the social/family aspects of the move, but slightly greater worries and concerns about the new job in terms of how they would perform and how they would get on with a new boss and colleagues. Although, Forster's (1999) results are very optimistic for women's participation in international assignments, they do not necessarily explain why only some women participate, and why other women do not. It is possible that women do not participate in international assignments because they have low self-efficacy. In conclusion, women's self-efficacy for participating in an international assignment may be low, as a consequence of international assignments being male-dominated, and because of the added pressures of combining work and family. If women's self-efficacy is low, participation rates of women in international assignments will also be low.

Empirical Research on Women's Participation in International Assignments

Having considered the context and theoretical perspectives that can explain women's participation in international assignments, it is now useful to consider the past empirical research that has been conducted on the topic. Some of this research has been criticised for being atheoretical. As a result, Harris (1999) has called for the development of a theoretical

base to explain women's participation in international assignments. Linehan (2000) echoes these sentiments. A summary of past research conducted on women's participation in international assignments is presented in Appendices 1, 2 and 3. The appendices are split into international assignees, executives (including HR managers) and student (MBA students and Undergraduate Business students) perspectives, respectively. The past empirical research is reviewed according to the conceptual framework developed in this framework (see Figure 1.1). As Figure 1.1 shows, the conceptual framework includes areas such as the organisational environment, interpersonal factors and support, individual attitudes, characteristics of women on international assignments and repatriation.

Organisational Environment

The organisational environment refers to selection processes and the perceived opportunities that are present within the organisation.

Selection Systems and Processes for International Assignments

Harris and Brewster (1999) argue that organisations use both *formal/informal* and *open/closed* processes for international assignments[7]. Adler (1984c) found managers who were involved in the selection process of international assignees reported that the selection process was a barrier to women participating in an international assignment. The 50 senior female international managers in Linehan (2002) believed that it is much more difficult for women to be selected because they are disadvantaged in the selection process; barriers in recruitment and selection processes prevent women from participating in an international assignment. These findings would support the idea that women's opportunities to participate in an international assignment are reduced according to the type of selection system or process used (Harris, 1996-

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[7] See the theoretical discussion of selection systems above.

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97), although the evidence is inconclusive as to whether *closed/informal* systems are the root cause of women's low participation.

Formal Processes

Past research has found that *formal* policies were discriminatory and *informal* processes prevented women from obtaining positions (Linehan & Scullion, 2000). In Linehan & Scullion's (2000) research, participants reported that they have to overcome formal organisational discrimination in their home countries and subsequently discriminatory policies when seeking international assignments. They perceived that formal policies reinforce informal processes, such as networking and mentoring that exclude women from obtaining positions. This contradicts the proposition that women will have [more] opportunities under an *open/formal* selection system, because the *open/formal* system is meant to select the best person for the job, and is meant to ensure that discrimination in a selection decision cannot occur, and that equal opportunity is considered. *Formal* processes could be discriminatory if the criteria and measures (Harris & Brewster, 1999) incorporate and reflect male schema in regards to who is the best candidate for a job (Truss, 1999). Furthermore, *formal* processes are predicted to reduce manager's individual preferences (Harris & Brewster, 1999) thereby restricting bias from similarity-attraction. The evidence that *informal* processes prevent women from obtaining positions (Linehan & Scullion, 2000) supports the proposition that *closed/informal* selection systems negatively influence women's participation in international assignments.

In Culpan and Wright's (2002) research women reported that the selection process was fair and international human resource policies encouraged the -selection of women for international assignments. This would support the contention by Harris (1996-97) that *formal* processes have positive influences for women's participation in international assignments. Smith and Still (1997) argue that formalisation of selection processes for international

assignments will make the concealment of discrimination more difficult and allow more *formal* monitoring by senior management and external bodies.

In interviews with 17 personnel managers from Top 1000 Australian organisations, Still and Smith (1998) found that organisations used *formal* systematic career management processes to rotate high fliers through international appointments, and that employees were identified through performance appraisal systems. Harris (1996-97) had similar findings; organisations used career management processes and identified high potentials through performance appraisal systems. In a study of 247 HR professionals or senior managers, Smith and Still (1996) found that organisations made international appointments through *formal* processes such as performance appraisals and management development programs. They also used career counselling to encourage women to participate in international assignments (Smith & Still, 1996). Such findings suggest that these women should be offered interpersonal support to obtain an international assignment in order to increase participation rates.

In addition, Smith and Still (1997) found organisations used *formal* succession planning to identify individuals for international assignments. It is suggested that if organisations use *formal* career planning processes, they could incorporate number-balancing strategies (Kanter, 1977) so that a similar amount of men and women would be considered for international assignments. In a later study, Still and Smith (1998) found that organisations used merit based selection processes, which means the best person for the job is chosen regardless of gender, and this can be classified as a *formal* process. This would suggest that women's opportunities under an *open/formal* system would be increased because organisations use *formal* career planning that would not discriminate based on gender.

Open Processes

Westwood and Leung (1994) in their examination of 45 female international assignees found evidence of organisations using *open* recruitment methods, such as advertising positions.

Smith and Still (1996) also found evidence of *open* processes; organisations had internal and external advertising for international assignments; candidates could self-nominate for the position, and a recruitment agent was used to identify candidates (Smith & Still, 1996). Harris (1996-97) found preliminary evidence that *open* recruitment practices have encouraging and helpful influences on women's participation in international assignments. Given that there is a substantial amount of research that has examined the influence of *formal* and *informal* systems as to whether women obtain positions, it would be valuable to also explore the influences of *open/formal, open/informal, closed/formal* and *closed/informal* selection systems on whether women obtain positions.

Informal Processes

Despite empirical evidence to the contrary, other research has shown organisations do not always have *formal* policies in regards to international assignment selection (Brett & Stroh, 1999; Brewster & Scullion, 1997; Harris, 1995). In term of *informal* selection processes Adler (1987) found that some women explored the possibility of an international assignment during the initial job interview. They would *informally* introduce the idea, and they would continually mention it at convenient times to their managers. Such *informality* suggests that women, who do not constantly press for an assignment, will be excluded from the selection system. So, not only is the process *informal*, but it is also exclusionary and *closed*. Past empirical research is indicative of this phenomenon; Linehan and Scullion (2000) found problems with *informal* selection processes because women were often excluded from male managerial groups, which perpetuated male customs, traditions and negative attitudes towards female managers. This past research supports Kanter's (1977) and other researchers in the field (i.e. Cohen et al., 1998; Ely, 1994, 1995; Ott, 1989; Young & James, 2002) with regard to majority members' treatment of minority members, and the negative influences this has on women's opportunities for

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promotion and advancement. Other evidence of *informality* was found in Forster (1999) where many organisations did not have a long-term rationale for the types of objective competencies that they were looking for. Having no such criteria, means that selection based on similarity is likely to be made. Kanter (1977) argues that similarity in social background and characteristics, and similarity of organisational experience, would be important for the selection of managers to newly formed organisations. Smith and Still (1996) found that selection processes for international assignments were *informal* and haphazard rather than systematic. Other researchers in the field (Harris, 2001; Harris & Brewster, 1999; Linehan, 2002; Linehan et al., 2001; Westwood & Leung, 1994) have also found similar results. These results tend to support the suggestion that women's opportunities will be lower in *informal* systems, as opposed to in more *formal* systems.

Closed Processes

In terms of *closed* processes, the Harris (1996-97) typology suggests that individuals are asked to take on a position because they are known by selecting managers. In a *closed* process women's exclusion from male influence networks, therefore, limits women's participation in an international assignment (Linehan, 2002). In support of this finding Still and Smith (1998) found evidence that women face a lack of visibility in organisations, and access to networks that targets high flyers for future positions. This is similar to the plight of token women in organisations (they face exclusion, isolation and pressure) (Kanter, 1977). Therefore, in a *closed* process, knowing people and having contact with senior managers, facilitates the obtainment of an international assignment. Linehan et al. (2001) indicates that professional networking helped women find positions and women obtained assignments because they were mentored by males. Research also indicates women have to ask to be included in the selection process (Linehan, 2002; Linehan & Scullion, 2000; Linehan & Walsh, 1999). Similar results were found in Fischlmayr (2002); women demanded to be sent abroad. In Westwood and

Leung (1994) women had to express an interest to go and then actively pursue it. Similarly, Culpan and Wright (2002) found that women volunteer for their jobs; they made their own plans and used their negotiation skills to obtain a position. Fischlmayr (2002) also found that recruitment was based on luck; being the right person at the right time or because there was no one else to do the job. In further support of the *closed* system Still and Smith (1998) found that potential international assignees were identified through ad hoc recommendation. These ad hoc methods allowed selectors and line managers to nominate the assignees. Still and Smith (1998) found that organisations used a *closed* process of targeted selection, where they would tap people on the shoulder to get a position filled. As pointed out earlier, women are excluded from the selection system, unless they persistently ask to be considered for an international assignment. The past empirical literature lends general support to the proposition that women have less chance of participating in an international assignment when the system is *closed/informal*.

In summary, the past empirical research that has examined selection processes generally supports the model advocated by Harris (1996-97). There are however, mixed results on how selection systems and processes operate. In other words, past studies have indicated that selection systems and processes can be *formal, informal, open, and closed*. Women will have fewer opportunities to participate in international assignments, when the process is *closed/informal*, rather than being *open/formal* (Harris, 1996-97). More specifically, the opportunity varies according to the *formality* or *informality* of the selection system and the *openness* or *closed* nature of the selection system. Opportunities for women will increase where the international assignment selection system is *open/formal*. From this discussion the following research questions are proposed in relation to selection systems and processes:

Research Question 2a: What selection processes are used for female and male international assignees?

Research Question 2b: Are there differences between the selection processes used for male and female international assignees?

Research Question 2c: What is the method of selection for international assignments?

Research Question 2d: Do women have more opportunity to participate in international assignments in organisations that have selection systems that are open/formal rather than open/informal, closed/formal or closed/informal?

Perceived Opportunity to Obtain an International Assignment

As the opportunities present, in the organisation to participate directly influences women obtaining positions, women's perceived opportunity to obtain an international assignment is an important factor related to the participation of women in international assignments. These perceptions relate to individual and managers perceptions. The factor is consistent with the arguments put forward by Kanter (1977) in relation to the effects that the proportional representation of women in the organisation has on women's opportunities for promotion and advancement. For instance, if there are many women in the organisation, and/or participating in international assignments, this influences whether other women perceive they too have opportunities to participate (Kanter, 1977).

Adler (1984a) found that where there were women being sent on assignment, other women would also be sent. She also found that if there were a large population of male international assignees there would be a correspondently significant number of female international assignees. As Adler (1984a, p. 83) found that "the number of female expatriates is also strongly related to the number of male expatriates employed by a company". Although, this does not support Kanter's (1977) theory directly (that women in high proportions within the organisation will predict women's greater representation), it suggests that structural factors such as having large numbers of positions available within an organisation will open up opportunities for not just males, but females as well. In other words, women's participation is affected by the size of the organisation. The size of the organisation obviously has influence on how many international assignments are available.

Adler (1984c) found that HR managers believed that there were greater barriers for women in pursuing an international career than a domestic career. Generally, the research has reported limited opportunities for women obtaining international assignments. There are both occupational and structural barriers to women participating, and the glass-ceiling prevents women's participation in an international assignment (Linehan, 2000, 2002).

Previous studies have asked senior managers about the opportunities women have to obtain an international assignment (Chusmir & Frontczak, 1990; Thal & Cateora, 1979; Westwood & Leung, 1994); respondents in the main reported women had fewer opportunities than men. In a study of 222 executives, female executives were pessimistic about women's opportunities to be hired for an international assignment (Chusmir & Frontczak, 1990). Thal and Cateora (1979) in their study of 74 men and 26 women executives found that both men and women perceived that women had limited opportunities to be transferred to international divisions. However, the applicability of the study's findings to today's context is questionable due to changes in social values, and pressures for equal opportunity over the past decade or two. In other words, a similar study conducted today, may yield different results to those results reported in 1979 and 1990. The increased proportion of women's representation in international assignments may further influence studies conducted today.

Factors such as equal employment opportunity laws, commitment of managers, and culture and tradition, may affect women's perceptions of opportunities. For example, equal opportunity laws require organisations to comply with fair, equitable selection processes that provide opportunities, and as a result women may perceive they have a greater opportunity in organisations that really promote EEO, to participate, as opposed to women in those organisations that do not promote EEO so much. In terms of the commitment of management in ensuring that fair and equitable selections processes are adhered to (Thal & Cateora, 1979), this may have influences on whether women perceive they have an opportunity to participate or

not. If women see that managers are committed to fair and equitable processes, they are more likely to perceive that they would have a greater opportunity to participate, then if they saw that managers were not committed to being so fair, and so equitable. Furthermore, the culture and tradition of the organisation affects women's opportunities. A supportive culture, which is open to women, provides women with opportunities to obtain international assignments, will have a positive influence on other women's perceptions to obtain positions, and vice versa, if the organisational culture is not supportive of women participating, then women will perceive that they do not have an opportunity to participate. Similarly, a tradition of providing opportunities to women for international assignments will influence whether women perceive that they have an opportunity to obtain a position.

There was evidence in the study by Linehan et al. (2001) of 50 senior female international assignees that the gender segregation of jobs affected women's participation in an international assignment: if the profession or industry were male-dominated that would be a barrier to women's participation in international assignments. In their examination of 17 HR professionals, Still and Smith (1998) found that a high proportion of international assignments required engineering skills, however; engineering is a typically a male-dominated profession and there were simply not enough women engineers available. Paik and Vance (2002) in their study of 384 managers found that international business was an area dominated by men, and therefore men were deemed to be more appropriate for those positions. So, in support of Kanter's (1977) theory on the proportional representation of women in the organisation, women's participation will be limited in male-dominated organisations. Therefore, the following research questions were developed:

Research Question 3a: What are the perceptions, as investigated from the perspective of international assignees, repatriates, and HR managers, of women's opportunities to obtain international assignments?

Research Question 3b: Do women in 'tilted' or 'balanced' organisations have greater opportunities to participate in an international assignment than those women who are in 'skewed' organisations?

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Perceived Line/Senior Managers Attitudes

The attitudes of line or senior managers in regards to the selection of women for international assignments are important. The importance of line/senior management's attitudes is highlighted by the reality that these managers often make the decision as to who goes on international assignments. Their attitudes towards women are therefore important. As discussed above, similarity-attraction (Byrne, 1971) theory would suggest that similarity has influences on the attitudes of selecting managers, and therefore, on the decisions they make as to who is suitable to participate in an international assignment.

If managers have positive attitudes towards women participating in an international assignment, then they will participate. For instance, Ruderman et al. (1995) argue that the most effective way of advancing women into management is through senior management support. This could also be applied to international assignments. Adler (1984c) found in her investigation of 60 managers involved in selection processes for international assignees that they believed women were qualified, were willing to go, and they would be effective overseas. Linehan and Scullion (2000) found that mentors supported and advised women to participate (see Appendix 2). Fischlmayr (2002) found women participated where they received support from higher levels of management; they had a mentor, access to networks and strong internal pressure groups. Researchers suggest mentors (Ibarra, 1993), and access to networks (Burt, 1998) has positive implications for women's promotional and advancement opportunities within organisations. An example of a positive attitude from these managers was that women would be sent to gain experience (Fischlmayr, 2002). Linehan (2000) found that women need more

psychosocial support then men do in obtaining international assignments. This support can be given through mentoring.

Linehan (2000, p. 92) found evidence from 50 interviewees "that exclusively male networks may be responsible for developing and nurturing negative attitudes and prejudices towards female managers". This suggests that in *skewed* and *tilted* organisations women may face negative attitudes towards their participation in international assignments. If managers' attitudes are negative, it follows that women's participation will be limited. Linehan (2002) found that women experienced negative attitudes because they were minority members. This supports Kanter's (1977) and other researcher's (Ely, 1994; Ott, 1989) findings that minority members will be treated negatively in organisations (see the theoretical discussion of this above). Fischlmayr (2002) found that women encountered stereotypical beliefs and conservative attitudes that limited them from participating in an international assignment. Thal and Cateora (1979) found that the cultural biases of the home country managers limited women's participation in an international assignment. Similar results were found in Adler's (1984c) study; organisations were simply reluctant to send women. Additionally, Harris (2001) also found evidence of male bias from selectors, in *closed/informal* selection systems. There is also evidence from past research that males reinforce their power in organisations by promoting people who are most similar to themselves (Linehan, 2002), thus indicating evidence of male managers being attracted to other similar males and selecting them for international assignments.

There are many reasons why managers may have these negative stereotypical attitudes towards women's participation in an international assignment. The reasons discussed in this section include family, dual-career reasons, HCN prejudice, isolation, harassment, security risks, physical hardship and lack of qualifications and experience.

Other substantial research has found that managers believe women are not interested in international assignments because of family commitments, (Adler, 1984c; Linehan, 2000, 2002; Thal & Cateora, 1979) or that if they did go on an international assignment with their family they would encounter problems because of work-family conflict. Izraeli, Banai, & Zeira (1980) surveyed 111 host country managers and found that women on international assignments were perceived by managers to have a role incongruence between work and family. In later research, Smith and Still (1997) reported that managers perceived problems with women having family commitments. They also reported that it would be difficult for women to take maternity leave, while on assignment. In addition, senior management believed women did not want international careers and therefore, would not invest in their career development (Linehan et al., 2001). Stroh et al. (2000) in their study found that supervisors believed that fewer women with families went on international assignments than did single women or women with non-working partners. For this reason, it is acknowledged for this that there may be managerial women who have children who wish to decli · participating in an international assignment. Smith and Still (1997) for example, present evidence that women refused positions because of family and dual-career issues; this could be a significant reason for women's low participation in international assignments. However, it needs to be recognized that line/senior managers should not hold stereotypical views that "all" women will reject international assignments because of family or dual-career commitments. Doing so means that selection systems are *closed* to women, hence, keeping women's participation rates low, and male selectors will continue to select socially similar males. That is, males will consider that all women are dissimilar because they have family or dual-career commitments that disqualify them from participating, and that similar males do not have such commitments. Therefore, it is evident that selection processes should be *open*, and anyone can apply, (Harris & Brewster, 1999) including both males and females with families and/or dual-career commitments, and *formal* so as to ensure that manager's

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selection decision are made on the basis of the best person for the job, and not on a woman's family status.

Second, it is perceived by managers that women will incur problems in terms of finding male trailing spouses suitable work while on assignment (Adler, 1984c, 1987; Antal & Izraeli, 1993; Izraeli et al., 1980) because of the difficulty in obtaining work permits for their partner. Again selecting managers should not assume that dual-career commitments instantly disqualify women from participation.

Third, managers may believe that female assignees will not be effective in host countries because HCNs will be prejudiced against them (Adler, 1984c, 1987; Harris, 1993; Izraeli et al., 1980; Stone, 1991; Stroh et al., 2000; Thal & Cateora, 1979; Westwood & Leung, 1994). In some cultural contexts, for example in 'masculine' cultures (Hofstede, 1980) HCN employees may not accept or be comfortable with female managers and this results in conflict (Thal & Cateora, 1979). In a study of 222 respondents (women and men senior level managers) Chusmir and Frontczak (1990) found that male and female executives believed that attitudes towards women in foreign countries were slow to change. In his study of 60 professionals Stone (1991) found evidence that Asians and expatriate managers favour males as international assignees; as there were reports that female international assignees were discriminated against by (male) western expatriate and their wives. In addition, in Smith and Still's (1996) investigation it was believed that there were regions that were inappropriate for female international assignees; these regions included the Middle East and parts of Asia (for example Japan, India or Pakistan).

Fourth, managers may believe that women will be isolated and lonely in far away host locations (Adler, 1984c). Fifth, managers may believe that women will be vulnerable to harassment (Izraeli et al., 1980). Sixth, women should not be sent because managers perceived that the security risks of countries are unsuitable for women, although reasonable for men

(Izraeli et al., 1980; Thal & Cateora, 1979), and seventh, women would encounter physical hardships while on assignment (Adler, 1984c). Managers may believe that women are not effective as international assignees and may believe that, women are not qualified for an international assignment (Adler, 1984c). Smith and Still (1997) reported that organisations had experienced women having insufficient qualifications, which made it difficult for them to select women for those assignments. Opposing the negative attitudes perceived by managers in regards to sending women on international assignments, Stroh et al. (2000) found in their investigation of 78 supervisors of female international assignees, that the supervisors perceived that women were interested in going on an international assignment.

In summary women's participation in international assignments may be kept low due to negative, perhaps discriminatory, and biased attitudes towards women from line/senior managers. Such attitudes exclude women from international assignment selection systems and processes, and the systems are therefore *closed* to women. However, these attitudes may be *informal* criteria that line/senior managers have, as opposed to *formally* agreed criteria for international assignments. In addition, these attitudes may be the individual preferences of managers, as identified by Harris and Brewster (1999). It has been argued by Harris (1996-97) that *closed/informal* selection systems restrict women's participation in international assignments. These attitudes may be based on women's dissimilarity to male line/senior managers. In contrast, supportive attitudes are a form of verbal persuasion that may increase a female's self-efficacy to participate in an international assignment. On the other hand, a lack or encouragement or at worst discouragement, in the form of negative attitudes, may negatively influence a female's self-efficacy. Therefore, the following research questions were developed:

Research Question 4a: What are the perceived attitudes of line and senior managers towards women participating in international assignments?

Research Question 4b: Does similarity based on the observable characteristic of gender affect women's participation in international assignments?

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Culturally Different Countries

Managers in organisations may select men over women for international assignments due to the heavy cultural restrictions that are placed on the role of women in business in an international setting (Westwood & Leung, 1994) by HCNs. HCNs are defined as "key players with whom international assignees will be expected to do their job with (e.g. clients, co-workers, superiors and subordinates)" (Caligiuri & Cascio, 1998, p. 404). The concern is whether or not HCNs will do business with women (Caligiuri & Cascio, 1998). Simply stated, HCNs in culturally different countries may hold bias and be prejudiced against female international assignees. HCNs may feel uncomfortable working with foreign women, and, therefore, women's effectiveness in an international assignment role may be reduced, thus limiting their participation.

Thal and Cateora (1979) and Adler (1984c) found that women had unequal opportunity to be placed in higher level managerial positions because foreign executives would resent being given orders by women. In a study of a variety of host-countries (Izraeli et al., 1980), a majority of foreign managers surveyed were convinced that because there were no qualified women available, foreign colleagues/clients would not accept women, and women have a lower status in society which conflicts with the status of a high level manager in an MNE subsidiary, a woman could not head and manage a MNE subsidiary. However, in contrast, in Adler's study of 52 women in Asia, women were perceived as foreigners and were hence, not expected to conform to the rules of behaviour of local women. In the same study, HCN clients perceived that female international assignees as secretaries, when in fact they were managers (Adler, 1987). This infers that HCN clients understanding and acceptance of female international assignees may be limited. To corroborate this view, the findings of Stone (1991) on international assignees in 60 MNEs with operations in South East Asia, found that HCNs (60%)

viewed women as suitable for technical roles, but not for top managerial positions. In his qualitative analysis, Stone (1991) refers to a Singaporean manager who believed that male and female Singaporeans preferred a male boss, while a Japanese marketing director, stated that he would not work for a female: Japanese or foreign.

Although Stone's (1991) work was conducted in 1991, and it could be assumed that conservative views such as these would have changed, similar results have still recently been found: Stroh et al. (2000) found foreigner's prejudice was considered to be an issue related to a woman's success in a foreign destination, and prejudice would be a barrier to this success. In addition, in a study conducted by Forster (1999) women were not considered for traditionally patriarchal countries. This research lends support to the idea that culturally different countries still influence women's participation in international assignments.

However, not all is bad for women in culturally different countries. Past research has also reported positive examples of women's participation in culturally different countries. For example, Adler (1987) reported that in Asia, western women were highly visible, and memorable to foreign clients. She attributed this to the *gaijin* syndrome, in which western women have distinctive status in being foreign women, and not simply women, *per se*. Stone (1991) revealed a majority of international assignees and Asian managers did not believe that foreign prejudice renders female international assignees ineffective, while Westwood and Leung (1994) found that 'if you are perceived as a competent manager and you could do the job, then gender is incidental'. Finally, Caligiuri and Tung (1999) and Stroh et al. (2000) reveal that women can perform equally well in assignments, regardless of the cultural responses towards them.

In summary, there are mixed results as to whether culturally different countries influence women's low participation rates in international assignments. On the one hand HCNs may feel uncomfortable working with female international assignees, and other research has found that

being a female international assignee in a culturally different country is an advantage. Therefore, the following research question was devised:

Research Question 5: What are the influences of culturally different countries on women's participation in international assignments?

Perceptions of Suitable Selection Criteria

The perceptions of suitable selection criter a for an international assignment are also an important issue, as these influence the types of people who are selected for international assignments. Before any discussion of selection criteria is made it is useful to point out that there are 'actual' selection criteria; that is, the criteria that managers use to select their international assignees. In addition there are 'theoretical' selection criteria; that is, criteria which should be used but are not. Harris and Brewster (1999) suggest that while there are prescriptive, theoretical lists of selection criteria for international assignees, they argue that in reality and in practice these criteria are never actually used. The researchers cite a plethora of research conducted on the theoretical selection criteria by Phillips (1992), Forster (1996), Brewster (1991), Zeira and Banai (1985), Hays (1974), Stone (1991) and the Ashridge Management Research Centre (Barham & Devine, 1990). Harris and Brewster (1999) then argue that in practice, these selection criteria are not used; rather, technical expertise is often relied upon. Brewster's (1988) research, which asked open-ended questions of international personnel executives, about the types of criteria they use for selecting international managers, supports the notion of technical expertise being one of the more important criteria. This may discriminate against women as disregarding objective criteria means that the likelihood of selecting the "best person for the job" is reduced.

Harris (1999) pointed out that there are stereotypes of people who are suitable for international assignments. While Linehan et al. (2001) suggested that selecting managers perceive that suitable characteristics for international assignees are male-orientated and that

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international assignments are "male jobs." Linehan (2002) also reports that because the characteristics of an international manager is male stereotyped, gender is the main barrier to selection for an international appointment. In a study that examined selection factors, for both men and women, Rehfuss (1982) highlighted that there were a number of factors that influenced selection to an international assignment. Effectively, all of these factors listed are theoretical criteria, with the exception of technical expertise, as per the discussion above. These include relational skills, career/lifestyle issues, cultural adaptiveness, spouse/family, interpersonal abilities, adaptability, flexibility, interpersonal trust, sincerity and emotional stability. Furthermore that, selection factors include cultural empathy, willingness to adapt, motivation, personality, language, maturity and a "x" factor, defined as the ability to live abroad. Thal and Cateora (1979) found that previous international experience was a factor that influenced managers in selecting women for international assignments. In relation to women, Fischlmayr (2002) found that competency, knowledge and the best person for job were reasons why they were considered suitable for international assignments. These factors might compare with the actual selection criteria of technical skills as advocated by Harris and Brewster (1999). In his study of 60 professionals in MNEs based in South East Asia, Stone (1991) found that the ability to adapt, technical competence, human relations skills, and physical appearance were factors that were related to selection of individuals for international assignments. The factors found by Stone (1991) may reflect more theoretical criteria than those used in real life practice. Smith and Still (1996) identified a more extensive list of factors that influenced managers in whom they thought were suitable for an international assignment. These factors were formal staff development, management competencies, functional/technical skills, communication skills, management experience, organisational skills, cultural sensitivity, networking ability, language skills, employees' maturity, willingness to relocate, ability to cope with greater responsibility, spouse's willingness to relocate, family circumstances, formal qualifications, experience of

living in another country, previous international experience, age and marital status were factors that influenced. Again, these factors would tend to reflect those theoretical criteria, as identified by Harris and Brewster (1999), with the exception of functional technical skills.

Linehan (2000, p. 125) also identifies similar factors, such as "flexibility, the approval of a partner and family, ability to adapt, open-mindedness, independence and willingness to take risks". Her research also suggests that selection of individuals should not be based on technical competence alone (Linehan, 2000). Therefore, Linehan (2000) is arguing that theoretical constructs should be used to ensure that the best person is selected for the job. Mamman (1995), who discusses intercultural effectiveness of international assignees advocates that organisations should select people for international assignments in light of their cognitive, behavioural, attitudinal and personality characteristics, and their intercultural effectiveness, in addition to technical skill. He also suggested that international assignees are selected on their socio-biographical background. Socio-biographical background includes ethnic background, gender, nationality, linguistic ability, and religious background (Mamman, 1995). Again these are theoretical criteria.

Still and Smith (1998) found that seniority within the organisation was used as selection criteria by managers. Women in their study were in junior roles in the organisation and they were, therefore, not suitable to participate in international assignments. This finding highlights a structural barrier for women's participation. It supports Kanter's (1977) theory on the proportion representation of women in the organisation: the number of women at a particular hierarchical level of an organisation has influence on women's promotional and advancement opportunities in other areas of the organisation. The findings from Smith and Still (1996) about seniority, show that because there were no women with the necessary qualifications that were senior enough to go on an assignment, none were selected. Therefore, it can be assumed the proportion of women at a senior level, has an influence on the participation of women in

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international assignments. This additionally highlights the discriminatory effects (i.e. systemic discrimination) that *formal* processes can have on women's participation; the result of such a policy is that it affects the group of women generally, and women may not reach that level of seniority because they take career breaks for children. It supports the finding by Harris and Brewster (1999), and Linehan and Scullion (2000) that discrimination can occur even in *formal* processes.

In other studies, women who possessed high level skills and expertise (linguistic, professional and technical) were considered suitable for international assignments (Still & Smith, 1998), which would be considered to be actual criteria, not theoretical criteria. Adler (1987) found that women were selected based on the perception that they had good interpersonal skills. This could be difficult for women's participation, because similarity-attraction theory proposes that selecting male managers will be more interpersonally attracted to socially similar males (Berschied & Walster, 1969; Blau, 1964; Byrne, 1969). Being more interpersonally attracted to a socially similar ... · may mean that males are given higher ratings for interpersonal skills than are women. In terms of other suitable selection criteria, it was found that spouse was a criteria used in the selection of female international assignees (Mayrhofer & Scullion, 2002). These researchers found differences between male and female international assignees; female spouses were less included in the selection process than were male spouses. It is acknowledged that it may be more difficult to influence male trailing spouses to relocate, because of the imbalanced power relationships between men and women (Harvey, 1997; Smith & Still, 1999). However, it would seem discriminatory if male spouses were to be included in the selection process for female international assignees, and female spouses were not included for male international assignees, as it assumes that male spouses are going to be much more difficult to move than female spouses. This difficulty is connected to the increased importance of the male's career over the female's career.

Mayrhofer and Scullion (2002) found that the least important selection factor was age. This is important, as women may be systemically discriminated against, if the organisation only selects individuals of a particular age. Take the example of only selecting individuals who are over the age of 30. At that age and thereafter, some professional women may want to have a career break to have children, accordingly such an organisation al policy would systemically discriminate against those types of women.

In summary, there are many influences on a woman's suitability for an international assignment. However, it is recognised that women and men may be selected based on different criteria. The other issue which was highlighted in this section was that Harris and Brewster (1999) argue that there are theoretical and actual criteria that are used in practice. This therefore, has implications for women being selected as discussed above. Selecting international assignees based on those characteristics, without balanced selecting panels could be troublesome for women because male line/senior selecting managers may give ratings that are more favourable to socially similar males, reflecting the principles of similarity-attraction (Byrne, 1971). Therefore, the following research question was developed:

Research Question 6: What factors are perceived to be suitable selection criteria for international assignments?

Perceived Attitudes of HR Managers

The attitudes of HR managers are an important factor related to the participation of women in international assignments. The support provided by HR managers to women wishing to participate would influence whether women would want to participate in an international assignment. It is proposed that poor HR support for women can affect women's participation in an international assignment. For example, Linehan and Walsh's (1999) study found that organisational policies were outdated and based on the outmoded assumption that males have traditional families (with home-based spouses). However, if there is abundant HR support for

women and this support is tailored according to women's needs, their participation in an international assignment may increase. Therefore, HR managers need to have supportive attitudes towards women's participation in international assignments, and should provide the appropriate HR support for women's participation.

Most research on the topic of women as international assignees has been concerned with the attitudes of line or senior managers, yet HR managers play a significant role in the administration of international assignments. Scullion and Brewster (2001) have demonstrated that HR play a decision-making role in regards to international assignments. However, Linehan (2001) reported that only two organisations had dedicated managers for international assignments. In an earlier study, Harris and Brewster (1999) found that HR develop the constructs for selection criteria, therefore their attitudes towards what makes a successful international assignee is important and can affect whether women obtain international assignments or not. In developing these constructs, the gender of HR professionals who develop the selection criteria may be important. For instance, if they are all male, the perceptions of who is suitable for an international assignment may be based on male type schema and may be biased (Truss, 1999). Therefore, the development of constructs may have influences on women's participation in international assignments.

HR also facilitates the participation of women in international assignments because of encouraging and supportive HR policies. Women could have differing needs and expectations to men, and the type and level of support provided may need to be different. Adler (1995) suggested that organisations need to offer encouraging and supportive benefits packages to meet the needs of single females, dual-career females, and females with families. Doing so could encourage those individuals to participate, and not doing so may mean that support policies are systemically discriminating against women's participation. For instance, career planning (a form of verbal persuasion) and mentoring (a vicarious learning experience) may be information

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sources that influence women's self-efficacy. Linehan (2002) suggests that organisations also had to create "options" for the male trailing spouse, because this type of support was not normally provided. Male trailing spouses may incur problems because they are minority members in female trailing spouse groups. They, therefore, face exclusion and isolation, similar to that which their female partners face in the workplace (Linehan, 2002). For instance, Linehan (2000) reported that women senior international managers believed organisations needed to provide training so that women, while on assignment, could balance the demands of work and family. The interviewees that Linehan (2000) examined believed that unless HR policies are re-examined and reassessed women's participation in international assignments will continue to stay low. Within this field of research, Culpan and Wright (2002) found that international HR policies support women in gaining their positions. Therefore, supportive and encouraging HR policies that are tailored to supporting the needs of women may influence women's participation in international assignments. The following research question was developed:

Research Question 7: Are HR managers perceived to be supportive of women participating in international assignments?

Individual Attitudes

Individual attitudes towards participating in an international assignment are an important aspect in relation to the participation of women in international assignments. Previous research on MBA and undergraduate business students (i.e. those who may potentially participate in an international assignment during their career) has shown that women's attitudes towards taking on an international assignment is a significant factor related to their participation in an international assignment (Adler, 1984b; Hill & Tillery, 1992; Lowe, Downes, & Kroeck, 1999). Due to this contingent of students not being international assignees, the true generalisability and applicability of these studies to understanding women's participation in international

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assignment is limited. However, the fact that these students have a high probability of going on an international assignment in the future means that the results, although not directly generalisable to female international assignees, are nevertheless, relevant in that they may provide some explanation as to why women may or may not want to participate in an assignment. The other problem with the studies is that it is questionable how well informed these students were about the realities of relocating to and living in a foreign country. For example, Adler's (1984b) study was conducted on MBA students, while those in Hill and Tillery's (1992) study were undergraduate business students, who may not have any interest or experience in relocating to a foreign country.

A study by Van der Velde, Bossink, & Jansen (in press), conducted on 178 male and 122 female employees, of a large Anglo-Dutch company found that there were gender differences in the variables that predicted women's willingness to participate in international assignment. Women's perceptions about why they would take on an international assignment and the doubts and concerns they encounter would have an influence on participation rates of female international assignees. In her own mind, a female would need to have assessed that the position would be good for her in terms of cross-cultural experience, personal growth, the job, money, career advancement, good location, satisfying life, spouse and family, and short-term reasons. On the other hand, the female would have minimised uncertainty surrounding the position, such as security, political-risk factors and the fear of the unknown associated with participating. Therefore, a discussion about the major reasons and the doubt and concerns women would have in regards to participating in an international assignment is presented next.

Major Reasons to Participate in an International Assignment

Past research has shown that there are a number of reasons why women [and men] would participate in an international assignment. This includes interest (Adler, 1984b; Adler, 1986;

Stroh et al., 2000) and the ability to travel (Adler, 1984b). Adler (1986) also found that MBA students would take on international assignments for cross-cultural experience, personal growth, the job, money, career advancement, good location, satisfying life, spouse and family (Adler, 1986). Although Adler's (1986) study provided a significant contribution to knowledge on why MBAs would want to undertake international assignments, studies are also needed to examine why employees (women and men) would participate in international assignments, as these individuals may have different reasons to those of MBA students.

Stahl et al. (2002) argue that expatriates still see assignments as an opportunity for career and professional development, despite the fact that there is limited career support provided by the organisation, and uncertainty around whether an assignment will result in advancing that individual throughout the organization. They argue that this lends support to the notion of expatriates seeing themselves within "boundaryless careers". Arthur and Rousseau (1996) state there are six specific meanings to a "boundaryless career"; 1) employees move across the boundaries of separate employers, 2) employees seek validation and marketability from outside their present employer; 3) employees' careers are sustained by external networks or information; 4) traditional organisational career boundaries, such as hierarchical reporting and advancement principles are broken; 5) individuals reject existing career opportunities for personal or family reasons; and finally, 6) that the individual may perceive a boundaryless career future regardless of organisation constraints.

Stahl et al. (2002) find support for the notion of "boundaryless careers" in their study of 494 German expatriate managers, on assignment in 59 countries. The researchers find that expatriates value an assignment for the opportunity it brings them for skill acquisition, personal development and career advancement, even though have they have knowledge that the assignment may not help them to advance within their own organisation. Tung (1999) suggests that expatriates will consider their internal careers as more important then their external careers,

where internal careers refers to "the subjective sense of where one is going in one's work life", and an external career refers to advancement within the organizational hierarchy (Schein, (1996) cited in Stahl et al. 2002, p. 217).

Stahl et al. (2002) found that motives of expatriates for personal challenge and professional development were more important than opportunities for career advancement. Due to the lack of support for careers and repatriation within their organisations, the expatriates had deliberately chosen to focus on their internal career; and they did not view an exit from the firm to be a negative thing (Stahl et al, 2002). Finally, employees believed that their expatriate position would have an influence on their career but did not place a high expectation that it would happen within their organisation. These findings support the "boundaryless career" notion as the expatriates saw the assignment as beneficial for skill development and future development, but not within their own company (Stahl et al, 2002). Perhaps the reasons that females give as to why they participate in international assignments, may be similar to the expatriates in Stahl et al.'s (2002) study.

Linehan and Walsh (1999), in their study of 50 senior female international managers, found women participated because they believed it was necessary experience for a senior management position, implying that these women took on positions to further their career. In the study of 1,129 MBA students Adler (1984b) found men believed they would obtain greater organisational rewards for pursuing an international career, which included promotional opportunities. Hill and Tillery (1992) found similar results; undergraduate business students would go overseas for career advancement reasons. This suggests that students perceive that participation in an international assignments is embedded within overall career development. This would support the findings by Harris and Brewster (1999) that organisations commonly embed their international assignment selection process into overall career development processes. Finally, Van der Velde et al. (in press) found that the salience of a female's career

explained her willingness to participate in an international assignment. Therefore, the more important the female's career the more likely she would be willing to participate in an international assignment.

Hill and Tillery (1992) found that undergraduate business students believed the major reasons why they would want to participate in an international assignment would be if the country were stable; if they had the ability to take a spouse; if they would not have problems adjusting to another country, and if they had a willingness to have an association with any culture (Hill & Tillery, 1992). One of the reasons these students wanted to take on an international assignment was because they believed that their compensation would be better in international business. Men were more likely to believe this than were women (Hill & Tillery, 1992). The level of development in a country was a major reason why people would either accept or reject an assignment. For instance, Lowe et al. (1999) found that the level of economic development was positively related to a person's willingness to work in a given country. Therefore, the following research question was developed:

Research Question 8: What are the major reasons for an individual's participation in international assignments?

Doubts and Concerns

Women also have doubts and concerns about taking on an international assignment. Consistent with Bandura's (1977) self-efficacy theory, women will participate in an international assignment when they estimate that they are capable of performing specific tasks that comprise an international assignment. Doubts and concerns about taking on an international assignment could have an influence on the level of women's self-efficacy. For instance, women may perceive that because the profession is male-dominated it would be more difficult for them to participate (i.e. their self-efficacy is low) (Hackett & Betz, 1981).

Women's self-efficacy in male-dominated occupations, may be further influenced by family and/or dual-career commitments (Bonett, 1994). Past research has found women have concerns in relation to family and dual-career issues. In the study of 261 female international assignees reported by Stroh et al. (2000), it was perceived that women with children were less likely to accept an assignment than women without children. This may infer that having children and child-care responsibilities may be a source of concern (uncertainty and anxiety) for women contemplating an international assignment. Bandura (1986) indicates that high levels of uncertainty negatively influence a person's efficacy expectations. Adler (1984b) also reports that female MBA students were concerned about dual-career issues, and female MBA students were hesitant about taking on an international assignment. Hesitancy in regards to international assignments may cause uncertainty and anxiety in relation to an international assignment which influences women's emotional arousal in a negative way, thereby decreasing a woman's self-efficacy (Hackett & Betz, 1981) to participate in an international assignment. This suggests that dual-career issues may be a source of doubt and concern for women because of the importance placed on husbands' careers and power imbalances within dual-career relationships (Harvey, 1998; Harvey, 1997).

Hill and Tillery (1992) found that female undergraduate business students had doubts about whether their international assignment would lead them to career success. This is significant because the major reason put forward by most individuals for going on an assignment is for the purposes of career development (Adler, 1984b; Hill & Tillery, 1992; Linehan & Walsh, 1999). This doubt and concern exhibited by undergraduate business students may influence a woman's emotional arousal (i.e. anxiety) thereby causing women's self-efficacy to be low.

Past research has also found that women were concerned about the cultural difference and political risk of a country (Lowe et al., 1999). These concerns have a significant effect on

women's attitudes towards going to a particular country and hence, their willingness to participate (Lowe et al., 1999). More specifically, Lowe et al. (1999) found that women did not want to participate in international assignments that were in countries such as Vietnam, Saudi Arabia, and Indonesia. In the same study, women also had similar concerns about the level of economic development of a country. Women may perceive that the likelihood of them achieving a successful outcome on an international assignment in a culturally distinct country would be low, as a result of this anxiety and uncertainty about participating in those countries. This would in turn, decrease their self-efficacy for those countries. Low self-efficacy caused by doubts and concerns, related to family and dual-career commitments, career outcomes and concerns over the country, may therefore, influence women's participation in international assignments.

Research Question 9a: What are the doubts and concerns faced by individuals when making the choice to participate in an international assignment?

Research Question 9b: Is there any evidence that women may have lower self-efficacy for international assignments than men?

Characteristics

It is suggested that there are particular characteristics of individuals who go on international assignments. These characteristics can be split into three main areas. The areas include assignment (country, role, assignment length, and managerial level), personal (education, experience, family, age, and dual-career status), and organisational characteristics (industry, revenue, number of employees and foreign subsidiaries).

Country.

Smith and Still (1997) surveyed 242 HR managers in the *Top 1000* Australian companies, finding that almost a third of respondents viewed women managers as inappropriate for some countries. In other research women were not considered for traditionally patriarchal societies and were sent to places where there were established international assignee communities, and where their gender was not a problem (Forster, 1999). This supports Adler's (1984c) finding that, for example, in Saudi Arabia there were major barriers against women in management. These barriers related to gender specific laws regulating entry, movement and activity within the country. In her study of 60 managers involved in the selection process of international assignees Adler (1984c) also found that the majority of managers perceived that the characteristic of the country to which women were assigned to, limited their effectiveness.

Role.

Women's participation in international assignments could be affected by the types of job roles that are required for assignments. The occupational segregation of men and women into different occupations could influence women's low participation in international assignments. Gender research suggests that women are usually concentrated in a narrow range of employment areas (Bridges, 2003). For instance, the Australian Bureau of Statistics (2003) reports that Science, Building and Engineering Professionals are usually dominated by men (i.e. 79% men, and 21% women). In terms of Business and Information Professionals women represent 35% and men 65% of this occupation. Women's lack of representation in these two areas in the home country may have implications for their participation in international

assignments as there is a limited pool of female employees to select from. In terms of function, Fischlmayr (2002) found that women were placed in the functional areas of financial controllers, knowledge transferees and training coordinators. In research by Smith and Still (1996) women were employed in accounting and finance areas but were less likely to be employed in engineering roles. While, Smith and Still (1996; 1997) found that organisations commonly sent people on international assignments in engineering roles. In this situation there will be no pool of women to select from, for international assignments because women are minimally represented in engineering professions in the home country. Therefore, the types of roles in which international assignees are involved in may influence women's participation in international assignments.

Assignment length.

It is argued in this thesis that the length of assignment offered by an organisation may influence whether women participate in international assignments. Hill and Tillery (1992) found the length of assignment had influenced the willingness of undergraduate business students' willingness to go on an international assignment. Of the 431 undergraduate business students in that study, female students were less willing to relocate outside of the US for longer than two years (Hill & Tillery, 1992). In the same study men were more likely than women to consider the length of the assignment, as a factor that would influence their choice to have an intern .nal career. Adler (1987) reported that women were sent on a temporary basis, and consequently, women perceived that managers did not trust them. On the other hand Stroh et al. (2000) found that the effectiveness of the international assignment was increased with the length of the assignment. Although this may not affect participation, longer assignments could mean that women could participate with the knowledge that they will be more successful after a greater amount of time, and therefore a longer assignment would be a better choice to make.

Linehan (2000) reports that 33% of her female international managers spent two to four years on assignment. They considered that anything less than two years was too short, and five years was considered to be too long. On the other hand, some organisations sent women on temporary assignments for three months to test whether women would be suitable for longer international assignments. Having assignments for a shorter length could mean that women with families could go without having to relocate their entire family. This may provide an alternative that removes a barrier for at least some women.

Managerial level.

'Glass-ceiling' researchers, such as Morrison et al. (1987), propose that women find it difficult to reach senior managerial positions because of barriers present in the organisation which preclude women from obtaining such positions. Research on international assignments shows comparable findings: women do not frequently attain senior management positions in international assignments, and they are commonly concentrated in lower-level positions (Forster, 1999). This may suggest that managers who do the selection for international assignments will feel more comfortable with socially similar males, in particular, for senior managerial positions (Kanter, 1977).

Researchers (Adler, 1987; Forster, 1999; Smith & Still, 1996) have demonstrated that women are sent overseas in more junior roles than their male counterparts. Specifically, Smith and Still (1996) and Forster (1999) provide evidence that women are concentrated at lower and middle management rather than senior management positions. Adler (1987) provides similar data; a majority of the women she studied were in lower level positions, such as trainee and assistant account manager, only very few held senior management positions and none were heads or managing directors of their subsidiaries. Stone's (1991) study found that Australian managers believed that women were suitable for specialist and top management position,

whereas Asian managers believed that women were suitable for specialist roles but not top management positions. Consequently, it may be suggested that women are more likely to participate in international assignments in lower level management positions, than in senior management positions.

To explore assignment characteristics the following research question is developed:

Research Question 10: What are the assignment characteristics (country role, assignment length, managerial level) of female international assignees?

Personal Characteristics

Education.

As respondents in Thal and Cateora (1979) stated that women had restricted opportunities to be transferred (76% of companies) or promoted (81% of companies) to an international division because they were unqualified, education is proposed to be a factor related to the participation of women in international assignment. It is questionable whether this is still the case today, due to women's increased access to and representation in both undergraduate and postgraduate education. In Australia, for example, women's participation in undergraduate and postgraduate education in Australia is greater than that of men: in 2001, women represented 58.9% of domestic undergraduate students in Australia, and 51.9% of domestic postgraduate students (Commonwealth Office of the Status of Women, 2002). This indicates that in Australia, more women may have access to promotional and advancement opportunities in the future.

In relation to education levels, Linehan and Scullion (2000) reported that 46 out of 50 women had third level qualifications, such as a master's degree, with MBAs being the most widely held qualification. They also reported that male managers with MBAs were more likely than females to be promoted to senior international management positions, and were also more

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likely to have higher salaries (Linehan & Scullion, 2000). This indicates forms of overt discrimination of women; male selecting managers may show preference and favouritism to other male managers for senior international management positions. Consequently, women with equal qualifications to men are extended fewer job opportunities, receive lower salaries and are seen as less desirable for managerial positions (Linehan & Scullion, 2000), suggesting favouritism and bias for similar others. The past research, therefore, signifies the importance of education in influencing women's participation in international assignments.

Experience.

Because of the assumption that experience increases a person's productivity, experience would influence women's participation in an international assignment. Thal and Cateora (1979) found that women have limited opportunities for an international assignment because of their inexperience, while personnel managers suggested that the paucity of women in international management positions resulted from their insufficient amount of management experience. These findings are supported by Smith and Still (1996) who reported that management experience was essential for selection to an international assignment. A further finding of their study was that women were not selected because apparently there was a lack of sufficiently senior women in the organisation. However, Linehan and Walsh (1999), found that the majority of women in their study had senior managerial experience, had had a number of international moves, and management experience was a selection factor. In that study women perceived that for purposes of selection, it was more important for women to have management experience than men (Linehan & Walsh, 1999). Nevertheless, females had lower salaries than their male counterparts even where they had similar management experience. However, it should be noted that Linehan's (1999) work focussed on senior international managers, not other types of management levels. Therefore, women who are selected for less senior positions

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may not have such senior levels of management experience. Other researchers (Adler, 1987; Forster, 1999; Napier & Taylor, 1995; Smith & Still, 1996; Stroh et al., 2000) have also demonstrated that international experience is a factor that influences women's participation. Overall the literature suggests that experience would be an important factor related to the participation of women in international assignments.

Family.

A family is defined as "any combination of two life partners (spouse, significant other of either sex), with or without children " (Caligiuri, Hyland, Joshi, & Bross, 1998, p. 604). Family considerations may present barriers to women participating in international assignments. While, the traditional and stereotypical international assignee is male, married and is accompanied by his family on assignment (Forster, 1999; Harris, 1999; 1998). Women with family will experience more stress with an international relocation than men with family because of the incompatibility between role pressures from work and family domains (i.e., international travel, and looking after children) (Harris, 1999). Linehan (2002) found evidence that women had difficulties in balancing the demands of an international career and maintaining a relationship, and child raising. Of the 50 female international managers studied by Linehan and Walsh (1999) women sacrificed their personal lives by staying single, and by committing themselves to their career. The women with children were concerned that their family commitments impacted on their work, and spouses found it difficult to accept that the women's career was equally significant as their relationship (Linehan & Walsh, 1999). Of the 92 female international assignees surveyed by Forster (1999), the majority were single. Similar results were found in Smith and Still's (1996) investigation; women sent were single and had no children. Stroh et al. (2000) reported that female international assignees believed that women with families did not go on international assignments. While in Still and Smith (1998),

organisations surveyed provided evidence that women had refused positions because of childbearing and dual-career issues. The organisations in Still and Smith (1998) had little experience of placing women who were married or who had families in international assignments. A later study by Stroh et al. (2000) found that they believed that women with children were less likely to accept an assignment than women without children. In this study both the female international assignees and their supervisors believed that fewer women with families went on an international assignment than did single women, or women who lived with a non-working partner. Indeed, most research examining female international assignees has found that these women are more often then not single. Forster (1999) found 89%, Adler (1987) found that 66%, Westwood and Leung (1994) found 33.4%, Smith and Still (1996) found 70% and Stroh et al. (2000) found 47% of female assignees were single. In a study by Van der Velde et al. (in press) of potential assignees, which were employees of a large Anglo-Dutch company, it was found that women with families placed more importance on the parental role than did men with families, which reduced their willingness to participate in an international assignment.

Evidence from Punnett et al. (1992) suggests that HR executives use single transferees to avoid the spouse issue. However, single women may be more vulnerable to harassment (Linehan & Walsh, 2000), isolation and loneliness (Adler, 1987). It could be argued that married women are not selected for international assignments because supporting the husband of the assignee while overseas is costly. However, married males are selected for international assignments. Forster (1999) for example, found that males in his sample were in their mid-thirties, married and had children.

Women with dependent family members report work-family conflict in attempting to pursue international management careers (Linehan & Walsh, 2000). Relocation for children is extremely difficult, and can prove to be a stressful situation. In Adler (1984c) 24.5 per cent of

personnel managers believed that women would not go on assignment because of child rearing responsibilities, while in Stroh et al. (2000) female international assignees believed that women with children would be less likely to accept international assignments. Most research shows that female international assignees do not have children, and if they do, there are only a few female assignees in each sample who do (Adler, 1987; Caligiuri et al., 1999; Forster, 1999; Smith & Still, 1996; Westwood & Leung, 1994). The exception is found in Linehan and Scullion (2000) where 27 out of 50 senior female international managers had children. However, Linehan and Walsh (2000) revealed that one woman who was qualified for an international assignment did not get the job because she was pregnant. In a study, that has examined the willingness of employees in an Anglo-Dutch company, it was found that women were less willing than men, to participate in an international assignment, when they had young children (0 – 4 years) (Van der Velde et al., in press). Overall, the research conducted in these studies shows discrimination is a barrier to women participating in international assignments.

Dual-career status.

Essentially, dual-career status impacts on the decisions made by individuals to relocate (Harvey & Wiese, 1998). Research has shown that dual-career issues are barriers to women's participation in international assignments (Adler, 1984c; Smith & Still, 1996, 1999; Stroh et al., 2000). Harvey (1998) cited past research by Barham and Devine (1990) that shows that 67% of respondents felt their spouse's reluctance to give up their career was a major constraint to their relocation. The research literature identifies both theoretical and practical explanations for why dual-career status can be a barrier to women's participation in international assignments.

On a theoretical level, the subordinate position of women in society may mean that women decline international assignments if their partners careers are seen as paramount (Harvey, 1997; Smith & Still, 1999). Harvey's (1997) findings relate to role theory, in that it is

suggested that women are socialized to subordinate their careers to their male partners (Markham & Pleck, 1986). Therefore, the occurrence of a male spouse following his wife on an international assignment is seen as a significant departure from social norms associated with the male role as a primary provider for the family (Harvey, 1997). The same researcher also suggests another theoretical explanation for why women may be reluctant to pursue international assignments: power accrues to people in a relationship if that person brings more resources to the relationship. Role theory would suggest that the male partner to the relationship would have more power because they contribute more resources to the partnership. Support for this theory is given in past research (Markham & Pleck, 1986), that found that married women are much less likely than married men to report being willing to move for improved job opportunities for themselves or their spouses. Harvey (1998, p. 311) argues that "married women are much less willing to report being willing to move for improved job opportunities for themselves or their spouse". Harvey (1998, p. 312) also asserts "the spouse in command of the most resources is able to impose outcomes to his/her own goals to the detriment of the partner's". When the provider role is defined as the husband's responsibility, the wife's net economic gain (loss) from a perspective geographic move is likely to be discounted to that relative to that of the husband.

On a practical level, a dual-career couple's willingness to relocate will be reduced if the trailing spouse made a significant contribution to the financial well-being of the family unit (Harvey, 1997). In Harvey's study (1998), it was found that international assignees in the pre-departure stage had concerns in regards to the impact of the international relocation on the spouse's career. Reluctance to relocate is also investigated by Harvey (1997) who found that there was often a lack of support for male trailing spouses. Smith & Still (1999) found that male-trailing spouses find it difficult to find a suitable job for their spouse, or in obtaining visas/work permits (Linehan & Walsh, 2000). In Harvey's (1997) study it was found that

professional counselling for the male trailing spouse was not handled appropriately in comparison to counselling offered to female trailing spouses, and that both male and female international assignees criticized the support provided by organisations for dual-career couples. As a result of these issues women often refuse international assignments because of their limiting effects on their husband's career (Smith & Still, 1998, Stroh et al., 2000) and the disruption it is likely to cause (Harvey, 1997). Essentially, the presence of a trailing spouse, with a career, means that the decision to relocate becomes difficult and complex (Harvey, 1998). It should be noted that in the Interpersonal Factors and Support section, it has been established that line/senior managers thought that women would be unwilling to participate in international assignments because of dual-career problems (Adler, 1987; Antal & Izraeli, 1993; Izraeli et al., 1980). Linehan (2002) found that organisations had to create "options" for male trailing spouses and dual-career situations, and in some situations there was little or no support for male trailing spouses (Linehan, 2000). Furthermore, in Linehan (2000, p. 178) home country managers contended that women would be more likely to fail while on assignment "due to the additional difficulty with the male trailing spouse." Therefore, overall women may be less likely to participate in an international assignment if they are in dual-career assignment, because a) they perceive that it is too difficult, b) managers perceive there will be difficulties with male trailing spouses and c) there is no HR management support.

Age.

Fischlmayr (2002) found that age affected women's participation in an international assignment. In terms of age, Forster (1999) in his examination of 92 female international assignees and 243 men, found that women were much younger than their male counterparts; they were in the age category of 25–35 years old. Adler (1987) found that women's age varied from 23 to 41 years old (the average age was under 30). Westwood and Leung (1994) found

that 38% of female international assignees were in the 25-34 age range, and 40% were over the age of 40. This overall, indicates that women are quite young.

However, other research has indicated that older women are sent on assignment. For instance, in both Caligiuri et al. (1999) and Stroh et al. (2000), women had an average age of 38. Previous research has suggested that older individuals will be more likely to adjust to a foreign environment and possess the ability, knowledge and experience to perform the job (Brewster & Pickard, 1994; Heller, 1980). Taylor and Napier (1996) found that older women were more likely to adjust to the foreign environment in Japan than young women. This research indicates that older women were more accepted by Japanese executives, because age is linked to seniority, which is linked to respect (Taylor & Napier, 1996). This was attributed to their level in the organisational hierarchy and the levels of respect Japanese nationals have for more senior individuals. HCNs attribute competence and authority to older foreign women (Izraeli et al., 1980; Napier & Taylor, 1995). Napier and Taylor (1995) found that a female international assignee believed that being older (late 30s) had been an advantage for her selection. Research has also shown that age is linked to adjustment for foreign women in Japan (Taylor & Napier, 1996). Furthermore, experience usually correlates with age (Izraeli et al., 1980). In a more recent study, Van der Velde et al. (in press) found that age did not significantly affect the willingness of female employees to participate in an international assignment.

To explore the area of personal characteristics the following research question was developed:

Research Question 11: What are the personal characteristics (education, experience, family, dual-career status, age) of female international assignees?

Industry.

In her study of 409 organisations Adler (1984a) found women were sent abroad, primarily in the finance industry (36 per cent of female and 16 per cent male). While, in terms of international assignments, men were represented mostly in petroleum organisations (25 per cent). The dissimilarity in the distributions of male and females across industries indicates that there is a difference in decision making across industries in relation to international assignments (Adler, 1984a). However, this dissimilarity could be the result of different distributions in the proportional representation of women in those types of industries or organisations (Kanter, 1977). Other research has found similar results in regards to women's participation in international assignments in the finance industry: Adler (1987), 71 per cent; Forster (1999), 25 per cent; Smith & Still (1997), 50 per cent; Westwood & Leung (1994), 24 per cent. Women are likely to have better opportunities in up and coming industries that are novel and do not already have female unfriendly cultures (Guyon, 1998).

Revenue, number of employees, foreign subsidiaries.

Adler (1984a) found that organisations which sent women on international assignments were large in terms of sales, assets, number of employees and foreign subsidiaries. This suggests that, the size of the organisation affects whether women are sent. Smith and Still (1996) found that female international assignees were employed predominantly by companies of 1001-3000 employees (44%), while 23% worked in smaller companies of up to 1000 employees. Equal proportions of women (16 per cent) worked in organisations of 3001-10000 employees and in organisations with over 10,000 employees. Previous research suggests that

larger organisations are more likely to have larger labour markets than smaller ones and, therefore provide more advancement opportunities (Markham & Pleck, 1986).

However, organisations differ in the opportunities they offer to women. Some researchers have suggested that larger organisations are more likely to be open to having women in management, because of the clear career paths, and flexibility that these organisations offer (Antal & Izraeli, 1993). It has been emphasised that small and medium sized organisations have difficulties in competing with the large corporations for the 'best men', because they have less differentiated job structures, and less bureaucratic personnel procedures (Antal & Izraeli, 1993). Adler (1984a) found that organisations which sent men and women overseas were larger than organisations that sent only men. For example, sales, assets, and foreign operations were strongly related to the number of female international assignees, while sales, assets, employees and the number of foreign operations are highly related to the number of males in the organisation. Also, the number of employees and the number of foreign subsidiaries are nearly twice as large for those companies sending female international assignees.

However, other research has shown that women in international management are in different sized organisations, from small family owned businesses to large MNEs (Adler, 1999). Therefore, to address organisational characteristics the following research question was developed:

Research Question 12: What are the organisation characteristics (industry, revenue, number of employees, and number of foreign subsidiaries) of female international assignees?

Repatriation

One possible reason for women's lack of participation could be the perception of negative repatriation consequences. Researchers have found that individuals are less likely to accept assignments due to the likelihood or knowledge of negative repatriation consequences (Punnett,

1997; Scullion, 1993). Where Downes & Thomas (1999) noted negative repatriate consequences can send the wrong message to other potential international assignees. Although it could be argued that repatriation is an important issue both for men and women equally, it is argued that it is more important for women than men because of women's exclusion from influential networks (Brass, 1985; Burt, 1998; Griffith et al., 1997; Kanter, 1977; Ragins et al., 1998; Schor, 1997). Linehan (2000) found that 33 out of 50 women she studied (66%) reported that they experienced difficulties in their repatriation; in general women had difficulty in finding appropriate positions and felt undervalued. Linehan's (2000) research is important to understand as repatriation has rarely been examined from a woman's point of view.

Accordingly, such research is useful in order to compare whether the same issues that present themselves to male repatriates are also relevant in explaining women's repatriation. In particular, Linehan (2000) found that women failed to get home-country recognition for their international achievements; they did not have a suitable position to return home; they outgrew their home organisation; they had social readjustment problems; and they missed home-country promotional opportunities. Past research (Linehan & Scullion, 2002a, 2002b) on repatriation suggests that negative repatriation consequences can be reduced by establishing mentor-mentoree relationships. These relationships are meant to aid in reducing the "out-of-sight out of mind" syndrome. If women are excluded from male-dominated organisations and hierarchies (Kanter, 1977) their ability to have an effective mentoring relationship, while on assignment maybe difficult, thereby influencing their ability to successfully repatriate.

However, Yan et al. (2002) argue expatriation and repatriation must be examined in relation to one another to fully understand the international assignment process. Similar, to the arguments put forth by Yan et al. (2002) it is proposed a woman's decision to go overseas is heavily influenced by her expectations concerning the consequences of the overseas assignment. Reluctance to take the assignment may be a direct result of the anticipation of

difficulties in repatriation. Furthermore, Lazarova and Caligiuri (2002) suggest giving international assignees a realistic preview of what will happen and career planning are critical functions for retaining repatriates upon repatriation.

Successful repatriation for women may include promotion, attractive future assignments, promotion, enlargement of responsibility, continued development, and assignment success for the organisation is retention of the repatriated employee (Stroh, Gregersen, & Black, 1998), utilisation of new expertise, and finally transfer of new expertise (Yan et al., 2002). Lazarova & Caligiuri (2002) found repatriation support practices were positively related to perceptions of organisational support, which are positively related to repatriates intentions to stay. Therefore, it is argued women who receive significant support during repatriation will have stronger intentions to stay with the organisation upon return.

An issue that is pertinent to women's participation in international assignments are the problems associated with dual-career status at the repatriation stage. For instance, Harvey (1998, p. 315) showed that repatriated respondents "had not anticipated the significance of disrupting their spouse's career or the need for support for the trailing spouse during their assignment."

Previous research shows that negative repatriation can include being placed in non-challenging jobs, lack of promotion opportunities, loss of status and autonomy, lack of career planning and counseling, lack of support on behalf of managers and colleagues and sluggish career advancement (Yan et al., 2002). Qualitative findings by Tung (1988) indicate that negative repatriation consequences could ruin the perceptions of others in regards to their willingness to go on an international assignment. Therefore, from this discussion of repatriation the following research question was developed:

Research Question 13: What are the repatriation consequences for individuals?

Conclusion

This chapter sought to establish the context and lay the theoretical foundation for understanding the factors related to the participation of women in international assignments. It did this by examining the seminal research conducted on women's participation in international assignments. The chapter then explained a typology, and three theoretical perspectives that are useful in explaining women's participation in international assignments. These are; Harris' (1996-97) typology on selection systems and processes; Kanter's (1977) theory on the proportional representation of women in organisations, similarity-attraction theory (Byrne, 1971), and finally, Bandura's (1977) self-efficacy theory. An overview of the extant empirical literature pertaining to women's participation was presented in relation to these theoretical perspectives and the postulated conceptual framework, which was presented in Chapter 1. Thirteen research questions were then developed from the literature.

CHAPTER 3: STUDY 1 - UNDERSTANDING THE FACTORS RELATED TO THE PARTICIPATION OF WOMEN'S IN INTERNATIONAL ASSIGNMENTS: AN INTERNATIONAL ASSIGNEE PERSPECTIVE

Overview of the Chapter

The purpose of the chapter is to present the results of Study 1, which aims to understand the factors related to the participation of women in international assignments from the perspective of both female and male international assignees. For this study a total of 33 international assignees were interviewed; 17 were female and 16 were male. The literature relevant to the study is only briefly reviewed as it was reviewed in-depth in the previous chapter, and the research questions to be used in the study (research questions 2 to 9) are presented. The research method is outlined and the results of the study which addresses the research questions are then presented. These results are discussed in relation to the theoretical perspectives used in this thesis and past empirical research conducted on the topic. The limitations of the study, suggestions for future research and the implications that the findings of the study has for individuals who wish to be sent on international assignments are discussed in the chapter.

Introduction

The main aim of Study 1 is to explain the factors that women state influence their participation in international assignments. To do so, their reasons for participation are compared to those given by men. Women are not represented in international assignments in MNEs to the same extent as their male counterparts (GMAC Global Relocation Services, 2003; Pricewaterhouse Coopers, 2001; Smith & Still, 1996). A survey of the US assignee community by GMAC Global Relocation Services (2003) reports that women represent 18 per cent of that

community. From an Australian perspective, the representation of female international assignees compares poorly with North American statistics, for example, Smith and Still (1996) established that women represent only six percent of Australian assignees.   While there has been growth in the research literature and in practice of women gaining international assignments, progress appears largely piecemeal and barriers to women gaining international assignments remain apparent (Brett & Stroh, 1999). As stated in Chapter 2, Harris & Brewster (1999) have called for a stronger theoretical foundation for the research in the area than currently exists.   Therefore, to meet this suggestion, the present study proposes to explore women's participation in international assignments by applying Harris' (1996-97) typology on international selection systems, Kanter's (1977) theory on the proportional representation of women in the organisation, similarity-attraction theory (Byrne, 1971), and self-efficacy theory (Bandura, 1977, 1986).

In general, the study is inspired by Harris' (1996-97) study of international assignment selection processes. However, the study extends Harris' (1996-97) work by focusing on other areas such as interpersonal factors and support, and individual attitude variables. Another difference between the present study and that of Harris' (1996-97) is that participation of women is compared to that of men to help explain why women are underrepresented in international assignments. Harris (1996-97) examined managers who were involved in selection decisions for international assignments while this study focuses on international assignees, themselves.

In designing Study 1, a decision was made to investigate three areas.[8] The first area is the organisational environment, which includes selection systems and processes and the perceptions that individuals (women and men) have of women's opportunities to participate in an international assignment. The second area is interpersonal factors and support. This includes

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[8] Please note that characteristics (assignment, personal and organisational) characteristics were not investigated in Study 1, as they were used to explain the sample characteristics.

the perceived attitudes of line/senior management, perceptions of sending women to culturally different countries, perceptions of suitable selection criteria and HR manager's support. The third area examined in this study is individual attitude variables. These include major reasons for participating in international assignments, and the doubts and concerns women face when making the decision to participate in an international assignment. Figure 3.1 presents the areas that are investigated in the study (this is modified from the conceptual framework presented in Figure 1.1).

```
┌─────────────────────────────────┐
│ ORGANISATIONAL                  │
│ ENVIRONMENT                     │
│ Selection systems and opportunities │
│                                 │
│ Selection systems for international │
│ assignments                     │
│   Open/Formal                   │
│   Open/Informal                 │
│   Closed/Formal                 │
│   Closed/Informal               │
│                                 │
│ Perceived opportunities to obtain an │
│ international assignment         │
└─────────────────────────────────┘

                                          ┌─────────────────────┐
┌─────────────────────────────────┐       │   WOMEN'S            │
│ INTERPERSONAL FACTORS           │       │   PARTICIPATION IN  │
│ AND SUPPORT                     │       │   INTERNATIONAL     │
│                                 │       │   ASSIGNMENTS       │
│ Perceived line/senior management │      └─────────────────────┘
│ attitudes                       │
│                                 │
│ Perceptions of culturally different │
│ countries                       │
│                                 │
│ Perceptions of suitable selection │
│ criteria                        │
│   Spouse/family                 │
│   Cultural empathy              │       ┌─────────────────────┐
│   Relational skills             │       │ INDIVIDUAL          │
│   Domestic performance          │       │                     │
│   Organisational factors        │       │ Individual attitudes towards │
│   Technical skills              │       │ participating in an international │
│                                 │       │ assignment          │
│ Human Resource Manager's        │       │   Major reasons     │
│ attitudes                       │       │   Doubts and concerns │
└─────────────────────────────────┘       └─────────────────────┘
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Figure 3.1: Postulated factors investigated in relation to women's participation in international assignments: An international assignee perspective

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Study 1: An Assignee's Perspective

Based on the Literature Review presented in Chapter 2, Study 1 was designed to focus on the international assignee perspective. Of the 13 research questions developed for this thesis, Research Questions 2 to 9 are addressed in Study 1. Study 1 makes a number of contributions. Firstly, the knowledge with regard to understanding the factors related to the participation of women in international assignments is fragmented and the contribution of this thesis is to draw this literature together so that a framework can be developed to provide guidance for future researchers. Secondly, the study explores selection processes for international assignments from the perspective of international assignees: it examines the process by which women are selected to participate in international assignments, and compares it to the selection process for men. The third contribution to knowledge is that interpersonal factors and support were investigated. Other studies on women's participation in international assignments have rarely examined interpersonal factors and support. Fourth, individual attitudes towards an international assignment are examined from the perspective of female international assignees; this is a useful contribution because most studies have been conducted from the perspective of MBA (Adler, 1984b) and undergraduate business (Hill & Tillery, 1992) students (who may have an international assignment during their career). In the following sections the key research relevant to each of the areas of the conceptual framework for Study 1 are briefly reviewed and research questions are presented.

Selection Systems and Processes for International Assignments

Smith and Still (1996) argued that selection processes for international assignments appear to be *informal* and haphazard rather than systematic. Several researchers have recognised these issues with selection processes (Harris, 2001; Harris & Brewster, 1999; Linehan et al., 2001; Westwood & Leung, 1994). They have suggested that women are underrepresented in international assignments because selection processes are *informal* and as a consequence bias can play a part in the decision-making process. If managers who make selection decisions for international assignments are male, and are biased against women taking on positions, then women are less likely to obtain positions (Harris & Brewster, 1999). Past research has shown that selecting managers are principally male (Harris & Brewster, 1999; Linehan et al., 2001; Stroh et al., 2000), it is assumed in this thesis that most decision-makers will be male.

The Harris (1996-97) model suggests that if international selection systems are *open/formal*, then women will have greater opportunities to participate in international assignments. Harris and Brewster (1999, p. 493) suggest that in the *open* system "all vacancies are advertised, and anyone with appropriate qualifications and experience may apply and candidates are interviewed with greater or lesser degrees of formalised testing". In *closed/informal* systems men are chosen because they are similar to decision-makers (this is supported by similarity-attraction theory (Byrne, 1971)), and bias is more difficult to constrain. In the *closed* system of selection there is very little contact between the employee and selectors; generally selectors determine the field of potential applicants (Harris & Brewster, 1999).

Harris and Brewster (1999, p. 494) further suggest that in *open/informal* systems "managers are put forward for positions based on personal recommendation and reputation, therefore, selection decisions are made before any interview take place". Their empirical research found that decisions in regards to who is suitable for a position is often made based on inconsistent and incoherent thinking. Individual preferences may also dominate the selection process, allowing bias to occur. In contrast, with *open/formal* selection systems, all positions are advertised, and managers come to a consensus based on *formal* criteria. Harris and Brewster (1999) also found that selecting managers in organisations with an *open/formal* system had clearer thinking about the characteristics of effective international managers, had a high degree of consistency between selectors in regards to the criteria for international assignments and the constructs mentioned by selectors were consistent with *formal* criteria. Hence, as bias is constrained and equal opportunity should be considered an *open/formal* system should provide more opportunities for women to obtain assignments. Similar to the Harris (1996-97) model, the present study argues that women's participation in an international assignment is increased where the selection process is *open/formal*. In contrast, in *closed/informal* systems women will not have a similar extent of opportunities for international assignments as bias is unconstrained.

In their investigation of 45 female assignees in Hong Kong, Westwood and Leung (1994) found that organisations did not use *open* recruitment practices. Recruitment for women was typically a matter of *informally* targeting potential candidates and then approaching them to determine interest. Women were not usually approached, and it can be implied that male selectors chose people whom they thought were similar to themselves (usually other males). Similarity-attraction theory (Byrne, 1971) can be used to explain why male managers select other males for international assignments. Individuals are drawn to others like themselves, in part because attraction toward similar others is self-ratifying, and in part because

communication with others is often easier, as is the development of trust (Kanter, 1977). Byrne (1971) explained that the similarity-attraction relationship can be affected by gender. In a selection decision, a male selector will usually select a male candidate over a female candidate. This is supported by Graves and Powell (1995). Their research has shown that demographic similarity between a recruiter and applicant on characteristics such as sex leads to perceived similarity in attitudes and values, which in turn leads to interpersonal attraction between the recruiter and the applicant.

Consequently, the use of *informal* selection processes disadvantage women if opportunities are not advertised; such circumstances may arise if women do not have access to male networks in which selection decisions for international assignments are made. It can be argued that as *informal* selection processes will principally result in selection being based on similarity, *informal* processes are more likely to allow bias and subjective judgements to come into play. However, this assumes that *formal* processes are bias free. The work of Truss (1999) on the gendered terrain of HRM suggests that it is possible that *formal* processes may also be biased. For example, if a selection process is male-dominated, there may be inherent bias. While acknowledging that there can be bias in a *formal* selection process, it is assumed that in general *formal* processes constrain male selecting managers from making decisions based on bias. To explore selection processes, the following research questions will be addressed:

Research Question 2a: What selection processes are used for female and male international assignees?

Research Question 2b: Are there differences between the selection processes used for male and female international assignees?

Perceived Opportunities to Participate in an International Assignment

Previous studies have questioned senior managers about the opportunities women have to obtain an international assignment (Chusmir & Frontczak, 1990; Thal & Cateora, 1979;

Westwood & Leung, 1994). The research has reported that there are limited opportunities for women to obtain international assignments. Thal and Cateora (1979) found that factors such as equal employment opportunity laws, commitment of managers, and culture and tradition, affect women's opportunities. For example, equal opportunity laws require organisations to comply with fair, equitable selection processes that provide opportunities for minority groups such as women. The commitment of managers towards providing opportunities for women should ensures that such fair and equitable selections processes are adhered to. In addition the culture and tradition of the organisation affects women's opportunities; for example, a supportive culture that is open to women, provides women with opportunities to obtain international assignments. Similarly, in an organisation with a history of providing opportunities to women for international assignments, women are more likely to perceive that they also have an opportunity to obtain a position. Past research (Linehan, 2000) has reported that women provide role modelling functions to other women. In addition, role modelling functions may be a source of self-efficacy, as Hackett and Betz (1981) contend that observing other people performing desired behaviour is a source of information that people draw on to develop their expectations of efficacy. Therefore, the following research question will be addressed, from the perspective of international assignees:

Research Question 3a: What are the perceptions of women's opportunities to obtain international assignments?

Interpersonal Factors and Support

Perceived Line/Senior Management Attitudes

The perceptions of the attitudes of line/senior managers are examined from the perspective of international assignees. It appears from previous research conducted on

international assignees that the attitude of management is a significant factor related to women participating in international assignments (Stroh et al., 2000; Westwood & Leung, 1994). As stated above past research has shown that managers involved in the selection process are usually male (Harris & Brewster, 1999; Linehan et al., 2001; Stroh et al., 2000). If a male (line/senior) manager holds negative attitudes towards women taking on international assignments, then there will be little support for women to participate. As similarity-attraction theory (Byrne, 1971) suggests, male selectors may be more likely to select male candidates, rather than females because of perceived similarity among themselves (Graves & Powell, 1995).

Several researchers have identified a number of managers' attitudes that can affect women's participation in an international assignment from an international assignee perspective. In the main, international assignees have reported that managers have had "conservative" attitudes towards women (Adler, 1987; Fischlmayr, 2002). In particular, women have reported managers may believe women are not interested in participating in international assignments because of family, or that if they did participate they would encounter work-family conflict (Linehan, 2002; Linehan & Scullion, 2000; Linehan et al., 2001). Female international assignees perceived that line/senior managers believe that female assignees will not be effective in host countries because HCNs will be prejudiced against them (Westwood & Leung, 1994). Women encountering these attitudes may develop low self-efficacy towards participating, as Bandura (1977) suggests that verbal persuasion is a source of self-efficacy, and a lack of encouragement or at worst overt discouragement, would decrease efficacy expectations. In addition, Hackett and Betz (1981) postulate that a lack of encouragement and discouragement influences women's career development choices in male-dominated professions.

However, in relation to management attitudes, the results are mixed. Other research conducted on female international assignees has indicated that line/senior managers have been

supportive. For example, the study conducted by Adler (1987) reported that women were given encouragement by managers. In more recent research Fischlmayr (2002) reported that assignees obtained support from senior management to facilitate their participation. Therefore, the following research question sought to explore line/senior manager's attitudes from the perspective of international assignees:

Research Question 4a: What are the perceived attitudes of line and senior managers towards women participating in international assignments?

Perceptions of Culturally Different Countries

Managers in organisations may select men over women for international assignments due to the cultural restrictions that may be placed on the role of women in business in an international setting (Westwood & Leung, 1994). A major concern is whether or not HCNs will conduct business with women (Caligiuri & Cascio, 1998). In the literature the perceptions of what senior/line managers think in regards to sending women to culturally different countries is explored from the perspective of international assignees. For example, the female international assignees examined in Adler (1987) reported that managers were concerned about sending them to culturally different places as HCNs would be biased against them. Similarly, Linehan et al. (2001) reported that senior female international managers thought that senior managers believed that gender was a barrier even in some enlightened countries, where traditions, views and practices still impact on women's equality. Furthermore, Mayrhofer and Scullion (2002) found that women reported that their organisation had problems assigning female expatriates to countries with Islamic influences. Therefore, an implication of this research is that HCNs may feel uncomfortable working with foreign women, and therefore, women's effectiveness in an international role in a culturally different country may be reduced. In this situation, line/senior managers would be reluctant to send women. This subsequently influences women's

participation rates in international assignments. Therefore, the following research question is explored from the perspective of international assignees:

Research Question 5: What are the influences of culturally different countries on women's participation in international assignments?

Perceptions of Suitable Selection Criteria

Factors that influence manager's perceptions of an applicant's suitability for international assignments are also an issue (Harris & Brewster, 1999), as those who fit selection criteria will receive support from managers. Many studies have examined selection criteria for international assignments (Brewster, 1991; Forster, 1996; Mendenhall, Dunbar, & Oddou, 1987; Stone, 1991; Torbiorn, 1982; Tung, 1981; Zeira & Banai, 1985). These studies have examined selection criteria from the perspective of HR managers and from managers involved in the selection process. This study aims to examine selection factors from the perspective of international assignees, as they may have an understanding of what influenced managers in regards to selecting them.

Both Forster (1999) and Mayrhofer & Sculiion (2002) examined selection criteria from the perspective of international assignees. More specifically, Mayrhofer and Scullion (2002) found that women reported that their spouses were included in the expatriate selection process, whereas female spouses of male international assignees were not. However, in regards to other selection criteria they found that it did not differ between male and female international assignees. The principal selection criteria which international assignees reported organisations used were independence, assertiveness, physical resilience, communication skills, and holistic thinking (Mayrhofer & Scullion, 2002). They found that the least important criteria were age, business/economic, data processing knowledge, and knowledge about the home country (Mayrhofer & Scullion, 2002). Forster's (1999) research which was based on male and female

international assignees identified that selection criteria included language, communication skills, cultural sensitivity, motivation, and the ability to think on one's feet.

For this research the model on selection criteria developed by Rehfuss (1982) was chosen as it offers a broad range of factors that explains an individual's suitability for an international assignment. According to Rehfuss (1982) the factors on which international assignees are selected are spouse/family, cultural empathy, relational skills, domestic performance and technical skills. These technical skills include motivation, language, maturity and an "x" factor which is operationally defined as the ability to live abroad. Therefore, the following research question will be addressed in this study, from the perspective of international assignees:

Research Question 6: What factors are perceived to be suitable selection criteria for international assignments?

Perceived HR Manager's Attitudes

Most research on the topic of women as international assignees has been concerned with the attitudes of line or senior managers, yet HR managers play a significant role in the administration of international assignments. Scullion and Brewster (2001) have shown that HR managers play a decision-making role in regards to international assignments. They develop the constructs for selection criteria (Harris, 1999) so their attitudes towards what makes a successful international assignee are important and can affect whether or not women obtain international assignments. The HR function also influences the participation of women in international assignments through HR policies. In organisations where HR policies are encouraging and supportive, women may be more likely to participate in international assignments. For example, Adler (1995) suggests that organisations need to offer encouraging and supportive benefits packages to meet the needs of single females, dual-career females, and females with families. Therefore, the following research question will be addressed:

Research Question 7: Are HR managers perceived to be supportive of women participating in international assignments?

Individual Attitudes

Major Reasons

Previous research suggests that women's interests in and attitude towards participation in an international assignments may influence participation rates (Adler, 1984b; Hill & Tillery, 1992; Lowe et al., 1999; Stroh et al., 2000; Tung, 1998). Research has shown that women are just as interested in international assignments as men are (Adler, 1984b; Adler, 1986; Stroh et al., 2000). Adler (1986) conducted a study of 1000 graduating MBA students and asked them why they would accept an international assignment. She found that MBAs take on international assignments for cross-cultural experience, personal growth, the job, money, career advancement, good location, satisfying life, spouse and family, and short-term reasons. Although Adler's (1986) study provided a significant contribution to knowledge on why MBAs would want to undertake international assignments, few studies have examined why international assignees themselves both women and men make this decision. A study, conducted on the willingness of 178 male and 122 female employees, of a large Anglo-Dutch company found that there were gender differences in the variables that predicted women's willingness to participate in international assignment (Van der Velde et al., in press). In particular, this study found that the importance a woman placed on her career explained her willingness to participate in an international assignment. Therefore, the following research question will be addressed:

Research Question 8: What are the major reasons for an individual's participation in international assignments?

Doubts and Concerns

Adler (1986) also examined why MBAs would want to reject an assignment. Her study found that women felt less strongly than men, about a number of negative aspects of international assignments. There were no significant differences between men and women for turning down international assignments on the majority of constructs, with the exception of females being less concerned that children would lose their national identity or that they might have to adapt to a foreign culture (Adler, 1986).

Hackett and Betz (1981) suggest that women's self-efficacy will be low for male-dominated occupations, which can include international assignment because of their socialisation experiences. This contributes to both their underrepresentation in so called male professions, and the maintenance of occupational segregation (Hackett & Betz, 1981). Betz and Hackett (1981) suggest that because of socialisation experiences women have less access to the sources of information that are important for the development of strong self-efficacy. According to Bandura (1977) sources of self-efficacy are performance accomplishments, vicarious learning, emotional arousal and verbal persuasion. For women self-efficacy was strong for those occupations traditionally held by women but weak for traditionally male vocations (Betz & Hackett, 1981). The self-efficacy of male and female international assignees were measured by Forster (1999) as they were about to embark on international assignments. It was found that women had marginally higher self-efficacy than men but that this difference was not statistically significantly. More specifically, women and men had low levels of concern about the social/family aspects of the move, but slightly greater worries about how they would perform and how they would get along with a new boss and colleagues (Forster, 1999). Therefore, this thesis is concerned with whether men and women have different concerns, and whether women report more concerns then men. In a sense, the research uses doubts and concerns as an exploratory proxy for indicating an individual's self-efficacy. More specifically,

if women have high levels of doubts and concerns, their self-efficacy or their perceived capability to successfully complete an international assignment will be low. Therefore, the following research questions will be addressed:

Research Question 9a: What are the doubts and concerns faced by individuals when making the choice to participate in an international assignment?

Research Question 9b: Do women have greater doubts and concerns, and hence lower self-efficacy than men to undertake an international assignment?

Method

As discussed in detail in Chapter 1, a qualitative research design is appropriate for this thesis. Lee, Mitchell, & Sablynski (1999) state that qualitative research is well suited for the purposes of description, interpretation and explanation. Creswell (1994) defines a qualitative study as one where there is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture formed with words, reporting detailed views of informants and conducted in a natural setting. In contrast, a quantitative study is based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures in order to determine whether the predictive generalizations of the research hold true. Therefore, a qualitative research methodology is best suited to the development and application of various theoretical perspectives that can explain women's participation in international assignment. Yin (1994) has also stated that qualitative research aids in the development of pertinent questions for further inquiry. The research, while comparative between men and women, was designed to be the first study in a three-phase model, and hence to be used to develop questions for future research.

For this research, a complementary mixture of research paradigms and methods were used. While purists may argue that paradigms and methods should not be mixed, a "pragmatist approach" was adopted, in which paradigms and methods of qualitative and quantitative studies may be combined (Rossman & Wilson, 1985). A description of themes was provided by

displaying a qualitative quote of nearly all themes developed in the research. To determine prevalence of themes each theme was counted. Miles and Huberman (1994) states that a researcher should do this, as a way of "seeing what you have", which means that a researcher gets to see how important, significant or recurrent a theme is. Miles and Huberman (1994) further state that counting the occurrence of themes is a means to make more solid claims about the findings of the research, considering that qualitative researchers often use insight and intuition. It is further stated that "counting is a good way of seeing how robust our insights are" (Miles and Huberman, 1994, p. 216). Therefore, qualitative research interviews were conducted, including both open and closed ended questions. An example of an open ended question used in Study 1 was "Please think back to the time that you obtained your international assignment, what was the process that surrounded you obtaining your position?" This type of question elicited an in-depth answer about how individual obtained their assignments. To analyse the content of the data, themes were developed from the data, and then the frequencies of themes occurring were counted. In this study chi-squares were used to determine if there were any statistical differences between what the men and the women said. King (1994) states that this is a quasi-statistical method of data analysis, which seeks to turn the textual data into quantitative data that can be used for statistical analyses Statistical analysis can be conducted by comparing groups on the distribution of units across categories.

Sample

The sample consisted of 33 international assignees (17 female, 16 male). The research sought to use a stratified purposeful sampling strategy (Creswell, 1998), so that subgroups (women and men) can be compared. To answer the research questions for this study, the researcher identified a number of organisations that had international assignees. The participants came from seven of these organisations that were used in the study. Five of the

seven organisations were represented by both sexes, while the remaining two organisations were represented by one man and one, woman respectively. One of the seven organisations was a not-for-profit, while the remaining were for profit organisations. Initial contact was made with an individual in the organisation to identify assignees to interview in the study. The snowball sampling method was then used. In this method the researcher uses one informant to identify further informants (Hornby & Symon, 1994).

The criteria for inclusion in the study were that the person was either an assignee on assignment out of Australia (n=9), or on assignment to Australia (n=24). The researcher contacted HR managers located in Australia who invited assignees, by email, to participate in the interview. Participants were then approached by telephone and asked if they would participate in the research. Monash University ethics approval was obtained in 2001 for this research (See Appendix 4). The researcher forwarded by email an Explanatory Statement that explained to each participant the aims of the study (see Appendix 5 for the Explanatory Statement). A mutually convenient time was set up in which to conduct the interview. Due to the regulations set by the Monash University Ethics Committee, interviewees were required to give their informed consent to participate in the interview (an Informed Consent Form is provided in Appendix 6). Interviews were conducted between August 2001 and December 2001. Interview times varied, averaging 35 minutes per interview. Most interviews were conducted face-to-face, however, some interviews were conducted by telephone for participants located in other countries, or other states of Australia.

Personal Characteristics

As shown in Table 3.1, half the sample was married or in a defacto relationship (58.8%), 35.3% were in dual-career relationships and 23.5% of women had 1 child or more. The women with children all had husbands/partners who did not work; they all had care-giving roles. Over half of the women had undergraduate qualifications (52.9%), and 41.2% had postgraduate

qualification. Forty-one percent of women were in junior management roles, a third (35.3%) were in senior management, and 23.5% were in middle management. Nearly two-thirds of the women (64.7%) were responsible for 0 to 10 subordinates and 52.9% were concentrated in accounting and finance positions. The majority (88.2%) of assignees were third-country nationals, and most female international assignees (76.5%) participated in their international assignment in Australia, that is they were transferred from other countries to Australia.

Table 3.1: Personal Characteristics of the 33 International Assignees

Variable		Women (n)	% of Women	Men (n)	% of Men	χ2
Gender						
	Female	17	100			
	Male		-	16	100	
Marital Status						0.04
	Married/Defacto	10	58.8	10	62.5	
	Single/Divorced	7	41.2	6	37.5	
Dual Career Status						0.24
	Yes	5	35.3	6	31.3	
	No	6	35.3	5	31.3	
	Not Applicable	6	29.4	5	37.5	
Number of Children						0.01[a]
	0 Children	13	76.5	12	75	
	1+ Children	4	23.5	4	25	
Educational Qualifications						0.97[b]
	High School	1	5.9	0	0	
	Undergraduate	9	52.9	9	56.3	
	Postgraduate	7	41.2	7	43.8	
Managerial Level						4.76[c]
	Junior Management	7	41.2	2	12.5	
	Middle Management	4	23.5	9	56.3	
	Senior Management	6	35.3	5	31.3	
Number of Subordinates						5.96[d]
	0 – 10	11	64.7	5	62.6	
	11 – 20	0	0	3	18.8	
	21 – 50	2	11.8	2	12.5	
	51 +	4	23.5	1	6.3	
Functional Area						12.12[a]
	Human Resource Mgt	1	5.9	1	6.3	
	Operations	2	11.8	6	37.5	
	Customer Service	2	11.8	0	0	
	Accounting and Finance	9	52.9	5	31.3	
	Information Technology	0	0	1	6.3	
	Business Consulting	2	11.8	0	0	
	Agriculture	1	5.9	0	0	
	General Management	0	0	3	18.8	
Nationality						13.63[b]
	Australian	4	23.5	5	31.3	
	American	3	17.6	4	25	
	British	4	23.5	7	43.8	
	German	1	5.9	0	0	
	New Zealand	2	11.8	2	12.5	
	Irish	1	5.9	0	0	
	Scottish	1	5.9	0	0	
	Canadian	1	5.9	0	0	

Variable	Women (n)	% of Women	Men (n)	% of Men	χ^2
Country of Assignment					6.47^a
Australia	13	76.5	11	68.8	
Mozambique	1	5.9	0	0	
Kosovo	0	0	1	6.3	
Azerbaijan	0	0	1	6.3	
Papua New Guinea	2	11.8	1	6.3	
Fiji	0	0	1	6.3	
Tonga	0	0	1	6.3	
Montenegro	1	5.9	0	0	

N=33, df = 1 *p<.05 **p<.01
a) 14 cells have an expected count less than 5
b) 2 cells have an expected count less than 5
c) 10 cells have an expected count less than 5
d) 8 cells have an ... 'ected count less than 5

Note: In order to compare men and women chi-squares were performed. The chi-squares were exploratory, as two assumptions were broken (the observations are not randomly sampled and in some instances cell sizes were less than 5).

There were no differences among men and women with regard to marital status (58.8% and 62.5%), being in dual-career relationships (35.3% and 31.3%), and having no children (76.5% and 75%). Men and women were similarly educated with most having undergraduate qualifications (52.9% and 56.3%). However, managerial level appears to differ between men and women. For instance, the representation of men and women in lower management positions was 12.5% and 41.2%, respectively, and in middle management positions 56.3% and 23.5% respectively. However, there were no statistically significant differences. In regards to the number of subordinates men and women similarly had 0 to 10 subordinates (62.5% and 64.7%). Women were concentrated in accounting and finance roles, whereas, men were concentrated in operational type roles such as program manager, chief operating officer and foreign exchange manager. The international assignments differed according to assignment type with fewer women than men being parent country nationals (11.8% and 37.5% respectively). The participants in the sample were from different nationalities, which included Australian, American, British, German, Irish, New Zealand, Scottish and Canadian individuals. However, there were no significant differences between nationalities. Men and women were

similar in terms of countries that they were assigned. Women were assigned to Mozambique, Papua New Guinea and Montenegro, whereas men were assigned to Kosovo, Azerbaijan, Papua New Guinea, Fiji, Tonga and Montenegro. Most participants, however, were on an international assignment within Australia (68.8% men and 76.5% women).

Gender differences in characteristics were assessed by chi-squares. The chi-squares revealed no significant differences between men and women in respect to personal characteristics (see the chi-square result in Table 3.1). Therefore, it would appear that it is appropriate to compare the samples based on gender investigated in the study[9].

Table 3.2 gives the characteristics of women and men, for the two variables of age and length of assignment. Differences between these variables were calculated using t-tests as opposed to chi-squares, as these variables were continuos rather than categorical. As can be seen from the table, the ages of women (M = 31.6, SD = 6.2) and men (M = 35.5, SD = 7.4) were similar. The t-test revealed that there was no significant difference between men and women. For length of assignment, the results for women (M = 32.9, SD = 15.3) and men were also similar (M = 34.8, SD = 22.3). The t-test for this result found that this variable was not significantly different for women and men.

Table 3.2: Age and Assignment Length of 33 International Assignees

Variable	Women		Men		
	Mean	SD	Mean	SD	t-test
Age	31.6 years	6.2	35.5 years	7.4	1.62
Length of Assignment	32.9 months	15.3	34.8 months	22.3	0.28

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[9] It should be noted that for nationality, analyses were conducted using a 3x3 ANOVA and there were no significant differences in the themes according to nationality. Recognizing that the small sample sizes limit the meaningfulness of these statistics, details of this information are not included in the thesis.

Figure 3.2 illustrates whether participants are Australians in international assignments abroad or non-Australians on an international assignment in Australia, and where each international assignee is located.
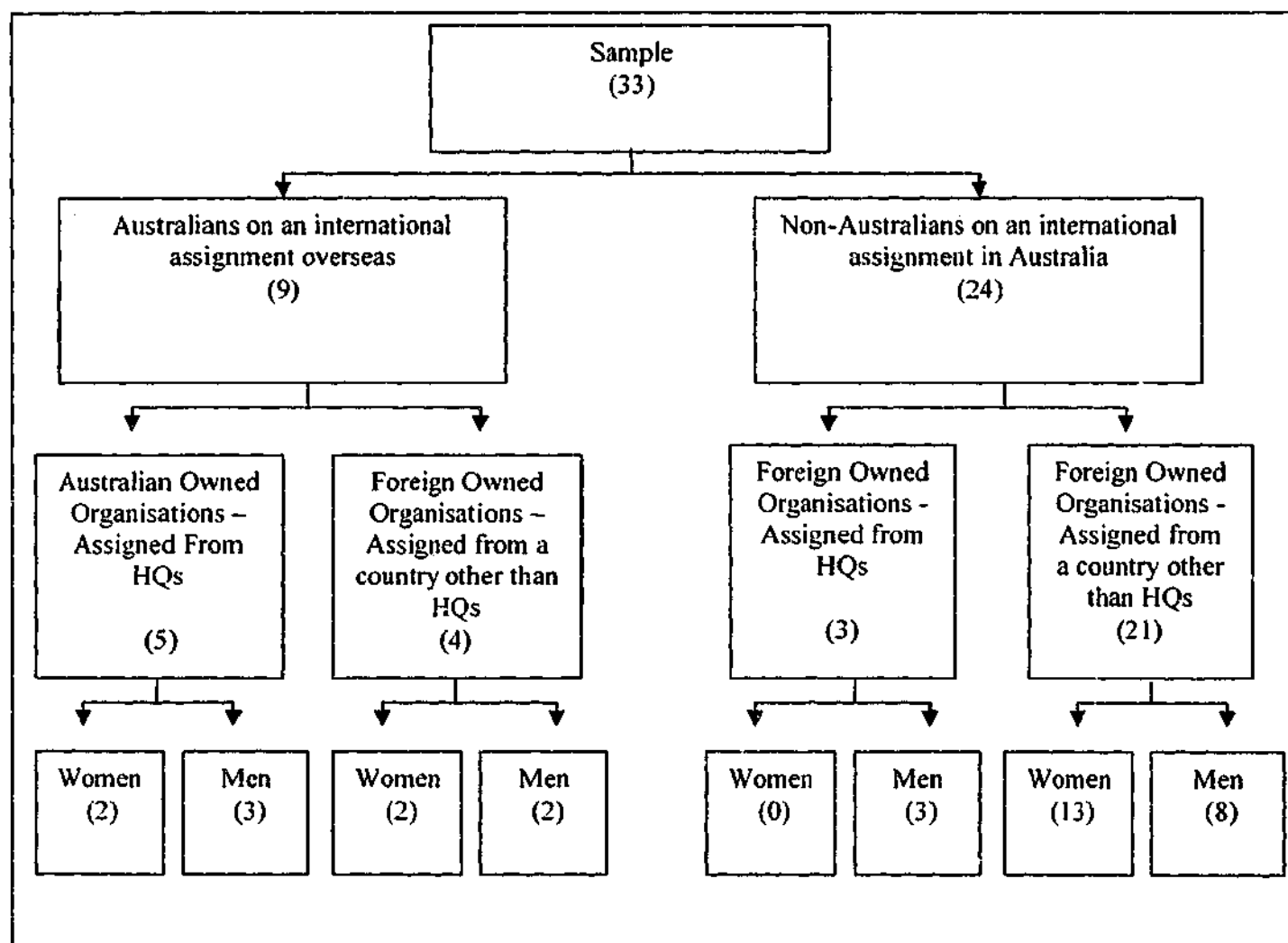
Figure 3.2: Australians vs. non-Australians in International Assignments

Organisational Characteristics

Table 3.3 presents the organisational characteristics of women and men investigated in the study. A majority of women (52.9%) were from large companies as indicated by the number of employees: 100,001 to 150,000, and were from organisations that were older; for example, 64.7% of sample, were from organisations that were 101 to 150 years old. A majority of the women were from organisations with an annual turnover of 11 to 25 billion AUD (64.7%) and

64.7% of the female sample was in the Business and Property services industry. A majority of women (48%) were in organisations that had foreign operations in 151 to 175 countries.

A comparison between men and women indicates that in regards to organisational size a similar number of men and women (52.9% and 37.5%) were in organisations that had 100,001 to 150,000 employees. In terms of organisational age, women and men, were similarly in older organisations: 64.7% and 43.1% were in organisations that were 101-150 years old. Annual revenue appeared to differ between men and women, with more women (64.7%) than men (37.5%) being in organisations that have a revenue of 11 to 25 Billion AUD. Women and men were similarly represented in the same industry, with the majority from each sex (64.7% women, 50% men) represented in the Business and Property Services industry. In terms of the number of foreign operations the statistics for women and men were different; a majority of women respondents (52.9%) were in organisations that were represented in 151- 175 countries, while men represented only 18.8% of this category. In terms of the type of organisation, the statistics for men and women were similar in the category of "For Profit Organisations" (87.5% and 88%). However, chi-squares were used to assess if there were statistically significant differences between men and women in respect to organisational characteristics. No significant differences were found (see Table 3.3). Therefore, it would appear that the samples investigated in the study are homogenous with the exception of gender and can be compared.

The Research Interview

A semi-structured interview schedule was used for this study as it allows for open discovery of the topics investigated in the study (Hussey & Hussey, 1997). Rather than imposing a view or a framework onto participants, interviewees were asked open-ended questions to elicit their own views. Brenner, Brown & Canter (1985) suggest that the research interview is a highly flexible method as it can be used almost anywhere and misunderstandings can immediately be clarified. However, with all research methods there are limitations. For instance, Creswell (1994) suggests that "indirect" information can be filtered through the views of the interviewees. Additionally, the researcher's presence may bias responses, or respondents may want to give socially desirable answers, and not all people are equally articulate and perceptive.

Questions were asked of each interviewee in a consistent order. However, the interviewer digressed from the interview schedule where questions needed to be asked in a way that reflected awareness that individuals have different world views. Unscheduled, probing questions were also used to elaborate on interesting events or where interviewees gave restricted answers (Sommer & Sommer, 1991). The interview schedule was developed by the researcher based on the information in the literature review (see Appendix 7). The schedule was then piloted on two assignees (one female and one male). Some questions were re-written, some were deleted, and some were added following the piloting process.

Measures

This section describes the interview questions used for the study. The interviews began with an open-ended question that asked interviewees to describe their international assignment. The question was asked to provide context for the interview. The question was asked because it is a "grand tour" question that permits both in-depth and descriptive responses and helps the

interviewee open up and talk about their experiences (Spradley, 1979). The second question asked how the participant obtained their international assignment.

Selection Systems and Processes

In order to examine the types of selection systems and processes that were used to select male and female international assignees a broad open-ended question was developed; "Please think back to the time that you obtained your international assignment, what was the process that surrounded you obtaining your position?" The question was followed up with "Did someone ask you to take on the position or did you want to go overseas?" The probing question was asked for two reasons: (a) to elicit whether the person had been directly asked or whether they had self-initiated and (b) past research has shown that women are rarely asked (Westwood & Leung, 1994); they have to suggest the idea of an international assignment to their manager (Adler, 1987).

To assess whether there were gender differences in regards to the *formality* or *informality* of selection processes assignees were asked "Were there any interviews or tests?" "Did you submit a *formal* application with CVs and managers references?" and finally "Were your performance appraisals/assessments used in your selection process?" These probes were relevant because they helped identify the actual process by which women obtain their international assignments, compared to men. The questions aimed to build on the Harris (1996-97) model of selection systems to examine the nature of selection systems from the point of view of female international assignees, and to compare these views to those of men.

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Perceived Opportunities to Obtain an International Assignment

In order to determine whether individuals perceived that women had the same opportunities as men to participate in international assignments the following broad open-ended question was asked: "Do you think in your organisation that women have a similar opportunity to obtain an international assignment as men?"

Perceived Line/Senior Management Attitudes

It is useful to explore line and senior managers' attitudes as viewed from the female and male international assignees to identify the types of attitudes and support they encountered in obtaining their positions. Therefore, the following question was asked, "What were the attitudes of your managers or senior managers in regards to you taking on your international assignment?"

Perceptions of Culturally Different Countries

Past research (Forster, 1999; Stroh et al., 2000) shows that selectors may be reluctant to select women for international assignments in countries that are culturally different. Assignees were asked whether managers would send women to culturally different countries. In order to assess whether culturally different countries influences women's participation in international assignments the following question was asked with regard to the interviewee's organisation: "Do managers send women to culturally different countries"?[10].

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[10] As a high proportion of the international assignees were of British or American nationality being sent to Australia, the "culturally different" question was considered irrelevant for many assignees, however they could still report on the general practice of their organisation in sending women to "culturally different countries".

Perceptions of Suitable Selection Criteria

In order to determine the factors that influence managers with regard to who they think are suitable for international assignments, the following question was asked, "What do you think influences managers in who they think should take up international assignments?" The question elicits assignees' perceptions of suitable selection criteria for international assignees.

Perceived HR Manager's Attitudes

Having examined the attitudes of line and/or senior management it was also necessary to examine the attitudes of HR managers. In order to assess the attitudes of HR managers from the perspective of international assignees, the following question was asked: "What were the attitudes of HR managers or the people responsible for international staffing in regards to you taking on your international assignment?"

Individual Attitudes

To assess the major reasons why an individual would want to take on an international assignment, the following question was asked: "What were the major reasons that you wanted to undertake an international assignment?" Similar to Adler's (1986) research, the present study sought to examine doubts and concerns women have about choosing to take on an international assignment. Therefore, the following question was asked: "Did you have any doubts or concerns about undertaking an international assignment?"

Data Analysis

All interviews, except for two where interviewees did not give permission, were tape-recorded and transcribed verbatim as suggested by Fowler and Mangione (1990). For interviews that were not taped, extensive notes were taken. Interview transcripts were then entered into Nvivo®, a qualitative software program. This follows the procedures developed by Bazeley and Richards (2000). The researcher took both an inductive and deductive approach to data analysis; that is, the codes were developed from the interview transcripts in an open way yet, where appropriate, pre-defined models such as Rehfuss' model on selection criteria were used as a tool to analyse the data, as similar themes to these models emerged from the data. King (1994) gives support to this method as he suggests that the codebook can be modified through the process of textual analysis.

Using a template in the form of codes from a codebook is described as a means of organizing text as part of the larger interpretive process. Miles and Huberman (1994) state that templates or codes can be constructed a priori, that is based on prior research, or created on preliminary scanning of the text, and therefore posteriori. In the research the codes were developed from reading the text, and therefore the method for creating the codebook was posteriori. Crabtree and Miller (1994) suggest that this type of approach is more constructivist, than positivist. They further suggest that initial codes are refined and modified during the analysis process. Therefore in the thesis the codes were refined and modified, by going back to the literature and using models that were described in the literature, and that were similar to the data that were in the transcripts. Categorisations from the previous research of Rehfuss' (1982) and Adler (1986) were used as a guide to coding and organising the data (Rehfuss' (1982) presented a model of international assignment selection criteria while Adler (1986) devised categories relating to accepting or not accepting an assignment).

The following procedure was used to analyse data, the transcripts were read and themes were selected. The Nvivo® program allows the researcher to select sentences, groups of sentences, or paragraphs that have a meaning and can be classified as a theme. These themes were highlighted (Bazeley & Richards, 2000) and named (see Appendix 8). As the researcher identified new themes these were compared with established themes to see if they met the same characteristics, properties and dimensions of already established themes. If they were similar to existing themes these were coded under that theme; if they were different they would be coded under an entirely new theme. The process continued for all documents until all content was coded. Then the data in sub-themes were collapsed on to major themes[11]. The process used for content analysis was similar to that of Chang and Tharenou (2004).

One of the disadvantages of qualitative research is the subjectivity of the interpretation made by the researcher. Therefore, inter-rater reliability was conducted on the themes. Reliability in the analysis of interview data refers to the "degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions" (Hammersley, 1992, p. 67). Inter-rater reliability was conducted similarly to the process advocated by Goodwin and Goodwin (1985), although some changes were made mainly due to financial constraints.

The process for inter-rater reliability was as follows. Printouts of all themes containing verbatim quotes were given to a research assistant. The research assistant was provided with a draft copy of Study 1 for background information and to clarify the meanings of themes. The research assistant then checked the themes to see whether he believed the verbatim quote belonged under that theme. If he agreed with the classification, it was ticked and if he did not it

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[11] For example the sub-themes "position advertised", "formally applied", "application forms", "resumes/CVs", "references checks", "performance appraisals" and "interviewed" were collapsed on to the major theme, formal process, to create the score for that major theme.

was crossed. For instance, the researcher found that the theme of "application forms" was mentioned by ten people, while the research assistant only recorded 9 people mentioning this theme. The inter-rater agreement was calculated as a percentage of agreement between the raters. The percentage of agreement was obtained by using the following formula provided by Goodwin & Goodwin, (1985):

$$\frac{A}{(A + B)}$$

In this formula, "A" is agreement, and "B" is disagreement. Goodwin and Goodwin (1985) suggest that a satisfactory level of agreement is 0.90 or greater. The initial agreement between the raters was 0.88. According to Goodwin & Goodwin (1985) this level was considered unsatisfactory, therefore, the raters met to discuss the discrepancies. The disagreements were considered and the researcher agreed that some verbatim quotes did not belong under the themes that they were assigned to. This brought the agreement between the two researchers up to 0.95. For the remainder of the themes, it was found that there was not enough context around some verbatim quotes for the research assistant to agree that a quote belonged under that theme. After the researcher provided the context for the quotes the agreement percentage arose to 1.00 (See Appendix 9).

A quasi-statistical approach (King, 1994) was used to analyse the data. In this approach qualitative information is turned into quantitative data that can be manipulated statistically. For instance statistical analyses can be conducted to compare individuals across categories. Although there is a small sample in the study, which makes it difficult to conduct statistical analysis on the data, the research wanted to conduct exploratory statistics to test whether there were any statistically significant differences between the frequency in the themes reported by men.

The Nvivo® program allows the researcher to determine the frequency counts of major themes and sub-themes in the data. The frequency counts were then split by gender to assess the differences between female and male international assignees. The counts for each theme were exported to SPSS Version 11. Chi-squares were performed on each theme to test for significant differences between women and men.

Results

The purpose of this section is to present the results of the study. The following analysis is structured so that the research questions 2 to 9 are answered in turn. In presenting the results, verbatim quotes are given in italics. Although the quotes provide some description of each theme, further information on each theme is given in Appendix 10. The scores of themes that were significantly different are presented in tables in bold font. Quotes are identified by giving each individual a number. For example, there were 17 females in the study (FM1 to FM17). Similarly, there were 16 males (M1 to M16) (see Appendix 11).

Organisational Environment

Research Question 2a: What selection processes are used for female and male international assignees?

Table 3.4 presents the themes relevant to this research question. It can be seen that three major selection processes were used to select female and male international assignees: self-initiation, *formal* selection and *informal* selection processes. The theme self-initiation emerged from the process of induction. Prior research (Harris & Brewster, 1999) on the topic assisted in developing the characteristics of *formal* and *informal* selection processes.

Table 3.4: International Assignment Selection Processes: An Assignee Perspective

Themes and Sub-Themes	Women	% of Women	Men	% of Men	χ2
Self-initiated	13	77	13	81	0.11[a]
Formal selection processes	16	94	13	81	1.28[a]
1. Interviewed	8	47	7	44	0.03
2. Application forms	6	35	3	18	0.08[a]
3. Resumes/CVs	6	35	6	38	0.17
4. References checks	6	35	5	31	0.06
5. Performance appraisals	6	29	4	35	0.08[a]
6. Position advertised	4	24	3	18	0.11[a]
7. Formally applied	3	18	1	6	1.01[a]
Informal selection processes	17	100	15	94	1.10[a]
8. Networks and contacts	12	71	12	75	0.81[a]
9. Informal or no interviews	9	53	10	63	0.36[a]
10. No proper selection process	9	53	6	38	0.28[a]
11. Worked with the same clients	6	35	1	6	4.16**[a]
12. Asked to take on a position	5	29	8	50	1.46[a]

$N=33$, df = 1 **$p<.01$
a. 2 cells have an expected count less than 5

The first theme to emerge is that of self-initiating an international assignment. Seventy-seven percent of the women and 81% of the men indicated, to some degree, self-initiating their international assignment by signalling to their managers in their home office that they would like to undertake a position as the manager offers support and assistance, with obtaining contacts and networks overseas (to identify opportunities). Self-initiation involved applying "*blindly*" to managers overseas, or applying to a *formal* system that the organisation has in place. The data indicates that women instigate self-initiating when they first arrive at the organisation, or in their yearly performance reviews.

Most women (94%) mentioned that they were selected for international assignments through *formal* selection processes. Men similarly mentioned *formal* processes (81%). The

sub-themes that make up *formal* selection processes for women include being interviewed for a position, submitting application forms, resumes/CVs, with manager's references and performance appraisals, having the position advertised (both internally and/or externally), and *formally* applying for a position by completing application forms. Men and women similarly indicated these themes. The following quote explains a *formal* selection process for a female senior manager transferred to Australia:

> *So on a monthly basis we basically advertise to say there are roles in particular areas and if you wanted to look at an expatriate assignment you can basically apply for a job and go through a selection process the same as any internal or external applicant would do and they will consider you for that role. Therefore, I applied for the role and they interviewed me in Australia. I was obviously reference checked and I was successful in obtaining the role (FM3).*

All female international assignees mentioned *informal* elements to their selection process, and 94% of men indicated *informal* elements. Seventy-one percent of women said "networks and contacts" facilitated them obtaining positions and 53% had "informal or no interviews" at all. Another 53% indicated that when they were selected there was "no proper selection process". Men similarly reported these themes. Table 3.4 shows that 35% of women mentioned that they had obtained their positions because they had worked with the same clients in their home country but only one man (6%) reported this. Twenty-nine percent of women indicated that they had been "asked to take on the position," while 50% of men had indicated that this had been the case.

Research Question 2b: Are there differences between the selection processes used for female and male international assignees?

From the above results and the chi-square result it is evident that women and men similarly mentioned self-initiating an international assignment. A similar amount of women (94%) and men (81%) indicated that their selection process was *formal*; they had to submit

application forms, performance appraisals, and were interviewed for their international assignment. In comparison to the females, 94% of male international assignees identified *informal* elements in their selection process. A statistically significant chi-square result suggested that more women were more likely than men to have "worked with the same clients". This was statistically significant between women and men $\chi^2(1, N = 33) = 4.16, p = .04$ (2 cells have the expected count of less than 5)[12]. Therefore, in response to research question 2b, in the main it can be concluded that selection processes for male and female international assignees were the same, although, there was one significant difference between men and women.

Research Question 3a: What are the perceptions of women's opportunities to obtain international assignments?

In answer to research question 3a, it is evident that 71% of women expressed positive perceptions of women's opportunities to obtain an international assignment (See Table 3.5). The first sub-theme mentioned by the women is "profession, industry and organisation (gender balance)". This indicates that if women see a high proportion of women in the profession, industry and organisation or in international assignments then they perceive that they have an opportunity to obtain an international assignment (41% of the women and 63% of the men stated the sub-theme); for example: *"There seem to be a lot of women within this profession, which means that women's chances of getting an expat assignment is just as equal [sic] to men"* (FM14). The second sub-theme that emerged is "equitable selection processes," mentioned by 41% of women. Women mentioned that they have the same chance of selection because the "best person for the job" is always chosen (24%). They also believe that women

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[12] This breaks the assumption of the chi-square test, however, chi-square tests were used to present exploratory results and to make inferences about the differences between men and women.

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have a similar opportunity to obtain an international assignment because their organisation has

EEO policies and a good organisational culture (24%) as the following exemplifies: *"There are no barriers to women obtaining expatriate positions. This could be because they actually have a really good equal employment opportunity policy"* (FM11) or *"I think that our company is very much a company that is open to women, and advancing their careers"* (FM6). Women also have an opportunity because management encourage women to go on an international assignment (12% of women).

Table 3.5: Perceptions of Women's Opportunities to Obtain an International Assignment: An Assignee Perspective

Themes and Sub-themes	Women	% of Women	Men	% of Men	$\chi 2$
Positive perceptions	12	71	14	88	1.41[a]
1. Profession, industry and organisation (gender balance)	7	41	10	63	1.50
2. Equitable selection processes	**7**	**41**	**2**	**13**	**3.42*[ac]**
3. Best person for the job	**4**	**24**	**9**	**56**	**3.69*[d]**
4. EEO policies/organisational culture	4	24	1	6	1.19[a]
5. Encouragement of women	2	12	0	0	2.00[a]
Negative perceptions	12	71	13	81	0.51[a]
1. Family, marital, dual-career barriers	8	50	5	31	1.73
2. Profession, industry and organisation (male-dominated)	7	41	5	31	0.35
3. Women's willingness	4	24	6	38	0.76
4. Bias of hiring managers	3	18	1	6	1.01[a]

N=33, df = 1 *p<.05
a.   2 cells have an expected count less than 5.
b.   Significant at p =.065
c.   Significant at p =.055

In terms of comparisons, a similar number of women and men (71% and 88%) had positive perceptions of women's opportunities to participate in international assignments. Men

and women similarly mentioned the sub-theme profession, industry and organisation (gender balance). The results show prima facie that more women than men stated that women had the same opportunity as men to participate in an international assignment because selection processes were equitable (41% and 13%). Statistical analysis of these results shows that this difference was approaching significance $\chi^2(1, N = 33) = 3.42$, p = .065 (2 cells have the expected count of less than 5). Fewer women than men thought that they had a similar opportunity to obtain an international assignment because the organisation selects the "best person for the job." This was also approaching statistical significance $\chi^2(1, N = 33) = 3.69$, p = .055. Similar numbers of women and men thought that women had a similar opportunity because of EEO policies/organisational culture and encouragement of women.

In answering research question 3a, it was evident that 71% percent of women and 81% of men reported "negative perceptions" of women's opportunities to obtain an international assignment. Fifty percent of women and 31% of men mentioned that a female's "family, marital, or dual-career status" would be a barrier to women obtaining international assignments. One woman stated: *"I think that the greatest barrier for women is their circumstances so if they are single or if they are married, and whether they have kids"* (FM8). Forty-one percent of women and 38% of men perceived that the profession, the industry and the organisation were male-dominated which meant that women did not have the same opportunity as men to take on an international assignment. For example: *"In terms of the amount of women in the financial services there are just not that many, so it would seem that pool of managers in which to select people there are women lacking [sic]"* (M2). Twenty-nine percent of women and 38% of men perceived that women did not have an opportunity because of women's own lack of willingness. For example: *"I think that it is very much down to the fact that whether you want to as well, because I am sure there are a lot of women who wouldn't do what I have done [which] is move the whole family"* (FM11). Eighteen percent of women and 6% of men

mentioned that women did not have a similar opportunity because of the bias of the hiring manager, as one woman stated: *"I think it really depends on the attitude of the people in the office. There may be a feeling amongst male expatriates that ... a woman can't do the position of a field job because it may be tough. So they may unconsciously have a bias against employing a woman"* (FM12).

In comparison, a similar number of women and men had "negative perceptions" of women's opportunities to obtain an international assignment. "Family, marital and dual-career status" differed slightly between men and women; however this was not statistically significant. Similar results were found between men and women for the sub-themes "profession, industry and organisation (male-dominated)" and "women's willingness." Slightly, more women than men said that the "bias of hiring managers" affects women's opportunities to obtain international assignments, however this was not statistically significant.

Interpersonal Factors and Support

Research Question 4a: What are the perceived attitudes of line and senior managers towards women participating in international assignments?

As shown in Table 3.6 all women and 94% of men mentioned the major theme "positive attitudes" from their line or senior managers in regards to their international assignment (100%). Most women (71%) and men (81%) reported "supportive attitudes" by management. Women mentioned that managers were "supportive of career development," "supportive of professional development", and were supportive of women's opportunities within the organisation. The chi-squares revealed that there were no statistically significant differences between men and women for the theme "supportive of women's opportunities".

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Table 3.6: Perceived Attitudes of Line or Senior Managers: An Assignee Perspective

Themes and Sub-Themes	Women	% of Women	Men	% of Men	$\chi 2$
Positive	17	100	15	94	1.10[b]
1. Supportive attitudes by management	12	71	13	81	0.51[b]
2. Supportive of career development	6	35	3	19	0.08[b]
3. Supportive of professional development	5	29	5	31	0.01[a]
4. Supportive of women's opportunities	4	25	1	6	1.91[b]
Negative	10	59	6	38	1.50
1. Do not want to lose a resource	6	35	2	13	2.33[b]
2. Bad for career development	2	12	1	6	0.30[b]
3. Surprised a woman would want to take a family	2	12	0	0	2.00[b]

N=33, $\underline{df}$ = 1 *$\underline{p}$<.05 **$\underline{p}$<.01
a. 1 cell has an expected count less than 5.
b. 2 cells have an expected count less than 5.

Although all women experienced "positive attitudes" from managers in general, 59% also experienced some form of negative attitudes from line or senior management in regards to their international assignment, as indicated in the following quote; *"There is quite mixed feelings and some people were quite positive, while others were like you are not going to get as good a work in Melbourne that kind of stuff, which was quite disappointing"* (FM5). Thirty-five percent (35%) of women said that managers did not want to lose a resource. For example *"As soon as someone realises that they are going to lose one of their staff...then yes they start jumping up and down"* (FM2). Some women (12%) were told that taking on the international assignment would be bad for career development. For example: *"To get a promotion while on an international assignment is unusual"* (FM17). Some women (12%) found that managers were surprised that they would want to go on an assignment because they had a family. For example: *"I think people were a bit surprised because of my domestic situation. I've got young children and they felt that me making the move was a bit unusual. It's unusual for a woman to actually make the move"* (FM11). It is evident that women (59%) mentioned the major theme "negative

attitudes" more than men (38%). However, chi-square tests revealed that there were no significant differences between men and women.

Research Question 5: What are the influences of culturally different countries on women's participation in international assignments?

As can be seen from Table 3.7, women perceived cultural implications and females' unwillingness to go to culturally different countries had an influence on women's participation in international assignments. More men than women (44% and 18%) perceived that line/senior managers were concerned about the cultural implications of sending female international assignees to culturally different countries; however, this was not statistically significant. The following quote typifies this attitude: *My understanding of the cultural implications of those countries such as in certain spots in Asia, as far as women in the workforce are concerned they would potentially not send women to those places because of cultural issues"* (M5). The second sub-theme focussed on the issue that women would not want to go to culturally different countries. The following quote from a female international assignee explains: *"I think that it is much more difficult to attract women to these places. I mean I was quite happy to come here because I knew people here, and when I left I had a Mozambiquean boyfriend, and I wanted to be in Africa, but if you didn't have that similar interest then I don't think as many women would want to come"* (FM15).

Table 3.7: Perceived Attitudes of Line or Senior Managers in Regards to Sending Women to Culturally Different Countries: An Assignee Perspective

Themes and Sub-Themes	Women	% of Women	Men	% of Men	χ^2
1. Concerned about cultural implications	3	18	7	44	2.65
2. Females are unwilling	3	18	2	13	0.17[a]
3. Men have advantages over women	0	0	2	13	2.26[b]

$N=33$, $\underline{df}=1$
a.   1 cell has an expected count less than 5.
b.   2 cells have an expected count less than 5.

Thirteen percent of men but no women (13% vs. 0%) perceived that managers thought men would have advantages over women in regards to international assignments in culturally different countries. This is illustrated by the following quote: *"In Southern Sudan or East Timor, the reality is that it is physically a lot more challenging for a woman"* (M13). This difference was not statistically significant.

Research Question 6: What factors are perceived to be suitable selection criteria for international assignments?

Table 3.8 shows the selection criteria used for international assignments in this sample. The major themes of spouse/family, cultural empathy, relational skills, domestic performance, technical skills and organisational reasons were identified.

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Table 3.8: Women and men's perceptions of suitable selection criteria for international assignments.

Themes and Sub-Themes	Women	% of Women	Men	% of Men	χ2
Spouse/Family	1	6	10	63	11.89***
1. Age, gender, family situation	1	6	6	38	7.79**
2. Individual's willingness	0	0	5	31	3.56[b]
Cultural Empathy	10	59	13	81	1.96[a]
1. Cross-cultural adaptation	7	41	9	56	0.75
2. Personality	4	24	7	44	1.51
3. Communication	2	12	1	6	0.30[b]
Relational Skills	9	53	7	44	0.30
1. Manager knew person/work	6	35	5	31	0.06
2. Ability to develop relationships	5	29	3	19	0.51[b]
Organisational Reasons	8	47	9	56	0.28
1. Return on investment	5	29	3	19	0.51[b]
2. Fill positions	4	24	6	38	0.76[b]
3. Professional development	4	24	3	19	0.11[b]
4. Career development	2	12	3	19	0.31[b]
Domestic performance	8	47	10	63	0.79
Technical Skills	13	77	13	88	0.67[b]
1. Ability to do the job	10	59	8	50	0.26
2. Experience	9	53	9	56	0.36
3. Desired skills	6	35	8	50	0.73
4. Qualifications	5	29	1	6	2.97[b]
5. Knowledge	3	18	3	19	0.01[b]
6. International experience	1	6	3	19	1.28[b]
7. Core competencies	1	6	3	18	1.28[b]

N=33, df = 1 *p<.05 **p<.01 ***p<.01

a. 1 cell has an expected count less than 5.

b. 2 cells have an expected count less than 5.

Six percent of women perceived that "spouse and family" factors were suitable selection factors for international assignments, whereas 63% of the men mentioned this theme. The difference was statistically significant [$\chi^2(1, N = 33) = 11.89$, p = .001]. Women also scored

lower than men on the sub-theme "age, gender, family situation" (38% and 6%). This was also statistically significant according to the chi-square test $\chi^2(1, N = 33) = 7.79$, p = .005. The sub-theme an "individual's willingness" was perceived to be a suitable selection criteria for international assignments by 31% of the men but none of the women. The theme is indicated in the following quote: *"One factor that influences managers is ... has the individual expressed an interest to go on an assignment"* (M12).

"Cultural empathy" emerged as a major theme that assignees perceived to be a suitable selection criterion for international assignments (59% women; 81% men). Forty-one percent of women and 56% of men mentioned the first sub-theme "cross-cultural adaptation". This sub-theme is exemplified in the following quote: *"You have the understanding to be able to adapt to a different culture"* (FM8). Twenty-four percent of women, and 44% of men mentioned "personality", the third sub-theme for "cultural empathy" for example: *"So when it all comes down to it, it was a matter of getting people with the right personality I guess"* (M15). "Communication" was the third sub-theme that assignees perceived to be a suitable selection criteria for international assignments (12% women; 6% men); the males mentioned this similarly, for example: *"It is really important to be able to relate to the people on all different levels, so you are dealing with government representatives, you are dealing with warehouse managers, ... poorest people in the village, and you need to be able to communicate with all of them"* (M13).

The theme "relational skills" was referred to by 53% of women and 44% of men. Women and men had a similar response to the major theme "relational skills" (53% women; 44% men) and the two sub-themes "managers knew the person/work" (35% women; 31% men) and "ability to develop relationships (29% women; 19% men). The first sub-theme "selecting managers knew their work" is exemplified in this response: *"It must be outside their comfort zone to employ someone that they have never actually seen before"* (FM9). The second sub-

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theme the "ability to develop relationships" is typified by the following quote: *"People have to be good with relationships and dealing with other people and clients"* (FM14).

Half (47%) of the women and 56% of the men perceived that "organisational reasons" were suitable selection criteria for international assignments. Sub-themes include "return on investment" (29% women, 19% men), "to fill positions" (24% women, 38% men), "professional development" (24% women, 19% men), and "career development" (12% women, 19% men). The sub-theme "return on investment" can be explained by the following quote *"If they are going to invest in relocation they want to send people who are key performers"* (FM1).

"Domestic performance" was perceived by 47% of the women and 63% of the men to be a suitable selection criterion. An illustrative quote from one female international assignee highlights this theme: *"Managers are looking for people who are top performers within the organisation"* (FM10).

"Technical skills" were a major theme noted by 77% of women and 88% of the men, as suitable selection criteria for international assignments. The theme has seven sub-themes, including the "ability to do the job," (59% women, 50% men) which is typified by the quote: *"The key-influencing factor is that you have the ability to undertake the role, whether it is in a specialised role or in a more general role"* (FM14). Other sub-themes identified were "experience" (53% women, 56% men), "desired skills" (35% women, 50% men), "qualifications" (29% women, 6% men), "knowledge" (18% women, 19% men), "international experience" (6% women, 9% men) and "core competencies" (6% women, 18% men). An example of the sub-themes previous "international experience" is typified by the following quote:

> *They needed someone who had a little bit more international experience.*
> *So they needed to be able to bring new things over. I didn't have a lot of*
> *international experience but because I was from the Canadian office coming*
> *here I could apply those processes to Australia (FM8).*

Research Question 7: Are HR managers perceived to be supportive of women participating in international assignments?

As shown in Table 3.9, 65% of the women and 69% of the men mentioned that HR managers were supportive in regard to their international assignment. An example of the theme is shown in the following quote: *"I couldn't speak higher of the HR people. They are very aware of the issues...and they were open to normal everyday discussion and then of course the feedback for the next three months was sought all the time"* (FM2).

Table 3.9: Perceived HR Manager's Support: An Assignee Perspective

Themes	Women	% of Women	Men	% of Men	χ^2
1. HR are supportive	11	65	11	69	0.06^a
2. HR su..port administrative and logistical	8	47	10	63	0.79
3. Supportive of family and dual-career	3	18	2	13	0.17^b
4. Needed more support from HR	3	18	7	44	2.66^a

$N=33$, $\underline{df} = 1$ *$p<.05$
a. 1 cell has an expected count less than 5.
a. 2 cells have an expected count less than 5.

A common theme for international assignees (47% women, 66% men) was that the support provided by HR was "logistical and administrative". In many organisations, the HR function facilitates the transfer overseas rather than actually selecting people for international assignments. The following quote provides an example of the theme: *"Senior managers tend to be focused on the hiring and the job, while HR will be focussed on other things; the logistics of the transfer"* (M7). Assignees also stated that HR managers were supportive of their family or dual-career situation (24% women, 13% men). One of the roles of the HR function for instance, is to attend to and provide support to family and dual-career issues for international assignees. In terms of support for dual-career situations, a female assignee (FM3) stated, *"If you ask for it and say look I really need to get my husband or wife a job then I am sure that they will help".*

Another female assignee (FM11) with a family stated: *"To complicate matters I am not here on my own, I am here with my husband and twin boys who are three years old... so they were very supportive in giving me all of the support that I could possibly want."*

However, only 18% of female assignees in contrast to 50% of the male assignees stated that they would have liked more support. A female international assignee (FM6) stated: *...my husband works as well. So it was a big step for him to finish with his job, and then try and get a job here. ... he hasn't got a job here yet and that is quite difficult, and there has no been no real support from the company."* A male international assignee (M2) made a similar comment: *"I would say that the assistance provided by international secondments could be a lot better in terms of dual-career issues, because I would say that hasn't worked as well as ... we would have liked"*

Overall, women and men held similar views on whether HR managers were supportive. While fewer women reported that the "support was administrative and logistical", and they "needed more support", no significant differences were found in these themes.

Individual Attitudes

Research Question 8: What are the major reasons for an individual's participation in international assignments?

Seventy-seven percent of the women and 100% of the men reported that they wanted to participate in international assignments for "professional" reasons (see Table 3.10). Sub-themes of the major theme include "career development" (59% women, 44% men) which is illustrated by the following quote: *"My main aim was to achieve a career goal"* (FM13). Other sub-themes include "professional development" (women 47%, men 44%), "work challenge" (24%

women, 18% men) and "job content" (24% women, 12% men). Fewer women than men mentioned professional reasons [$\chi^2(1, N = 33) = 4.28$, p = .04].

Table 3.10: Major reasons to undertake international assignments: An assignee perspective

Themes and Sub-Themes	Women	% of Women	Men	% of Men	$\chi 2$
Professional	**13**	**77**	**16**	**100**	**4.28*[b]**
1. Career development	10	59	7	44	1.50
2. Professional development	8	47	7	44	0.04
3. Work challenge	4	24	6	38	0.76[a]
4. Job content	2	12	2	13	0.004[b]
Personal	14	83	15	94	1.01[b]
1. Lifestyle reasons	11	65	11	69	0.06[a]
2. Cross-cultural experience	6	36	5	32	0.06[b]
3. Family and friends	6	36	3	19	1.14[b]
4. Health, fun, enjoyment, excitement	5	29	6	38	0.24
5. Travel	5	29	7	44	0.73
6. Personal development	4	23	1	6	1.91[b]
7. Lifecycle	3	18	3	31	0.83[b]
8. **Money**	**0**	**0**	**6**	**36**	**7.79**[b]

N=33, df = 1 *p<.05 **p<.01 ***p<.001
a. 1 cell has an expected count less than 5
b. 2 cells have an expected count less than 5.

Eighty-three percent of women and 94% of men said that their major reasons for participating in an international assignment were 'personal'. Sub-themes included "lifestyle reasons" (65% women, 69% men): *"We thought it would be nice to try something new. We both liked the experience of living in new places"* (FM3). Other sub-themes included "health, fun, enjoyment and excitement" (29% women, 38% men), "cross-cultural experience" (36% women, 32% men), "family and friends" (36% women, 19% men), "travel" (29% women, 44% men), "personal development" (23% women, 6% men), and "lifecycle" (18% women, 31% men).

This "lifecycle" theme is demonstrated in the following quote: "*We both felt that it was the time because we were married for four years so we weren't ready to have a family at that stage, so I thought that it was just time to push our comfort zones a little bit, because our life was pretty comfortable back in Australia*" (FM14).

For most of the "personal" sub-themes, women and men provided similar responses. However, men were more likely to mention "money", while women did not (0% women, 36% men) [$\chi^2(1, N = 33) = 7.79$, p = .005. The sub-theme of money can be explained through the following quote by a male international assignee (M5): "*I doubled my pay in one day by coming here to Australia.*"

Research Question 9a: What are the doubts and concerns faced by individuals when making the choice to participate in an international assignment?

Assignees' doubts and concerns about undertaking an international assignment are both "professional" and "personal" (see Table 3.11). The major theme "professional" doubts and concerns were mentioned by 12% of the women, and 31% of the men. "Repatriation" (6% women, 19% men) and "not being able to do the job" (0% women, 31% men) were additional concerns. The theme "repatriation" concerns are exemplified in the following quote from a male international assignee:

> *... there are other concerns that worry me; for instance I am imagining that repatriation may be a difficult issue, because the goals that I have for myself could not be achieved and the whole repatriation process might be negative. So hopefully the ambitions that I do have will be delivered and ... I can take on a more senior role when I get home (M12).*

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Table 3.11: Doubts and concerns about undertaking international assignments: An assignee perspective.

Themes and Sub-Themes	Women	% of Women	Men	% of Men	χ^2
Professional	2	12	5	31	1.87^a
1. Repatriation	1	6	1	6	2.26^a
2. Not being able to do the job	**0**	**0**	**5**	**31**	**6.26*** ^{a}
Personal	14	82	13	81	0.01^a
1. Fear of the unknown/uncertainty	**8**	**47**	**1**	**6**	**6.92*** ^{a}
2. Miss family/family concerns	6	35	8	50	0.73
3. Safety	2	12	2	13	0.007^a
4. Lonely	2	12	3	19	0.31^a
5. Financial problems	2	12	3	19	0.31^a

$N=33$, $\underline{df}=1$, $^*p<.05$ $^{**}p<.01$
a. 2 cells have an expected count less than 5.

It is evident from Table 3.11 that 82% of women and 81% of men reported "personal" doubts and concerns. A common sub-theme for women, but not men, is "fear of the unknown/uncertainty" (47% women, 6% men). The following quote indicates the content of this theme: *"You are leaving your comfort zone and sort of the fear of the unknown having to re-establish yourself and prove yourself again [sic]"* (FM6). Another common sub-theme for women (35%) and men (56%) was "miss family/family concerns." One woman expressed her concern: *"Purely because of the fact that I would be away from my family and friends for such a long time"* (FM4). Twenty-four percent of women and 19% of men stated that safety was a factor they needed to consider when they were making the decision to go overseas. The sub-themes "lonely" and "financial problems" were mentioned by 12% of the women and 19% of the men, respectively.

Research Question 9b: Do women have greater doubts and concerns, and hence lower self-efficacy than men to undertake an international assignment?

Women and men have similar results for both the major themes "professional" and "personal" doubts and concerns; differences between women and men's professional and personal concerns were not statistically significant. Men were more concerned than women about "not being able to do the job", and this difference is statistically significant [$\chi^2(1, N = 33) = 6.26$, p = .012]. This may indicate that men have a lower self-efficacy for the job they are just about to embark than do women. In terms of "fear of the unknown/uncertainty", women express this concern more than men [$\chi^2(1, N = 33) = 6.92$, p = .009]. This result may indicate that women have low self-efficacy in regards to participating in an international assignment. This is however from a personal perspective, not a professional perspective. Therefore, female assignees are "uncertain" about their capability to organize and execute the courses of action required to produce expected results. Because women report "fear of the unknown" this may indicate high levels of anxiety, which is emotional arousal, which Hackett and Betz (1981) postulate decreases self-efficacy. However, overall, men and women both reported similar levels of "professional" and "personal" doubts and concerns.

Summary of Results

The following two tables (3.12 and 3.13) provide a summary of the results of factors related to the participation of women in international assignments from the perspective of female and male international assignees. Table 3.12 provides the summary results of the sub-themes investigated in the study; sub-themes were included here if reported by more than 40% of the women. The sub-themes are organised into three major areas: organisational environment, interpersonal factors and support, and individual attitudes. Table 3.13 provides a summary of the significant differences found between women and men in the study.

Table 3.12: Summary of Results: An Assignee Perspective.

Sub-Themes	Women	% of Women	Men	% of Men	χ2
Organisational Environment					
1. Self-initiated	13	77	13	81	0.11[a]
2. Networks and contacts	12	71	12	75	0.51[a]
3. Interviewed	8	47	7	44	0.04
4. Informal or no interviews	9	53	10	63	0.31
5. No proper selection process	9	53	6	38	0.28[a]
6. Profession, industry and organisation (gender balance)	7	41	10	63	0.97
7. Profession, industry and organisation (male-dominated)	7	41	5	31	0.05
8. Equitable selection processes	**7**	**41**	**2**	**13**	**3.42**[a]
9. Family, marital and dual-career barriers	8	50	5	31	1.58
Interpersonal factors and support					
1. Supportive attitudes by management	12	71	13	81	0.51[b]
2. Cross-cultural adaptation	7	41	9	56	0.75
3. Domestic performance	8	47	10	63	0.79
4. Ability to do the job	10	59	8	50	0.26
5. Experience	9	53	9	56	0.36
6. HR is supportive	11	65	11	69	0.01[a]
7. HR support is administrative and logistical	8	47	10	63	1.59
Individual attitudes					
1. Career development	10	59	7	44	0.75
2. Professional development	8	47	7	44	0.04
3. Lifestyle reasons	11	65	11	69	0.01a
4. Health, fun, enjoyment, excitement	5	29	7	44	0.02
5. Fear of the unknown/uncertainty	**8**	**47**	**1**	**6**	**6.92**[a]

$N=33$, $\underline{df} = 1$, ** $<p.01$
a) 2 cells have an expected count less than 5

Table 3.13: Summary of significant differences of the factors related to the participation of women and men in international assignments.

Sub-Themes	Women	% of Women	Men	% of Men	χ^2
Organisational Environment					
1. Worked with the same clients	6	35	1	6	4.16**[a]
2. Equitable selection processes	7	41	2	13	3.42*[ab]
3. Best person for the job	4	24	9	56	3.69*[c]
Interpersonal factors and support					
1. Spouse/family	1	6	10	63	11.89***
2. Age, gender, family situation	0	0	6	38	7.79**[a]
Individual attitudes					
1. Professional reasons	13	77	16	100	4.28*[a]
2. Money	0	0	6	36	7.79**[a]
3. Not being able to do the job	0	0	5	31	6.26*[a]
4. Fear of the unknown/uncertainty	8	47	1	6	6.92**[a]

$N=33$, $\underline{df} = 1$ *$p<.05$ **$<p.01$ ***$p<.001$
a) 2 cells have an expected count less than 5.
b) Significant at $\underline{p} =.065$
c) Significant at $\underline{p} =.055$

Discussion

The aim of this study was to determine the factors that are related to the participation of women in international assignments, in comparison to men. This was investigated by interviewing female and male international assignees. The qualitative data suggest that organisational environment factors, interpersonal factors and support, and individual attitudes were important in explaining women's participation in international assignments. Figure 3.3 illustrates the framework developed from the major findings of the study.

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ORGANISATIONAL ENVIRONMENT
Selection systems and opportunities

Selection processes
  Self-initiated
  Networks and contacts
  Interviewed
  Informal or no interviews
  No proper selection process
  Worked with the same clients

Perceived opportunities to obtain an
international assignment
  Profession, industry and organisation (gender
  balance)
  Profession, industry and organisation (male-
  dominated)
  Family, marital and dual-career barriers
  Equitable selection processes
  Best person for the job

**INTERPERSONAL FACTORS AND
SUPPORT**

Perceived line/senior management attitudes
and support
  Supportive attitudes by management

Perceptions of suitable selection criteria
  Cross-cultural adaptation
  Domestic performance
  Ability to do the job
  Experience
  Spouse/family
  Age, gender, family situation

HR manager's support
  HR is supportive
  HR support is administrative and logistical

**WOMEN'S
PARTICIPATION IN
INTERNATIONAL
ASSIGNMENTS**

INDIVIDUAL

Major reasons
  Career development
  Professional development
  Professional reasons
  Money
  Lifestyle reasons
  Health, fun, enjoyment and
  excitement

Doubts and concerns
  Fear of the unknown/uncertainty
  Not being able to do the job

**Figure 3.3: Factors related to women's participation in international assignments: An
assignee perspective.**

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In terms of the organisational environment and in response to research question 2a the study found that the majority of women and men self-initiated their international assignments. This is similar to the findings of previous studies (Adler, 1987; Culpan & Wright, 2002; Fischlmayr, 2002; Linehan, 2002; Linehan & Walsh, 1999; Mayrhofer & Scullion, 2002; Smith & Still, 1996; Westwood & Leung, 1994). The finding of the study also supports Linehan's (2000) work which reported that women are "offered" international assignments only in rare circumstances.

Formal selection processes used for international assignees included interviews, which supports Westwood and Leung (1994), and the *open* quadrants of the Harris (1999) typology. This suggests that women would have similar opportunities to men to participate in an international assignment, assuming that *formal* processes are less biased than *informal* processes (Harris and Brewster, 1999). However, this inference cannot be determined from the results. The research found that *informal* selection processes were used, this supports previous research (Adler, 1987; Harris, 2001; Harris & Brewster, 1999; Linehan & Scullion, 2000; Linehan et al., 2001; Westwood & Leung, 1994). The finding that women and men obtained positions through networks and contacts also supports previous research that established that selection can be based on networking and recommendation (Fischlmayr, 2002; Harris, 1996-97; Harris & Brewster, 1999; Linehan et al., 2001).

In terms of research question 2b, it was found that there was one significant difference between how men and women are selected for an international assignment. This difference was that women were more likely to obtain international assignments because they had worked with particular clients in the home country, and they had been transferred internationally to work with the same clients in the host location. This could be explained by the women being considered as a "trusted commodity" within the organisation, and for the client. This would enable a projection to be made in regards to their ability to take on the assigned role. Clients

would know the quality of the women's work, and their suitability to undertake work in the host location.

In answer to research question 3, it is evident that women and men perceived that women would have the same opportunity to participate in an international assignment where the profession, industry and organisation has a gender balance. If this balance is perceived to exist women and men believe that the context of the organisation would allow women to participate. This finding supports the view of Kanter (1977) who suggests that women in *balanced* organisations will have greater opportunities for promotion and advancement. Study 1 found that women and men perceived women would not have an opportunity in male-dominated organisations which supports past research by Ely (1994) and Kanter (1977). Therefore, women will not have an opportunity to participate in international assignments in *tilted* and *skewed* organisations. Linehan et al. (2001) found that male-dominated organisations were barriers to women being selected for and obtaining positions. Harris (1996-97) and Fischlmayr (2002) also found that women were victims of male-dominance, while Still & Smith (1998) reported that women did not participate in international assignments because there was a lack of female role models. According to Kanter (1977) this occurs because the types of people who are represented in very small proportion have fewer opportunities to be sponsored for [important] jobs because of the rarity of people like them in more senior positions.

This present study found that female assignees perceived more frequently than male international assignees, that if the organisation had "equitable selection processes," women would have the same opportunity as men to participate in an international assignment. This difference between the perceptions of men and women was approaching significance. Women may report this perception as they rely on *formal* processes to obtain positions, as they are more favourable to women than networking or *informal* processes. This would support the contention by Harris (1996-97) that women will have more opportunities to participate when the

selection processes are *open/formal* because in those processes there is more likelihood that equal opportunity considerations will be raised. In *open/formal* systems, Harris and Brewster (1999) found that selecting managers had a clearer view about the characteristics of effective international managers; there was a high degree of consistency among selecting managers as to what criteria makes effective international assignees, and the constructs mentioned by selectors were consistent with *formal* criteria.

A major finding was that both women and men had negative perceptions about women's opportunities to obtain international assignments. These perceptions may be based on personal experience or knowledge of women who had encountered discrimination in their selection process. Researchers such as Kanter (1977) reported that perceptions of opportunities can influence women's treatment, behaviour and hence opportunities within organisations consequently this finding could affect women's participation in international assignments. However, the finding in this study differed from Chusmir and Frontczak's (1990) who found that female executives have more negative perceptions of women's opportunities to be transferred to an international division than do male executives.

In terms of interpersonal factors and support, and in answer to research question 4a, the study found that the majority of female and male international assignees perceived their managers to be supportive. Fischlmayr (2002, p. 779) states that "support from others is a necessary requirement" in respect to international assignments while, Caligiuri and Lazarova (2002) suggest that women's cross-cultural adjustment is better when they receive social support from managers. Support assists international assignees as it serves to provide feelings of reinforcement, recognition and affirmation (Fontaine, 1986; Rook, 1984). As most participants (male and female) perceived that they received support from their managers, it would seem that this is an important factor explaining women's participation in an international assignment. The finding that international assignees perceive manager's to be supportive of career development

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is similar to past studies that have found that women (and men) participate in international assignments because it is a part of career development (Harris, 1996-97; Linehan & Walsh, 1999; Smith & Still, 1996; Still & Smith, 1998; Westwood & Leung, 1994). The finding that managers were supportive of women participating in international assignment, suggests that similarity-attraction theory (Byrne, 1971) is not supported by the findings of the study. As similarity-attraction theory (Byrne, 1971) would suggest that male managers would not select or be supportive of women, because they are dissimilar to them. However, the results of this study show that this is not the case. In addition, these positive attitudes may serve to increase individual's efficacy expectations, as verbal persuasion is an information source that is proposed to positively influence an individual's self-efficacy (Bandura, 1977, 1986).

In addressing research question 5, it was found that male and female international assignees were concerned about sending women to culturally different countries because of the cultural implications. This concurs with research by Adler (1987) and others (Adler, 1984c; Forster, 1992; Stone, 1991; Thal & Cateora, 1979; Westwood & Leung, 1994) that found that organisations were resistant to sending women to culturally different countries. It appears in this research that this is still the case.

In addressing research question 6, it was found that cross-cultural adaptation, domestic performance, experience, and ability to do the job were most commonly perceived to be suitable selection criteria by female international assignees. This concurs with past research. Studies have found that cross-cultural adaptation (Forster, 1999; Harris, 1995; Harris & Brewster, 1999; Smith and Still, 1996, Stone, 1991), domestic performance (Harris, 1995; Harris and Brewster, 1999) experience (Harris, 1995; Harris and Brewster, 1999; Smith and Still, 1996; 1997), and ability to do the job (Smith and Still, 1996) were suitable selection criteria. In terms of spouse and family the data would appear to support previous findings that spouse and family characteristics are used as a selection criteria for both female and male international assignees

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(Forster, 1999; Stone, 1991). Men mentioned this more than women. Other research has found that spouse and family situations were barriers to women taking on international assignments: for example; Linehan and Walsh (1999; 2000) found that women postponed having children to go overseas, while management generally believe that women would not be interested in going on an international assignment when they have a family (Adler, 1984c; Linehan & Walsh, 2000). This would suggest that not having a family would be a factor related to the participation of women in international assignments: having family results in role incongruence and conflict while on assignment (Izraeli et al., 1980).

Considering research question 7, it was found that HR managers were perceived to be supportive of international assignees, both men and women. This finding supports past research that international HR policies can encourage the selection and support of women (Culpan & Wright, 2002). Other researchers (Adler, 1995; Culpan & Wright, 2002; Linehan, 2002) have noted that organisations may need to tailor HR support to take into account the needs of single females, dual-career females, and females with families. Knowing that support is available may encourage women to participate. The findings also indicate that the type of support provided by HR is perceived by many to be administrative and logistical. This concurs with most research on the topic, however it is contrary to the findings of Harris and Brewster (1999), and Scullion and Brewster (2001), that HR managers may also be involved in the selection process.

In terms of individual attitudes, explored by research question number 8, it was found that there were a number of 'profession-related' reasons why women participated in international assignments. The most commonly reported reason for women was that they expected the experience would be helpful for their career development. This concurs with past researchers: Adler (1986) found MBA students would participate in an international assignment for career advancement reasons while Linehan (1999) found that senior women participated because they believed that it was necessary for future senior management positions within the organisation.

Furthermore, the finding would support the work of Van der Velde et al. (in press), who found that the importance placed on a career explained the willingness of females to participate in an international assignment. Professional development was also mentioned by the international assignees, indicating their interest in developing their expertise and experience for future jobs. Men were significantly more likely then women to cite money. Women did not report this theme. This finding supports prior research in the field; male undergraduate business students would take on international assignments because they thought that the compensation would be better in international business (Hill & Tillery, 1992).

With regard to personal reasons, both women and men cited lifestyle issues. Adler (1986) found similar results. MBA students would go on an assignment because it was a good location or they would expect to have a satisfying life in the overseas location. Both women and men were motivated to participate in an international assignment if it were perceived to be good for the person's health (i.e. to get away from a stressful lifestyle in the home country), or because the assignment would be fun, enjoyable or exciting.

In addressing research question 9a, the results show that female and male international assignees reported similar personal concerns. The finding supports past research by Adler (1984b) who reported that female and male MBA students were concerned about personal issues; dual-career issues and cultural adaptation.

In addressing research question 9b, it was found that men and women both reported profession-related and personal doubts and concerns in relation to participating in the international assignment. This may suggest that men and women have similar efficacy expectations towards the assignment. However, an analysis of the sub-themes of professional and personal concerns shows that men were significantly more likely to cite concerns about "not being able to do their job", and women were significantly more likely than men to cite "fear of the unknown and uncertainty" in regards to participating in the international

assignment. The sub-theme "not being able to do the job", may infer that men question their capability about successfully participating in an international assignment. However, this would need to be tested on a wider population. Fear of the unknown and uncertainty may indicate that women's physiological arousal towards participating in an international assignment is high. That is, these women in this sample may experience anxiety towards the assignment. Bandura (1977; 1986) and Hackett and Betz (1981) suggest that high levels of anxiety negatively influence a person's efficacy expectations. It could be implied that because women reported "fear of the unknown and uncertainty" the women examined may have a lower self-efficacy than the men to participate in an international assignment. However, Forster (1999) did not find any significant differences in terms of self-efficacy between men and women, who were just about to embark on an international assignment. Forster (1999) found that both women and men had high amounts of self-efficacy in regard to participating in an international assignment. Hackett and Betz (1981) may offer an explanation for Forster's findii .. They suggest that individuals with low self-efficacy are less likely to persist in the face of obstacles, and this may cause women's underrepresentation in male-dominated occupations. However, to test whether low self-efficacy is the cause of women's low participation rates in international assignments would require research that is beyond the scope of this study. It could however, be an area for future research.

Overall, the study contributed to the research literature in several ways. The factors that are related to the participation of women in international assignments were examined from the perspective of female and male assignees. One contribution of the study was that the selection system typology developed by Harris (1996-97) was supported from the perspective of international assignees. A second contribution is the finding that women will participate in an international assignment when they perceive the organisational environment offers them opportunities; for example, if the organisation is *balanced* in terms of gender. This suggests

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that Kanter's (1977) ideas may be influential in explaining why women's participation rates are low. Women participate when they receive interpersonal support from managers within the organisation, and similarity-attraction theory (Byrne, 1971) was not supported. A third contribution made to the research area is that there is a greater understanding of why women participate, and the doubts and concerns they encountered. From the perspective of female international assignees this is a relatively unexplored area, as most studies have been conducted on students who may have an international career (i.e. Adler, 1984b; Hill & Tillery, 1992). The final contribution made to the research literature is that a conceptual framework was developed and empirically tested to explain the factors related to the participation of women in international assignments.

Limitations and Future Research

There were a number of limitations of the research study. The first limitation relates to the nature of self-report data and the fact that respondents can attribute positive factors to oneself and negative factors to others; assignees could attribute negative factors to the managers when asked what were their attitudes towards them taking on the position. One way to counter the limitation is to interview HR managers who have responsibility for international assignments, thus providing data triangulation (Denzin, 1978), which is conducted in Study 3. Another problem with the data is that social desirability can affect results (Moorman & Podsakoff, 1992), as questions focussed on individuals' perceptions of other people attitudes. Therefore, the views of managers also need to be investigated. Another limitation of the research was that respondents were asked sensitive and personal questions and they may have answered in a favourable light to disguise negative answers. This limitation could be addressed by interviewing HR managers on these questions to determine if there are other views on this process. Study 3, of this thesis seeks to address this limitation.

Secondly, the generalisability of the study is limited to organisations and industries that share similar structural characteristics to those studied here. A study that examines the process of how women become international assignees in a greater number of organisations and in different industries would be helpful in explaining how women become international assignees, and broaden knowledge on different processes across organisations and industries. Studying organisations in traditionally male-dominated industries, *skewed* or *tilted* industries, in comparison to organisations in more *balanced* industries would be particularly interesting.

Another limitation of the research is the nature of qualitative research and the small sample size. A sample size of 33 individuals is not large enough to accurately test for differences in processes between men and women. Future research could test factors related to the participation of women in international assignments on a larger population, using a survey method. The other limitation of the research is that only individuals who did obtain international assignments were examined; in future research those women who applied but did not gain an international assignment could be examined. Retrospectively, some areas could have been covered in greater depth and probes given. For example, previous literature has identified many negative attitudes given by management, and this could have been investigated in greater depth. A deeper investigation of selection processes according to the Harris (1996-97) model would reveal more detail, and highlight different selection processes between women and men.

Practical Implications of the Research

For women who would like to participate in an international assignment the following practical implications are given. In terms of environmental factors, women could choose to work in organisations that have diversity management initiatives in place so that their access to international assignments is increased. Diversity management refers to "initiatives that

capitalize on the personal diversity in a firm's workforce" (Egan & Bendick Jr, 2003, p. 701). For example, the Australian Equal Opportunity for Women in the Workplace Agency (EOWA) reports organisations that have won awards for diversity initiatives (EOWA, 2003) and women could choose to work for those types of organisations. Women could seek to work at organisations that have *open/formal* selection systems for international assignments. This could be determined at the interview stage by inquiring about organisational selection processes for international assignments. Women need to self-initiate international assignments, perhaps by suggesting to managers that they would like to participate in an assignment. Other strategies could include taking on international work in the home location with the hope that it will lead to attractive future international assignments.

In terms of interpersonal factors and support, women need to network well with managers and people overseas. It is worthwhile to work with international clients to develop networks and contacts with individuals overseas, both within and outside the organisation. Interpersonal skills are important so that women relate well to their managers, to gain support.

Women should seek to develop suitable selection criteria so that they meet the baseline criteria for participating in international assignments. Accordingly, women should develop cross-cultural skills; they should be conscientious and hard working in order to achieve strong domestic performance, and they should also have at least 2 to 3 years experience with the organisation before applying for a position. Women should also investigate HR support for international assignments to determine the types of support they are entitled to. Such investigation helps in determining and negotiating the assignment contract. Furthermore, individuals should investigate whether the organisation has support for dual-careers and family, if this is applicable.

In terms of individual attitudes, women should argue their suitability for an international assignment on the basis that they could execute the tasks necessary to successfully complete the

assignment and it would assist in their career and professional development. Women could minimise "fear of the unknown/uncertainty" by talking with HR managers and organisational counsellors. They could also seek out other women who have gone on assignment and discuss with them their experiences overseas.

Conclusion

The main aim of this study was to determine the factors that are related to women's participation in an international assignment. The study made a number of contributions: a conceptual framework was developed from the literature and empirically tested, and it was found that the there were a number of theories and concepts that can explain why women participate in international assignments. These included the Harris (1996-97) typology, Kanter's (1977) theory on the proportional representation of women in the organisation, similarity-attraction theory (Byrne, 1971) and self-efficacy theory (Bandura, 1977). The factors related to the participation of women include the organisational environment, interpersonal factors and support, and individual attitudes. It is anticipated that this study will provide a greater understanding of women's participation in international assignments, so that in the future, organisations can develop strategies to increase the number of women participants.

CHAPTER 4: STUDY 2 - UNDERSTANDING THE FACTORS RELATED TO WOMEN'S PARTICIPATION IN INTERNATIONAL ASSIGNMENTS: THE REPATRIATE'S PERSPECTIVE

Overview of the Chapter

The purpose of this chapter is to present the results of Study 2. This study investigates the factors related to women's participation in international assignments from the perspective of repatriates. In this chapter, the literature pertaining to women's participation in international assignments and repatriation is discussed, and research questions are developed. The research methods are presented and the results are then discussed. The chapter then discusses the limitations of the study and provides directions for future research. Finally, implications for theory and management practice are given.

Introduction

In the literature repatriation generally has been referred to as returning an individual to their country of origin after the completion of an international assignment (Black & Gregersen, 1991; Caligiuri & Lazarova, 2001; Feldman & Tompson, 1993; Gomez-Meija & Balkin, 1987; Gregersen & Stroh, 1997; Hammer, Hart, & Rogan, 1998; Harvey, 1982; Hurn, 1999; Linehan & Scullion, 2002a). Researchers suggest that the goal of repatriation is to both return and retain an international assignee (Stroh, Gregersen, & Black, 2000). It is proposed that a repatriate will be a valuable addition to the organization in terms of contributing knowledge, experience and networks gained overseas (Stroh et al., 2000). However, these goals are not always met, and repatriation is commonly plagued with problems. These problems can include not having a job to come back to, limited or no promotion opportunities, less responsibility or status than while on assignment, and at worst employee turnover. Research conducted on 181 organisations principally headquartered in the US (77%) found that 22% of repatriates leave the

organisation after one year (GMAC Global Relocation Services, 2003), and another 22% leave after 2 years (a total of 44% leave after two years). This has effects on the bottom line from the organisation's point of view and can be a loss on investment.

Research also indicates that women are not represented in MNEs to the same extent as men (GMAC Global Relocation Services, 2003; Pricewaterhouse Coopers, 2001; Smith & Still, 1996). It has been suggested that MNEs commonly face problems in attracting executives both male and female to accept foreign assignments (Scullion, 2000). One plausible reason for women's lack of willingness to participate could be their perception of the negative consequences of repatriation (Linehan, 2000; Linehan & Scullion, 2002a; Punnett, 1997; Scullion, 1993). If an organisation cannot guarantee a job or offer a promotion on repatriation, then it would be difficult to encourage women to participate in international assignments. Furthermore, findings by Linehan (2000) have shown that female international assignees returning from assignment are often seen as role models. If they are seen as role models and do not receive a promotion on return this may influence the decisions of other women to participate i. international assignments.

With the exception of Linehan and Scullion's (2002a; 2002b; 2002c) studies and Linehan's (2000) study research on repatriation has rarely focused on women repatriates. Linehan and Scullion (2002a) report that there is a dearth of empirical literature relating to the repatriation of female international assignees. Most research has focussed on North American [male] samples, although some studies have investigated Japanese (Gregersen & Black, 1995) and Finnish samples (Gregersen & Stroh, 1997). The studies by Linehan and Scullion (2002a; 2002b; 2002c), Linehan (2000) and the study presented here seek to address a gap in the empirical literature by examining women's repatriation. The following section presents the theoretical basis for this study. The framework proposed in Chapter 2 is adapted to examine the factors related to the participation of women in international assignments from the repatriate's perspective.

Theoretical Approaches to Repatriation

In the literature pertaining to repatriation a number of ideas have been used to explain what happens to people when they repatriate. For example, they experience reverse culture shock (Black, Gregersen, & Mendenhall, 1992) or they go through adjustment similar to what they went through when they went on assignment. However, theories have not been commonly used to examine the issues that are pertinent to repatriates. Therefore, it was decided for Study 2 to examine repatriation from the perspective of self-efficacy theory (Bandura, 1977).

Self-efficacy theory (Bandura, 1977) can be used to explain women's negative perceptions to repatriation and how that may influence a woman's decision to undertake an international assignment at the outset. As discussed in Chapter 2, Bandura (1977, p. 3) defines self-efficacy as "belief's in one's capabilities to organize and execute the courses of action required to produce given attainments." Therefore, individuals may have low belief in their capability to organize and execute the courses of action required to obtain a position or promotion at the repatriation stage. This may be more significant for women, and especially in male-dominated organisations. Betz and Hackett (1981) and Bonett (1994) found that women's self-efficacy for male-dominated occupations was lower than what it was for traditionally female occupations. Therefore, it may be postulated that women's self-efficacy to repatriate successfully, may be lower than men's as they may not have female role models to provide vicarious learning experiences to assist in developing their efficacy expectations about international assignments, and repatriation consequences. Women's willingness to participate in international assignments may be influenced, if they have seen other women have negative experiences resulting from an international assignment, such as a negative impact on their career or difficulties on repatriation.

Not only are international assignments male-dominated and but so are the careers that result from the assignment. For example, Stroh and Caligiuri (1998) suggest organisations use

international assignments as management development programs for high potential individuals who are likely to become senior managers of MNEs. Research suggests that senior management positions are male-dominated (Australian Bureau of Statistics, 2000; Kanter, 1977; Morrison et al., 1987; Still, Guerin, & Chia, 1994). Therefore, women would be more likely than men to have low self-efficacy in regards to obtaining an assignment but also in regards to their ability to obtain a promotion on repatriation.

Study 2: The Repatriates Perspective

In Study 2 three areas are examined in relation to women's participation in international assignments from the perspective of repatriates. These three areas are the organisational environment, interpersonal factors and support, and individual attitudes. Women's participation in international assignments is then assessed against repatriation consequences. Figure 4.1 provides an overview of the postulated factors related to women's participation in international assignments, from the repatriates' perspective.

| ORGANISATIONAL ENVIRONMENT | | REPATRIATION CONSEQUENCES |

ORGANISATIONAL ENVIRONMENT

Selection systems for international assignments
  Open/Formal
  Open/Informal
  Closed/Formal
  Closed/Informal

Perceived opportunities to obtain an international assignment

INTERPERSONAL FACTORS AND SUPPORT

Perceived line/senior management attitudes

Perceptions of suitable selection criteria
  Spouse/family
  Cultural empathy
  Relational skills
  Domestic performance
  Organisational reasons
  Technical skills

Perceptions of culturally different countries

Human Resource Managers attitudes and support
  Career planning
  Mentoring

WOMEN'S PARTICIPATION IN INTERNATIONAL ASSIGNMENTS

INDIVIDUAL ATTITUDES

Individual attitudes towards going on an international assignment

  Major reasons
  Doubts and concerns

REPATRIATION CONSEQUENCES

Successful
  A job
  Promotion
  Attractive future assignments
  Responsibility/autonomy
  Continued development
  Utilisation skills
  Retention

Negative
  No job
  Holding pattern
  Ambiguous roles
  Non-challenging jobs
  No promotion
  No use of international skills
  Attrition

Figure 4.1: Postulated factors related to the participation of women on international assignments: The repatriates' perspective.

Selection Systems and Processes

Past research by Harris (1996-97) found that selection processes can be *open/formal* or *open/informal* or *closed/formal* and *closed/informal*. Study 1 supported this research. In particular, Study 1 found those factors such as self-initiated assignments, networks and contacts, interviews, informal or no interviews and no proper selection processes were the more popular ways for women to get selected for assignments. It is argued that *formal* and *open* processes are going to have more positive impacts on women's participation than *informal* and *closed* processes, as *informal* and *closed* processes exclude women from the process. In terms of repatriation it is necessary to determine whether repatriation consequences are discussed at the selection stage, as Yan et al. (2002) suggest that these functions (selection and repatriation) need to be integrated.

Research Question 2a: What selection processes are used for female and male international assignees?

Perceived Opportunities to Participate in an International Assignment

Previous studies have asked senior managers about the opportunities women have to obtain an international assignment (Chusmir & Frontczak, 1990; Thal & Cateora, 1979; Westwood & Leung, 1994). Their finding was that limited opportunities exist for women to obtain international assignments. Study 1 found that male and female international assignees also perceived that women would not have opportunities to participate in international assignments in organisations that are male-dominated, but that women would have more opportunities to participate in international assignments when the organisation was gender balanced. The findings support Kanter's (1977) views on the influence of the proportional

representation of women within organisations on other women's opportunities for promotion and advancement. This topic is also examined in Study 2, from the perspective of the repatriates and the following research question is asked:

Research Question 3a: What are the perceptions of women's opportunities to obtain international assignments?

Interpersonal Factors and Support

Line/Senior Managers Attitudes

It is proposed that women will repatriate successfully if they have support from line/senior managers. Generally, Study 1 found that women participated in an international assignment when managers were supportive of their assignments for the purposes of career and professional development. Therefore, applying this principle to repatriation, women would also need to be supported by line/senior managers to assist in the process of repatriation. Hammer et al. (1998) and Lazarova and Caligiuri (2002) suggest that social support is positively related to successful repatriation. Tung's (1988) research established that the attitude of top management towards international experience gained on assignment influenced both the difficulty or the ease of repatriation. This also has the effect of influencing other people's motivation to undertake an assignment. It is proposed that support will have an effect on the career development of an individual at the repatriation stage consequently, those who have ample support from managers will have successful repatriation, while those who have little support from line/senior managers will have a negative repatriation. In terms of self-efficacy theory (Bandura, 1977, 1986) women would have higher self-efficacy to repatriate where they have supportive attitudes from managers, than when they do not have such support. This support may be a form of verbal persuasion and encouragement from managers that seeks to increase an individuals efficacy expectations (Bandura, 1977, 1986). Therefore, the following

research question is asked to examine perceived attitudes of line or senior manager's from the perspective of repatriates.

Research Question 4a: What are the perceived attitudes of line and senior managers towards women participating in international assignments?

Perceptions of Suitable Selection Criteria

Study 1 used Rehfuss' (1982) model to examine perceived suitable selection criteria and Study 1 found that there were a number of factors that rated highly as perceived suitable selection criteria. These were cross-cultural adaptation, domestic performance, ability to do the job, experience and spouse/family. In this section, the topic is also analysed from the perspective of repatriates, and the following research question is posed:

Research Question 6: What factors are perceived to be suitable selection criteria for international assignments?

Perceptions of Culturally Different Countries

In Study 1, it was perceived by females that the cultural implications and females' unwillingness to go culturally different countries had negative influences on women's participation in international assignments. The finding supports past research that the cultural restrictions placed on women in an international setting will influence selection decisions made by senior/line managers (Westwood & Leung, 1994). This issue is then explored from the perspective of repatriates, and the following research question is asked:

Research Question 5: What are the influences of culturally different countries on women's participation in international assignments?

Perceived Support of Human Resource Managers

Male and female international assignees in Study 1 perceived that human resource managers were supportive of their international assignment. They perceived that the human

resource function provided logistical and administrative support to international assignees. The support provided by human resource managers is also likely to influence women's repatriation. Specifically, it has been suggested that human resource practices such as career planning, mentoring, and training facilitate women's repatriation[13].

Career Planning

Past research (Yan et al., 2002) has found that individuals often do not have their international assignment embedded into an overall career structure. Therefore when the international assignee returns they are put into a "holding pattern" and have poor prospects for promotion. However, international assignees expect they will advance their career by participating in an international assignment (see Study 1). They make sacrifices and considerable effort to go on an international assignment and therefore expect organisations to reciprocate this effort by offering organisational rewards, such as a promotion, on return (Stroh et al., 2000). The types of problems that repatriates face are summarized in the following two paragraphs.

Individuals are often not given a clear indication of their career path upon repatriation (Oddou, 1991). A lack of proper career planning breeds disappointment and frustration, leading to disillusionment and anger with the organisation. International assignees may lose contacts within the host country while they are away, preventing them from obtaining a position (Stroh, 1995), and colleagues in the home country may acquire promotions above and beyond the repatriate (Harvey, 1982). Past research shows that the repatriation stage is often ill planned and haphazard (Linehan & Scullion, 2002b). For example, performance appraisals may not be conducted with the international assignee and it may be difficult to obtain a position on return

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[13] It should be noted for the perceived support of HR managers there are not separate research questions for career planning, mentoring, and training as these three variables emerged via an inductive process where repatriates in the interviews mentioned items such as supporting career development and the provision of mentors. It was then decided to include these areas in the literature review, for Study 2.

without indicators of performance (Feldman & Thomas, 1992). Past research has also found that international assignments do not always have good career outcomes; they can have a neutral or a negative effect on long-term career advancement (i.e. Feldman & Thomas, 1992). In terms of self-efficacy theory (Bandura, 1977, 1986), individuals who are given a clear indication about what will happen to their career in repatriation may have higher levels of self-efficacy. They perceive that with the assistance of career development programs and planning they will be able to repatriate successfully.

However, women may face problems in the repatriation stage if they have limited access to career development activities. Selmer and Leung (2003) found that there were significant differences between the availability of career development activities for women and men, such as fast track programs, individual career counselling, and career planning workshops. These differences demonstrate a gender bias in corporate support for international assignees. If there is lack of support, then women will be less likely to participate. The failure of organisations to support women may have detrimental effects on the outcomes of careers for female international assignees. This in turn signals to other females that an assignment may be damaging to a career. This may hinder participation and influence women's performance on assignment (Selmer & Leung, 2003). If women do not perceive that they will obtain a reward from the assignment (i.e. promotion on return), their effort to perform may not be high. Haines III and Saba (1999), in their investigation of career related policies in regards to women's participation in international assignments, found women placed importance on the utilisation of expertise upon return. Other important issues were being informed of developments in the home office, having a mentor, cross-cultural training and assignment length.

Better career support programs to repatriating employees is suggested by Bonache et al. (2001) within organisations, while Linehan and Scullion (2002a) found that managing repatriation was better in organisations that had good career and succession planning systems. In their study of 170 repatriated staff Suutari and Brewster (2000) found that eighty-nine

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percent of participants believed that a discussion about career implications before the assignment was important for reassurance. Systematic career planning indicates the organisations' reciprocation of the repatriates investment into the assignment (Gregersen & Black, 1996). This gives additional encouragement to other women in the organisation to participate. They see a positive benefit to their overall career development (Feldman & Thomas, 1992). Overall, career planning has been found to have a positive relationship with overall performance, relationships with HCNs, skill acquisition, intent to remain, and job satisfaction (Oddou, 1991).

Mentoring

Mentoring refers to "the extent to which there is an advocate back at the home country who look after their interests" (Feldman & Thomas, 1992, p. 279). Because repatriates have been away from the home office for a long period, their networks and contacts may no longer exist. Therefore on return, they need to re-build social support networks. Social support networks for women can be sustained by giving women access to mentors while on assignment. However, women may not have access to mentors if an organisation does not have policies on mentoring, or women may find difficulty in accessing networks in male-dominated organisations (Ibarra, 1993). Furthermore, women's networks and contacts may be damaged due to organisational change and restructures while on assignment.

Linehan and Scullion (2002a) suggest that having a mentor at the repatriation stage is more important than at any other stage of the international assignment process. Mentors give women social support, contacts, opportunities, and policy information thereby reducing isolation. They can obtain information, training, advice and career direction from mentors (Linehan & Scullion, 2002a, 2002b) and reduce the "out of sight, out of mind" syndrome. It was found by Linehan & Scullion (2002b) that repatriated women reported that they had

mentored female junior managers to deal with barriers to advancement and provided psychosocial support and role modelling functions. This mentoring and role modelling is a source of 'vicarious learning' which according to Bandura (1977; 1986) positively influences a person's efficacy expectations. In relation to self-efficacy Hackett and Betz (1981) postulated that women's self-efficacy will be lower than that of men because men are exposed to vicarious learning experiences more related to career-related efficacy expectations than are women. Linehan (2000) in her research advocates that mentoring facilitates re-entry, improves self-confidence, and increases visibility and promotional aspects. Past research has found having a mentor is positively related to the adjustment of a repatriate, this indicates that social support is an important variable relevant to the well-being of an individual on re-entry (Feldman & Tompson, 1993). Mentoring could increase the self-efficacy of females when they repatriate, in that they would perceive that having a mentor would assist the completion of the tasks necessary to repatriate.

Repatriate Training

One source of problems for repatriates is the fact that they may not know what to expect in the repatriation stage. Researchers Gist and Mitchell (1992) assert that training can increase self-efficacy, and this may be important in assisting international assignees to repatriate. However, Black and Gregersen (1991) found that less than 15% of repatriates reported that they received repatriate training. One way to solve this problem is to have a policy on providing training and information to international assignees (Feldman & Tompson, 1993). Feldman & Tompson (1993) state that new skills developed in training assists in re-entry, and influenced international assignee's perceptions of the organisation. This was positively related to the repatriates' intentions to remain in the organisation. Training also addresses repatriates emotional concerns on the way home and can assist with re-adjustment (Black & Gregersen,

1991). However, it is likely to be more effective for employees who have been away for longer rather than shorter periods.

Prior to participating in an international assignment Harvey (1982) suggests that HR managers should discuss with assignees issues relating to repatriate training, including the allocation of mentors, the likely problems an individual will encounter when repatriating, and whether there will be a re-orientation program on the repatriates return. This training could focus on home and organization work related issues, interacting with friends and family again, and the home country environment. Training, therefore, in ` .ences repatriates perceptions of organisational support practices and hence their intentions to stay (Lazarova & Caligiuri, 2002). However, it is important that training be provided. In terms of self-efficacy (Bandura, 1977) it could be proposed that women who are given training in regards to repatriation may have higher self-efficacy then those women who do not receive training. Therefore, to take into account HR managers' support, the following research question is addressed from the perspective of repatriates:

Research Question 7: Are HR managers perceived to be supportive of women participating in international assignments?

Individual Attitudes

Major Reasons

Bonache et al. (2001) suggest that, from a career management point of view, there is little known about the personal and professional development that employees receive on their assignment. Study 1 found that women would accept an international assignment because of perceived advantages for career and professional development.

Previous research also suggests individuals will accept international assignments based on how they perceive that skills they obtain on assignment will benefit their career (Inkson, Arthur,

Pringle, & Darry, 1997; Miller & Cheng, 1978; Tung, 1998). For instance, assignees will accept an assignment, if that assignment has a positive influence on their career advancement either inside or outside an organisation (Stahl et al., 2002). More specifically, these researchers found that an international assignment was perceived to develop their global mindset, result in personality development, and enrich their personal lives. Other researchers (Van der Velde et al., in press) have found that the salience placed on to a career explained female's willingness to participate in an international assignment, which therefore suggests that career development is an important reason why women would participate in an international assignment. Other motivations and benefits of international assignments for women can include personal growth, leadership development, and personal development based around the elements of hardship (Oddou, 1991). More specifically, women would undertake assignments on the basis that they are certain about the outcomes of the assignment for them (Stahl et al., 2002). However, past research has also indicated that professional development may be a more important reason than career development for an individual to take on an assignment (Stahl et al., 2002). In terms of promotion, Suutari & Brewster (2000) found ninety-nine percent of participants in their study were told the international assignment would be positive for their career. Hence, international assignees have positive perceptions about how the international assignment will influence their career (Suutari & Brewster, 2000). Therefore, the following research question is addressed:

Research Question 8: What are the major reasons for an individuals' participation in international assignments?

Doubts and Concerns

However, because women may have either seen or heard about negative repatriation consequences women may perceive that the outcome of the international assignment is uncertain. For instance, it was found in Study 1, that women had "fear of the unknown/uncertainty" in regards to the assignment. A few women also had repatriation

concerns. In a study of undergraduate business students carried out by Hill and Tillery (1992) females had doubts about whether their international assignment would lead them to career success. Therefore, it would be interesting to see if women have this uncertainty in regards to repatriation. Therefore, the following research question is proposed:

Research Question 9a: What are the doubts and concerns faced by individuals when making the choice to participate in an international assignment?

Repatriation Consequences

It has been estimated that approximately 25% of repatriates will leave their organisation after 1 year (Black, 1989 cited in Black et al., 1992). A more recent survey of 181 participants by GMAC Global Relocations (2003) reported that 22% of repatriates left after one year, and another 22% left after 2 years, a total of 44% within 2 years. Therefore, given the high academic interest in repatriation of international assignees, it is useful to examine the consequences of international assignments.

Positive consequences of repatriation include simply being placed in a job that has autonomy and responsibility, with similar status and pay as the international assignment, and the utilisation of international skills (Caligiuri & Lazarova, 2001; Gregersen & Black, 1995). Other positive outcomes include promotion, attractive future assignments, continued development, retention of the employee and finally transfer of expertise to the home-country organisation (Stroh et al., 1998; Yan et al., 2002). Caligiuri & Lazarova (2001) established that individuals who experience positive outcomes are more satisfied with work then those individuals that do not (Caligiuri & Lazarova, 2001). Earlier, Gregersen and Black (1995) had found that greater role discretion and higher levels of autonomy at the repatriation stage were factors in retaining high performing repatriates. The result was greater commitment because the employee feels a sense of responsibility towards the job (Gregersen & Black, 1996).

Gregersen & Black (1996) established that the value that an organisation put on international experience was positively correlated with repatriates commitment and hence their intent to stay with the organisation. Therefore, it is important that organisations formally acknowledge that they value international experience (Lazarova & Caligiuri, 2002). A promotion upon repatriation is likely to provide greater opportunities for the returning manager to utilize their knowledge and skills, this has the effect of getting a better return on investment from the assignment (Gregersen & Black, 1996).

However, repatriation is not always a positive experience; there are some negative consequences. For example, Black et al. (1992) found that less than 40 per cent of international repatriates had the opportunity to utilize their international experience, and other researchers (Feldman & Thomas, 1992) have found that length of assignment has negative impacts on repatriates career prospects because of the "out of sight, out of mind syndrome". At times repatriates may be placed into "holding patterns" (Feldman & Thomas, 1992; Gregersen & Stroh, 1997). Consequently for repatriates the assignment may be a career disaster (Engen, 1995; Shaffer, Harrison, & Gilley, 1999) and they may find themselves in jobs that lack the autonomy and authority experienced in their international assignment (Black et al., 1992; Gomez-Meija & Balkin, 1987; Harvey, 1982; Linehan & Scullion, 2002b). These negative consequences on repatriation may cause the repatriate to be less committed to the organisation (Black et al., 1992). Specifically, holding patterns may cause anxiety and low self-esteem, which may influence self-efficacy to obtain a job. The repatriate may be dismayed because they come back to the organisation that has changed or otherwise they may have changed themselves (Black et al., 1992). New appointments, transfers, and informal power groups can result in them being excluded on return.

Linehan and Scullion (2002) found women repatriates failed to get recognition from their organisation for the skills and experience that they develop, resulting in women feeling unsupported. A reason for this may be that women may be more dissatisfied and less supported

because of their general exclusion from male influential networks (Kanter, 1977). Linehan and Scullion (2002) found that women were overlooked for promotional opportunities when they were repatriated for two reasons: loss of political contacts and removal from the mainstream corporate advancement program while abroad. Women may also experience other problems on return due to tokenism, isolation and exclusion (Linehan & Scullion, 2002b)

Linehan & Scullion (2002a) reported that international skills often go unnoticed and unused by the home organisation. The consequence of this is that the organisation is not utilising its human resources effectively and the wrong message is being sent to future female international assignees (Tung, 1988). Linehan and Scullion (2002a) also reported that interviewees believed that other people will be reluctant to take on international assignments when they see repatriates being treated unsympathetically. Therefore, it could be proposed that a significant influence on women's under-representation may be repatriation problems in the organisation. In male-dominated organisations, women may be excluded and invisible at repatriation. Perceptions of this throughout the organisation may discourage other women from wanting to participate in international assignments. Therefore, the following research question is posed:

Research Question 13: What are the repatriation consequences for individuals?

Method

Similarly to Study 1, a qualitative research method was chosen because the method is better suited to answering questions of 'what' and 'how' (Creswell, 1994). This method was chosen because the aims were to understand, explore, describe and explain the experiences (Babbie, 1992) of female repatriates. Open-ended semi-structured interviews were used to draw on women repatriates experiences in obtaining international assignments, and their subsequent repatriation. A semi-structured interview schedule was used because it allowed for open discovery of the topics investigated in the study (Hussey & Hussey, 1997).

Sample

The sample consisted of 14 female repatriates. Purposeful sampling was used to obtain information rich cases (Patton, 1990). These 14 repatriates came from eight different organisations. Of the organisations, one was a not-for-profit, and the remainder were for profit organisations. Initial contact was made with a person in the organisation to identify repatriates to interview in the study. The person identified people to interview and forwarded the contact details of potential participants to the researcher. The researcher approached participants and asked them if they would participate in the research. Information about the study that explained the aims, confidentially issues and the anonymity of the study was forwarded to participants by email. The snowball sampling method was used to identify further participants. The researcher uses one informant to identify further informants (Hornby & Symon, 1994). Subject to the participant's agreement to be involved in the study, a mutually convenient time was selected in which to conduct the interview. Ethics approval for this research was gained in 2001 (Appendix 4). Participants were given the Explanatory Statement (Appendix 5) and were asked to fill out the Informed Consent Form (Appendix 6). Interviews were conducted for this study between August 2001 and December 2001.

The interview times varied, averaging 35 minutes per interview. All repatriate interviews were conducted face-to-face, with the exception of two inter-state interviewees who were interviewed by telephone. The interviews were tape recorded and transcribed verbatim. See Tables 4.1, 4.2 and 4.3 for the personal and organisational characteristics, respectively, of the individuals involved in this study.

Personal Characteristics

From Table 4.1 nearly two thirds of the sample was married (64.2%), 71.4% were in dual-career relationships and most did not have children (92.8%). The greatest number of repatriates had Undergraduate qualifications (50%). The majority were in middle management and more than half (57%) had 1 to 10 subordinates. The average assignment length for participants was 26.2 months. Assignment locations included a variety of countries; however the most common locations were the United Kingdom (14.2%) and United States (21.4%). The average length of repatriation of the female investigated was 25 months.

Table 4.1: Personal Characteristics of the Repatriates Sample

Variable		Individual (n)	Percentage (%)
Marital Status			
	Married/ Defacto	9	64.2
	Single	5	35.8
Dual Career Status			
	Yes	10	71.4
	Not Applicable	4	28.6
Number of Children			
	0 Children	13	92.9
	1+ Children	1	7.1
Educational Qualifications			
	High School	3	21.4
	Undergraduate	7	50
	Postgraduate	4	28.6
Managerial Level			
	Junior Management	5	35.7
	Middle Management	6	42.8
	Senior Management	3	21.43
Number of Subordinates			
	0	3	21.4
	1 – 10	8	57.4
	11 – 20	2	14.2
	21 – 50	1	7.1
Functional Area			
	Human Resource Management	5	35.7
	Customer Service	3	21.4
	Information Technology	1	7.1
	Management Consulting	1	7.1
	Audit	3	21.4
	Insurance	1	7.1
Country of International Assignment			
	Angola	1	7.1
	Indonesia	1	7.1
	Kosovo	1	7.1
	Papua New Guinea	2	14.29
	United Arab Emirates	1	7.1
	United Kingdom	3	21.4
	United States of America	3	21.4
	Vietnam	2	14.29
Country Repatriated To			
	Australia	14	100

The average age of the repatriates when they participated in their international assignment was 29.5 years old. The average age of the repatriates when interviewed was 32.5 years old.

Organisational Characteristics

In terms of organisational characteristics of the female repatriates, 28.6% of the repatriates' organisations were headquartered in Australia (Table 4.2). A majority of the repatriates were in organisations that had 50,000 or fewer employees (42.9%), and were between 100 and 150 years old (42.8%). Most organisations (71.4%) in the sample had an annual revenue in the range of 11 – 25 AUD Billion, and were represented in the Business and Property Services industry (85.7%). In terms of the number of foreign operations (28.6%) of organisations were represented in the category of 1 to 25 countries.

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[15] Eight people were interviewed, even though eight people also indicated that there was no proper selection process. Some of these interviews were informal – as having an interview does not necessarily mean that it is formal. An informal interview comprises a discussion with a manager about what the job involves, and the salary and conditions.

Table 4.2: Description of the Organisations of the Repatriates

Company Information		Individuals (n)	Percentage (%)
Headquarters			
	Australia	4	28.6
	Bermuda	1	7.1
	France	3	21.4
	Switzerland	4	28.6
	United States of America	2	14.3
Number of Employees			
	50, 000 or fewer	6	42.9
	50, 001 – 100, 000	2	11.8
	100, 001 – 150, 000	6	42.9
Organisational Age			
	1 – 50 years	1	7.1
	51 – 100 years	2	14.3
	101 – 150 years	5	35.7
	151 – 200 years	6	42.9
Annual Revenue (AUD)			
	Less than 10	2	14.3
	11 – 25	10	71.4
	26 – 50	0	0
	51 – 75	2	14.3
Industry			
	Business and Property Services	12	85.7
	Social Services	2	14.29
Foreign Operations			
	1 – 25 countries	4	28.6
	26 – 50 countries	1	7.1
	51 – 75 countries	3	21.4
	76 – 100 countries	2	14.3
	151 – 175 countries	4	28.6

Note: The information for this table was collected from 2001 company annual reports, company web pages, and Dun & Bradstreet's "*Business Who's Who.*" Information for annual revenue was converted from their respective currencies to Australian dollars.

Measures

With minor modifications the same interview schedule used in Study 1 was used in Study 2 (See Chapter 3 and Appendix 7). The variation related to repatriates being asked "What have been the repatriation consequences of your assignment?" This was asked to assess whether the individual had positive or negative consequences and experiences during their repatriation.

Data Analysis

The analysis used in Study 2 was content analysis. A codebook was developed from Study 1 and from the literature. Similarly to Study 1, the interview transcripts were entered into

Nvivo® software (Bazeley & Richards, 2000). The codebook was then applied to data, and the data was content coded. Similarly, to Study 1, the interview transcripts were read word for word. Phrases, sentences, and paragraphs were selected and recorded as a theme in Nvivo®. Inter-rater reliability was also conducted on Study 2, similarly to Study 1 following the amended process by Goodwin and Goodwin (1985). Please see Study 1 for the process conducted. The initial agreement between the researchers was 0.67. This level was considered to be unsatisfactory (i.e. according to Goodwin & Goodwin, 1985) and therefore the raters met to discuss the discrepancies. This brought the agreement between the two researchers up to 0.72 (Please see Appendix 12). For the remainder of the themes, it was found that there was not enough context around the verbatim quotes for the research assistant to agree that a quote belonged under that theme. After, the researcher provided the context for the quotes the agreement percentage arose to 1.00. Statistical analyses (such as the Chi-Squares that were used in Study 1, to test for gender differences between themes) were not conducted for this study because men and women were not compared in this study.

Results

In this section, the results are presented in relation to each of the eight research questions addressed in Study 2 (2a, 3a, 4a, 6, 7, 8, 9a, 13). Verbatim quotes related to themes are presented in italics. A description of each theme is provided in the quotes, and more information is provided in Appendix 13. Individuals are identified by a number (RF1 to RF14) (see Appendix 14).

Research Question 2a: What selection processes are used for female international assignees?

As shown in Table 4.3, 76% percent of the repatriates mentioned that they "self-initiated" their assignments. The following highlights how an individual self-initiated an assignment: *"Look it was really I wanting to push it, so it was more self-initiated then anything I think"* *(RF4).*

Table 4.3: International Assignment Selection Processes: The Repatriate Perspective[15]

Themes and Sub-Themes	Individuals (n)	Percentage (%)
Self-initiated	11	76
Formal selection processes	13	93
1. Interviewed	8	57
2. Position advertised	5	36
3. References checks	6	43
4. Resumés/CVs	6	43
5. Application forms	4	29
6. Performance appraisals	3	21
Informal selection processes	11	79
1. Networks and contacts	8	57
2. No proper selection process	8	57
3. Asked to take on a position	7	50
4. Informal or no interviews	6	43

Fifty-seven per cent of repatriates stated they were "interviewed" for their positions: *"People are interviewed and provided with information on going offshore within the interview. Implications of being offshore are discussed with them"* (RF4). There was no evidence of repatriation consequences being discussed at the selection stage or the management of expectations. Forty-three per cent of individuals mentioned that their position was "advertised"

and "references checks" were conducted in the selection process. Forty-three percent of individuals mentioned "resumés/CVs," 29% used "application forms" and 21% used "performance appraisals."

In terms of *informal* selection processes, 57% of repatriates said that they obtained their assignment through "networks and contacts." The following example suggests that repatriation consequences are considered, albeit informally at the selection stage:

> ...*[The partner's] came back and said that they had contacts in London and New York. Which one would I prefer? We decided that we preferred London. So once that was decided the process was that the partner that I had reported to had a personal relationship with the partner in London (RF3).*

Fifty-seven percent of individuals were "asked to take on a position," and 57% of individuals stated there was no proper process for their selection. The following quote from a male repatriate typifies this situation:

> *So it was really done outside the normal process that you would normally go through. I don't know if you are aware of the chartered industry there is quite a structured approach to international secondments. So it was quietly outside of all of that." (RF3).*

Finally, 21% of individuals believed that there either had "informal or no interviews" for the international assignment. For example, a female repatriate described her informal interview: *"umm there was no real interview as such; it was more about ensuring that the leadership of he project team at the time understood who I was"* (RF10).

Research Question 3a: What are the perceptions of women's opportunities to obtain international assignments?

Table 4.4 presents the results to research question 3a. Thirty-six percent of individuals stated that the "equal opportunity polices and culture" in the organisation gave women the same

opportunities as men to take on international assignments. The following is an example of how

the knowledge of equal opportunity affects the selection of women:

> *We have a fantastic HR manager, who has just taken over the customer service role, and her replacement is just about to arrive any minute and she has a good reputation as well. I think that they are fairly firm in ensuring that discrimination does not occur, so if they were to raise an eyebrow I think that they would follow it up quite well (RF2).*

Table 4.4: Perceptions of Women's Opportunities to Obtain an International Assignment: The Repatriates Perspective

Themes and Sub-themes	Individuals (n)	Percentage (%)
Positive perceptions	7	50
1. Equal opportunity policies and culture	5	36
2. P fession, industry and organisation (gender balance)	3	21
3. Best person for the job	2	14
Negative perceptions	9	64
1. Profession, industry and organisation (male-dominated)	8	57
2. Family, marital, dual career barriers	4	29

In terms of positive perceptions twenty-one percent of the repatriates stated that as the

"profession, industry, or organisation" had a gender balance they believed women had a similar

opportunity, as did men, to take on an international assignment: *"But for those professions that*

are a bit more balanced. I think the opportunities for women are there" (RF7). Fourteen

percent of repatriates referred to the theme, "best person for the job." They indicated that the

best person for the job was chosen, which meant that selection was not based on gender, rather

on how well a person could do the job. The following statement by a participant (RF2)

highlights the theme: *"But generally I think that as much as possible if I would think that if I*

couldn't relocate to a particular country then it would have nothing to do with my sex, it would

be for qualifications."

Women also had negative perceptions in regards to women participating in international

assignments. For example, 57% believed that the "profession, industry and organisation" was

male-dominated: *"As far women going in other positions, I am not quite sure. I know that many jobs are available overseas tend to be in the professions like IS which tend to be male-dominated"* (RF7). Repatriates also had negative perceptions of women's opportunities to take on international assignments because of "family, marital, or dual-career barriers." Twenty-nine percent of the repatriates mentioned this theme: *"Spouse or family is not paid for in terms of accommodation and airfares, and therefore, you would have to pay for your family"* (RF1).

Interpersonal Factors and Support

Research Question 4a: What are the perceived attitudes of line and senior managers towards women participating in international assignments?

From Table 4.5, it is evident that sixty-four percent of repatriates mentioned that their managers were supportive of their participation in an international assignment, and this applied particularly to future career development:

> *I think they thought it was a fantastic opportunity. Because the role that I would have played if I had stayed in the office in Australia, would have been quite different to what the role I ended up playing as a result of being on the project. I was a lot more hands on. I had a lot more creative license in terms of I was there on the ground and I was able to attend all the meetings and conference calls (RF10).*

This female manager had successfully repatriated and it is evident that she used her international skills and knowledge for future jobs. In the study 28% of individuals reported that their managers were supportive of them taking up an international assignment based on professional development, this suggests that repatriation outcomes, such as development of individuals, are considered at the outset of the assignment. This is indicated in the following example:

> *After I initiated they then said we suggest here or here because that would give you the best range of experience because then i would come back and bring all of that stuff back to the organisation (RF3).*

Table 4.5: Perceived attitudes of Line or Senior Manager: The Repatriates Perspective

Themes and Sub-Themes	Individuals (n)	Percentage (%)
Positive	12	86
1. Supportive attitudes by management	9	64
2. Supportive of professional development	4	28
3. Supportive of women's opportunities	4	28
Negative	3	21
1. Objection	2	14
2. Unsupportive of women	1	7

Twenty-eight percent of repatriates believed that their managers were "supportive of women's opportunities," as the following male repatriate states:

> *I mean there are obviously opportunities for women in this organisation to go into managerial roles, both here and overseas, and I do not think that when you talk about the glass ceiling I would not say that it is non-existent but it is not a huge block for women (RF3).*

Twelve percent of individuals believed managers had an "objection" to their international assignment. In the following example, managers tried to persuade a woman not to go on an international assignment on the basis that it would be bad for her career development. Despite this, the individual still went on her international assignment but was apprehensive that it would have a negative effect on her career. Having returned from the assignment, the female had problems adjusting to a differing work life and was maladjusted in her personal life. Consequently, the negative attitude expressed by the managers, had a direct and potent effect on her repatriation: *"Oh really bad. They felt that I was making a bad decision, as they thought that my career prospects in Australia would have been really good"* (RF5). Seven percent of repatriates believed that managers were "unsupportive of women" international assignees:

> *In terms of, well we were just saying that our organisation does have quite a few women in the role of national director around the place, so it is not to say that it doesn't happen, well they accept it, but begrudgingly in some ways, some of them you know women are still very much second-class citizens in Africa, there is no beating about the bush on those sorts of issues, they definitely are (RF7).*

In terms of answering research question 4a, it is reasonably clear that a supportive management attitude at the outset of an assignment influences individual's repatriation. However, future research would need to determine whether this view can be substantiated.

Research Question 5: What are the influences of culturally different countries on women's participation in international assignments?

As shown in Table 4.6, 29% of the female repatriates perceived that the cultural implications in culturally different countries had a negative impact on women's participation in international assignments, as the following quote indicates; *"Gender was an issue...But it wasn't done in an offensive way. When assignments were done in some of the Middle Eastern countries I was told that flat out that because I am a woman I would not be well received."* (RF11). However, some other repatriates believed that sending women to these countries was not an issue for their organisation, however other female repatriates believed that safety was an issue as the following quote indicates:

> *There are issues with women going to Papua New Guinea. There are stories about the criminal network/gangs trying to rape white women as much as they can. As somebody who is involved in recruitment you need to think of those things for women. So if you are knowingly putting your staff into danger you certainly have to be concerned about that* (RF5).

Table 4.6: Repatriates perceptions of culturally different countries

Themes and Sub-Themes	Individuals (n)	Percentage (%)
Culturally different countries		
1. Cultural implications	4	29
2. Not an issue	3	21
3. Safety an issue	3	21
4. Training for cultural issues	2	14

Other participants (14%) mentioned that it would be worthwhile to provide training for cultural issues, as the following quote indicates: *"I did one of the ECA briefings because I was a woman going into an Islamic country. So I did a briefing, which it was very good. However it was good to be aware of how they treated women. It was good to be aware of the various cultural issues."* (RF4). This would be positive factor for women's participation as it would increase women's self-efficacy to do so.

Research Question 6: What factors are perceived to be suitable selection criteria for international assignments?

Table 4.7 illustrates that the theme "spouse and family" was mentioned by 43% of individuals. The repatriates in the main stated that manager's were influenced by family concerns. For instance, managers would examine whether individuals could take on an assignment because of their family status. It seemed as though there was a preference to send single individuals as the following quote points out: *"Yes most people go when they are single. Yep, I think that the people that are married or in a long-term relationship are less likely to go"* (RF1). Managers may therefore perceive that it is easier and more cost effective to send individuals [women] before they have a family. The finding can be related to career development processes within an organisation and to repatriation.

Table 4.7: Repatriates perceptions of suitable selection criteria.

Themes and Sub-Themes	Individuals (n)	Percentage (%)
Spouse/Family	6	43
Cultural Empathy	11	79
1. Cross-cultural adaptation	5	36
2. Personality	3	21
3. Motivated	1	7
Relational Skills	3	21
Organisational Reasons	9	64
1. Fill positions	5	36
2. Professional development	4	29
3. Return on investment	2	14
4. Career development	2	14
Domestic performance	6	43
Technical Skills	9	64
1. Experience	7	50
2. Knowledge	5	36
3. Desired skills	4	29
4. Ability to do the job	3	21

"Cross-cultural adaptation" was mentioned by 36% of individuals. If managers predict that the individual can adapt to the environment they also must be able to predict that they will be able to re-adapt on the way home. Twenty-one percent of individuals believe that "personality" which links to the ability to "cross-culturally adapt" was a suitable selection criterion for international assignments, as the following quote by a male repatriate indicates:

Because culturally, family wise all those sought of things you need to take all of that into consideration. To see if there is a cultural fit, because otherwise you are not going to have a successful appointment (RF4).

"Motivation" was mentioned by 7% of the individuals, as the following example explains: *"They knew that I was a person who was very motivated"* (RF6). Twenty-one percent of individuals mentioned that "relational skills" influenced whether managers thought that they were appropriate for international assignments. "Relational skills" can be typified in the

following quote: *"Their interaction with the local employees. And then interaction as a team player, which is; [sic] are they a team player"* (RF8).

Thirty-six per cent of individuals believed that the theme "filling positions" was a suitable selection criterion as the following quote suggests: *"I think that their motivation is that they have positions that need to be filled"* (RF5). Twenty-nine per cent of individuals believed that assignments were conducted for "professional development" reasons. This indicates that repatriation consequences are considered at the selection stage:

> *As an international firm would see that as quite important to give most of there people some international exposure. A short-term period is for three to six months; it gives people an opportunity to see at least what it is like to work in those offices, and bring some experience to bring back here (RF1).*

Fourteen per cent of individuals believed that "return on investment" influenced managers in selection of those whom they thought were appropriate for international assignments. The managers predict that if they invest significant amounts of money in a particular individual and send them on an international assignment the organisation will obtain a return on their investment. As the following example shows;

> *So when you look at the cost of relocating employees, in terms of the amount of money that you are spending you want make sure that you spend a little bit in the beginning and get the right people...and that they will be people that will add value to the organisation, now and in the future (RF8).*

"Career development" was mentioned by 14% of individuals as an influencing factor related to the participation of women on international assignments. This indicates one positive consequence of an international assignment, namely the use of international expertise. Hence, the repatriation consequences of the assignment are considered at the international assignment stage, at least in some cases. This is indicated in the following quote: *"whether the managers see it as an important part of your career progression, will influence them as to whether they send you"* (RF3). This example shows that "career planning" is taken into account when a manager makes the decision to send a person on an international assignment.

Forty-three percent of individuals believed that "domestic performance" was an influencing factor related to the participation of women, as the following quote indicates: *"I think that it comes down to normally the people who are offered the longer-term secondments tend to be those people performing in the top bracket"* (RF3). These high performers are usually considered to have high potential, and decisions to send them on assignment are based on developing them as future leaders.

"Experience" was referred to by 50% of participants, as demonstrated in the following quote: "If your industry experience matches their need for industry experience then you are obviously the one who will be the right person for the job" (RF1). "Knowledge" was mentioned by 36% of participants with the following, an example of how knowledge was assessed: "They actually scored us, and I probably wasn't meant to see the score sheet but I saw it, and they actually scored people on their knowledge of the role" (RF4). Twenty-nine percent of the repatriates stated that they had to have "Have the necessary skill levels to go" (RF1). "Ability to do the job" was referred to by 21% of employees this criteria is suggested in the following quote suggests: "Ability to do the job would be a big one" (RF2).

Research Question 7: Are human resource managers perceived to be supportive of women participating in international assignments?

The results in Table 4.8 show 50% percent of individuals believed that human resource managers were supportive. "HR would have very positive attitudes towards people taking on short-term secondments, because it allows people to develop, and we are a global organization" (RF1). This suggests that international assignments are conducted for the purposes of developing the organisations' international strategy, and human resource managers facilitate this objective (Tharenou, 2002). Thirty-five percent of participants believed the support provided by HR was administrative and logistical, as the following quote suggests: *"I mean HR here really just facilitates the function for the business, so HR just facilitated it"* (RF1).

Fourteen percent of repatriates believed they needed more support from the HR function. The following illustrates example from a female repatriate illustrates this view:

So they forgot that I was coming back and they did not really follow up on me during the time I was away. ... So international assignments were terrible... and they were not supportive at all (RF13).

This indicates that this female needed more support from the human resource function than she received. The example also shows that on her return there was not any support in regards to mentoring as no one from the home country organisation mentored her while she was on assignment. This would suggest that this female had the experience of being "out of sight, out of mind." This woman also had a negative repatriation consequence; it took the organisation two months to find her a job. It is useful to note that this female self-initiated her international assignment, and had to fight extremely hard to get the position because she was perceived by line/senior managers to lack the maturity to participate in an international assignment.

Table 4.8: Perceived HR managers support: The repatriates perspective

Themes	Individuals (n)	Percentage (%)
Human Resource Managers Attitudes		
1. HR are supportive	7	50
2. HR was administrative and logistical	5	35
3. Needed more support from HR	2	14
Human Resource Management Support		
1. Career Planning	3	21
2. Mentoring	3	21

In the study 21% of individuals mentioned that their international assignment was incorporated into an overall career plan as the following quote indicates: *"[Whether] they see it as an important part of your career progression. There is sort of some unwritten rule that you*

need some sort of out of the box experience" (RF3). Only, 21% of individuals mentioned that they were mentored while on assignment, shown in the following example:

> *For me I was quite lucky, because I kept in contact with people back here. I think that people tend to be forgotten about otherwise...It is important so that they know where you are developing and they do not forget about you ... I think if you keep in touch back in Australia they certainly have an awareness of where you are at. So when you are ready to come back there is an easy process coming back into a position (RF6).*

However, no repatriates mentioned that they received any training for repatriation. Therefore, organisations do not appear to foster career planning for their international assignees. Few repatriates were mentored, and none of the repatriates mentioned any repatriate training.

<div align="center">Individual Attitudes</div>

Research Question 8: What are the major reasons for an individual's participation in international assignments?

As Table 4.9 shows fifty-seven percent of individuals believed that international assignments were for career development, as the following quote by a female repatriate indicates:

> *... we go through a million restructures it is quite incredible. In addition, I knew that we were facing another one so this would be another string to the bow so to speak. That is why I took on the opportunity (RF4).*

This therefore indicates that women who undertake international assignments expect career advancement from the assignment. This indicates that organisations need to be careful in regards to managing the expectations of female international assignees by providing them with a realistic overview of the consequences of the assignment. However, the example above indicates that the skills an assignee develops on international assignments will help her in obtaining jobs in the future, within the organisation. Similar to the response to the sub-theme

career development, 64% of individuals believed that professional development was a reason why individuals wanted to go on an international assignment, as the following quote indicates: *"Mainly for the experience. It was really good experience. It would look good on the resume"* (RF4). This indicates that repatriation consequences were considered in regards to taking on the international assignment. Fourteen percent of the individuals believed that the assignment was a work challenge, as the following quote indicates *"I thought that would be challenging ahh...especially the cross-cultural part"* (RF12). Job content was mentioned by 7% of individuals: *"I enjoyed the type of work that I would be doing in Japan ...I enjoyed the commercial aspect of what I would be doing in Japan it was very much a commercial role; negotiating commercial deals"* (RF2).

Table 4.9: Major reasons to undertake international assignments: The repatriate's perspective

Themes and Sub-Themes	Individuals (n)	Percentage (%)
Professional	11	78
1. Career development	8	57
2. Professional development	9	64
3. Work challenge	2	14
4. Job content	1	7
Personal	11	78
1. Travel	7	50
2. Lifestyle reasons	5	35
3. Cross-cultural experience	4	28
4. Personal development	4	28

In terms of personal reasons, fifty percent of individuals believed they went on assignment for "travel": *"We hadn't travelled for work before and that was really tempting"* (RF3) and thirty-five percent of participants mentioned they participated for "lifestyle reasons." Similarly, 28% of individuals reported going on an international assignment based on

enlightened "cross-cultural experiences": *"I think that I like the culture diversity, the different culture, and there is a lot to learn from each other and I think they learn from me, and I learn from them"* (RF12). Repatriates also believed that their assignment was for personal development reasons, as the following quote indicates: *"The main reasons why I have chosen to do these international short-term assignments are the development and exposure, and learning that I get on a personal level"* (RF11).

Research Question 9a: What are the doubts and concerns faced by individuals when making the choice to participate in an international assignment?

Table 4.10 shows that 42% of individuals had professional concerns in making a choice to undertake an international assignment. These professional concerns related directly to the consequences that will occur on repatriation. The following is an indicative quote:

> *What does it mean for my career when I do come back, in terms of if you stay overseas too long you become accustomed to that kind of lifestyle and then you don't fit back into mainstream and I didn't want that to happen (RF8).*

In the study, fourteen percent of individuals, both women had "financial concerns" surrounding the assignment: "Financially because [my partner] John was studying so we had to support that; but there are just things that you manage, rather than not go because of those things" (RF9).

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Table 4.10: Doubts and concerns about undertaking international assignments: The repatriate's perspective

Themes and Sub-Themes	Individual (n)	Percentage (%)
Professional	6	42
1. Not being able to do the job	1	7
2. Financial concerns	2	14
3. Length of assignment	1	7
Personal	10	71
1. Miss family/family concerns	8	57
2. Fear of the unknown/uncertainty	6	42
3. Safety	3	21

Seven percent of repatriates were concerned about the length of the assignment and that influenced their choice to go, as the following quote indicates:

> *Oh actually I went on a permanent contract so I never had an end date, but in my head I knew that it was two years. Because that is what I verbally committed to (RF8).*

In terms of repatriation, assignment length is an important factor to consider in relation to the organisation's career planning requirement. The organisation needs to plan and organise a job for the international assignee on return.

In terms of personal concerns fifty-seven percent of the participants stated that they would "miss family or had family concerns." One particular woman believed that going on an international assignment would be a problem for her finding a partner (RF8):

> *As a woman, I found it to be a very big challenge because I was thirty and single, and I had to think very long and hard to make the decision to go on the assignment. It would mean that I would be putting my personal life on hold for a few years. Because I would not meet anyone, and what would that mean for getting married and having children and all of those sorts of things...I can say that I have seen a lot of women in our organisation who are brilliant women, and are incredibly skilled and have not really had balance of life. I vowed that I would not be like that...luckily, I met my partner while I was overseas and I am actually going to get married next year.*

"Fear of the unknown/uncertainty" in the foreign location was mentioned by 42% of the individuals who had repatriated. Their concerns surrounded: *"Not knowing what might happen"* (RF7). There, was no evidence to suggest that this uncertainty related to repatriation. A lack of "safety" in the foreign location was considered by 21% of the repatriates as a factor that was a concern for them, as the following quote indicates: *"I guess a reluctant factor of me going is safety"* (RM11).

Repatriation

Research Question 13: What are the repatriation consequences for individuals?

As shown in Table 4.11, 28% of repatriates stated they received a promotion out of the assignment, as the comment of one female indicates:

> *From a professional standpoint or a career progression perspective there were definitely benefits in me giving up certain things to do the trips - particularly the ten-month assignment... As a result I ended up getting a promotion through the roles that I played in the US (RF10).*

This is quite a contrast to the 57% that said that they went on assignment for career development reasons. This may indicate a mismatch between expectations and reality, but it also may mean that these individuals are still yet to obtain career development out of the assignment.

Table 4.11: Repatriation consequences

Themes and Sub-themes	Individuals (n)	Percentage (%)
Repatriation		
1. Repatriation	8	57
2. Promotion	4	28
3. Negative repatriation outcomes	2	14
4. Continued development	3	21

Twenty-one percent of individuals mentioned "continued development" through the international assignment, for example: "....*the experience gained by living in a different culture and working with different people will continue to add value and to continue to help me grow*" (RF2). This indicates that managerial attitudes towards individuals going on international assignments are positive and beneficial for repatriates, and that a goal of the assignment is to develop individuals. The support for continued development of female international assignees means this will have influences on other women going on these assignments.

In terms of expectations the following is an example of being promised career progression at the completion of an international assignment: "*When I left, it was made very clear that I would have a position to available to me when I wanted to come back*" (RF3). The female did receive career progression after she returned, but had to argue for this as the managers were unsure, because they had no indication of her level of performance on assignment. This issue implies that organisations need to conduct performance appraisals of international assignees to facilitate their repatriation. The following is an example of how going on an international assignment had a somewhat negative influence on the overall career progression of a female repatriate:

> *If anything it is always viewed as being positive to career, and to have an out of the box experience. Put having said that in reality, it has probably put me behind because there are two arguments that the partnership argues. One is wow you have had all this experience.... but on the other side of the coin it is like we haven't seen what you performance is like over the last 4 years, so how can we promote you (RF3).*

Negativity about the consequences of going on an international assignment may influence other women's willingness to go on an international assignment. Therefore, proper organisational support is needed to ensure women's performance can be evaluated by the home office, so that progression can be ensured. Organisations did not have clear policies on how this

career advancement would work. The following quote indicates a lack of career planning for a female repatriate:

> *When I got back there were some discussions surrounding whether I should be taken back a level. Or should I go back in the same level as my peers were.... The decision was that I would go to the same managerial level that my peers were at... however the partners had to fight for that, and I had to take a 50 per cent pay cut when I got back to Melbourne (RF13).*

The following is an example of a female who came back to the home country and found that her original boss had moved on affecting the political contacts the woman had. Consequently, for the first six months he was placed in a job that was ambiguous in relation to her international responsibilities. The woman could be said to have been placed into a "holding pattern", until the organisation found projects for her to complete. However, she was ultimately placed in a job that had both autonomy and responsibility:

> *I started here in a particular role, and the person that I was working for had moved on. My role sort of stayed there, but I didn't have firm reporting lines. I was brought back and I wasn't really sure what it was that I was meant to achieve so I am now a project-focused person, who moves from project to project, and I manage my own time and do whatever I want during the day (RF5).*

A female participant highlighted that it was important for individuals to think about repatriation at the time of obtaining the assignment. They needed to have in mind what they needed to do at that stage, as the following quote states: *"A lot of people just think about going and they don't think about coming back"* (RF1). This indicates that her company does not have a strategic view to the international assignment process. However, negative repatriate consequences were minimized in the following organisation as the organisation had so many managerial positions available, which meant repatriating women were almost guaranteed a job on return.

> *In our organisation there is no risk of not having a job when you come
> back because we have so many managers. However, when you are working for
> a corporate there might only be 5 General Manager Positions, which might be
> the level that you want to come back at, however you won't get that job until one
> of the General Managers leave (RF9).*

Such forward thought in regards to the international assignment is important to ensure the

individual successfully repatriates, and return on investment is obtained by the organisation:

"They looked into the future and saw that it meant that I could slot into certain roles when I

come back. So it is a tiny bit strategic but that was not the primary driver of it" (RF9).

Summary of Results

Table 4.12 provides the summary results of the sub-themes investigated in the study.

Sub-themes were included in the summary if more than 40% of the repatriates stated the sub-

theme. The sub-themes are organised into the four major areas: organisational environment,

interpersonal factors and support, individual attitudes and repatriation.

Table 4.12: Summary of Results: The repatriate's perspective

Sub-Themes	Individuals (n)	Percentage (%)
Environment		
1. Self-initiated	11	76
2. Interviewed	8	57
3. Reference checks	6	43
4. Resumés/CVs	6	43
5. Networks and contacts	8	57
6. Asked to take on a position	8	57
7. No proper selection process	8	57
8. Profession, industry and organisation (male-dominated)	8	57
Interpersonal factors and support		
1. Supportive attitudes by management	9	64
2. Spouse and family	6	43
3. Experience	7	50
4. Domestic performance	6	43
5. HR are supportive	7	50
Individual attitudes		
1. Career development	8	57
2. Professional development	9	64
3. Travel	7	50
4. Miss family/family concerns	8	57
5. Fear of the unknown/uncertainty	6	42
Repatriation	8	57
1. Promotion	4	28
2. Continued development	3	21
3. Negative repatriation outcomes	2	14

Discussion

The aim of Study 2 was to determine the factors that are related to the participation of women on international assignments from the perspective of repatriates. The topic was investigated by interviewing 14 repatriates at eight different organisations. Figure 4.2 presents a

diagrammatical presentation of the summary of results of the most important themes raised by

repatriates.

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┌─────────────────────────────────┐
│ ORGANISATIONAL                  │
│ ENVIRONMENT                     │
│                                 │
│ Selection systems for international │
│ assignments                     │
│   Self-initiated                │
│   Interviewed                   │
│   Reference checks              │
│   Resumés/CVs                   │
│   Networks and Contacts         │
│   Asked to take on a position   │
│   No proper selection process   │
│                                 │
│ Perceived opportunities to obtain an │
│ international assignment         │
│   Profession, industry and organisation │
│   (male-dominated)              │
└─────────────────────────────────┘

┌─────────────────────────────────┐
│ INTERPERSONAL FACTORS AND       │
│ SUPPORT                         │
│                                 │
│ Perceived line/senior management │
│ attitudes                       │
│   Supportive attitudes by management │
│                                 │
│ Perceptions of suitable selection criteria │
│   Spouse and family             │
│   Experience                    │
│   Domestic performance          │
│                                 │
│ Human Resource Manager's attitudes │
│   HR are supportive             │
└─────────────────────────────────┘

┌─────────────────────┐
│ WOMEN'S             │
│ PARTICIPATION IN    │
│ INTERNATIONAL       │
│ ASSIGNMENTS         │
└─────────────────────┘

┌─────────────────────────────────┐
│ REPATRIATION                    │
│                                 │
│ Positive outcomes               │
│   Promotion                     │
│   Continued development         │
│                                 │
│ Negative outcomes               │
│   Holding patterns              │
│   Ambiguous roles               │
│   Prove yourself again          │
└─────────────────────────────────┘

┌─────────────────────────────────┐
│ INDIVIDUAL ATTITUDES            │
│                                 │
│ Individual attitudes towards going on an │
│ international assignment         │
│                                 │
│ Major reasons                   │
│   Career Development            │
│   Professional Development      │
│   Travel                        │
│                                 │
│ Doubts and concerns             │
│   Miss family/family concerns   │
│   Fear of the unknown/uncertainty │
└─────────────────────────────────┘
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Figure 4.2: Factors found to be related to the participation of women In international
assignments: The repatriates perspective.

In terms of the organisational environment and in answer to research question 2a, which

asks what selection processes are used to select female and male international assignees, the

study found that women repatriates were selected through formal practices such as interviews, the collection of resumes and CVs, and reference checks. The major finding that the repatriates self-initiated their assignments also supports previous studies (Adler, 1987; Culpan & Wright, 2002; Fischlmayr, 2002; Linehan, 2002; Linehan & Walsh, 1999; Mayrhofer & Scullion, 2002; Westwood & Leung, 1994).

The findings of the study show that repatriates were interviewed for their positions which supports findings in Study 1 and previous studies by Harris (1999) and Westwood and Leung (1994). Another major result from the study was that positions were advertised within the organisation. Another finding of the research was that references for individuals were usually checked. This may indicate that these individuals gain interpersonal support from line managers (in the home office) to participate in international assignments. Similarly, these organisations check Resumés/CVs of individuals who apply for assignments. The results suggest that *formal* processes, as identified by Harris and Brewster (1999) are used to select repatriates for assignments.

The findings also show that organisations used *informal* selection processes. This is similar to findings in Study 1 and past research that has identified *informal* selection processes (Adler, 1987; Brett & Stroh, 1999; Brewster & Scullion, 1997; Harris, 1995). It has been suggested by Linehan and Scullion (2000) that women have problems with *informal* processes because they often are excluded from influential male networks. In terms of repatriation, *informal* processes may cause problems for the repatriation of individuals, as realistic expectations about what will occur on return to the home-country organisation may not be given. For example, if a *formal* process is used, there may be a section of that process that expectations will be managed. Suutari and Brewster (2000) suggest it is important to discuss career implications before the assignment. Furthermore, for successful repatriation for both the individual and organisation, it is important that repatriation consequences are clearly articulated

and formally stated (Caligiuri & Lazarova, 2001). An *informal* process may not ensure that this happens.

In this study, networks and contacts assisted women obtaining international assignments, which supports Harris (1996-97) work that reported organisations with *informal* processes used networking and recommendations to select managers. It was also evident that networks and contacts assisted women to obtain positions during repatriation. Participants mentioned they kept in contact with line managers so that they were aware of what was happening in the home organisation, and this assisted them with their repatriation. The findings support previous research in the area who suggest that home-country mentoring has a positive influence on individuals successfully repatriating as it facilitates transition (Feldman & Tompson, 1993; Harvey & Wiese, 1998; Linehan & Scullion, 2002a, 2002b; Yan et al., 2002). Mentoring ensures women do not lose political contacts; they receive information, advice, and career direction from mentors (Linehan & Scullion, 2002a, 2002b). Sources of information from mentors may increase repatriates efficacy expectations. In terms of self-efficacy, it seemed apparent that women were quite confident of their capability to repatriate, even though only a small number had a mentor while on assignment.

In terms of the organisational environment and to answer research question 3a, it was found that repatriates perceived that the organisation, industry, or profession was male-dominated and this influenced women's participation in international assignments, because of the difficulties and barriers that women encounter in male-dominated organisations. This finding support Kanter's (1977) argument on the proportional representation of women in the organisation: that women will have fewer opportunities for promotion and advancement in those organisations that are *skewed* or *tilted*. Consequently, male-dominated organisations may also have influences on women's success during repatriation. Linehan and Scullion (2002a) point to exclusion, isolation and tokenism issues affecting women's repatriation. Bonnet (1994) suggests that women would not be interested in pursuing male-dominated occupations and

careers, which could include international assignments and subsequent managerial jobs after repatriation. Betz and Hackett (1981) found that women have lower self-efficacy for traditionally male occupations and this may have influence on whether women want to undertake international assignments. This may be exacerbated by women's lack of access to career activities within organisations (Selmer & Leung, 2003), as these may be sources of information that influence an individual's efficacy expectations (Bandura, 1977, 1986). The research did not find women had high levels of doubt in regards to their international assignment, or, doubt towards repatriation because the organisation was male-dominated. It may be implied that the women (and men) in the sample were confident about their capabilities to participate in an assignment successfully and to repatriate.

In terms of interpersonal factors and support and to address research question 4a, one of the main findings of Study 2 was that management supported women in participating in international assignments. Assignments were commonly supported because of career and professional development reasons. This implies that line/senior managers perceive there is a positive future consequence from the international assignment. This supports the idea that repatriation is considered at the selection stage to be strategic (Caligiuri & Lazarova, 2001; Yan et al., 2002), as the reasons for allowing individuals to participate in an international assignment is so that they can develop skills and experience that can contribute to organisational performance once the individual has repatriated. However, even though repatriates had said that their managers supported their assignment for career and professional development reasons, it did not necessarily mean they had a promotion on repatriation. Individuals commonly acknowledged that they were "out of sight, out of mind" (Feldman & Thomas, 1992) and to obtain promotions had to prove themselves again back in the home office. This finding supports Linehan's (2000) research that found women had to be self-sufficient and independent on their return home because of the lack of support available to them from networks and mentors.

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To answer research 6, which asked repatriates about perceptions of suitable selection criteria, it is surprising to see that career development, professional development and return on investment did not rate highly. Rather the factors spouse and family, domestic performance, and experience were rated highly by repatriates as perceived suitable selection criteria. This may suggest "best person for the job" factors, rather than career and professional development factors are what managers are concerned with when assessing a person's suitability to participate. However, it is argued for organisations to be truly "strategic" they would need to consider both. If they do not, this may have negative influences on women's repatriation, as past research on the topic indicates that an organisation's valuation of international expertise was positively correlated with the repatriates commitment and hence intent to stay within the organisation (Gregersen & Black, 1996).

In response to research question 7, which explored perceived support from HR managers, it was found that the HR managers were perceived to be supportive of repatriates (women and men). However, only some repatriates reported that their organisation engaged in career planning. This supports past research that has found repatriation for female senior managers was ill-planned and haphazard (Linehan & Scullion, 2002b). The research did find some evidence that individuals were mentored, while on assignment, and this assisted in obtaining positions when they repatriated, which supports past research by Feldman & Tompson (1993). It was interesting to note that none of the participants mentioned that they had any preparation for re-entry (i.e. training). This supports the work conducted by Linehan (2000) who found that only 2 respondents in her study out of 50 mentioned that they had preparation for re-entry. Those who received training stated that this minimised the problems associated with repatriation. This finding is different to that of Black and Gregersen (1991) who reported that 15% of the repatriates they investigated had repatriation training. Black and Gregersen (1995) point out, MNEs can develop global competences in executives by carefully crafting human resource policies to retain their best international assignees after they return home. By doing

so, the MNE develops strategic executive resources in the organisation to effectively formulate and implement successful international strategies. It appears that the organisations in this study are not strategic in their repatriation of international assignees.

In terms of individual attitudes, and to answer research question 8 the repatriates mentioned that one of the major reasons they went on assignment was for the purposes of career development. The finding supports the work of Van der Velde et al. (in press) who found that the salience placed on an individuals career explained the willingness of females to participate in an international assignment. The finding also supports past research (Inkson et al., 1997; Miller & Cheng, 1978; Stahl et al., 2002; Tung, 1998) that found that future opportunities for advancement were a motivating reason why individuals would take on an international assignment. Therefore, the repatriates expected that they would get a positive benefit from international assignments. Some of the repatriates who stated that they went on assignment for the purposes of career development actually received a promotion. However, it is concerning that only 28% of repatriates mentioned that they obtained a promotion, where in fact 57% said that they went for that reason. This may suggest either one of three things: that the repatriate is still in the process of obtaining a promotion; there was a mismatch between what they expected as an outcome and what they obtained (Caligiuri & Lazarova, 2001; Harvey, 1982; Linehan & Scullion, 2002b; Stroh & Caligiuri, 1998; Stroh et al., 1998; Yan et al., 2002) or the organisation could do more in utilising international expertise (Black et al., 1992).

Some repatriates stated that a major reason they went on international assignment was for professional development. It was interesting to see that some repatriates had better skills because of the international assignment. This finding concurs with past research; Stahl et al. (2002) found 78% of 494 international assignees from German based MNEs ranked professional development as one of the five most important factors motivating them to go on an international assignment. More importantly, these researchers found professional development was a more important reason then career development. However, the results of the present

study suggest that both career and professional development were considered to be equally important by repatriates (57% and 64% respectively). The finding support Stahl et al.'s (2002) work that found professional development is more important than career development. It also supports the notion of boundaryless careers (Arthur & Rousseau, 1996) as the repatriates put more emphasis on professional development than career development, suggesting that they care about the skills they develop, but do not care so much about the career development they will receive, and presumably within the company they work for. They could then use the skills and professional development outside of the organisation. The findings suggest that self-efficacy is useful in explaining why women participate in international assignments. They believe that they will get professional development out of the assignment, and therefore on their return they perceive that their ability to get a job will be increased (i.e. they will be able to execute the actions necessary to obtain a position when they repatriate because they have developed skills and experience while on assignment). Other major reasons that repatriates mentioned for going on assignment was for the purposes of lifestyle and travel. These were not considered in relation to repatriation in this study but could be an area for future research.

To address research question 9a, which examined the doubts and concerns of individuals, Study 2 showed that the repatriates had "fear of the unknown/uncertainty." This is similar to the findings in Study 1. In this study, some of the "fear of unknown/uncertainty" related to repatriation consequences. Repatriates were concerned about what it would mean for their career if they were away from the home-country organisation for a long time. This indicates that organisations need to spend more time in managing the expectations of international assignees, and incorporating the international assignment into career development processes to reduce uncertainty. Past research suggests it may be difficult to attract individuals to an international assignments if there is uncertainty in relation to repatriation (Downes & Thomas, 1999; Gregersen & Black, 1996; Harvey, 1982; Linehan & Scullion, 2002a; Punnett, 1997; Scullion, 1993). For instance, uncertainty (or anxiety) negatively influences a person's self-

efficacy expectations (Bandura, 1977, 1986). If women repatriates are uncertain about the outcomes, it may influence other women's willingness to take on international assignments. The repatriates were also concerned about whether they would miss their family while on assignment, or they had other family concerns. Study 1 presents similar findings. The doubt and concern however, did not relate to repatriation, rather to the assignment and therefore it will not be discussed here.

To address research question 13, which asked what are the repatriation consequences for individuals, some repatriates reported that they received a promotion out of the assignment. This is a measure of success as indicated by past researchers (Stroh et al., 1998; Yan et al., 2002). Caligiuri et al. (2001) suggest that those people who receive promotions will be more satisfied than those who do not. This would be consistent with exchange theory (Blau, 1964); individuals make an investment into the assignment in regards to time and effort and therefore, when the organisation reciprocates they are satisfied and their commitment to the organisation remains. However, it is concerning that not all repatriates had been given promotions considering a high proportion of repatriates went on assignment for career development reasons. However, one plausible reason could be that the time between finishing the assignment and repatriating could be short, therefore not allowing the repatriate to obtain a promotion within that time. A majority of individuals in the study had been repatriated for 1 to 24 months, and this may not be enough time for that individual to obtain promotions as a result of the experience and development gained on the assignment. However, it seems that most individuals obtained positions within their organisations, which is promising. Accordingly, future longitudinal research could be conducted to measure women's career pathing after an international assignment.

The study also found that women repatriates received continued development out of going on the international assignment. This finding would, therefore, concur with the ideas put forth by Yan et al. (2002) who suggest that a positive benefit obtained out of the international

assignment is continued development. Perhaps organisations could manage the expectations of repatriates by stating that this is a likely outcome of the international assignment.

Some repatriates mentioned that their international assignment put them behind in terms of career progress in comparison to their peers. This is likely to have a negative effect on other women's willingness to go on international assignment, because if they see that the efforts required to participate in international assignment is not rewarded, they will not than be motivated to participate in an international assignment. The finding also supports past research that found evidence of peers being promoted beyond international assignees (Harvey, 1982). Linehan and Scullion (2002b) found that some women were removed from the mainstream corporate advancement program while abroad. One of the problems advocated by the repatriates was that they had to prove themselves again before they could be promoted. This suggests that performance management programs while on assignment are important in keeping the individual's career on track and preventing the "out of sight, out of mind syndrome" (Feldman & Thomas, 1992).

In this study, there was also evidence that organisational change had influence on the types of jobs that women repatriates came back to. This supports findings by Black et al. (1992). Study 2, also found evidence of women being placed into ambiguous roles when returning and the finding supports previous research in the field by Yan et al. (2002). Similarly Feldman & Tompson (1993) advocate that mentors need to be appointed so that political contact is maintained even if the organisation is restructured.

Overall, women had quite positive repatriation outcomes, as all except one in the present study obtained positions back in their home organisation, and two subsequently left their organisation. However, many of the repatriates did not receive promotions as a result of the assignment. Even though there was some evidence of ill-planned and haphazard repatriation incidents similar to past results (Linehan & Scullion, 2002a) in the main, they were positive. Studies in the US show that a total of 22% of repatriates leave after 1 year, and another 22%

leave after 2 years, an accumulation of 44% after 2 years following return from their international assignment (GMAC Global Relocation Services, 2003). Lazarova & Caligiuri (2002) argue that repatriate turnover is a significant loss to organisations and should be minimised. Of the 14 repatriates involved in this study, only one had left the organisation because of negative consequences during the assignment but not repatriation. Therefore, the attrition rate for this study was 6.0%.

In conclusion, the major contribution of the study was that women repatriates were examined. The main findings showed that women encounter similar problems that past research, conducted primarily on male samples has identified. Repatriates were removed from the mainstream corporate advancement program while away. On return, they had to prove themselves again because their performance had not been evaluated while they were away. In addition the organisational landscape had changed, and some women were placed into ambiguous roles on return. The study however did not determine that there were gender specific problems that female repatriates faced. For example, Linehan and Scullion (2002a) identified in their research, that women's repatriation was influenced by exclusion, isolation and tokenism, issues that may affect female international assignees. Future research would be needed to examine this in detail. Other women, having knowledge of negative repatriation consequences and finding out that the international assignment is not necessarily beneficial for career development, may have a reduced willingness to accept international assignments. For example, women's self-efficacy to achieve career objectives may be reduced by knowledge that an international assignment does not necessarily lead to a promotion at the repatriation stage.

Limitations and Future Research

Although self-efficacy theory (Bandura, 1977, 1986) was useful in explaining why an individual may feel "incapable" of participating in an international assignment and successfully repatriating, conceptually there could be other theories that are also similarly useful. Therefore,

there is a conceptual limitation, in that there are opportunity costs in using one theoretical perspective over another. For example, exchange theory (Blau, 1964) would suggest that repatriates who experience a positive repatriation experience, for example they are given a promotion as opposed to those individuals who do not receive a promotion, would be more satisfied and committed to the organisation because the organisation has reciprocated. This is also beneficial for organisations as they are able to retain high performers who may contribute to the organisation's bottom line. This is therefore, an implication that future research could consider.

Conceptually, and as Feldman and Thomas (1992) suggests, future research would benefit from the closer examination of specific career development programs and policies that govern career pathing of international assignees in organisations and there relationship to expatriate effectiveness. While this was not the focus of this study, future research could benefit from examining rates of promotion or advancement for repatriates. It could also assess whether human resource practices such as embedding international assignments into overall career process, repatriate training and mentoring are actually done. These three variables emerged via an inductive process and it would be beneficial for future researchers to examine these areas in detail from the perspective of female repatriates. In theory, these human resource management practices seem useful to conduct, but whether organisations can perform these practices may be a different question. For example, the cost of providing mentoring to all individuals on an international assignment may be prohibitive if the assignee population runs into the hundreds. In this situation, it may not be feasible for organisations to implement such a program.

In terms of methodological limitations, the first limitation relates to the qualitative method used in the study. Qualitative research cannot accurately predict relationships between variables, or test hypotheses of theories. Therefore, only important and salient themes were measured in this study. To predict relationships and test hypotheses, future research could use a quantitative survey method that examines large samples of men and women repatriates testing a

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model of expatriation and repatriation. The second limitation was that the participants interviewed in the study were people who were successful in obtaining assignments, and therefore by their nature may not give such valid answers to why the "perceived uncertainty" around repatriation may influence their decisions to go on an international assignment. More valid people to interview to understand this relationship could be individuals who are eligible for assignments, as these people would be considering an assignment, and they could directly report on the impact of perceived repatriation consequences, on their choice to take an assignment. The third methodological limitation with the research is that it relies on self-report. Future research could use triangulation and ask line/senior managers or human resource managers how the repatriation of these individuals was handled.

The fourth limitation of this study was the small sample size. The sample size was not large enough to obtain sufficient variation in the consequences of international assignments. A larger sample size could not be accomplished in this research because of resource and time constraints. Therefore, future research could use a larger sample size. However, it is still useful to interview female repatriates, even in small numbers, because they have not received much attention in the extant literature. Linehan and Scullion (2002a) report that there is a dearth of empirical literature relating to the repatriation of female international assignees. Similarly, the sample was flawed in the sense that there were 14 females. It would be worthwhile to compare a large sample of female and male repatriates to test if there are significant differences in regards to repatriation and career outcomes. Such differences may indicate the influences of exclusion, isolation and tokenism for women that Linehan and Scullion (2002) highlight.

The fifth limitation of the study was the measures. The interview schedule used for this study could have explored the specific areas of career planning, mentoring, repatriate training, and the management of expectations.[16] Similarly, repatriates could have been probed on the

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[16] These variables emerged via an inductive process, meaning that specific measures on these variables were not tested.

positive and negative repatriation outcomes they encountered rather than simply asking "What have been the repatriation consequences of your assignment?"

Theoretical and Practical Implications of the Research

In terms of implications for theory, the study suggests that self-efficacy theory (Bandura, 1977) is useful in explaining why women may be reluctant to participate in international assignments if repatriation consequences are negative. Future research could test the self-efficacy of employees who are about to embark on international assignments, while on assignment and towards the end of an international assignment in regards to repatriation.

In terms of practical implications, there are several recommendations that individuals and organisations can implement to facilitate positive repatriation consequences. Similar to what is suggested by Linehan (2000) organisations should implement repatriation programs to alleviate problems pertaining to repatriation. These recommendations include that at the interview stage of an international assignment, the organisation and the women need to discuss expected outcomes of the assignment; for example, will the assignment result in a promotion, or will the assignment put the female behind her home country peers in terms of career advancement. This clear articulation is likely to improve the woman's self-efficacy for the assignment, while on assignment, and on the return home. This may influence the success of the assignment. If women expect a reward such as a promotion then they may work harder while on assignment to achieve a positive repatriation outcome. Therefore, it is important that managers support women's aspiration to participate in international assignments for two reasons. The first is in regards to the female actually obtaining a position, and the second relates to their need to support the female coming back to the home organisation. Such support may facilitate women's repatriation and may help the female get either a job or a promotion on return. In terms of advice to female repatriates, it is necessary that their expectations in regards to the assignment be realistic. Therefore, women should participate for both career development and

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professional development. However, they should be realistic about how long career development may take to eventuate.

Conclusion

The main aim of Study 2 was to identify the factors related to women's participation in international assignments from the perspective of repatriates. It was found that repatriation consequences were considered at the selection phase of an international assignment for female assignees, this supports the argument made of Yan et al. (2002) that selection and repatriation should be considered together as an holistic process. Women went on assignment because they expected career advancement and professional development from the assignment. However, not all women received promotions. Therefore, it is important for organisations to manage the expectations of international assignments to motivate women to participate. Perceptions of negative repatriation consequences may affect the motivation of women to participate in international assignments; consequently, the level of participation rates remains low.

CHAPTER 5: STUDY 3 - UNDERSTANDING THE FACTORS RELATED TO THE PARTICIPATION OF WOMEN IN INTERNATIONAL ASSIGNMENTS: A HUMAN RESOURCE MANAGEMENT PERSPECTIVE

Overview of the Chapter

The purpose of this chapter is to present the results of Study 3. This aims to understand the factors related to women's participation in international assignments from the perspective of HR managers. For this study a total of 20 HR managers from 20 different organisations were interviewed. The chapter is structured in the following way: firstly, the literature pertaining to this topic is discussed and research questions evolving from the literature review are presented. This is followed by a description of the methodology which includes a description of the sample, the measures used, the data collection processes, and method of analyses. The results of the study, which address the research questions from the perspective of HR managers, are then presented. Following this the results are discussed in relation to the theoretical perspectives presented in Chapter 2, and past research conducted on the topic. Finally, the limitations of the study, suggestions for future research and the implications that the study has for organisations sending women on international assignments are discussed. This chapter concludes with summarising the major findings of Study 3.

Introduction

For the purposes of data triangulation, it is valuable to understand the factors related to the participation of women in international assignments from the perspective of HR managers (Creswell, 1994; Denzin, 1978). This is important, as the factors managers identify to explain why women participate in an international assignment may be different to those that international assignees or repatriates identify. It is also important to examine factors identified

in Studies 1 and 2 in greater depth and to understand the processes occurring behind the scenes. It is suggested that HR managers are able to elaborate on these factors.

As discussed in Chapter 2, a number of studies have examined from the perspective of female assignees how women obtain international assignments (Adler, 1984a, 1984c, 1987; Culpan & Wright, 2002; Fischlmayr, 2002; Linehan, 2002; Linehan & Walsh, 1999; Westwood & Leung, 1994), while other studies have examined the topic from the perspective of HR managers and executives (Forster, 1999; Harris, 1996-97; Harris & Brewster, 1999; Izraeli et al., 1980; Paik & Vance, 2002; Stroh et al., 2000). Considering that past research has been conducted on the perspective of HR managers towards women's participation in international assignments, the researcher decided to obtain this perspective for understanding women's participation in international assignments for the purpose of this study.

In Studies 1 and 2, three main areas were found to influence the participation of women in international assignments: the organisational environment, interpersonal factors and support, and individual variables. It is worthwhile to determine whether these factors also influence women's participation from the perspective of HR managers. The results in Study 1 partially supported Kanter's (1977) work on the proportional representation of women in the organisation; both international assignees, and repatriates, perceived that women would have more opportunities in gender balanced organisations. Harris' (1996-97) typology on selection systems was also partially supported, as similar processes that these researchers identified, were also identified in Study 1 and 2. The theoretical arguments made by Harris (1996-97) in regards to her selection system typology were also partially supported as assignees mentioned that women had opportunities to participate when the organisation had "equitable selection processes".

In a similar approach to Studies 1 and 2, Study 3 investigates three main areas. The first area examined is the organisational environment. This includes selection systems and processes,

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and the perceptions that managers have of women's opportunities to participate in international assignments. The second area examined is interpersonal factors and support, which includes perceived line/senior management attitudes and support, perceptions of sending women to culturally different countries and perceptions of suitable selection criteria. The third area examined is characteristics. These include assignment characteristics (country, role, assignment length, and managerial level), personal characteristics (education, experience, family, dual-career status, age), and organisational characteristics (industry, revenue, number of employees and foreign subsidiaries)[17]. See Figure 5.1 for a conceptual framework for Study 3.

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[17] Repatriation was not investigated in Study 3, because of time and resource constraints.

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┌─────────────────────────────────────┐
│ ORGANISATIONAL                      │
│ ENVIRONMENT                         │
│ Selection systems and opportunities │
│                                     │
│ Selection systems for international │
│ assignments                         │
│   Open/Formal                       │
│   Open/Informal                     │
│   Closed/Formal                     │
│   Closed/Informal                   │
│                                     │
│ Perceived opportunities to obtain an│
│ international assignment             │
└─────────────────────────────────────┘

                              ┌──────────────────────┐
                              │   WOMEN'S            │
                              │   PARTICIPATION IN   │
                              │   INTERNATIONAL      │
                              │   ASSIGNMENTS        │
                              └──────────────────────┘

┌─────────────────────────────────────┐   ┌──────────────────────┐
│ INTERPERSONAL FACTORS               │   │ CHARACTERISTICS      │
│ AND SUPPORT                         │   │                      │
│                                     │   │ Assignment Characteristics │
│ Perceived line/senior management    │   │   Country            │
│ attitudes and support               │   │   Role               │
│                                     │   │   Assignment Length  │
│ Perceptions of suitable selection   │   │   Managerial Level   │
│ criteria                            │   │                      │
│   Spouse/family                     │   │ Personal Characteristics │
│   Cultural empathy                  │   │   Education           │
│   Relational skills                 │   │   Experience         │
│   Domestic performance              │   │   Family             │
│   Organisational reasons            │   │   Dual-Career Status │
│   Technical skills                  │   │   Age                │
│                                     │   │                      │
│ Perceptions abor. ending women      │   │ Organisation characteristics │
│ to culturally different countries   │   │   Industry           │
│                                     │   │   Revenue            │
│                                     │   │   Number of Employees│
│                                     │   │   Foreign Subsidiaries│
└─────────────────────────────────────┘   └──────────────────────┘
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Figure 5.1: Conceptual framework of the postulated factors related to the participation of women in international assignments: A HRM perspective

Study 3: The HRM Perspective

In this section, a brief literature review is offered as a more detailed literature review was presented in Chapter 2. A number of research questions which were developed in Chapter 2, are used in Study 3 (1, 2a, 2b, 2c, 2d, 3a, 3b, 4a, 4b, 5, 6, 10, 11 and 12). These are presented in the following sections. This study uses a typology and a number of theories to explain women's participation in international assignments. First, the Harris (1996-97) selection system typology is partially tested on 20 different MNEs from the perspective of HR managers. The influence of the proportional representation of women within organisations (Kanter, 1977) is assessed to determine whether Kanter's theory is useful in explaining women's low participation rates in international assignments. Second, similarity-attraction theory (Byrne, 1971) is partially tested to analyse women's participation in international assignments. Finally, this study develops and tests a conceptual framework of the participation of women on international assignments from the perspective of HR managers. As past research has identified that women are under-represented in international assignments (GMAC Global Relocation Services, 2003; Pricewaterhouse Coopers, 2001; Smith & Still, 1996) the following research question is asked:

Research Question 1: What is the participation rate of women in international assignments in the MNEs examined in the thesis?

Organisational Environment

Selection Systems and Processes for International Assignments

Previous literature (Harris, 1999, 2001; Linehan et al., 2001; Smith & Still, 1996; Westwood & Leung, 1994) has found that selection processes for international assignments can be both *formal* and *informal*, and *open* and *closed*. Studies 1 and 2 supported these findings.

As discussed previously in Chapter 2, Harris (1996-97) developed a typology of selection systems. Under this typology selection systems can be *open/formal*, *open/informal*, *closed/formal* and *closed/informal*. Harris (1996-97) concludes that women have differing opportunities under each system to participate in international assignments. In particular women will have greater opportunities to participate in international assignments in organisations that have *open/formal* systems as opposed to organisations that have *closed/informal* systems. Although, processes identified in the Harris (1996-97) model were supported in Studies 1 and 2, the typology of selection systems itself was not empirically tested. One of the purposes of Study 3 is to partially test the Harris (1996-97) typology of selection systems. To build on Harris (1996-97) typology the themes that were developed in Study 1 are also explored in this study. These themes on selection processes included self-initiation, *formal* processes (interviews, application forms, resumés/CVs, references checks, performance appraisals, positions advertised and formal applications) and *informal* processes (networks and contacts, informal or no interviews, worked with the same clients, asked to take on positions).

Therefore, the following research questions will be addressed in this study:

Research Question 2a: What selection processes are used for female international assignees?[18]

Research Question 2b: Are there differences between the selection processes used for female and male international assignees?

Research Question 2c: What is the method of selection for international assignments?

Research Question 2d: Do women have more opportunity to participate in international assignments in organisations, which have selection systems that are open/formal rather than open/informal, closed/formal or closed/informal?

Perceptions of Women's Opportunities to Obtain International Assignments

Studies 1 and 2 found that women's participation in an international assignment was affected by the gender composition of the profession, industry and organisation (balanced or

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[18] This research question is altered for Study 3 from that presented in Chapter 2 as selection processes were only examined for females and not males.

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male-dominated) and by the organisation having equitable selection processes. Women and men believed that women had an opportunity to participate in an international assignment when the profession, organisation or industry was gender balanced. However, they believed that women did not have an opportunity where the profession, organisation and industry were male-dominated. This supports Kanter's (1977) theory that women have more opportunities for promotion and advancement in *balanced* organisations rather than in those that are *skewed* or *tilted*. These findings also support previous research such as that by Thal and Cateora (1979), who found that there were limited opportunities for women to move into international divisions, and Chusmir and Frontzak (1990), who found that male and female executives had different perceptions of women obtaining international assignments. Males generally thought that women had more opportunities for international assignments than did female executives. This suggests that female executives may give a 'truer' account of what it is like to be selected for an assignment in a division that is male-dominated.

Similarly to Kanter's (1977) ideas on the proportional representation of women within organisations, women in male-dominated organisations perceive less opportunity for themselves and other women for promotion (Ely, 1994). Ely (1994) examined whether women's representation lower down in the hierarchy affected tokenism. Her findings were that organisations that had fewer women in positions of power were less hospitable to women, thereby affecting their opportunities for advancement and promotion. If these ideas and concepts are applied to women's participation in international assignments the proportional representation of women in the organisation, and at different managerial levels, might have different effects on women's opportunities for participation in international assignments. Cohen et al. (1998) suggest that the representation of women at or above a particular level will indicate the extent to which jobs at that level are open to women. Cohen et al. (1998) found that the proportion of women above the focal job level had its strongest effect when women were in

large enough numbers to form coalitions and affect personnel decisions. In addition, if women are in senior managerial positions and are likely to be involved in selection decisions, then similarity-attraction theory (Byrne, 1971) would suggest that they would select similar females to themselves. Similarly, Rowe and Snizek (1995) argue that organisational structural variables, such as the representation of women in "positions in the workplace hierarchy," are either contributors or inhibitors to success. Therefore, to explore the perceptions of women's opportunities in the organisation the following research questions will be addressed:

Research Question 3a: What are the perceptions of women's opportunities to obtain international assignments?

Research Question 3b: Do women in 'tilted' or 'balanced' organisations have greater opportunities to participate in an international assignment than those women who are in 'skewed' organisations?

Interpersonal Factors and Support

Perceived Line/Senior Managers Attitudes

Studies 1 and 2 found that women and men perceived managers had supportive attitudes towards their international assignment. Past research (Fischlmayr, 2002; Linehan, 2002; Ruderman et al., 1995) has found similar results; women participate in an international assignment because they have support from line/senior managers. Studies 1 and 2 also found line/senior managers were perceived to be supportive of women going on assignment for the purposes of career development. Previous research conducted on executives has suggested that the attitude of management is a significant factor related to women participating in international assignments (Adler, 1984c; Chusmir & Frontczak, 1990; Izraeli et al., 1980; Paik & Vance, 2002; Smith & Still, 1996; Stroh et al., 2000; Thal & Cateora, 1979; Westwood & Leung, 1994).

For the purposes of Study 3 it was considered useful to also explore the perceived attitudes of line/senior managers' from the perspective of HR managers rather than just from the view of international assignees or repatriates. Therefore, the following research questions will be addressed from the perspective of HR managers:

Research Question 4a: What are the perceived attitudes of line and senior managers towards women participating in international assignments?

Research Question 4b: Does similarity based on the observable characteristic of gender affect women's participation in international assignments?

Perceptions about Sending Women to Culturally Different Countries

The issue of culturally different countries was considered to be important, as it appears that women are limited from obtaining positions in such countries, based on manager's perceptions that female international assignees are unsuitable for those countries (Adler, 1984c; Izraeli et al., 1980; Stone, 1991; Stroh et al., 2000; Thal & Cateora, 1979). Studies of managers (Adler, 1984c; Chusmir & Frontczak, 1990; Izraeli et al., 1980; Paik & Vance, 2002; Smith & Still, 1996, 1997; Still & Smith, 1998; Stone, 1991) have reported that women were less likely to be sent to culturally different countries because of managers' perceptions that foreigners' prejudice will be a barrier to a woman's success. Previous studies have also shown that managers perceive that women are not willing to go to culturally different countries (Stone, 1991). Safety is also an issue as female international assignees (Adler, 1987) have reported that managers would not want to send women to "a horrible place in the world" or managers perceived that women would be lonely in host locations and therefore, they would be open to harassment (Adler, 1984c; Thal & Cateora, 1979).

Study 1 found that international assignees perceived managers were concerned about the cultural implications of sending women to culturally different countries. There was also the perception that women were generally sent to other Western countries such as the United States

or the United Kingdom. Findings by GMAC Global Relocation Services (2003) indicate that popular destinations for organisations to send their international assignees to are the United Kingdom, United States (23% of the organisations examined in the survey were non-US based) and China. Therefore, the following research question will be addressed from the perspective of HR managers:

Research Question 5: What are the influences of culturally different countries on women's participation in international assignments?

Perceptions of Suitable Selection Criteria

Studies 1 and 2 found that the factors that influence managers' perceptions of candidates suitability for an international assignment are the ability to adapt cross-culturally, domestic performance, an ability to do the job and experience. The conceptual model developed by Rehfuss (1982) for expatriate selection criteria was used. Rehfuss (1982) found that the factors on which international assignees are selected are based on spouse/family, cultural empathy, relational skills, domestic performance and technical skills. Technical skills included motivation, language, maturity and an "x" factor which is operationally defined as the ability to live abroad. Therefore, to explore the perceptions of suitable selection criteria, the following question is posed:

Research Question 6: What factors are perceived to be suitable selection criteria for international assignments?

Assignment Characteristics

Past research has found that the characteristics of the assignment may influence women's participation in international assignments. These characteristics include region, role, assignment length, and managerial level. In terms of country, previous research has identified that women are less likely than men to be sent to countries in the Middle East (Adler, 1984a; Smith & Still, 1996; Thal & Cateora, 1979) parts of Asia (Adler, 1984a; Smith & Still, 1996; Stone, 1991; Westwood & Leung, 1994) and South America (Smith & Still, 1997; Thal & Cateora, 1979). A survey by GMAC Global Relocation Services (2003) found that the most popular destinations for sending international assignees were the United Kingdom, and the United States (23% of the respondents were non-US based MNEs) followed by China. The survey does not differentiate between the destination of male and female international assignees.

Past research on women's participation in international assignments has found women are usually concentrated in particular types of roles; for example, in human ~ ources or sales and marketing roles (Smith & Still, 1996), but are less likely to be in engineering or manufacturing roles. Past research has also found that the length of international assignments varies from under 6 months to over 3 years (GMAC Global Relocation Services, 2003). Adler (1987) reported that women were usually sent on a temporary basis. Female international assignees perception of this was that managers did not trust them, and, therefore put them in temporary positions. Another study (Hill & Tillery, 1992) which examined male and female undergraduate business students who are likely to one day have an international business career, found that female students would be less willing to move for a period longer than two years. Therefore, it

would be interesting to investigate what length female international assignees participate for. In terms of managerial level, it appears from past research that most women who go on international assignments are generally in junior level positions (Adler, 1987; Forster, 1999). It therefore appears that the managerial level of the international assignment could be a factor related to women's participation in an international assignment. To address assignment characteristics, the following research question will be addressed in this study:

Research Question 10: What are the assignment characteristics (country role, assignment length, managerial level) of female international assignees?

Personal Characteristics

Personal characteristics is also investigated in this study, which includes education, experience, family, dual-career status and age. Because of the need for women to have baseline qualifications to obtain a position it is argued that education is an important factor related to the participation of women on international assignments. Education has been examined in the study by Smith and Still (1996) who surveyed HR managers and found that most women had completed higher/professional education. Forster (1999) reported that professional educational qualifications were used in the selection criteria of both men and women for international assignments. However, the work by Smith and Still (1997) found that managers were less likely to select women because they had insufficient qualifications for international assignments.

Similarly to education, experience was considered to be an important factor related to the participation of women in international assignments, as a level of job proficiency and experience in the organisation would be expected. In Caligiuri et al. (1999) and Stroh et al. (2000) most women had 10 - 11 years experience with the organisation, before being sent on assignment. As a previous study (Thal & Cateora, 1979) has identified that women's inexperience may prevent them from gaining an international assignment, it was decided to

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investigate the experience of women. The family circumstances of women are also investigated for the purposes of this study. A family is defined "as any combination of two life partners, with or without children" (Caligiuri et al., 1998, p. 604). Family circumstances can be barriers to women participating in an international assignment. Senior/line managers for example may have negative attitudes in regards to sending a woman with a family, and therefore do not include them in the selection process (Adler, 1984c; Smith & Still, 1996, 1997). It is therefore proposed that family will be a factor related to the participation of women on international assignments.

Similarly, dual-career status is also investigated. Dual-career professional couples can be defined as "both partners employed and psychologically committed to work or employed in upwardly mobile jobs" (Harvey, 1998, p. 309). Previous research (Harvey, 1998) has found that dual-career status may affect a woman's willingness to go on an assignment, because of the unequal power relationships between a male and female partner. Following this logic, managers may perceive that women in dual-career relationship may not want to disrupt their husband's career, and therefore they discriminate against women in this situation, assuming that they are not willing or interested in going on an international assignment. Past research supports this logic: managers perceived that women would not be interested to go on an international assignment because they perceive women will give priority to their male partner's career (Adler, 1984c). In addition, managers perceived that women would incur problems on international assignments because of dual-career partners, as it would be difficult to find employment for husbands while on assignment (Adler, 1984c, 1987; Antal & Izraeli, 1993; Izraeli et al., 1980). Finally, the age of the women on international assignments is investigated, because if women are in junior management positions then they will more likely be younger than their male counterparts (Forster, 1999).

Therefore, to examine the effect of women's personal characteristics on their participation in international assignments the following research question is posed:

Research Question 11: What are the personal characteristics (education, experience, family, dual-career status, age) of female international assignees?

Organisational Characteristics

Past research (Adler, 1984a, 1987; Forster, 1999; Smith & Still, 1997; Stroh et al., 2000; Westwood & Leung, 1994) may suggest that the finance industry is favourable to women's participation in international assignments because of the relatively higher proportions that this sector sends. Adler (1984a) found that organisations that sent women on international assignments were large in terms of sales, assets, number of employees and foreign subsidiaries, while Smith and Still (1996) found that organisations that predominantly send women were companies of 1001-3000 employees (44% of 21 organisation they investigated). Researchers have suggested that larger organisations may have more opportunities for women's participation in international assignments because of clear career paths, and the increased opportunities that these organisations offer (Antal & Izraeli, 1993). Also, past research by Adler (1984a) has identified that the number of employees and, the number of foreign subsidiaries are nearly twice as large for those companies sending female international assignees. Therefore, the following research question is posed for this study:

Research Question 12: What are the organisational characteristics (industry, revenue, number of employees, and number of foreign subsidiaries) of female international assignees?

Methods

The research method chosen for Study 3 was a qualitative research interview similar to that used in Studies 1 and 2. Qualitative research was selected because the researcher sought understanding of the topic from the perspective of interviewees (King, 1994), the researcher wanted to explore the topic through deep analysis (Miller & Crabtree, 1992), the researcher was

interested in finding new knowledge on the topic (King, 1994), and the researcher wished to build a stronger theoretical base for explaining participation in an international assignment (Harris & Brewster, 1999).

This study used a structured interview schedule that asked HR managers about the factors related to women's participation in international assignments (See Appendix 15). Sekaran (1992) defines a structured interview as one where the interviewer knows exactly what s/he wants to know and has a pre-determined list of questions that will be posed to all respondents.

Sample

The sample consisted of 20 HR managers in 20 different organisations. The interviewees were generally HR professionals who either had the responsibility of managing international assignees, had knowledge of how international assignees were selected and/or had been involved in the selection process for international assignees. In the study, these people are referred to as HR managers. The study used a purposive sampling method, in which information-rich cases were used for in-depth study (Patton, 1990). Most interviews were conducted face-to-face, although some were conducted by telephone for interviewees located in other countries or other states of Australia.

For the purposes of data triangulation (Denzin, 1978), Study 3 aimed to interview HR managers from the same seven organisations that employed the international assignees and repatriates who participated in Studies 1 and 2, respectively. Unfortunately, due to problems with obtaining access to HR managers with three of these organisations, only four organisations used in Studies 1 and 2, were used in Study 3. A further 16 organisations were investigated to "test" the model on a broader sample, taking the total number of organisations to 20. In terms of theoretical development in the area, Zyzanski et al. (1992) suggest a sample size of 12 – 20 can be used to confirm or disconfirm theory.

Table 5.1 presents the characteristics of respondent's organisations investigated in the study. The majority of organisations (45%) were headquartered in the United States although, interviews were conducted at subsidiary sites in Australia. Four (20%) organisations were headquartered in Australia. The majority of organisations (35%) had fewer than 50,000 employees, and in terms of organisational age they were in the 101 – 151 years old category (40%). In terms of annual revenue the majority of organisations were in the less than AUD 10 Billion category (30%), the AUD 11-25 Billion category (25%) and the AUD 76+ Billion category (25%). Most organisations were in the manufacturing industry (35%) and the business and property services industry (40%). Therefore, it is acknowledged that the results of this study may be more applicable and generalisable to those industries (Manufacturing and Business and Property services) as opposed to other industries. A majority of organisations had foreign operations in both 26-50 countries (25%) or 126-150 countries (25%). All organisations had operations in the Asia Pacific and Europe, with most also represented in Africa, Middle East, North and South America.

Table 5.1: Characteristics of the Respondents' Organisations: A HRM Perspective

Company Information		Respondents (n)	Percentage (%)
Headquarters			
	United States of America	9	45
	United Kingdom	1	5
	The Netherlands	1	5
	Switzerland	1	5
	Japan	1	5
	Germany	1	5
	France	2	10
	Australia	4	20
Number of Employees			
	Fewer than 50,000	7	35
	50,001 - 100,000	5	25
	100,001 - 150,000	2	10
	150,001 - 200,000	1	5
	200,001 - 250,000	2	10
	300,001+	3	15
Organisational Age			
	1 - 50 years	3	15
	51 - 100 years	6	30
	101 - 150 years	9	40
	151 - 200 years	2	10
	201 years +	1	5
Annual Revenue (AUD)			
	Less than 10 Billion	6	30
	11 – 25 Billion	5	25
	26 – 50 Billion	1	10
	51 – 75 Billion	1	5
	76 + Billion	5	25
Industry			
	Manufacturing	7	35
	Health and Community Services	3	15
	Electricity, Gas and Water	1	5
	Education	1	5
	Business and Property Services	8	40
Foreign Operations			
	1 – 25 countries	2	10
	26 – 50 countries	5	25
	51 – 75 countries	4	20
	76 – 100 countries	3	15
	126 – 150 countries	5	25
	151 countries +	1	5
Regions			
	Africa	18	85
	Asia and Pacific	21	100
	Europe	21	100
	Middle East	16	75
	North America	18	85
	South America	17	80

Note: The information for the table was collected from 2002 company reports, company web pages, and Dun & Bradstreet's "*Business Who's Who*". Information for annual revenue was converted from their respective currencies to Australian dollars.

Data Collection

The data collection method used was a research interview. A mixture of a semi-structured and standardised interview schedule was used because it allowed for open discovery of topics (Hussey & Hussey, 1997) but it also allowed for the collection of direct answers to closed questions. The interview schedule was created by the researcher from Studies 1 and 2, and from the information in the literature review. The interview schedule was piloted on one organisation to assess how effectively the instrument worked, and whether the i formation being sought would be obtained. Some questions were re-written, some were deleted, and some were added following this process. The 20 interviews were then conducted, usually face-to-face if the interviewer could be present. Ethics approval for this research was gained in 2001 (Appendix 4). Each interview participant was given an explanatory statement that explained the nature of the research (see Appendix 16). At the interview, participants were also asked to complete and sign an informed consent form (see Appendix 17). Where the interviewer could not be present (i.e. inter-state and overseas locations) the information was collected over the telephone. The interviews were conducted from August 2002 to November 2002. All interviews, except for two interviewees who did not give permission, were tape-recorded. For the two interviews that were not taped, extensive notes were taken and subsequently typed up as an interview transcript.

Measures

The questions were developed from past literature on the topic and from the themes developed in Studies 1 and 2. In designing the interview questions, the funnel technique, as advocated by Schmitt and Klimoski (1991), was used: broad questions were asked at the beginning, followed by more specific questions. Schmitt and Klimoski (1991) suggest the respondent's answers are less likely to be biased by previous questions if they are asked in that

order. They also advocate that follow-ups and probes be used to gain explanations, resolve contradictions, gain elaborations or cover areas fully.

King (1994) suggests that factual or descriptive information should be asked at the start of an interview. In designing the questions to be asked in this research, it was decided to begin with a closed question that asked interviewees how many women and men in their organisation are on international assignments outside Australia, at the present time. The question was asked to provide context for the interview, and to determine the participation rate of women in international assignments. Such a question also sought to discover whether international assignment groups were *skewed, tilted* or *balanced*, according to Kanter's (1977) theory on the proportional representation of women in the organisation. It was envisaged that the percentage of women on assignment would be low, consistent with past findings (GMAC Global Relocation Services, 2003; Pricewaterhouse Coopers, 2001; Smith & Still, 1996). If the representation rate were low, then it would be predicted that other women would not have the opportunity to participate. This would be consistent with the argument by Cohen et al. (1998) that found women are not usually hired where their numbers are already very low. The interview questions were then developed to address the factors presented in the conceptual model provided in Figure 5.1.

Selection Systems and Processes

A broad open-ended question (King, 1994) was asked: "How did it come about that these women went on an international assignment?" Specific follow-up probes (King, 1994) were then used to cover the area fully. Hence, a checklist was created from the content analysis in Studies 1 and 2, and previous literature on the topic, with attention to Harris (1996-97) model. Interviewees were first asked if women self-initiate their assignments, as this factor rated highly in Studies 1 and 2, and past literature also suggests that self-initiation is important (Adler, 1987;

Culpan & Wright, 2002; Linehan & Scullion, 2000; Linehan & Walsh, 1999; Westwood & Leung, 1994). Content analyses for Studies 1 and 2 found seven factors that made up *formal* selection processes. These included having the position advertised, *formally* applying for the position, filling out application forms, submitting resumés, reference checks, performance appraisals, and being interviewed for the assignment. These were included in the interview checklist to obtain an accurate account of which *formal* processes were used for women's selection, from the perspective of HR managers.

Informal processes were also investigated. Items from Harris' (1996-97) model and themes that emerged from Studies 1 and 2 were included in the checklist. Interviewees were asked: "Were any of the women nominated by a line manager to take on a position?"; "Were any of these women selected based on one manager's individual preferences?"; "Have any decisions ever being made based on the personal recommendation of one manager to another?"

Past literature has identified that several individuals may be involved in the selection process, including line management in the home country, line management in the host country, senior management, and sometimes HR management (Harris & Brewster, 1999). For instance, Harris (1996-97) found some organisations use committees to select international assignees. Studies 1 and 2 also found that there were several people involved in the selection process. It was, therefore, decided to ask the interviewee: "Who would have had the final say in selecting these women for international assignments?" Finally, for this section, interviewees were also asked if any other selection techniques had been used. Past studies suggest that performance management systems, self-assessment inventories and psychological testing could be used for selecting individuals for international assignments (Harris, 1996-97; Harris & Brewster, 1999; Smith & Still, 1996). As a comparison to the selection processes for men, interviewees were asked: "How does the selection process for men participating in an international assignment compare to that of women?" This was asked to ascertain whether there were any perceived

differences between men and women's selection processes. However, it should be noted that the effects of social desirability could have some influences on the answers to this question (Moorman & Podsakoff, 1992).

Perceptions of Women's Opportunities

To assess perceptions of women's opportunities to obtain international assignments, the same open-ended question used in Studies 1 and 2 was also used for Study 3: "Do women have the same opportunity as men to take on an international assignment?" In order to understand whether the participation rate of women in the organisation influenced women's participation rate in international assignments, it was decided to ask three closed questions that examined the participation rate of women in the organisation: "What is the percentage of men and women within the organisation?"; "What is the percentage of men and women at the following managerial levels: junior, middle, and senior management" and, finally, "Are the selection pools for international assignments predominantly male?"

Perceived Attitudes of Line/Senior Managers

In order to assess HR manager's perceptions of senior/line manager's attitudes towards women participating in international assignments, the following question was asked: "What are the attitudes of management towards women taking on international assignments within your organisation?" In order to determine whether they thought senior/line manager's attitudes were different for men, the following question was asked: "How do the attitudes of management

towards men compare to that of women?" This question partially sought to test similarity-attraction theory (Byrne, 1971) [19].

Perceptions of Sending Women to Culturally Different Countries

To examine perceptions of sending women to culturally different countries the following question was asked: "Is there a perception that women are unsuitable for i. rnational assignments in culturally different countries"? A follow-up question was asked: "Are there any of the following concerns around sending a woman to a culturally different country [cultural implications, foreigner's prejudice, willingness to go, safety, and loneliness]?"

Perceptions of Suitable Selection Criteria

In order to examine the factors that influence managers with regard to who they think are suitable for international assignments, HR managers were asked the following question: "What do you think influences managers in selecting a woman for an international assignment?"

Assignment Characteristics

To assess what types of countries that the organisations send women to, the following question was asked: "Which countries did these women go to?" In order to assess managerial level the following question asked: "What levels are these women at [junior, middle and senior management positions]?" To measure the types of roles women would participate in, a closed question was asked: "What roles are the women in?" This question was asked as gender segregation theory might suggest that women are only represented in certain position roles and

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[19] It should be noted that when collecting the data for question 8 – 12 of the interview schedule, asking questions of HR Managers was found to be inappropriate.

not others. Assignment length was measured by asking respondents: "How long do women get sent on an international assignment for?"

Personal Characteristics

To assess the educational characteristics of women on international assignments the following question was asked: "What is the education of the women, who go on international assignments." In order to measure experience, HR managers were asked: "What experience do the women have?" In order to determine whether organisations sent women with family, or in dual-career relationships respondents were asked: "Do the women have family?" and "Do you send women in dual-career relationships?" Finally, to see whether women's age has an influence on women participation in international assignments the following question was asked: "What is the age of the women?"

Organisational Characteristics

To collect information for the sample and to determine whether organisational characteristics may influence women's participation the following information was gathered from secondary sources. The industry category was determined by examining organisational websites, annual reports and *Business' Who's Who*. The annual revenue of each company was gained by examining the organisation's annual report. The "number of employees" was collected from either *Business' Who's Who* or from company websites. The number of foreign subsidiaries was assessed by examining company websites as often MNEs publish the number of countries they are represented in, on company websites. It was assumed that information published on company websites was accurate as Frické and Fallis (2003) suggest an indicator for evaluating quality and accuracy of a website "is the owner of that website", and more specifically where the owner is a company.

Data Analysis

The interview transcripts were entered into the NVivo® qualitative software program following the procedures by Bazeley and Richards (2000). The interview transcripts were then content coded. Content analysis was conducted, by developing a list of categories and themes as a codebook. These categories and themes were developed from Studies 1 and 2, and previous literature on the topic. The process, therefore, differed from Studies 1 and 2, in terms of having a pre-determined codebook (see Appendix 18). Generally, the categories and themes matched the interview questions asked. In terms of the process of coding interview transcripts, the interview transcripts were read word for word. Phrases, sentences and paragraphs that matched the themes were highlighted, and recorded as that theme in the Nvivo® software. Once this was conducted for all interviews (20), frequency counts of themes were made. These counts determined the results of the study.

As one of the disadvantages of qualitative research is the subjectivity of interpretation made by the researcher, it was decided to conduct inter-rater reliability on the themes. Reliability in the analysis of interview data refers to the "degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions" (Hammersley, 1992, p. 67). Inter-rater reliability was conducted similarly to the process advocated by Goodwin and Goodwin (1985), although some changes were made mainly due to financial constraints.

The process for inter-rater reliability was as follows: print-outs of all themes containing verbatim quotes were given to a research assistant. The research assistant was provided with a draft copy of Study 3 for background information and to clarify the meanings of themes. The research assistant then checked the themes to see whether he believed the verbatim quote belonged under that theme. If he agreed with the classification it was ticked, if he did not, it

was crossed. The inter-rater agreement was calculated as a percentage of agreement between the raters. The percentage of agreement was obtained by using the following formula given by Goodwin & Goodwin (1985):

$$\frac{A}{(A + B)}$$

In this formula "A" is agreement, and "B" is disagreement. Goodwin and Goodwin (1985) suggest that a satisfactory level of agreement is 0.90 or greater. The initial agreement between the raters was 0.85. This level was considered unsatisfactory, and therefore, the raters met to discuss the discrepancies. The disagreements were considered and the researcher agreed that some verbatim quotes did not belong under themes. This brought the agreement between the two researchers up to 0.87. For the remainder of the themes, it was found that there was not enough context around the verbatim quotes for the research assistant to agree that a quote belonged under a particular theme. After, the researcher provided the context for the quotes the agreement percentage rose to 1.00 (see Appendix 19).

After this process was completed, selection systems were investigated in greater depth. A separate codebook was made up from the characteristics of *open/formal*, *open/informal*, *closed/formal* and *closed/informal* selection systems adapted from Harris' (1996-97) typology on selection systems (Appendix 20). The codebook was applied to the data collected. The initial inter-rater reliability score for the analysis was 0.97. This is above the satisfactory level that Goodwin and Goodwin (1985) suggest. However, the researchers met to discuss the discrepancies and the agreement score was raised to 1.00 (see Appendix 21). Once this had been conducted all organisations were classified into a different type of selection system using a compound bar chart.

Statistical Procedures

To analyse the influence of selection systems and the participation rate of women in the organisation and at junior, middle and senior management levels, on the participation rate of women in international assignments, the computer package SPSS (Statistical Package for Social Sciences) V11.5 for Windows was used. Descriptive statistics such as means, medians, and standard deviations were calculated (see Appendix 22). A histogram showed that the data for women's participation in international assignments, and women's representation in senior management was positively skewed (see Appendix 23). This breaks the assumption of parametric tests. Coakes and Steed (1999) state that non-parametric tests should be used with this situation. A Kruskal-Wallis test was used to assess the differences between selection systems and its influence on participation rates of women in international assignments. This is a non-parametric test (distribution-free) used to compare three or more independent groups of sampled data (Siegel & Castellan, 1988). A Spearman's correlation was used to understand the association between women's participation rate in international assignment and the participation rate of women (in the organisation overall, and in junior, middle and senior management positions). A Spearman's correlation was used over a conventional Pearson correlation for continuous variables (Coakes & Steed, 1999) because the data broke normality assumptions. Coakes and Steed (1999) suggest that this should be conducted when the data violate the stringent assumptions of Pearson's r (i.e. normality) and, with a small sample. Therefore, a non-parametric correlation (Spearman's rho) was conducted to determine the association between variables.

Results

The purpose of this section is to present the results of the study on women's participation in international assignments. The results answer in turn the research questions presented in this chapter. Verbatim quotes from each theme are provided in italics throughout the text. More information in regards to each theme is provided in Appendix 24. Verbatim quotes are identified by giving each quote a code (HRM1 to HRM20). A description of each HR manager is given in Appendix 25.

Organisational Environment

Research Question 1: What is the participation rate of women in international assignments in the MNEs examined in the thesis?

The number of international assignees employed by the MNEs examined in the thesis was 1491; 25.5% of these were women (n = 380) and 74.5% were men (n =1111). The participation rate of women in international assignments varied from 0% to 80% within the organisations. The participation rate of women assignees in this thesis was found to be higher than most other reported studies such as GMAC Relocation Services (2003), which suggests that these organisations may have more supportive environments and attitudes towards women participating.

Research Question 2a: What selection processes are used for female international assignees?

As shown in Table 5.2 the first theme that emerged was "self-initiating" an international assignment. The majority (75%) of HR managers indicated that women had the ability to self-

initiate their international assignments. The following quote from an HR manager explains self-initiation:

> *For careers within our organisation, the onus is put back on to the individual to manage. So a lot of it is self-initiated. A lot of them do that because roles are drying up, and it is not as easy to move through the organisation, as the roles are not there. So they have to make a choice, do I look externally within Australia, or do I look overseas. So that is lot of way that positions get filled by women (HRM18).*

Most HR managers (95%) reported the use of "resumés". The following quote indicates a very sophisticated system that collects information on individuals for an international assignment:

> *You would essentially have what we have you call well it is a part of our HR planning process it is something called an accomplishment resumé. So you can actually go on to the intranet, and fill in an accomplishment resumé and have that formally recorded in the database if you want. We are always refining our processes we are just about to ask globally that all high potential employees now complete a form of an accomplishment resumé. We will retain their view of themselves and a clear view of what they have done in the past formally on record to help again in that selection and culling processes to determine these lists in which we would like to select an individual for an international assignment (HRM1).*

Table 5.2: International Assignment Selection Processes: A HRM Perspective

Themes and Sub-Themes	Respondents (n)	Percentage (%)
Self-initiated	15	75
Formal selection processes		
1. Resumés	19	95
2. Indicate willingness in performance appraisal	18	90
3. Reference checks	17	85
4. Advertised	13	65
5. Application forms	12	60
6. Consensus	6	30
7. HR planning process	6	30
8. Committees	7	35
9. Assessment inventory	5	25
10. Formal process	5	25
11. Leadership profile and/or biographical information	4	20
12. Open selection processes	3	15
13. Behavioural interviews	3	15
14. Testing (i.e. psychological)	2	10
Informal selection processes		
1. Nomination	18	90
2. Asked to take on a position	14	70
3. Personal recommendation	14	70
4. Informal selection processes	15	75
5. Women's networks and contacts	12	60
6. Managers networks and contacts	9	45
7. Line managers individual preferences	7	35
Selection systems for men		
1. Men's selection the same	17	85

Most HR managers (90%) reported that women could indicate their willingness to participate in an international assignment in their yea.'y performance appraisal. They would discuss their aspiration to go overseas with their performance manager, as the following quote indicates:

> *So we actually have many sub-processes, but certainly in the performance appraisal itself the employee can nominate their interest in future roles. I could actually write on the top of my form that I would be interested in going on an overseas assignment in Europe, which could be in a business role or in a HR role or whatever role. That is me identifying my career aspirations, but it doesn't necessarily mean that will eventuate, but that would certainly be recorded electronically in our global database so yes the employee has an opportunity to put their hand up each year, to declare the sorts of roles that they would be interested in doing in the future with the company on an annual basis (HRM1).*

Similarly, most HR managers (85%) stated they "checked references" for international assignments: "*References from line managers come from our internal resumé document*" (HRM11). This also indicates how references can be incorporated into resumés, and the general HR planning process. Similarly, most HR managers (65%) indicated that their organisation advertises positions for international assignments, however, as the following quote indicates this is not always done: "*Most of the positions will be advertised but there will be situations where we don't, as we have got an acquisition that we are looking at, so it is confidential so we would talk to somebody about that rather than advertising it*" (HRM11). More than half of the HR managers indicated that women could apply by using "application forms". In terms of the way that selection processes are conducted, less than half (30%) of the HR managers mentioned that the selection of women would not be *closed*, but rather it would be based on consensus, for example the following HR manager stated:

> *It would have to go through much higher levels than that, it has to be signed off by the nominating line manager and then by the Managing Director, the nominating line manager could be the person on the job, but the Managing Director would make the final decision. When I have got all of the candidates ready to go, the Managing Director of Australia wide would make the final decision. So it wouldn't be just favouritism, no it wouldn't be (HRM8).*

In line with *formal* process for international assignment selection, 30% of the HR managers said that their organisations used "HR planning processes" to select international assignees:

> *The majority of these assignments would not be advertised. They come out of our HR planning processes. We have very sophisticated globally structured planning process. That is made up of a number of sub-processes that we use to select our expatriates (HRM1).*

Thirty-five percent of HR managers stated that their organisation used committees to select individuals for international assignments:

> *We have a seven-person committee. So we try to make sure that there is a good gender mix on the committee, and now we still have a majority of the senior level positions in this organisation. So we normally fill that with a woman to ensure that is balanced if you know what I mean. So in other words there are three senior executives that sit on the committee and two of them are men and one is a woman. So to balance up the gender a bit we have an extra person that is a woman on the committee. I sit on it as well. So we have two staff representatives and one is a woman and one is a man so that way the committee is usually 3 women and 4 men (HRM3).*

Some HR managers mentioned they (25%) used "self-assessment inventories", in which employees could determine their suitability for an international assignment: "*We have an online international assignment self-assessment inventory and it basically asks people and their partner (their life partner) to go through*" (HRM8). The interviewee mentioned that it was common for the organisation to collect this information but not use it. Rather the purpose of requiring individuals to fill out the inventory was to make them think about the complexity of the international assignment, and to assist them in making the decision as to whether an international assignment was suitable for them. Some (25%) respondents indicated that their selection process was *formal* and 15% of the HR managers mentioned that their selection process was *open*, or example: "*so it is probably a more open and transparent selection process*" (HRM3). As indicated by a minority (15%) of HR managers behavioural interviews were also used to determine suitability for an international assignment: "*We would use some behavioural type questions that asked them about their adjustment to a different environment*" (HRM2). Finally, in terms of *formal* processes 10% of HR managers mentioned their

organisation used "testing (psychological)" to assist in the selection process as the following quote describes:

> *If they are very senior they will go for a third party assessment with an occupational psychologist which will test our "leadership imperative": this is basically the behaviours of our senior managers. So we do psychometric and behavioural testing on senior managers who we send on international assignments (HRM7).*

In terms of *informal* selection processes a high proportion (90%) of respondents mentioned that organisations used "nominations". Respondents indicated that women had being nominated either *formally* or *informally*: "*So traditionally the global firms asks for candidates to be nominated in the first part of the year... and people who have been identified through the performance management process are asked to complete a nomination form (HRM8).* Most (70%) HR managers indicated that they "ask women to take on positions", for example: "*It depends on how well they have networked, which means the more visible you are, the more likely that you are to be asked*" (HRM4). Again, most HR managers (70%) indicated that "personal recommendation" is also another way that a woman can obtain an international assignment: "*Especially with this lady who is going to The Hague. That is just happening [sic] and this manager in Australia is recommending her*" (HRM18). Three quarters of the sample indicated that their selection process was *informal*. The following quote indicates a very *informal* process: "*We have a fairly strange and mystical way of selecting our expatriates. I think that the .iole process is informal*" (HRM6). "Women's own networks and contacts" in the organisation were extremely important in gaining positions, as indicated by more than half of the HR managers:

> *To be honest I would put it more down to the employee's networks and contacts, that the employee would be known to people overseas can sometimes say, hey flag I know a great person for this role, and the approach to that individual would have to come back to the line manager, and HR. But it is more an employee driven process, as well as a line manager process (HRM11).*

The research also indicates that it is important for the female employees to have a good relationship with their manager. Nearly half of the interviewees had mentioned that women obtained positions because managers had networks and contacts within the organisation:

> *As in most organisations networking does go on, and people get moved because their manager has networked with managers overseas. For a fact I can think of an example of a female Marketeer, and the whole thing was arranged with her manager knowing (who happened to be male) knowing the other marketing director in Australia, and having a chat and sorting it out (HRM7).*

The theme "line manager's preferences" was indicated by 35% of the sample, suggesting that this is a way a woman is selected. The following quote indicates this: *"I would say that definitely does happen, and then that would especially happen higher up in the organisation. The line managers definitely have more discretion to be able to do that" (HRM18).*

Research Question 2b: Are there differences between the selection processes used for female and male international assignees?

The majority of HR managers (85%) indicated that there was no difference between the selection of men and women. Respondents indicated that selection processes were *informal* for both men and women: *"There is no difference between the men and the women they are probably as informal as each other" (HRM6).* The other 15% represented missing data on this question.

Research Question 2c: What is the method of selection for international assignments?

As shown in Table 5.3, 70% of HR managers reported that women were *formally* interviewed for international assignments. A small number (10%) mentioned that they *informally* interviewed their assignees, for example: *"So, for the women who were tapped on the*

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shoulder it would be a discussion. It would be more of a discussion around you don't like it here, are you available, can you move?" (HRM16). Most HR managers (70%) stated that interviews for international assignments took place over the telephone. Videoconferencing and face-to-face interviews were also used. Interviews took place between the employee and line manager overseas (40%), with HR managers involved (45%), senior managers (25%). Sometimes the line manager in the home country and line managers in the host country would be involved in the interview.

Table 5.3: Interview conduct, method and people involved

Themes and Sub-Themes	Respondents (n)	Percentage (%)
Interview conduct		
1. Formal interviews	14	70
2. Informal interviews	2	10
Interview method		
1. Telephone interviews	14	70
2. Video conference	5	25
3. Face to face	8	40
4. Email	1	5
People involved in the interview		
1. Line manager overseas	8	40
2. HR managers	9	45
3. Senior managers	5	25
4. Line manager to line manager	3	15

Interviewees were also asked who had the final say in selecting a woman for an international assignment. The results of this investigation are presented in Table 5.4. Evidence from most (80%) HR managers suggest that line managers overseas have the final say for selecting a female international assignee. Three quarters of the organisations indicated this. Other people who have a say are committee members, the home country line manager, HR managers and senior managers.

Table 5.4: Managers who have the final say

Themes and Sub-Themes	Respondents (n)	Percentage (%)
Manager's who have the final say		
1. Line manager overseas	16	80
2. HR managers	4	20
3. Committee	3	15
4. Line manager	3	15
5. Senior managers	1	5

Research Question 2d: Do women have more opportunity to participate in international assignments in organisations, which have selection systems that are open/formal rather than open/informal, closed/formal or closed/informal?

In order to address research question 2d the selection systems were categorised as being *open/formal, open/informal, closed/formal* or *closed/informal* according to the Harris' (1996-97) model of selection systems (see Appendix 26). As can be seen in Appendix 26, the *formal* processes, *informal* processes and *openness* or *closed* nature of selection systems is measured for each organisation. A compound bar graph was produced to display how *formal/informal* or *open/closed* each selection system was (see Figure 5.2). The figure shows the participation rate of female international assignees for each organisation, the code of each HR manager (HRM1 to HRM20) and the classification of the organisation into a selection system. The organisations were classified into selection systems by examining the percentages for each type of process. So for HRM1 62% of the processes were *formal*, approximately 14% were *informal*, 7% were *open* and 17% were *closed*. Therefore, it was assessed that this organisation (HRM1) had a *closed/formal* selection system and a representation of 0% of women in international assignments. This was conducted for all organisations.

A compound bar graph is calculated on percentages, so for example if there are 29 processes identified in total and 18 of these are formal, this will equal 62% of all processes, if 4 are informal this will equal 14% percent of all processes, if 2 of these are open this would be 7%, and if 5 are closed this would be 17%, suggesting the system is more closed and formal (See HRM1 for this example). This was conducted for each organisation[20].

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[20] It should be noted that the comparisons made between organisations are realistic, even though there are different numbers of processes in each categorization per organisation. Some questions were asked in an open process meaning that the most salient reasons for how women get selected would be mentioned by the HR managers. Furthermore, closed questions were used so that there would be consistent answers across the organisations.
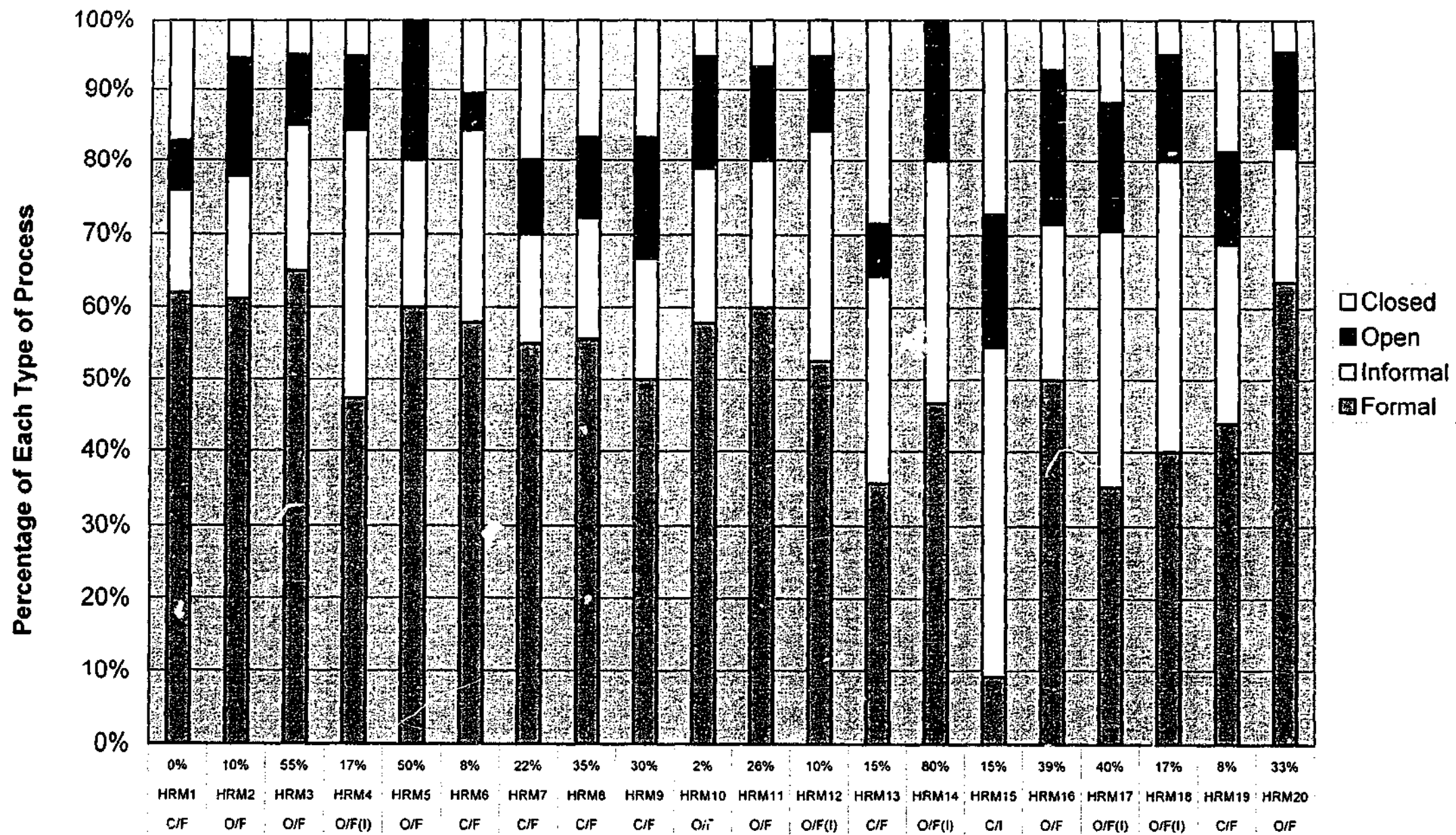
Figure 5.2: Compound Bar of International Selection Systems

After examining all organisations with an *open/formal* system (including hybrid systems such as the *open/formal (informal)* selection systems), Figure 5.2 illustrates that participation rates of female international assignees range from 2% to 80%. The mean average for the participation rate of women in international assignments across all organisations in the *open/formal* quadrant was 31.75%. There were no organisations that were rated as *open/informal*, however there were a number of organisations assessed as *closed/formal*. The mean average for the participation rate of women in international assignments across all organisations in the *closed/formal* quadrant ranged from 0% to 35%. The mean average participation rate of female international assignees in the organisations that have been assessed as *closed/formal* systems was 17%. Finally, only one organisation was assessed as being *closed/informal*; the participation rate of female international assignees in that organisation was 15% (HRM15). Therefore, the results show that the participation of women in international assignments is greater in *open/formal* systems, than in *closed/formal* and *closed/informal* systems.

The percentage of organisations with different selection systems is presented in Table 5.5. As shown in Table 5.5, 60% of organisations had an *open/formal (informal)* selection system. Thirty-five percent of organisations had a *closed/formal* selection system. Finally, five per cent of organisations had a *closed/informal* system.

Table 5.5: Percentage of Organisations with Different Selection Systems

Selection System	Respondents (n)	Percentage (%)
1. Open/Formal (Informal)	12	60
2. Closed/Formal	7	35
3. Closed/ Informal	1	5

Having categorised the organisations into types of selection systems, and finding that participation rates between organisations varied a Kruskal-Wallis test was performed to see if there were any statistical differences between selection systems in terms of women's participation in international assignments. The test found that there was no statistically significant differences between the three types of selection systems $H(1, N=20) = 2.9, p = .24$. Therefore, in answer to research question 2d, the data did provide some evidence that there were differences in the participation rates according to different types of systems; however, when this proposition was tested, no statistically significant differences between selection systems in terms of women's participation in international assignments were found. This finding may be the result of a small sample size.

Research Question 3a: What are the perceptions of women's opportunities to obtain international assignments?

As shown in Table 5.6, four HR managers (20%) had "positive perceptions" about women's opportunities to obtain international assignments. The following quote is indicative of this response.

> *I don't think that there is a perception that women don't go on international assignments because we have had plenty of women go on assignments. We have had several women go. So certainly talking to people or women about their careers it is not about women can't do this in this company. It is more about I can't do this because I don't want to, or I can't do it because of my personal life (HRM2).*

It was also perceived that women had a good opportunity to obtain an international assignment because the organisation had "equitable selection processes", as mentioned by ten (50%) of the HR managers:

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Yes they do. I think that because of all of the opportunities to go on an international assignment are openly advertised. So everybody has access to those, so it is not like males get better access or that they are going to get the opportunity over the woman (HRM7).

Table 5.6: Perceptions of Women's Opportunities to Obtain International Assignments: A HRM Perspective

Themes and Sub-themes	Respondents (n)	Percentage (%)
Positive perceptions	4	20
1. Equitable selection process	10	50
2. Best person for the job	5	25
3. Diversity initiatives	6	30
Negative perceptions	0	0
1. Profession, industry and organisation (male-dominated)	13	65
2. Selection pools have a male-bias	9	45
3. Family, marital and dual-career barriers	5	25

Six (25%) of the HR managers perceived that women have an opportunity to obtain an international assignment because the organisation chooses the "best person for the job," as indicated by the following quote: *"Putting aside the relative proportion of males and females it all comes down to merit"* (HRM1). Six HR managers (25%) stated women have an opportunity to participate because the organisation has "diversity initiatives", which influences women to participate in international assignments: *"I think that our organisation is very aware, they believe in Equal Opportunity; your gender is irrelevant and they are very smart enough to know that there are competent people of both sexes"* (HRM9).

Thirteen HR managers (65%) reported women did not have the same opportunity as men to participate in an international assignment because the "profession, industry and organisation is male-dominated":

We are a very male-dominated industry and in any case we have got low numbers of females as we have 4 females to 36 males on international assignments at the moment and it is probably a reasonable representation of the numbers of females in the organisation anyway (HRM12).

Nine participants (45%) reported that in their organisations there was the perception that women did not have an opportunity to participate because there was a male-bias to the selection pool, as typified by the following quote:

The areas that we draw our resources from tend to be quite male-dominated. So if there is a gender balance to start in terms of the pool of candidates: then it is more achievable for women to obtain positions. So increasingly we have had women coming through and moving up in traditional areas of the bank (HRM2).

On the other hand, some interviewees (25%) perceived that women did not have a similar opportunity to obtain international assignments because of "family, marital and dual-career barriers": "*Family barriers; so it is not an organisational barrier as it may be a personal barrier for them*" (HRM4).

Research Question 3b: Do women in 'tilted' or 'balanced' organisations have greater opportunities to participate in an international assignment than those women who are in 'skewed' organisations?

To answer research question 3b, an investigation was conducted that examined the influence of the average participation rate of women in the organisation overall, in junior, middle, and senior management positions across the organisations, in relation to the participation rate of women in international assignments. To do this, an exploratory[21] Spearman's Rho correlation was conducted on women's participation rate in international assignments, and the rates of women in the organisation, in junior, middle, and senior management levels in the organisation to determine if there was any association between the

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[21] This is only exploratory because the sample size is small. As the assumptions of normality were broken, a non-parametric correlation was used (See Appendix 22).

variables. The mean, median, standard deviation, and resulting correlation matrix of women's

participation rates is presented in Table 5.7[22]. As shown in the table, the association between

women's participation rates in international assignments and differing managerial levels varied

from .068 (senior management) to .318 (junior management). Despite two of the correlation

coefficient's being moderate in size (junior management (.318) and middle management

(.304)), none of these reached statistical significance.[23] This is probably due to a small sample

size. It can be concluded that there is no statistically significant relationship between the

participation rate of women in the organisation as a whole, in junior, middle, and senior

management levels in the organisation and women's participation rate in international

assignments.

Table 5.7: Means, Medians, Standard Deviations and Spearman's Correlation Coefficients for Women's Participation Rate in International Assignments

	Mean	Median	SDs	1	2	3	4	5
1 Women's Participation Rate in International Assignments	25.5	19.5	20.2	-				
2 Women's Participation Rate in the Organisation	48.2	49.5	12.7	.158	-			
3 Women's Participation Rate in Junior Management	38.1	39.2	17.8	.318	.375	-		
4 Women's Participation Rate in Middle Management	29.6	26.5	17.0	.304	.153	.696**	-	
5 Women's Participation Rate in Senior Management	13.7	11.0	9.9	.068	.454*	.546**	.647**	-

$N=20$
* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

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[22] The mean is the average of the participation rates of women in international assignments across the 20 organisations examined in this study. The mean is also calculated for the participation rate of women in the organisation overall, women in junior management, middle management, and senior management across the 20 organisations examined in this study. The median was calculated for the participation rate of women in international assignments, women in the organisation overall, junior management, middle management and senior management as some of this data was skewed. The median is the score that divides the distribution exactly in half, and is preferable measure of central tendency when the data is skewed (Gravetter & Wallnau, 2000).
[23] The p value for junior management is $p = .172$, and for middle management is $p = .192$.

An interesting result was that women's participation rate in middle management positions was significantly associated with women's participation rate in junior management positions (r_s = .696**); and women's participation in senior managerial positions was significantly associated with women's participation rate in the organisation (r_s = .454*) junior (r_s = .546**) and middle management positions (r_s = .647**). This is important because it supports Kanter's (1977) theory on the proportional representation of women in the organisation that as the participation rate of women in senior management increases so does female's participation rate in the organisation overall, and at different levels of management including junior and middle management. The relationship between women's participation rate in middle management and junior managers also supports Kanter (1977) argument. Therefore, in summary and to answer research question 3b, the evidence from the data in this study does not show that women in *tilted* or *balanced* organisations have greater opportunities to participate in an international assignment than those women who are in *skewed* organisations. However, the participation rate of women at more senior levels is correlated with the participation rate of women at different levels of the organisation.

Interpersonal Factors and Support

Research Question 4a: What are the perceived attitudes of line and senior managers towards women participating in international assignments?

As shown in Table 5.8, all HR managers (100%) reported that line and senior managers had "positive attitudes" towards female international assignees. Seventy-five of HR managers indicated that line/senior were "supportive" (in general) of women going on international

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assignments. The following quote illustrates this: *"Yes our general manager is very supportive, so it would be good to get more role models out their in the Pacific for women"* (HRM2).

Table 5.8: Perceived attitudes of line or senior managers: A HRM Perspective

Themes and Sub-Themes	Respondents (n)	Percentage (%)
Positive	20	100
1. Supportive attitudes	15	75
2. Supportive of women's opportunities	15	75
3. Supportive of career development	2	10
Negative	5	25

Three-quarters of the HR managers suggested that managers were directly "supportive of women opportunities" within the organisation, which means that in their organisation women have an opportunity to participate in an international assignment: *"We have a diversity focus in our organisation, and we monitor the number of females that we have in our organisation. So it is something that is important to us, that we want to be diverse"* (HRM7). Two of the 20 HR managers believed that women participate in international assignments because the organisation was supportive of career development, as the following quote typifies: *"They are a requirement for executive positions, that you have had an international career, and the managers know that"* (HRM7). In contrast only twenty-five percent of the HR managers stated that line or senior managers had displayed negative attitudes towards females participating in international assignments. This is indicated by the following quote:

> *This is anecdotally that typically if you are moving senior women offshore, the majority... tend to be very successful, and then sometimes they will be perceived to be aggressive. ... that is not because they are on an international assignment, but that is because they are senior women. So sometimes people would find these people difficult to deal with, just because they would be senior and very determined and very clear about what their expectations were (HRM11).*

Research Question 4b: Does similarity based on the observable characteristic of gender

affect women's participation in international assignments?

In order to test this research question HR managers were asked whether line/senior managers have similar attitudes towards sending men and women on international assignments. The results of this are provided in Table 5.9. Thirteen HR managers (65%) believed that management attitudes towards them going on an international assignment did not differ between women and men. The following quote gives an example of this: *"I don't think that there is a view that males are any better or any worse than women on expatriate assignments. So the problems that present themselves are pretty much the same, whether they are male or female"* (HRM6). In general, this answer gives broad support to the argument that similarity-attraction does not influence the selection decision, and consequently influencing participation rates.

Table 5.9: Similarity in line/senior manager's attitudes towards men and women

Themes	Respondents (n)	Percentage (%)
1. Similar attitudes towards men and women	13	65
2. Attitudes to men are different	3	15

However, three HR managers reported that men could be treated differently to women, as the following quote suggests: *"I think that the men probably get more opportunities then the women"* (HRM19). Another HR manager stated: *"I think that people cope better with the concept of men going overseas, because that is what they do. So I don't think that you will ever change that until the numbers of women who are eligible for those roles increases" (HRM4)*[24].

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[24] For the remainder of the organisation (N=4) there was missing data on this question.

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Research Question 5: What are the influences of culturally different countries on women's participation in international assignments?

As shown in Table 5.10, 90% of the respondents indicated that they had safety concerns in regards to sending women on international assignments to culturally different countries. The participants believed that even though their organisations effectively managed safety aspects of international assignments, for males and females, safety was a more important consideration for women:

> *Look safety is considered when you are travelling to Sydney or whether you are travelling to London, or whether you are working late in Melbourne. I mean I think that unfortunately there are some things that women can't do as easily as men. So that needs to be taken into consideration (HRM4).*

Table 5.10: Perceived attitudes of line/senior managers in regards to sending women to culturally different countries: A HRM Perspective.

Theme and Sub-Themes	Respondents (n)	Percentage (%)
Culturally different countries		
1. Concern about safety	18	90
2. Individual's own willingness	15	75
3. Loneliness	12	60
4. Prejudice/cultural implications	11	55
5. Not an issue	11	55
6. Challenging	5	25
7. Unsuitable	5	25
8. Training to prepare individual	4	20
9. Ability to develop business	3	15
10. More men sent to patriarchal countries	1	5

Seventy-five per cent of HR managers stated that their perception of women's willingness to participate in an international assignment in a culturally different country influenced selection decisions. As the following quote indicates:

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> *I think that if they have concerns about not being able to perform their jobs, for what ever reasons or prejudices, they might perceive why at the end of the day that it is going to be detrimental to my future. So they would probably not do it. That is go to a culturally different country (HRM13).*

Sixty percent of the respondents mentioned loneliness as an issue for female international assignees. This factor did not influence the selection decision, but the organisation would manage this issue through programs such as gym memberships, or allowances for expatriate clubs. The following is an example of the issues that an organisation had faced in regards to loneliness:

> *We had an incidence of sending a woman to Hong Kong, for the cultural exchange one, for three months, and she spent her evening, well she sent us an email and she wanted more money so she could hire a television and a DVD player, and that kind of stuff. It turned out that most evenings she watched movies in her apartment and didn't do much. She was very "escaping" of the experience because she was lonely, and yet Hong Kong is a very popular office, and yet we know that we have sent people there and they have had a good time, so sometimes it does depend on the individual, whether they want to get into the life of the office (HRM8).*

Eleven (55%) of the participants believed that the perceived prejudice in the host country had an influence on the selection of women for culturally different countries:

> *So the only areas that we are careful about putting woman in a particular role, is one that might cause them disrespect. So we have certainly put people out in the Middle East and if you were to put them out on to the customer entertainment line, we would say was there anything in the culture, which would be seen as a threat to that woman (HRM11).*

Fifty-five percent of HR managers said that it was not an issue for them to send women to culturally different countries as the following quote explains: *"So I haven't heard, and we have selected them, and I don't think, and I am not aware of any attitudes that women are unsuitable for an international assignment in culturally different countries"* (HRM8). Six respondents believed that there is a perception that it will be challenging for women to take on international assignments, especially in culturally different countries. That therefore, had an influence on the participation of women on international assignments: *"I think that the organisation tries to*

select the best person for a role. If it is a female...well that does present an interesting challenge to the new incumbent to try and overcome those stereotypes if you like" (HRM1).

Five participants proposed that it would be unsuitable to send a woman to a culturally different country because the culture would be unsuitable for them to operate in; for instance: *"There may be perceptions that those women are unsuitable for those countries internationally"* (HRM20). Respondents stated that their organisation (20%) managed this situation by involving women in cultural training to go to those countries:

> *The lady who is the Managing Director in the Philippines got a lot of training, very specific training cultural training, prior to her assignment. We felt that assignment would have been difficult in the context of a female in a leadership role in a patriarchal country. Because it was something that we wanted to do so we gave her cultural training in advance, to prepare her for difficult situations (HRM1).*

Three HR managers believed that gender was irrelevant to the selection decision, as long as women had the skill and ability to develop business in a foreign country, as the following quote illustrates: *"No, the selection would be based on personal skill and ability. If there were a concern that the person couldn't deliver the business then it would be related to their background and competency rather than gender"* (HRM11).

Research Question 6: What factors are perceived to be suitable selection criteria for international assignments?

Table 5.11 provides the results for the perceived factors that influence managers on whom they think are suitable to go on international assignments. The major themes include spouse/family, cultural empathy, relational skills, domestic performance, technical skills, suitability and organisational reasons.

Sixty per cent of respondents reported that a "woman's willingness" was a suitable selection criteria. For example: *"So with any of these appointments we are really looking for*

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people who are willing to do this type of work" (HRM15). Seven participants stated that "spouse/family" issues influenced selecting managers in determining who they think were suitable for international assignments. For example:

> *There are all sorts of things that get in the way, and people will not be able to move because of their partner. They won't be able to work because of their partner, or the kids are in school or they are a single person in school, or if they are single person and then they don't want to move away (HRM4).*

However, one participant was very careful to mention that spouse/family are considered after the selection process, so they do not discriminate against women who have a family or child care responsibilities, as the following quote illustrates:

> *Well that is, it is actually thought about at the next stage. So the first stage is can this person do the job, are they the best person to do the job? Then it is the next stage and we would start to think about any barriers to going on an international assignment, and they should have thought about that before they applied, but sometimes they don't he he. But then the next stage is OK, it looks like they are going so lets do all of the international stuff so we do Kaizen; we talk to them about their personal circumstances and what their personal challenges are going to be as an individual or a family, or partnership going out there. So we start helping them in that area. So we don't do it the other way around (HRM7).*

"Cultural adaptation" was mentioned by 45% participants, as the following quote describes:

> *The managers look at the cross-cultural abilities of candidates, as they couldn't send someone who didn't have good cultural skills in that country or an understanding of the culture, and the ability to work and adapt at that particular level (HRM19).*

This implies that "cultural adaptation" is an influencing factor, but participants did highlight that it was not always necessary for candidates to have cross-cultural adaptation skills, especially where their roles were technical and they were not expected to deal with foreigners. Finally, "motivation" to work offshore was mentioned by seven (35%) HR managers. "Personality" was a factor mentioned by four (20%) HR managers, as the following quote explains, *"The women who are sent are usually patient and self-confident. Sometimes they*

would be very assertive so they would be on the strong side of assertive" (HRM19). Two participants mentioned that "communication" was an influencing factor, for example: "*The communication skills of the women have to be very strong*" (HRM16).

Table 5.11: Perceptions of suitable selection criteria: A HRM Perspective

Themes and Sub-Themes	Respondents (n)	Percentage (%)
Spouse/Family		
1. Individual's willingness	12	60
2. Age, gender, family situation	7	35
Cultural Empathy		
1. Cross-cultural adaptation	9	45
2. Motivated	7	35
3. Personality	4	20
4. Communication	2	10
Relational Skills	9	45
1. Manager knew person/work	8	40
2. Ability to develop relationships	3	15
Domestic performance	9	45
1. Technical Skills	13	65
2. Experience	13	65
3. Desired skills	13	65
4. Ability to do the job	7	35
5. Knowledge	6	30
6. Core competencies	6	30
7. Language	6	30
8. Best person for the job	5	25
9. Qualifications	4	20
10. Previous international experience	2	10
Suitability	7	35
Organisational reasons		
1. Career development	11	55
2. Professional development	9	45
3. Business need	7	35

The theme "relational skills" was referred to by nine (45%) of the HR managers. The respondents indicated it was important that the selecting managers had prior knowledge of the types of work that candidates had performed, and that they knew the candidate personally; for example a HR manager stated: *"So she would have to be known by the company"* (HRM5). Three of the participants stated the sub-theme, "ability to develop relationships", which is typified by the following quote: *"She was able to represent the organisation"* (HRM15).

"Domestic performance" was perceived to be a factor that influences managers, as stated by nine (45%) of the participants. An illustrative quote highlights this theme: *"It is for top performers, people who are doing well, so it is not really a reward, we would only send our very good performers to do that. We are always identifying people who are what are called "exceeds expectations" performers, people who are doing really well"* (HRM8).

"Experience" was mentioned by thirteen (65%) of the respondents, "desired skills" were mentioned by 65% of the respondents, "ability to do the job" was referred to by 35% of the participants, "knowledge" was mentioned by 30% respondents, "core competencies" was mentioned by 30% of the respondents and "language skills" was mentioned by 30% of individuals. The sub-theme "best person for the job" was mentioned by 25% of respondents, and is illustrated by the following quote: *"It doesn't tend to be any different for the women, because our philosophy is to select people on the basis of merit"* (HRM7). The sub-theme "qualifications" were mentioned by four respondents, and "previous international experience" was mentioned by two.

A common theme mentioned by participants was that the women were selected for international assignments on the basis that they were "suitable" for the role. Thirty-five percent of participants mentioned this as seen in the following quote: *"So we try and match them between their experience and their suitability for a role"* (HRM20).

Participants believed that managers were influenced by "organisational reasons". Sub-themes of organisational reasons include "professional development", "career development", and a "business need". "Career development" was mentioned by 55% of the participants in the sample and the subsequent quote describes this sub-theme: *"We wanted to develop her, and she didn't have a next clear step, but then there is a step above her. So to get her to the next step, we will take her overseas and develop her there, and then she should be able to slot back here at a higher level"* (HRM18). Forty-five percent of the HR managers mentioned that "professional development" influenced managers, as the following quote illustrates: *"We have development programs, the current one is the international development program, and we have got eight places here for young people - well usually middle managers to go on an assignment to develop themselves"*(HRM7). Thirty-five percent of HR managers mentioned that the "business need" was an influencing factor to sending women on international assignments: *"In terms of international assignments it would normally be company driven in terms of the company defines the need"* (HRM10).

Characteristics

Research Question 10: What are the assignment characteristics (country role, assignment length, managerial level) of female international assignees?[25]

The assignment characteristics are presented in Table 5.12. From this table it is apparent that most organisations sent women to the Asia Pacific region, followed by Europe and North America. In terms of the role, a majority of the organisations sent women in Accounting and Finance, Human Resources, Sales and Marketing and Project Management roles. In terms of

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[25] Although information on men's characteristics could provide additional interesting findings, the results provided here are focused on providing an understanding of the characteristics of the women investigated in the thesis

assignment length a majority of the organisations sent women on assignment for 24 – 36 months, or the 36 months plus category. The data shows that organisations send women at junior, middle and senior managerial levels.

Table 5.12: Assignment Characteristics for Female International Assignees

	Respondents (n)	Percentage (%)
Regions		
Asia Pacific	14	70
Europe	12	60
North America	9	45
Africa	3	15
Middle East	2	10
Role		
Accounting and Finance	8	40
Human Resources	7	35
Project Management	6	30
Sales and Marketing	4	20
Professional	4	20
Engineer	4	20
Manufacturing	2	10
IT	2	10
Client Customer Service Roles	2	10
Business Development	2	10
Purchasing	1	5
Policy roles	1	5
Educator	1	5
Assignment length		
Under six months	4	20
6 - 12 months	4	20
12 - 24 months	5	25
24 - 36 months	13	65
36 months plus	6	30
Managerial level		
Junior Management	12	60
Middle Management	10	50
Senior Management	12	60
Non-Supervisor/Professional	3	15

Research Question 11: What are the personal characteristics (education, experience, family, dual-career status, age) of female international assignees?

The results for personal characteristics are presented in Table 5.13. It is evident from the results that most (85%) organisations send women who have bachelor degrees, and 45% of organisations send women who have 3 to 5 years experience. Sixty-five percent of the respondents indicated that they sent single women on assignment and 70% of respondents said they sent women with families. Eighty per cent of organisations sent women on international assignments in dual-career relationships. In terms of age, most organisations sent women in the 26 to 30 years old (65%) and the 31 to 35 year old (50%) age brackets.

Table 5.13: Personal Characteristics of all Female International Assignees

		Respondents (n)	Percentage (%)
Education			
	Bachelor Degree	17	85
	Professional Qualification	6	30
	Master's Degree	7	35
	Not degree qualified	2	10
Experience			
	0 - 3 years	8	40
	3 - 5 years	9	45
	5 - 8 years	3	15
	10 years +	6	30
Family			
	Single	13	65
	Family	15	75
	Partner	7	35
Dual-career status			
	Dual-career	16	80
	Partner is care-giver	3	15
	Dual-career not applicable	2	10
Age			
	20 to 25	3	15
	26 to 30	13	65
	31 to 35	10	50
	35 to 40	3	15
	40 to 45	6	30
	50+	4	20

Research Question 12: What are the organisational characteristics (industry, revenue, number of employees, and number of foreign subsidiaries) of female international assignees?

Referring to Table 5.1, it can be seen that the majority (75%) of organisations examined in the thesis that send women on international assignments are in two industries: manufacturing and the business and property services industry. In terms of annual revenue the majority of organisations that sent women were in the less than AUD 10 Billion category (30%), the AUD 11-25 Billion category (25%) and the AUD 76+ Billion category (25%). In terms of employees the majority of organisations that sent women on international assignments had fewer than 50,000 employees (35%). Finally, in terms of the number of foreign operations, organisations that sent women on assignment were represented in 26-50 countries (25%) or 126-150 countries (25%).

Summary of Results

Table 5.14 provides the summary results of themes investigated in the study. Themes were included in the summary if more than 65%[26] of respondents stated the theme.

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[26] Please note that the highest scores for characteristics of women on international assignments were used, and hence some are actually below 65%. Therefore, the lowest score for a "characteristic" to be included in the summary table was 25%.

Table 5.14: Summary of Results: A HRM Perspective.

Themes and Sub-Themes	Respondents(n)	Percentage (%)
Organisational Environment		
1. Self-initiated	15	75
2. Resumés	19	95
3. Indicate willingness in performance appraisal	18	90
4. References checks	17	85
5. Formal interviews	14	70
6. Telephone interviews	14	70
7. Line managers' overseas has the final say	16	80
8. Nomination	18	90
9. Asked to take on a position	14	70
10. Personal recommendation	14	70
11. Informal selection processes	15	75
12. Advertised	13	65
13. Men's selection the same	17	85
14. Profession, industry and organisation (male-dominated)	13	65
Interpersonal factors and support		
1. Positive attitudes	20	100
2. Supportive attitude	15	75
3. Supportive of women's opportunities	15	75
4. Similar attitudes towards men and women	13	65
5. Concern about safety	18	90
6. Individual's own willingness to go to a culturally different country	15	75
7. Select a woman based on her technical skills	13	65
8. Select a woman based on her experience	13	65
9. Select a woman based on her skills	13	65
Characteristics		
Assignment Characteristics		
1. Asia Pacific	14	70
2. Europe	12	60
3. Accounting and Finance	8	40
4. Human Resources	7	35
5. 24 - 36 months	13	65

Themes and Sub-Themes	Respondents(n)	Percentage (%)
6. Junior Management	12	60
7. Senior Management	12	60
Personal Characteristics		
1. Bachelor's Degree	17	85
2. 3 - 5 years experience	9	45
3. Dual-career status	16	80
4. Family	15	75
5. Single	13	65
6. 26 to 30	13	65
7. 31 to 35	10	50
Organisational Characteristics		
1. Business and Property Services Industry	8	40
2. Manufacturing Industry	7	35
3. Annual revenue less than $A10 Billion	6	30
4. Fewer than 50,000 employees	7	35
5. 26-50 foreign countries	5	25
6. 126 – 150 foreign countries	5	25

Discussion

The intention of Study 3 was to determine the factors that are related to the participation of women in international assignments from the perspective of HR managers who had responsibility for international assignments. This was conducted by examining three major areas (organisational environment, interpersonal factors and support, characteristics) relating to the participation of women in international assignments. From the most important themes (see Table 5.14) a conceptual model of women's participation in international assignments was developed (see Figure 5.3).

ORGANISATIONAL ENVIRONMENT

Selection systems and processes
  Self-initiated
  Resumés
  Indicate willingness in performance appraisal
  References checks
  Formal Interviews
  Telephone interview
  Line manager overseas has the final say
  Nomination
  Asked to take on a position
  Personal Recommendation
  Informal selection processes
  Advertised
  Men's selection the same
  The type of selection system does not influence the participation rate of women in international assignments

Perceptions of women's opportunities
  Participation rate of women in the organisation overall, junior, middle and senior management does not influence women's participation rate in international assignments
  Profession, industry, and organisation (male-dominated)

WOMEN'S PARTICIPATION IN INTERNATIONAL ASSIGNMENTS

INTERPERSONAL FACTORS AND SUPPORT

Perceived line/senior management attitudes and support
  Positive attitudes
  Supportive attitudes
  Supportive of women's opportunities
  Similar attitudes towards men and women

Perceptions of sending women to culturally different countries
  Concern about safety
  Individual's own willingness

Perceptions of suitable selection criteria
  Technical skills
  Experience
  Skills

CHARACTERISTICS

Assignment Characteristics
  Regions (Asia Pacific, Europe)
  Assignment Length (24-36 months)
  Managerial Level (Junior and Senior)
  Role (Accounting and Finance, HR)

Personal Characteristics
  Education (Bachelor's Degree)
  Experience (3-5 years)
  Family Status (Single and Family)
  Dual-career Status (Yes)
  Age (26 to 30, 31 to 35)

Organisational Characteristics
  Industry (Manufacturing and Bus/Prop)
  Revenue (Less than $A10 Billion)
  Employees (Fewer than 50,000)
  Foreign Subsidiaries (26-50, 126 - 150 countries)

Figure 5.3: Factors related to the participation of women in international assignments:

A HRM Perspective.

In answer to research question number 1, it was found that women's representation in international assignments in the organisations examined in the thesis, was 25.5%. This is much higher compared to other surveys and research conducted in the area. For instance, GMAC Global Relocation Services (2003) found 18%, Pricewaterhouse Coopers (2001) that found 9%, and research conducted in Australia (Smith & Still, 1996) found 6%. In general this result found in this thesis should be noted with caution as the representativeness of this figure to all Australian based MNEs may be questionable. Therefore, there may be a sampling bias towards organisations that did have many women participating in them. This point aside, further analysis of the results showed that the Social Services and Business/Property Services organisations had high proportions of women, while Manufacturing organisations generally had low proportions of female international assignees. This would support the contention that women are more highly represented in business services areas than in manufacturing organisations.[27] This finding would also support Australian statistics that show women's representation in the finance and insurance industry is 50.0%, in the business services industry, 37.5% and, in the manufacturing industry, 17.4% (Australian Bureau of Statistics, 2003).

In response to research question 2a, it was found that HR managers reported that there was a number of selection processes used to select females for international assignments. The results also suggest that women self-initiate their assignments. This result can be explained by Rousseau & Arthur's (1999) boundaryless career concept, which proposes that it is an individuals responsibility rather than the organisation or an individual's manager, to manage their own career. The qualitative data supported this explanation. Another explanation for why women have to self-initiate their international assignment is that they can be excluded from male influence networks (Burt, 1998) including selecting managers because they are different. Women, therefore, have to create their own opportunities and self-initiate, or even adopt an

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[27] See Becker (1993) on occupational segregation.

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aggressive approach, as past research has found (Linehan & Walsh, 1999; Westwood & Leung, 1994).

HR managers reported women submitted resumés, which is similar to past research (Harris, 1996-97; Harris & Brewster, 1999; Smith & Still, 1996), and to results in Study 1 and 2. HR managers reported that women are required to submit references from managers for their positions. This supports previous findings on the topic (Harris, 1996-97; Smith & Still, 1996) and Studies 1 and 2. Submitting references is also a part of a formal selection system.

From Study 1 and previous literature (Harris, 1996-97; Harris & Brewster, 1999; Smith & Still, 1996, 1997) it was envisaged that women's participation in an international assignment would be facilitated by them indicating their willingness for an international assignment in their yearly performance appraisal. The probability of women participating in an international assignment may be increased if they are demographically and attitudinally similar to their performance manager, because similarity increases attraction. Which may mean similarity-attraction theory (Byrne, 1971) is useful to explain women's participation in an international assignment.

Similar to past research (Harris & Brewster, 1999; Smith & Still, 1996; Westwood & Leung, 1994) and Studies 1 and 2, HR managers reported their organisation advertised international assignments. According to Harris and Brewster (1999), women's participation in an international assignment is facilitated when vacancies are *openly* advertised. The results from this study did not show that were any significant differences between organisations that advertised their international assignments compared to organisations that did not, in terms of women's participation in international assignments.[28]

In answering research question 2b, it was found that HR managers reported that the process of women's and men's selection for international assignments was the same. This

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[28] The value of a chi-square showed that there were no significant difference between organisations that openly advertised their positions compared to organisations that did not, in terms of women's participation in international assignments, $\chi^2(1, N = 20) = 17.6$, p = .28.

finding supports Harris (1996-97) finding that men and women are selected through the same selection system in organisations. It is contra to the findings by Forster (1999) who found that selection criteria varied for both men and women. However, the differences among the result found in this study, and those of Harris and Brewster (1999) and Forster, may be due to the influence of social desirability on the answer to this question (Moorman & Podsakoff, 1992).

In response to research question 2c, it was found that method of selection was usually interviews. This is similar to past research on the topic (Harris, 1996-97; Harris & Brewster, 1999; Smith & Still, 1996, 1997). Organisations also reported that interviews were conducted over the telephone. Previous research (Dipboye, Arvey, & Terpstra, 1977) suggests that the effects of similarity-attraction may be more limited over the telephone, than in face-to-face interviews. As the selector can not physically observe the candidate, as it is more difficult to form stereotypes. The study found that line managers overseas in the host location were most likely to have the final say in regards to the selection of women for international assignments. The result supports past research that found line and senior mangers are involved in the selection process (Harris & Brewster, 1999; Linehan et al., 2001; Stroh et al., 2000). This therefore, suggests that it is important for future research to examine the attitudes of line managers in the host location towards women's participation in international assignments.

To answer research question 2d, a Kruskal-Wallis test found that there were no differences in the participation rate of female international assignees according to selection systems. Therefore, as there was no difference, the research did not support the findings of Harris (1996-97) that the participation rates of female international assignees will be lower in *closed/informal* systems. Harris and Brewster (1999) suggest that women will have more opportunities in an *open/formal* system because in *closed/informal* systems the tendency of managers to select clones of themselves is increased. In other words, males select other males. Harris and Brewster (1999, p. 498) argue that because international assignments are heavily

male biased, it is important for selection systems to be *formal* and *open* to "ensure that potential 'prejudice' on part of the selectors is constrained by a process, which forces them [selecting managers] to continually question their assumptions about women's suitability and critically, acceptability in international management positions". *Formal* processes can ensure that equal opportunity policies are followed, and selector's preferences should be consistent and coherent (Harris & Brewster, 1999). Future research could test this on a larger population, and in more detail, to determine whether this model has explanatory value in explaining women's participation rates in international assignments.

To answer research question 3a, it was found that similar to Studies 1 and 2, HR managers reported that women had less opportunities to participate in international assignments because the profession, industry or organisation was male-dominated. This supports the hypothesis by Kanter (1977) that women have fewer opportunities in *skewed* organisations.

To answer research question 3b, the results of the study found the participation rate of women in the organisation overall, in junior, middle and senior management levels in the organisation was not significantly associated with women's participation rate in international assignments. Therefore, Kanter's (1977) theory on the proportional representation of women in the organisation was not influential in explaining women's participation rates in international assignments. However, the results of the exploratory test did show that the participation rate of women in middle management was associated with women's participation in junior management positions, and women's participation rates in senior management positions was significantly associated with women's participation in the organisation overall, and in junior and middle management positions. This supports Kanter's (1977) theory on the proportional representation of women in the organisation, that women will have more opportunities for career advancement and promotion in *tilted* or *balanced* organisations, as opposed to *skewed* organisations. This also supports Tharenou's (1995) and Tharenou and Conroy's (1994)

research that found a negative relationship between male-dominated hierarchies and women's career advancement. Therefore, it could be possible in organisations that women form coalitions to support other women in obtaining positions. It also supports Ely's (1995) research which found that the representation of women at the top altered the perception of lower level women about the likelihood of their advancement, thereby affecting their behaviour. However, and in summary, it appears that in this exploratory study, women in positions of power do not influence other women's promotional opportunities for international assignments.

In terms of interpersonal support and factors, and to answer research question 4a it was found that HR managers reported that women participated in international assignments because they have positive and supportive attitudes from management. Such support may also indicate that interpersonal attraction between the manager and the prospective assignee is high. A possible explanation for this is that selectors and international assignees may have similar attitudes towards the assignment, which results in interpersonal attraction according to similarity-attraction theory (Byrne, 1971). This suggests that managers in organisations are not prejudiced towards women going on an international assignment. This could also possibly explain why participation rates in the organisations examined in the thesis were so high: managers are supportive of women.

Similarly, the result that managers are supportive of women's opportunities in general is important for the participation of women on international assignments. If managers have supportive attitudes towards women participating in positions then they will offer opportunities to women. Previous research on women's career advancement has found that organisations need to provide a fair and supportive environment so that women are not inhibited from advancing (Christie, 1997).

To address research question 4b, and in terms of similarity-attraction theory (Byrne, 1971), HR managers were asked whether selecting managers had different attitudes to men than

to women in regards to sending them on international assignments. HR managers reported that there were no differences. This partial test suggests that similarity-attraction theory (Byrne, 1971) is not supported by the research, as it was suggested that male managers would select other male managers for international assignments, because of similarity. Future research needs to be conducted to accurately measure and test whether this is the case.

In addressing research question 5, it was found that HR managers reported that women's willingness affected their participation in an international assignment in culturally different countries. This does not support research that showed that managers perceived that women would not be able to operate professionally in those countries (Adler, 1984a; Izraeli et al., 1980; Stone, 1991; Stroh et al., 2000; Thal & Cateora, 1979). The finding in this study indicates that HR managers may have "politically correct" views and they do not perceive that women should be excluded to participate in culturally different countries rather it should be up to the female's own discretion to decide that. Therefore, HR managers do not believe that foreigner's prejudice would be a barrier to a woman's success. The finding, therefore, contradicts past research (Adler, 1984c; Chusmir & Frontczak, 1990; Izraeli et al., 1980; Paik & Vance, 2002; Smith & Still, 1996, 1997; Still & Smith, 1998; Stone, 1991). It may indicate however, that attitudes towards women participating are changing and becoming more favourable. Managers should ensure they do not assume that women would not want to participate in international assignments in culturally different countries. Similarly, and as expected from past research by Izraeli et al. (1980), it was perceived by HR managers that safety would be a concern managers would have in regards to sending a woman to a culturally different country. Women may be prevented from obtaining positions in those countries that are perceived unsafe by HR managers. However, as the findings show, safety is important for both men and women.

To answer research question 6 it was found that HR managers perceived that suitable selection criteria included technical skills, and skills in general, which supports past studies in

the field (Adler, 1987; Culpan & Wright, 2002; Forster, 1999; Harris, 1995; Harris & Brewster, 1999; Hill & Tillery, 1992; Mayrhofer & Scullion, 2002; Rehfuss, 1982; Smith & Still, 1996, 1997; Stone, 1991). Similar to Study 1, 2 and past research (Smith & Still, 1996, 1997), experience was also perceived to be a suitable selection criteria for female international assignees. The results of the study, therefore, indicate that merit based rather than politically based factors help women obtain positions. This would also indicate that the best person for the job is selected over favouritism towards males. In terms of similarity-attraction theory (Byrne, 1971), selecting the best person for the job (i.e. a *formal* process) may reduce a selecting manager's ability to select individuals that they perceive to be similar to themselves. Therefore, as Harris and Brewster (1999) suggest, the selection process constrains the decisions made by selecting managers.

In terms of assignment characteristics, and to answer research question 10, it was found that women were sent on assignment for a length of 24-36 months. That finding is similar to that found from a survey by GMAC Global Relocation Services (2003). This survey found that 70% of organisations used assignments that were 1-3 years long. In Study 3, the most popular regions to which organisations sent women to were the Asia Pacific region and Europe. This partially supports the survey by GMAC Global Relocation Services (2003) that found the popular destinations of the organisations that were examined to send international assignees to, were the United Kingdom (i.e. Europe) and China (i.e. Asia Pacific). In terms of managerial level the organisations in this sample sent women at both junior and senior managerial levels, contradicting the findings of previous researchers (Adler, 1987; Forster, 1999; Stone, 1991) who found that organisations mainly sent women in junior positions, and that women in senior management positions, were less likely to be sent. This past research also found that women were not sent in senior positions because selecting managers perceived that HCNs would resent being given orders by female executives (Smith & Still, 1996). The types of roles that

organisations sent women on were mainly in accounting and finance areas, supporting past research by Fischlmayr (2002) and Smith and Still (1996).

To address research question 11 in relation to personal characteristics, it was found that organisations mainly sent women who had Bachelor's degrees. This contradicts Linehan and Scullion's (2000) finding that most women had third level qualifications such as Master's degrees. However, the difference between Linehan and Scullion's (2000) results and Study 3 was that women in Linehan and Scullion's (2000) study were senior and they would more likely require a master's degree. The finding in regards to education in Study 3, equates with Australian statistics that show that only 7% of managers and administrators in Australia have postgraduate qualifications (Australian Bureau of Statistics, 2003). In general, organisations sent women who had 2-3 years experience. This supports previous findings that experience (Adler, 1987; Forster, 1999; Linehan & Walsh, 2000) is an important factor related to the participation of women in international assignments. The finding differs, however from that of Caligiuri et al. (1999) and Stroh et al. (2000) who found most women in their samples had 10 - 11 years experience with the organisation before being sent on assignment.

In terms of family status, organisations principally sent women on international assignments that were single, however they also sent women who had a family. The finding of sending single women is supported by past research on the topic (i.e. Adler, 1987; Forster, 1999; Smith & Still, 1996; Stroh et al., 2000; Westwood & Leung. 1994). Past research has also found that organisations send women with families; however, these women are usually in the minority (Adler, 1987; Caligiuri & Tung, 1999; Forster, 1999; Smith & Still, 1996; Westwood & Leung, 1994). In terms of dual-career status, the study found that organisation sent women in dual-career relationships. Past research suggests that dual-career status is a barrier to women's participation in international assignments (Adler, 1984c; Smith & Still, 1996). Therefore, it is promising that women participate regardless of their dual-career status.

Finally, most organisations sent women on international assignment who were between 26 to 30 years old. This is similar to the findings of Forster (1999) who found most women (50%) he investigated were in the age category of 25 to 35; Adler (1987) who found women's average age was under 30, and Westwood and Leung (1994) who found that 38% of the female international assignees they investigated were in the 25 to 34 age range.

In terms of organisational characteristics and to answer research question 12 it was found that most of the organisations in the sample were from the manufacturing or business and property services industry. The finding concurs with past research by Smith and Still (1996) that many female international assignees (50%), in their sample, were assigned in finance, and business/property services, while relatively fewer women (18%) were in the manufacturing industry. In terms of annual revenue the study found that most organisations fell into three categories: less than AUD 10 Billion category the AUD 11-25 Billion category and the AUD 76+ Billion category (25%). This supports Adler's (1984a) finding that the size of the organisation in terms of sales influenced the number of women in international assignments. In terms of the number of employees, organisations were also large; for instance most organisations (35%) were in the "fewer than 50,000 employees" category, which supports the work by Adler (1984a). The study also found that organisations which sent women on international assignments were also large in terms of the number of countries in which they had foreign subsidiaries; for instance the majority of organisations were represented in either 26 to 50 countries or 126 to 150 countries. These results imply that in larger organisations, the structural characteristics of the organisation would afford women more opportunities than could smaller organisations. In addition, these larger organisations may have "economies of scale" in sending individuals on assignment and therefore, they would have a sophisticated system and experience, which facilitates and supports women in participating in international assignments.

In conclusion, it was demonstrated in this study of HR managers that organisational environmental factors, interpersonal factors and support, and characteristics of women were factors related to their participation in international assignments.

Limitations of the Study and Directions for Future Research

As Babbie (1992) suggests, research design involves making strategies to investigate a problem. This study only provided a partial test of similarity-attraction theory (Byrne, 1971) as a full test of this theory was beyond the scope of the study. Future research could test the influence that similarity-attraction theory (Byrne, 1971) has on the selection decision for female international assignees. This could be tested on line/senior mangers or even the line manager in the host country, to determine their similarity with and attraction towards female international assignees.

A second limitation of the study related to the way some of the interview questions were developed. For instance, two questions unintentionally allowed the research participants to answer in a socially desirable way (Moorman & Podsakoff, 1992). Those questions were "Is men's selection the same as women?" and "Are manager's attitudes towards men and women the same in regards to them going on an international assignment?" It was much easier and politically correct for respondents to say that it was the same (Moorman & Podsakoff, 1992). Furthermore, the nature of the research was sensitive, and could potentially be a threat to organisations in terms of Equal Employment Opportunity; therefore respondents may have answered in a favourable manner to disguise negative answers. Rather than posing these particular questions, future researchers could repeat the questions on selection processes and perceived attitudes of senior/line managers for men as well as the women. Although, repetitive it is considered that answers to these questions would more accurately demonstrate the differences between how men and women are selected. An area for future research might also

be to make comparisons between the characteristics of women and men on international assignments.

The third limitation of the study related to the research method chosen; as this is an under-researched area, an exploratory and qualitative approach was appropriate. However, qualitative research using semi-structured interviews does not allow the researcher to test relationships between variables. Conducting future research that tests relationships between variables would be particularly interesting as selection systems and processes, the participation rate of women in the organisation overall, and in junior, middle and senior management positions within the organisation, and similarity-attraction theory could be tested against women's participation in international assignments. Future research therefore, could be conducted using a quantitative method such as a survey, using items developed from the themes identified in this study.

The fourth limitation of the study is the small size of the sample. Zyzanksi et al. (1992) suggest that the results of qualitative research are more open to speculation because of the small sample sizes associated with them. The small sample size was especially a problem in finding a statistically significant relationship in the Spearman's (rho) correlation. Tharenou (2000) suggests that it is difficult to find a significant relationship between two variables with a small sample size. A larger sample size would provide further information on how selection systems vary across organisations and industries, and test whether there are differences in selection systems in terms of the participation rates of female international assignees. It could further test whether the proportional representation of women in the organisation the organisation overall, and in junior, middle and senior management within the organisation, influences participation rates of women on international assignments. The generalisability of this exploratory study is limited to the organisations and industries that share similar structural characteristics to the organisations studied here: the organisations are generally large (i.e. over 100 employees) and the main industries are business and property services, and manufacturing. To address the

problem of sample size, a survey could be conducted on a greater number of organisations, to develop an understanding of whether the factors vary the organisation sending women.

The final limitation of the study was that line managers could have also been interviewed, so that they may give further information as how women are selected for positions. The possibility of including senior line managers in home and host countries was considered for this research but it was not feasible, given the time and resource constraints.

Practical Implications

Organis...ions are still challenged to increase the participation of women in international assignments. As shown in the study some organisations have a large representation of women in international assignments, whereas others do not. The first challenge for an organisation that seeks to increase the number of women on international assignments is to implement and practice an *open/formal* selection system through which women and men can similarly apply, and the "best person" for the job is chosen (Harris & Brewster, 1999). The exploratory results did not suggest that organisations with an *open/formal* selection system would have more women participating in international assignments. However, the idea has theoretical value for explaining that women may gain more opportunities to participate in organisations that have this type of system. The next implication for organisations is that organisations need to increase the amount of women in other areas of the organisation such as in the organisation overall, and in junior, middle and senior management positions within the organisation; this could help women's chances of being selected. It is also suggested that organisations could implement and practice diversity initiatives, such as work-life balance programs, to increase women in underrepresented areas in the organisation (Dreher, 2003), and especially in areas and managerial levels that feed into international assignments. Increases in the representation of women in different managerial levels may have follow-on effects for other women (Ely, 1994).

The next implication is that managers should offer and create an environment that is supportive and encouraging towards women. This supportive and encouraging environment could be created through diversity initiatives that seek to educate managers on how to best support women within their organisation. Managers should not assume that women would automatically be unsuitable, or at worst unacceptable, for an international assignment in a culturally different country. Rather managers need to determine whether women would be willing to go to those countries, and would have the ability to overcome stereotypical attitudes and prejudice in those countries. Consequently, organisations need to appropriately select their employees based on standardised and specific criteria. Additionally, managers need to ensure that safety concerns are taken into account equally for men and women. Importantly, these criteria should take into account the technical skills, experience and general skills that women need to successfully perform in an assignment.

A further implication is for organisations to inform women when they come into the organisation about the possibility of an international assignment, and what is required to get there. That is the attitudes, experiences, and skills that women need to have to participate in an international assignment. To this end, self-assessment inventories could help women decide whether an international assignment is suitable for them, as through this process they can gain an understanding of the complexities of the international assignment and possibly develop stronger self-efficacy towards international assignments (Caligiuri & Phillips, 2003).

In terms of characteristics, in order to have an understanding of whom they select and send on assignment, organisations may need to identify the characteristics of the women on international assignments. There are two reasons for this. The first is to create and develop organisational support systems that adequately maintain women (and men) whilst on assignment. The second reason is that organisations could assess who they are not sending on assignments, and determine ways in which to increase the representation of women in those

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categories, that are currently not being sent. Similarly, organisations could create support systems that cater specifically to these women. The next implication for organisations is that women can be sent on assignment with family or in dual-career situations and the assignment can be successful, and meet company objectives. Women on international assignments with families or in dual-career situations could be used as role models and promoted throughout the organisation by way of an internal communication exercise.

Conclusion

The main aim of the study was to identify factors related to women's participation in international assignments from the perspective of HR managers. To achieve this aim a literature review was conducted, and 20 HR managers were interviewed. The results of the study were analysed from the perspective of the literature review and a conceptual model was developed from the most important themes found in the study. The results indicated that organisational environmental factors such as *open/formal* selection systems and *tilted* and *balanced* organisations did not influence the participation of women in international assignments. These findings were exploratory and future studies are needed to accurately test this relationship. It was also found that interpersonal factors and support were related to the participation of women in international assignments. This suggests that to participate in an international assignment woman need a supportive and encouraging environment. The results of managers' attitudes towards men and women did not show support for similarity-attraction theory (Byrne, 1971); HR managers reported that senior/line managers had similar attitudes towards men and women participating in an international assignment. The findings for the characteristics of women on international assignments support previous research. An additional finding is that organisations do send women with family, and in dual-career relationships. In conclusion, this third study contributes to knowledge related to the factors related to the participation of women in international assignments, from the perspective of HR managers.

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CHAPTER 6 – DISCUSSION AND CONCLUSION

Overview of the Chapter

The aim of this chapter is to discuss and integrate the findings of Studies 1, 2 and 3 in relation to the conceptual model developed in Chapter 2. The findings of each study are compared to draw a conclusion in regards to the factors related to the participation of women in international assignments. The chapter begins i v reviewing the major aims of the research. The major findings from Studies 1, 2 and 3, and hence an overall conceptual framework of factors identified in this research is presented and discussed. The chapter highlights major contributions to knowledge made by this research. The limitations of the thesis and implications for future research are also discussed and practical implications are provided for female international assignees, repatriates and HR managers.

Aims of the Research

As discussed in Chapter 1, the main aim of the thesis was to understand the factors related to the participation of women in international assignments. It was intended to understand this from the perspective of interviewees. This was achieved by conducting three qualitative research studies which asked international assignees, repatriates and HR managers for their perceptions on the issue of women's participation in international assignments. This thesis was planned to be exploratory, to establish new knowledge. It was also designed to use theory as a conceptual lens to analyse the topic (using theory in this way may be helpful in explaining women's low participation rates in international assignments). The final aim was to develop a conceptual framework that explains women's participation in international assignments, and to test that framework on three samples.

Four major factors were postulated to be important in explaining women's participation in international assignments. These were: the organisational environment, interpersonal factors

and support, individual attitudes, and characteristics. Repatriation consequences were also considered in the conceptual framework. The following section will discuss the major findings from Studies 1, 2 and 3

Major Findings from Studies 1, 2 and 3

Table 6.1 provides the major findings from Studies 1, 2 and 3. The results are presented in relation to the organisational environment, interpersonal factors and support, individual attitudes, and characteristics and repatriation consequences. Results were included if they were found to be a major finding of each study (i.e. those findings included in the summary of results of each study). Themes were considered to be a major finding if they scored above 40% for Studies 1 and 2, and above 65% for Study 3. The repatriation consequences were included even though they did not score over 40%, as was the criterion for Study 2. For Study 1, the significant differences that were found between men and women are included in the following table. These are in bold font.

Table 6.1: Major Findings from Studies 1, 2 and 3

Themes	Study 1				Study 2		Study 3	
	Female IAs	% of Female	Male IAs	% of Males	Repat	% of Repat	HRMs	% of HRMs
ORGANISATIONAL ENVIRONMENT								
Selection Processes								
1. Self-initiated	13	77	13	81	11	76	15	75
2. Networks and contacts	12	71	12	75	8	57	-	-
3. Informal or no interviews	9	53	10	63	6	43	-	-
4. No proper selection process	9	53	6	38	8	57	-	-
5. Interviewed	8	47	7	44	8	57	14	70
6. Equitable selection processes	7	41	2	13	-	-	-	-
7. Resumés	-	-	-	-	6	43	19	95
8. Nomination	-	-	-	-	-	-	18	90
9. Indicate willingness in performance appraisal	-	-	-	-	-	-	18	90
10. References checks	-	-	-	-	6	43	17	85
11. Asked to take on a position	-	-	-	-	7	50	14	70
12. Personal recommendation	-	-	-	-	-	-	14	70
13. Line manager overseas has final say	-	-	-	-	-	-	16	80
14. Informal	-	-	-	-	-	-	15	75
15. Telephone interviews	-	-	-	-	-	-	14	70
16. Advertised	-	-	-	-	-	-	13	65
17. Worked with the same clients	**6**	**35**	**1**	**6**	-	-	-	-
Perceptions of women's opportunities								
1. Profession, industry and organisation (male-dominated)	7	41	5	31	8	57	13	65
2. Profession, industry and organisation (gender balance)	7	41	10	63	-	-	-	-
3. Family, marital and dual-career barriers	8	50	5	31	-	-	-	-
4. Best person for the job	4	24	9	56				

Table 6.1(continued)

Themes	Study 1				Study 2		Study 3	
	Female IAs	% of Female	Male IAs	% of Males	Repat	% of Repat	HRMs	% of HRMs
INTERPERSONAL FACTORS AND SUPPORT								
Perceived line/senior manager's attitudes								
1. Supportive attitudes	12	71	13	81	9	64	15	75
2. Supportive of women's opportunities	-	-	-	-	-	-	15	75
3. Similar attitudes towards men and women	-	-	-	-	-	-	13	65
Perceptions of sending women to culturally different countries								
1. Concern about safety	-	-	-	-	-	-	18	90
2. Individual's own willingness to go to a culturally different country	-	-	-	-	-	-	15	75
Perceptions of suitable selection criteria								
1. Experience	9	53	9	56	7	50	13	65
2. Ability to do the job	10	59	8	50	-	-	-	-
3. Domestic performance	8	47	10	63	6	43	-	-
4. Cross-cultural adaptation	7	41	9	56	-	-	-	-
5. Technical skills	-	-	-	-	-	-	13	65
6. Spouse/family	1	6	10	63	6	43	-	-
7. Age, gender, family situation	0	0	6	38	-	-	-	-
Perceived attitudes of HR managers								
1. HR are supportive	11	65	11	69	7	50	-	-
2. HR support is administrative and logistical	8	47	10	63	-	-	-	-

Table 6.1(continued)

Themes	Study 1				Study 2		Study 3	
	Female IAs	% of Female	Male IAs	% of Males	Repat	% of Repat	HRMs	% of HRMs
INDIVIDUAL ATTITUDES								
Major reasons								
1. Lifestyle reasons	11	65	11	69	-	-	-	-
2. Career development	10	59	7	44	8	57	-	-
3. Professional development	8	47	7	44	9	64	-	-
4. Health, fun, enjoyment, excitement	5	29	:	44	-	-	-	-
5. Travel	-	-	-	-	7	50		
6. Money	0	0	6	36	-	-	-	-
Doubts and concerns								
1. Miss family/family concerns					8	57	-	-
2. Fear of the unknown/uncertainty	8	47	1	6	6	42	-	-
3. Not being able to do the job	0	0	5	31	-	-	-	-
CHARACTERISTICS								
Assignment Characteristics								
1. Asia Pacific	-	-	-	-	-	-	14	70
2. Europe	-	-	-	-	-	-	12	60
3. 24 - 36 months	-	-	-	-	-	-	13	65
4. Junior management	-	-	-	-	-	-	12	60
5. Senior management	-	-	-	-	-	-	12	60
6. Accounting and finance	-	-	-	-	-	-	8	40
7. Human resources	-	-	-	-	-	-	7	35
Personal Characteristics								
1. Bachelor's degree	-	-	-	-	-	-	17	85
2. Dual-career status	-	-	-	-	-	-	16	80
3. Family	-	-	-	-	-	-	15	75
4. Single	-	-	-	-	-	-	13	65
5. 26 to 30 years old	-	-	-	-	-	-	13	65
6. 31 to 35 years old	-	-	-	-	-	-	10	50
7. 3 - 5 years experience	-	-	-	-	-	-	9	45

Table 6.1(continued)

Themes	Study 1				Study 2		Study 3	
	Female IAs	% of Female	Male IAs	% of Males	Repat	% of Repat	HRMs	% of HRMs
Organisational Characteristics								
1. Business/property services	-	-	-	-	-	-	8	40
2. Manufacturing	-	-	-	-	-	-	7	35
3. 1-50,000 employees	-	-	-	-	-	-	7	35
4. Revenue less than $A10 billion	-	-	-	-	-	-	6	30
5. 26-50 foreign subsidiaries	-	-	-	-	-	-	5	25
6. 126-150 foreign subsidiaries	-	-	-	-	-	-	5	25
REPATRIATION	-	-	-	-	8	57	-	-
1. Promotion	-	-	-	-	4	28	-	-
2. Negative repatriation outcomes	-	-	-	-	3	21		
3. Continued development	-	-	-	-	2	14	-	-

Discussion

From the major findings (see Table 6.1) a conceptual model of factors found to be related to women's participation in international assignments is developed. The model is presented in Figure 6.1. The results pertaining to selection systems and the proportional representation of women and their influences on women's participation in international assignments is included in the conceptual model of factors found to be related to women's participation in international assignments. The model indicates which factors are positive (+) for women's participation, and which factors are negative (-) for women's participation. The model will be discussed in relation to the research questions that were developed for this thesis.

ORGANISATIONAL ENVIRONMENT
Selection processes and opportunities

Selection Systems and Processes
Self-initiated +
Networks and contacts -
Informal or no interviews .
No proper selection process .
Interviewed +
Equitable selection processes +
Resumés +
Nomination .
Indicate willingness in performance appraisal +
References checks +
Asked to take on positions .
Personal recommendation -
Line managers overseas have a final say .
Informal .
Telephone interviews +
Advertised +
Worked with the same clients +
Open/formal selection system does not give women more
opportunities to participate in international assignments -

Perceptions of women's opportunities
Profession, Industry and Organisation (Male-Dominated) -
Profession, Industry and Organisation (Gender Balance) +
Family, marital and dual-career barriers .
Best person for the job +
Proportional representation of women does not influence
women's participation in international assignments .

INDIVIDUAL ATTITUDES

Major Reasons
Lifestyle reasons +
Career development +
Professional development +
Health, fun, enjoyment, excitement +
Travel +
Money +

Doubts and Concerns
Miss family/family concerns .
Fear of the unknown/uncertainty .
Not being able to do the job .

**WOMEN'S PARTICIPATION
IN INTERNATIONAL
ASSIGNMENTS**

REPATRIATION

Promotion +
Negative repatriation consequences -
Continued development +

INTERPERSONAL FACTORS AND SUPPORT

Perceived line/senior management attitudes and support
Supportive attitudes +
Supportive of women's opportunities +
Similar attitudes towards men and women +

Perceptions of sending women to culturally different countries
Concern about safety -
Individual's own willingness to go to a
culturally different country -

Perceptions of suitable selection criteria
Experience +
Ability to do the job +
Domestic performance +
Cross-cultural adaptation +
Technical skills +
Fill positions +
Spouse/family .
Age, gender, family situation .

Human Resource Manager's attitudes
HR are Supportive +
HR support is administrative and logistical +

CHARACTERISTICS

Assignment Characteristics
Assignment Length (24-36 months) +
Regions (Asia Pacific, Europe) +
Managerial Level (Junior, Senior) +
Role (Accounting and Finance, HR) +

Personal Characteristics
Education (Bachelor's degree) +
Experience (3-5 years) +
Family Status (Single) +
Family Status (Family) -
Dual-career Status (Yes) .
Age (26 to 30 years old, 31 to 35 years old) +

Organisational Characteristics
Industry (Bus/Prop and Manufacturing) +
Revenue (Less than $A10 Billion) +
Employees (Fewer than 50,000) +
Foreign Subsidiaries (26-50 countries,
126-150 subsidiaries) +

Figure 6.1: Conceptual framework of the factors found to be related to women's participation in international assignments

In answer to the first research question, it was found that the participation rate of female international assignees in MNEs examined in the thesis was 25.5%. The result varied across the organisations from 0% to 80%. The result is similar to past research; for example, the survey by GMAC Global Relocation Services (2003) reported 18%, but higher than research conducted by Pricewaterhouse Coopers (2001) who reported 9% and much higher than the study conducted by Smith and Still (1996) who reported 6%. The finding is not generalisable to the Australian population of MNEs but is useful in examining the different theories utilised in this thesis. The result has some interesting implications for women's participation in international assignments within these organisations. Applying Kanter's (1977) view to the findings it implies that as women have minority status in international assignments as opposed to token status, these organisations are *tilted* in terms of international assignments. Kanter (1977) contended that women in *tilted* organisations would have more opportunities for advancement and promotion than in *skewed* organisations. She argued that when the critical mass of women in an organisation reaches 30% the promotional opportunities for women are positively affected. The participation of women in international assignments found in this thesis was 25.5% which is approaching a critical mass of 30%. Because of this relatively large participation rate it could be argued that women's promotional opportunities for international assignments could be increased. Furthermore. Cohen et al. (1998) suggest that the a high proportion of women at a job level offer more opportunities for other women to participate, lending further support to this argument.

Organisational Environment

The organisational environment in the thesis refers to selection systems and processes, and the perceptions of women's opportunities to obtain international assignments in MNEs. A number of research questions were developed to address this area.

To answer research question 2a, a number of processes used to select female and male international assignees were identified in Studies 1, 2, and 3. In discussing the results for this section, themes are discussed according to the importance given to them, as indicated by the percentage of respondents across the three studies who mentioned those themes. They are also categorized according to *open, closed, formal* and *informal* processes. Firstly, these studies found that self-initiation was a factor related to the participation of women in international assignments. Study 1 also found that men similarly self-initiated their assignments, and there were no differences between men and women. Therefore, self-initiation does not only apply to women but also to men's participation in international assignments. This findings support past research on the topic from an assignee perspective (Adler, 1987; Culpan & Wright, 2002; Fischlmayr, 2002; Linehan, 2002; Linehan & Walsh, 1999; Mayrhofer & Scullion, 2002; Westwood & Leung, 1994). This may suggest that females are taking a proactive approach to applying for positions, which Harris (1996-97) suggests females should do. This finding supports past research from a HR manager perspective as Harris and Brewster (1999) and Smith and Still (1996) found that women have the ability to make a *formal* application to participate in an international assignment which is similar to the concept of self-initiation. Relating the Harris (1996-97) typology of international assignment selection systems to this finding, self-initiation could be a process in an *open* system (a female self-initiates to apply for a *formally* advertised position). However, a self-initiated assignment could also be a process of a *closed* selection system. In the latter situation, a female may need to self-initiate a completely new assignment/project without it being advertised. Alternatively, as Study 2 found female repatriates may need to self-initiate so they can get the necessary experience to develop their careers. This explanation would support Rousseau & Arthur's (1999) boundaryless career concept, which proposes that it is an individual's responsibility to manage his/her own career rather than the organisation or an individual's manager. Otherwise, women need to self-initiate

because they are excluded from *closed* systems and male influence networks. Women, therefore, have to create their own opportunities and self-initiate, or even adopt an aggressive approach as past research has found (Linehan & Walsh, 1999; Westwood & Leung, 1994).

This thesis found that women participated in international assignments because they used "networks and contacts" in the selection process to obtain positions. This theme rated highly in Study 1, and not so highly in Studies 2 and 3. The finding supports past research in the field, for example, Linehan et al. (2001) and Linehan and Scullion (2000) found that women obtained jobs where they attended professional networking activities and penetrated male networking groups, and Fischlmayr (2002) found that women participated in international assignments because they had access to networks. Harris (1996-97) found that networking enhanced individuals' abilities to obtain international assignments because selectors network to determine nominees for positions (Harris, 1996-97). Applying the typology by Harris (1996-97) to this finding, this theme is similar to networking and recommendation that was identified as a prominent feature of a *closed/formal* and *closed/informal* system. It was assumed that women would not be selected through *closed/formal* and *closed/informal* selection processes, because literature shows that women are usually excluded from *informal* male networks (Kanter, 1977; Morrison et al., 1987) and male selecting managers would want to select other similar males. This situation is more pronounced under conditions of uncertainty, where individuals are more likely to direct their networking strategies to people who have similar personal attributes (Kanter, 1977). However, the results of Study 1 illustrates that women were selected through *informal* processes such as networks and contacts to a similar extent to men (See Table 6.1).

The next selection process identified in the research was that female international assignees had an *informal* interview with their selecting manager. The *informal* interview consisted of a conversation between the international assignee and the selecting managers in regards to what the job would be. Sometimes interviews were not conducted at all. This theme

was evident in Study 1 (international assignees), and to a similar extent in Study 2 (repatriates). This theme supports the *informal/closed* quadrant of the Harris (1996-97) typology, their research found that there may be *informal* discussions held between the candidate and selectors. It is possible that similarity-attraction theory (Byrne, 1971) would be supported here. A lack of a *formal* process does not constrain managers from choosing to interview people who are similar to them, and whom they know and like.

Similarly, to the previous theme, Studies 1, 2 and 3 found that there was no proper selection process used for the selection of female international assignees, male assignees and repatriates. The HR managers similarly reported that their organisation had an *informal* way of selecting female assignees. The finding supports prior research in the field that organisations use *informal* selection processes to select female international assignees (Adler, 1987; Harris, 2001; Harris & Brewster, 1999; Linehan & Scullion, 2000; Linehan et al., 2001; Westwood & Leung, 1994). It is interesting to note that this thesis also found that organisations use *informal* selection processes, and, that this is similar for males and females. This may suggest that the use of *informal* processes does not necessarily exclude women from international assignments.

All studies conducted in the thesis found that female international assignees were interviewed. The result supports prior research in the field that organisations use interviews (Harris, 1996-97; Harris & Brewster, 1999; Smith & Still, 1996, 1997; Westwood & Leung, 1994). The result would also support the *open/formal* quadrant of the Harris (1996-97) selection system typology. It would seem that a *formal* process such as interviews would have the likelihood of preventing bias and discrimination. Therefore, women's opportunities to participate in international assignments in organisations that have *formal* interviews would increase because such a process ensures that all people are considered against criteria, and the best person for the job is chosen.

Study 1 found that "equitable selection processes" were used by organisations to select international assignees and this was perceived to facilitate women's participation in international assignments. The results support prior research on the topic that has found that organisations used fair (Culpan & Wright, 2002) or merit based selection processes (Still & Smith, 1998). The result also supports the findings by Forster (1999) who found that in selection processes for international assignments the "best person for the job" is usually selected. However, the finding does not support all past research. Adler (1987) found that the selection process was a barrier to women's participation, and more recent studies by Linehan et al. (2001) found that organisations use discriminatory hiring practices. Applying the Harris (1996-97) typology to this finding, equitable selection processes would be placed in the *open/formal* quadrant, and it is assumed that women would have more opportunities to participate in international assignments under this system. In the *open/formal* quadrant of typology, women are not discriminated against because the *open* process means that women can equally apply for a position.

HR managers reported that women had to submit resumes to participate in international assignments. However, it is not known whether men also have to submit resumes, as this question was not asked. This research supports past research by Harris (1996-97) who reported that organisations collected resumes. It is interesting to note that HR managers noted this theme more than female international assignees and repatriates. The differences may be due to a sampling bias. HR managers were directly probed on the topic, and the international assignees and the repatriates were not, or HR managers may have answered in a socially desirable manner. Finally, there may have been different perceptions between the HR managers, the international assignees and repatriates in regards to the definition of *formal* and *informal* processes.

HR managers in Study 3 reported that women were selected for international assignments through a nomination process. This finding supports the results of Harris (1996-97). Applying the Harris (1996-97) typology to this finding, nominations are placed in the *closed/formal* and *closed/informal* quadrants of their typology. These researchers argue that the nomination process discriminates against women because male selecting managers will nominate other males for positions and not females (i.e. because similarity-attraction theory (Byrne, 1971) states that individuals will be attracted to similar other individuals). However, the research found that organisations also nominated women for international assignments. The finding therefore, does not support the contention that nomination processes exclude women, as the results show that women can be nominated for international assignments.

The next theme HR managers reported were that the performance appraisal system was used to select female international assignees. That is, women have the ability to indicate their willingness to participate in an international assignment during yearly performance appraisals. The finding is similar to past research (Harris, 1996-97; Harris & Brewster, 1999; Smith & Still, 1996, 1997) that found management development programs are used to determine people's willingness to participate in international assignments. Female international assignees in Study 1 reported that performance appraisals were used to assess their performance. The assignees reported that if there performance had met high standards in the past this would facilitate obtaining positions. The findings from both studies indicate that it is important to incorporate the organisation's performance appraisal system into selection systems for international assignments.

HR managers reported that selecting managers check references to assess candidate's suitability for international assignments. Past research has indicated similar findings (Harris, 1996-97; Smith & Still, 1996). The next theme to rate highly by the HR managers and repatriates was that female international assignees were "asked to take on a position". The

result concurs with similar findings of Harris (1996-97). The process supports both the *closed* quadrants in the selection system typology. Harris and Brewster (1999) assert that only men are asked to take on positions through a "coffee-machine system". The results from Study 1 indicate that women and men were similarly asked to take on a position. Applying the Harris (1996-97) typology on selection systems to this finding suggests that both men and women obtain positions through a *closed/informal* system.

Study 3 (the investigation of HR managers) found that the line manager in the host country has the final say in making the decision in regards to who is selected. The result supports past research that found line and senior mangers are involved in the selection process (Harris & Brewster, 1999; Linehan et al., 2001; Stroh et al., 2000). More specifically the result suggests that the attitudes of selecting managers towards women participating in international assignments in the host country need to be examined, as they make the final decision.

The results from the HR managers show that *informal* selection systems are used. The result directly supports the Harris (1996-97) typology, as she identified that selection systems were *informal*. Another major finding from the HR managers was that telephone interviews were used. These were used because it is easier and more cost-effective to interview over the telephone than face-to-face. Researchers (Dipboye et al., 1977) have found that the effects of similarity-attraction may be limited over the telephone: as the selector cannot physically observe the candidate, it is more difficult to form stereotypes.

The HR managers (Study 3) reported that their organisations advertised positions for international assignments. This supports previous research (Harris & Brewster, 1999; Smith & Still, 1996; Westwood & Leung, 1994) that found some organisations *formally* advertise their positions. Harris (1996-97) argues that advertising positions is part of an *open* recruitment practice and supports the *open/formal* and *open/informal* quadrant of the typology of selection systems.

Finally, Study 1 found that there were statistically significant differences between women and men in terms of the theme "worked with the same clients". This result meant that women were sent on assignment to work with an international client that they had been working with in the home office. Therefore, these women were transferred to work with the client in the host location. This assisted women in obtaining positions because they already had experience doing the work and working with the client, which gave them a solid justification for why they should be chosen for positions.

Therefore, from the findings of research question 2a it is evident that there is broad support for the processes identified in the Harris (1996-97) selection system typology. Figure 6.2 presents the Harris (1996-97) typology, showing the areas supported by the three studies.

	FORMAL	Support	INFORMAL	Support
OPEN	Clearly defined criteria Clearly defined measures Training for selectors Panel discussions Open advertising of vacancy (internal/external)	X	Less defined criteria Less defined measures Limited training for selectors No panel discussions Open advertising of vacancy Recommendations	X X
CLOSED	Clearly defined criteria Clearly defined measures Training for selectors Panel discussions Nominations only (networking/reputation)	X	Selectors individual preferences determine criteria and measures No panel discussions Limited training for selectors Nominations only (networking and reputation)	X X

Figure 6.2: Support for areas in the typology of selection systems for international assignments

(Adapted from Harris, H. (1996-97). *Women in international management: An examination of the role of home country selection processes in influencing the number of women in international management positions.* Unpublished Doctoral Thesis, Cranfield University, Bradford, p. 56).

In answer to research question 2c, Studies 1, 2, and 3 found that women were interviewed for international assignments. As Table 6.1 illustrates 47% of the female, and 44% of the male international assignees stated they were *formally* interviewed for their international assignment, whereas 57% of repatriates stated this, and 70% of HR managers stated that their organisations used interviews to select women. This finding supports the two *formal* quadrants of the Harris (1996-97) typology and previous research on the topic (Harris, 1996-97; 1999; Smith & Still, 1996, 1997; Westwood & Leung, 1994). It is interesting to see that more HR Managers reported that they used interviews, than female international assignees reported that they were interviewed. This could imply that although HR managers say that their organisations use interviews, in actual fact, it may not happen to the degree they state, or the interviews may be *informal*. A large number of HR managers stated that women were interviewed for their jobs via telephone.

In answer to research 2d, it was found that selection systems did not influence participation rates of female international assignees. It was proposed that women would have more opportunities to participate in international assignments when the selection system was *open/formal*, rather than when the selection systems were *open/informal, closed/formal,* or *closed/informal.* However, the research did not indicate that this was the case: there were no differences between the organisations which had different selection systems in terms of women's participation in international assignments. Additionally, the finding does not support the contention by Harris (1996-97) that women will have more opportunities to participate in international assignments in organisations that have selection systems that are *open/formal.*

In order to address perceptions of women's opportunities and to answer research question 3a, it was found that male and female international assignees in Study 1 had positive perceptions of women's opportunities to participate in international assignments. The finding was significantly different for men and women. That is, more men reported positive

perceptions of women's opportunities than did women. The difference could be due to men giving an uninformed answer, as opposed to women who may have experienced difficulties in obtaining opportunities within their organisations. This would support the findings of Chusmir and Frontczak (1990) who found that female executives reported less positive perceptions of women's opportunities than did male executives.

Studies 1, 2 and 3 revealed that female and male international assignees, repatriates and HR managers perceived that women did not have an opportunity to participate in international assignments because the profession or the organisation, or the industry was male-dominated. According to Kanter's (1977) theory such organisations could be classified as *skewed*. As Table 6.1 indicates 41% of the female international assignees, 31% of the male international assignees, 57% of the repatriates and 65% of the HR managers reported this theme. The finding supports results by Harris (1996-97) and Linehan et al. (2001) who found that women had limited chances of being selected for international assignments because the organisation was male-dominated. Still & Smith (1998) reported that women had difficulty in participating in international assignments because there was a lack of female role models to follow. From the qualitative results, it would seem logical that the proportional representation of women in the organisation has influences on women's participation in international assignments: if there are no women in the selection pool to select from, then it would be difficult to increase participation rates. Therefore, male-dominated hierarchies and organisations may be an explanation reason for why women's participation rates are low.

Contra to the finding above, female and male international assignees in Study 1, reported that because the profession, industry and organisation was gender balanced, they perceived women had the same opportunity to participate in international assignments as did men. According to Kanter's (1977) theory these organisations could be classified as *balanced* organisations. As Table 6.1 indicates, 41% of the female international assignees and 63% of the

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male international assignees stated this. The theme did not rate highly with the repatriates in Study 2 or the HR manager's in Study 3. The finding supports Kanter's (1977) view that suggests women have more opportunities for advancement and promotion in organisations that are *balanced* as opposed to organisations that are *tilted* or *skewed*. The finding also supports other research in the field that shows male-dominated hierarchies' influences women's promotional opportunities in organisations generally (Cohen et al., 1998; Ely, 1994; Tharenou, 1995; Tharenou & Conroy, 1994). Consequently, if hierarchies are not male-dominated, women will have more opportunities for promotion and advancement.

Study 1 also found that women and men reported that women did not have the same opportunity to participate in international assignments because of family, marital and dual-career barriers. The finding supports prior research in the field that shows family, marital and dual-career situations are barriers to women participating in international assignments (Forster, 1999; Harvey, 1998; Harvey & Wiese, 1998; Harvey, 1997; Linehan & Walsh, 1999; Smith & Still, 1996, 1999; Stroh et al., 2000).

Finally, the male international assignees in Study 1 reported that women would have an opportunity to participate in international assignment because in the selection process "the best person for the job" is selected. Applying, Harris' (1996-97) typology to this finding, it would seem that, as proposed by Harris (1996-97), women will have more opportunities in systems that are *open/formal*. In an *open/formal* system it is assumed that the best person for the job is selected, as individuals are measured and assessed against established criteria by selecting managers who are trained to conduct selection. As a result of this system the best person for the job is selected over other individuals who are socially and demographically similar to selectors.

To address research question 3b, it was found that the proportional representation of women in the organisation overall, and at junior, middle, and senior management levels in the organisation, did not influence women's participation in international assignments. The

findings from Study 3, therefore, did not demonstrate that Kanter's (1977) theory on the proportional representation of women within the organisation, even though the idea made intuitive sense and was logical, was useful in explaining women's participation in international assignments. It is argued that as the research here was exploratory and had a small sample size associated with it, future research needs to this theory on a larger sample to determine whether this relationship is statistically significant.

Interpersonal Factors and Support

To address research question 4a, the participation of women in international assignments was facilitated by having managers who offered supportive attitudes. The finding is evident in all three studies. As Table 6.1 indicates, 71% of the women and 81% of the men, 64% of the repatriates and 75% of the HR managers reported this attitude. The findings support the results by Fischlmayr (2002) who found women had to elicit support from senior management to obtain positions. However, the findings of this thesis does not support past research that showed managers are often reluctant to send women on international assignments because the attitude of managers was that women should not go on assignments for a variety of reasons (Adler, 1984c; Chusmir & Frontczak, 1990; Izraeli et al., 1980; Paik & Vance, 2002; Smith & Still, 1996; Stroh et al., 2000; Thal & Cateora, 1979; Westwood & Leung, 1994). This attitude was not found to be important in Studies 1, 2 or 3. This may suggest that women develop stronger self-efficacy for international assignments, because managers through verbal persuasion, offer supportive attitudes towards women participating in international assignments.

This finding may also suggest that line/senior managers are now more accepting of women participating in international assignments, compared to some of the studies listed above. This may be due to their past positive experience in sending women overseas, and because of a relatively larger participation rate of women in international assignments. Therefore, managers

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perceive that sending women on assignment is a normal thing to do and they are comfortable in doing so. Alternatively, there may be a sampling bias, because these organisations had women participating. However, if organisations that did not have any women participating in international assignments were investigated, the reporting of negative attitudes may have been more prominent.

The HR managers in Study 3 reported that line/senior managers were supportive of women's opportunities in particular, and that was why women participated in international assignments. Previous research on women's career advancement has found that organisations need to provide a fair and supportive environment so that women are not inhibited from advancing (Christie, 1997). Therefore, to answer research question 4a it was found that women's participation in international assignments was facilitated by supportive attitudes from management, and support in regards to women's opportunities.

To assess research question 4b, it was found that the similarity-attraction theory (Byrne, 1971) did not influence women's participation in international assignments as HR managers in Study 3 reported that manager's attitudes towards men and women were the same. This finding therefore, does not support past empirical research that has found gender dissimilarity can influence selection decisions within organisations (Graves & Powell, 1995). It suggests that selecting managers perceive men and women to be of the same competence in regards to participating in an international assignment. The finding in Study 3 supports the comparative study conducted in Study 1 that found that there were no differences in the types of attitudes women and men encountered from line/senior managers. This finding disconfirms the findings by Ruderman et al. (1995) that male decision-makers when considering men for promotion had a higher level of comfort with the candidate. In contrast, the results of this study, imply that selecting managers have the same level of comfort with both men and women. This may

suggest that managers perceive that both men and women are suitable for international assignments.

In response to research question 5, which examined the perceptions of women's abilities to participate in international assignments in culturally different countries, it was found that HR managers in Study 3 were concerned about the safety of women in host locations. Harris (1996-97) has found similar results. However, it is advisable that safety be considered for both male and female international assignees no matter which country they are sent to.

HR managers in Study 3 perceived that it should be an individual's (woman's) own willingness to participate in a culturally different country. They suggested that it was not up to line and senior manager's to make the judgment that women are unsuitable for those locations. Rather they perceived that women need to make their own decisions in regards to whether they would be willing to participate in an international assignment in a culturally different country. This is therefore, contra to the findings by other researchers in the field (Adler, 1984c; Forster, 1999; Stroh et al., 2000; Thal & Cateora, 1979; Westwood & Leung, 1994) who found that managers will not send women to a culturally different country, or Stroh et al. (2000) who found that managers perceive women will be unsuccessful in culturally tough countries.

In answer to research question 6, in regards to the perceptions of suitable selection criteria, Studies 1, 2 and 3 found women were selected for international assignments based on their previous experience. For instance, Table 6.1 indicates that 53% of female international assignees, 56% of male international assignees, 50% of the repatriates and 65% of the HR managers said that experience was a suitable selection criterion. The findings support past studies in the area that have also found that previous experience is an important selection factor (Adler, 1987; Harris, 1995; Harris, 1996-97; Harris & Brewster, 1999; Linehan & Walsh, 1999; Rehfuss, 1982; Smith & Still, 1996, 1997; Still & Smith, 1998). From an equality perspective, it is optimistic for women to see that organisations use objective criteria to select their

international assignees. However, these criteria may be difficult for women to meet if the level of experience they have is below what is required. For instance, women may have been excluded from attaining the necessary experience because of male-dominated hierarchies, or because of child-rearing and caring responsibilities.

The next factor that female and male international assignees in Study 1 rated highly in regards to selection criteria was the candidate's ability to do the job. This finding supports past research on the topic, by Smith and Still (1996) who found ability to do the job was a suitable selection criterion. Therefore, women and men are selected based on a projection that they are able to perform the necessary tasks.

In addition, domestic performance was perceived to be a suitable selection criterion for female international assignees. The factor, domestic performance, was mentioned by both male and female respondents in Study 1, and also by respondents in Study 2. The finding supports previous research that domestic performance was a selection factor for international assignments (Harris, 1995; Harris, 1996-97; Harris & Brewster, 1999; Rehfuss, 1982). It may be that domestic performance is a highly mentioned factor, because past performance can be considered a predictor of future performance. Therefore, if a person performs well in the past it can be envisaged that they will similarly perform well in the future, and consequently they have high potential.

The factor "cross-cultural adaptation" was rated highly in Study 1. This supports past studies that found cross-cultural adaptation is a selection factor for international assignments (Forster, 1999; Harris, 1995; Harris, 1996-97; Harris & Brewster, 1999; Smith & Still, 1996, 1997; Still & Smith, 1998; Stone, 1991). The findings emphasise the point that both male and female international assignees need to be able to adapt to the foreign location, subsequently assignees are selected on their flexibility and willingness to adapt. The next factor that was found to be a suitable selection criterion was technical skills. The HR managers in Study 3,

perceived that technical skills was a suitable selection criterion and similar results have been found in other studies (Harris, 1996-97; Rehfuss, 1982; Smith & Still, 1996, 1997; Still & Smith, 1998; Stone, 1991). This suggests that female assignees will need to have a degree of technical proficiency in an area before they are considered for an international assignment.

The next factor that was found to be a suitable selection criterion was the organisational requirement to fill positions in the host location. This meant that organisations needed to ensure that vacancies were filled. Some organisations indicated that a considerable number of opportunities were available and therefore, they selected women because the organisation wanted to fill those positions. The factor was mentioned by 41% of the repatriates in Study 2. This factor supports the theoretical ideas of Edstrom and Galbraith (1977) who propose that MNEs send staff overseas for three reasons, one of them being to fill vacancies in host-country locations.

In Study 1, female and male international assignees perceived that managers thought that "spouse and family" and "age, gender and family situation" were selection factors. That is, if men or women are married, have a family or are in a dual-career relationship then it was perceived that that would influence whether or not a manager selected them to participate in an international assignment. The findings supports past research in the area that found family characteristics are used as a selection criteria for female and sometimes male international assignees (Forster, 1999) or that a female's family situation is a barrier to her participating (Adler, 1984c; Linehan & Walsh, 2000). These selection criteria were reported by the male, and to lesser extent, female international assignees in Study 1. The difference in the findings was statistically significant, suggesting that men thought managers were more likely to select individuals on the basis of their spouse and family situation. The implication of this result is that women may be discriminated against in the selection process if they have a spouse and/or

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family; organisations would prefer to select single women to minimise the problems and costs involved with relocating an entire family and dealing with dual-career issues.

In addressing research question 7, which asked international assignees and repatriates whether they perceived HR managers to be supportive of female international assignees, it was found in Studies 1 and 2, that HR managers were supportive of female international assignees. The research question was not addressed in Study 3. The finding supports the argument that supportive and encouraging HR policies aids in the participation of women in international assignments (Adler, 1995). There was, however an instance where HR managers were not so supportive as a result of one female international assignee being advised not to participate in an international assignment because of her perceived lack of maturity. Studies 1 and 2 found that international assignees and repatriates perceived HR support to be administrative and logistical. This supports past research in the field by Culpan and Wright (2002) who found that international HR policies support and encourage women's participation in international assignments. The finding suggests that HR managers are not often engaged in the selection process, but rather are involved in administrating the transfer, such as organising training, plane tickets, accommodation or providing inductions into the host-country organisation. It was found that 45% of the HR managers reported that HR managers were involved in selection decisions for international assignments, however only 20% of these managers reported that HR managers were involved in making the final decision. The findings in the thesis therefore support the work of Scullion and Brewster (2001) that found HR managers can play a decision-making role in regards to the selection of individuals for international assignments. The implication of this finding is positive for women's increased participation in international assignments because the involvement of HR managers in likely to reduce the bias that line managers are likely to make (Harris & Brewster, 1999).

Individual Attitudes

Individual attitudes of international assignees and repatriates were examined in both Studies 1 and 2, while Study 3 did not examine this area. In addressing research question 8, which examined the major reasons why female and male international assignees and repatriates participated in an international assignment, it was found that women participated because they perceived that it would be beneficial to their lifestyle. They perceived that it would be interesting to live in a foreign country as it would be a change and different to the norm. The finding was supported in Studies 1 and 2. This finding differs from past research conducted by Hill and Tillery (1992) who found that undergraduate business students rated living conditions, location and climate as the least important factors that would influence them to relocate to a foreign country for their work.

The next factor that female international assignees indicated influenced them in participating in an international assignment was the perception that they would develop their careers. This factor rated highly amongst female and male international assignees in Study 1, and with repatriates in Study 2. The finding support past research in the field by Hill and Tillery (1992) who found that undergraduate business students would take on an assignment for the purposes of career advancement. The finding also supports a stream of research which has found women take on positions for the purposes of career development (Linehan et al., 2001; Linehan & Walsh, 1999; Linehan & Walsh, 2000; Westwood & Leung, 1994). In addition the finding supports the research of Van der Velde et al. (in press) who found that the salience placed on an individuals career explained the willingness of females to participate in an international assignment. Another stream of research has found that the HR function embeds international assignments into career management processes (Harris, 1996-97; Smith & Still, 1996, 1997; Still & Smith, 1998), which could explain why females state this as reason to participate. Women self-initiate for the purposes of career development, and they made no

distinction about whether they self-initiated for their career within their own organisation or outside it; it was more around their general career development. The implication being that self-initiating assignments suggests that these individuals manage their own careers rather than managers doing it, which implies that the principles of boundaryless careers (Rousseau & Arthur, 1999) apply. The implication is that men and women need to both be active in managing their own careers and they need to pursue assignments.

The next finding of this thesis was that male and female international assignees in Study 1 and repatriates in Study 2, reported that a major reason to participate in an international assignment was so that they would develop professionally. Women perceived that they would acquire experience, and develop skills that were important in attaining career progression in the organisation. The research supports previous findings in the area by Fischlmayr (2002) which found that women participate in international assignment to gain experience. It also supports the research conducted on undergraduate business students who rated professional development as factor that would motivate them to participate in an international assignment (Hill & Tiller, 1992).

The research conducted in this thesis also found that women were motivated to participate in an assignment because they perceived that it would be positive to their health, it would also be enjoyable and exciting. They perceived that living and working in the host-location would be fun and exciting because of the differences in culture, and the opportunities for special socialization experiences. This factor rated highly for both male and female international assignees in Study 1, but not for the repatriates in Study 2. The finding supports previous research conducted by Hill and Tillery (1992) who demonstrated that undergraduate business students perceived that an international assignment would be "exciting and glamorous". The finding in this thesis suggests that it is not always work reasons that motivate women to participate in international assignment, but that personal factors may also have an influence.

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Similar, to the previous factor, the repatriates in Study 2 reported that a major reason for participating in international assignment was that they could have the opportunity to travel. The finding supports previous research in the field, such as the work by Hill and Tillery (1992) who found undergraduate business students wanted to participate in international business so that they would have an opportunity to travel.

In answering research question 9a that examined the doubts and concerns individuals face when they decide to participate in international assignments, it was found that repatriates in Study 2 had doubts and concerns regarding to missing family, or other family issues. For example, they were concerned about how their family would adjust to the foreign assignment, or they were concerned about how their ageing parents would cope without them. The findings support other research such as the study conducted by Linehan (2002) who found that senior female international managers found it difficult to balance work and family. Stroh et al. (2000) found that women believed that women with children were less likely to accept an assignment than women without children, and in Van der Velde et al. (in press) it was found that female employees of a large Anglo-Dutch company, placed more importance on the parental role than did men, which reduced their willingness to participate in an international assignment. It is therefore apparent from this study and past research, that having a family complicates a woman's decision to participate in an assignment.

In Study 1, female international assignees reported the factor "fear of the unknown/ uncertainty" as a doubt and concern. The factor was also found to rate highly in Study 2, which was conducted on the repatriates. The findings would support the idea that women may have a lower self-efficacy compared to that of men to participate in an international assignment. The finding may therefore, support the work by Betz and Hackett (1981) and Bonnet's (1994) prediction that women will have low self-efficacy in regards to participating in male-dominated professions and careers. Finally, in regards to doubts and concerns, male international

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assignees in Study 1 had concerns in regards to "not being able to do the job", while female international assignees did not report this concern. This may suggest that men have a lower self-efficacy than women to participate in an international assignment because they perceive the job difficult to do. However, overall women and men in Study 1 reported had similar levels of doubts and concerns, indicating that their efficacy for international assignments were similar, which support the findings of Forster (1999). However, to verify such a finding it would need to be tested on a wider population.

Characteristics

In addressing research question 10, which examined the assignment characteristics (country role, assignment length, managerial level) of female international assignees, a number of major findings were uncovered. Study 3 found that the majority of MNEs based in Australia sent female international assignees to the Asia Pacific region and Europe. The findings support previous research in the field by Smith and Still (1996) who found that women were similarly sent to the Asia Pacific region. Sending women to this region reflects its physical proximity to Australia, where the study was conducted, and to Asia, and the level of Australian international business activity in this region. For example, a survey conducted by the [Australian] Productivity Commission (2002) showed that a high proportion of Australian based MNEs direct their foreign investment to Asia. At the same time historical and cultural linkages between Australia and Europe may explain the reason why organisations send their female international assignees to that region. For example, a considerable number of the female assignees went to the United Kingdom. This was generally due to similarity in language and culture between Australia and the United Kingdom. However, the survey conducted by the Productivity Commission (2002) showed that Australia's investment into Europe was minimal in comparison to other regions. The finding in the thesis, partially supports the survey by

GMAC Global Relocation Services (2003) which found that the popular destinations of the organisations that were examined, was the United Kingdom (i.e. Europe) and China (i.e. Asia Pacific).

The respondents in Study 3 reported that women participated in international assignments for a majority of 24 to 36 months. The finding partially supports past research by Hill and Tillery (1992) who found assignment length affected undergraduate business student's willingness to participate. For example, these undergraduate business students were less willing to relocate for longer than two years. As the majority of organisations reported this assignment length (24 to 36 months), it may suggest that women will participate for this time, but would not participate for longer periods, because of other issues in their life. For example, women may not want to go for longer periods, because they have dual-career issues. The result is promising for women's increased participation as Adler (1987) in her study reported that women were placed in temporary positions in international assignments (i.e. probation) because managers perceived that they would not be successful. Stroh et al. (2000) found that for female international assignees, assignment success increased when assignment length increased.

The next major finding in Study 3 was that HR managers reported that women were sent in both junior and senior managerial positions. The finding that women are sent in junior managerial roles supports prior research on the topic (Adler, 1987; Forster, 1999; Smith & Still, 1996). As Forster (1999) suggests, this finding indicates that their may be a glass-ceiling in relation to women's participation in international assignments as they are sent in junior managerial positions. However, Study 3 also reported that women were sent in senior managerial positions which is contra to the findings of Forster (1999). Furthermore, studies have also being conducted on senior female international managers by Linehan (2000), providing evidence that women do participate at this level. Also, as Cohen et al. (1998) indicates, women will only be placed in positions where women already are. This idea would

suggest that women's increased participation in senior managerial positions in international assignments is promising for other women. Study 3 also found that women were sent principally in Accounting and Finance, and Human Resource type roles. This finding supports previous research by Smith & Still (1996) who also reported women were commonly sent in those fields.

In addressing research question 11, which deals with the personal characteristics of female international assignees (education, experience, family, dual-career status, age), it was found that HR managers in Study 3 reported that women who participated in international assignments mainly had Bachelor degrees. The result does not support the work by Linehan and Scullion's (2000) study who found that women mostly had third level qualifications such as Masters degrees. However, the differences between the results may be due to Linehan and Scullion's (2000) focus on senior managerial women, while this study focuses on women at all managerial levels.

Study 3 found that a large proportion of organisations had the experience of sending women who were in a dual-career relationship. Past research has suggested that a female's dual-career status is a barrier to participating in international assignments. However, the research presented in this thesis suggests that this might not always be the case as there was evidence of women successfully participating while in dual-career relationships. This suggests that women may not necessarily subordinate their careers to that of men, as role theory suggests (Markham & Pleck, 1986). An alternative explanation for the finding is that the organisation may provide support to the male-trailing spouse, thereby reducing the negative effects of relocation.

Study 3 also found that a large majority of organisations sent women on assignment when they had a family. Previous studies have also reported this finding. This indicates that family may not always be a barrier to women participating in an international assignment. It has been

contended that women with families would experience more stress in international assignments because of the pressures to balance work and family (Harris, 1999), and therefore, there would be fewer women participating in an international assignment. The finding that organisations do send women with families therefore does not support past research in the field which found organisations have had limited experience in sending female international assignees with families (Forster, 1999; Smith & Still, 1996; Still & Smith, 1998). The HR managers in Study 3 also reported that they generally sent single women on international assignment. This finding supports past research in the field (Adler, 1987; Forster, 1999; Linehan & Walsh, 1999; Linehan & Walsh, 2000; Smith & Still, 1996; Stroh et al., 2000; Westwood & Leung, 1994). This may suggest that sometimes women with families are intentionally not selected for international assignments, or that they do not want to participate because of role pressures.

Study 3 also found that women were sent on international assignments when they were in the age category of 26 to 30, and 31 to 35 years. The finding supports past research in the field by Forster (1999) who found similar results. The organisations he examined generally sent women when they were younger. The finding of this study also supports research conducted by Fischlmayr (2002), who found that age influenced women's participation in international assignment. This may suggest that organisations target their international assignment programs to younger women who are less likely to have children. The rationale behind this is that the organisation wants to develop the individual, minimize costs (i.e. it is more expensive to send an individual and family, than it is to send just one person) and reduce the pressures of varying roles that the assignee will experience whilst away. The respondents in Study 3 reported that organisations commonly sent women with three to five years' experience. This finding supports the contention that women would need a certain level of proficiency in their job before they could be considered suitable to participate in an assignment. It also suggests that having worked in the organisation for a number of years, the individual would have an intimate

knowledge of the processes and procedures of the organisation, which they can apply while on assignment. It also infers that these individuals would have developed significant contacts and networks within their work life in the organisation to aid in the selection process.

In addressing research question 12, which examined the organisational characteristics of females that participated in international assignments, it was found that most organisations were in the business/property services industry and the manufacturing industry. The finding concurs with past research by Smith and Still (1996) that a significant number of female international assignees in their sample were assigned in finance, and business/property services. It appears that these industries are supportive of women's participation in management, generally, and in international assignments. This study found that large organisations (in terms of employee numbers (1-50,000), annual revenue (less than $A10 Billion) and the amount of foreign subsidiaries (26-50 foreign subsidiaries; 126-150 foreign subsidiaries)) employed female international assignees. The findings supports Adler's (1984a) research which established that larger organisations employ female international assignees. This would imply that in larger organisation, the structural characteristic of the organisation afford women more opportunities than those found in smaller organisations. In addition, these larger organisations may have economies of scale related to sending individuals on assignment and, therefore, they would have more sophisticated support systems which facilitate women's participation in international assignments.

Repatriation Consequences

In addressing research question 13, which examined repatriation consequences of repatriates, who were both women (14) and men (3), it was found that 29% of the repatriates received a promotion out of the assignment (see Table 6.1). The finding supports previous research in the field that has shown individuals commonly obtain promotional opportunities as a

result of participating in international assignments (Stroh et al., 1998; Yan et al., 2002). However, the result is a concern because a high proportion of the international assignees (both men and women) and the repatriates indicated that their major reason to participate in an international assignment was for the career development. Considering that only 29% or repatriates received this career development by way of a promotion on return to the home country suggests that there may be unmet expectations. This is likely to result in frustration, disappointment and increased employee turnover. As Yan et al. (2002) suggest this may have negative effects on influencing the willingness of other women to participate in international assignments.

The repatriates in Study 2 additionally reported that they encountered negative repatriation consequences. Some of the negative consequences included falling behind peers in terms of career progression (which supports Harvey's (1982) work), having to prove oneself again, and organisational changes negatively affecting job placement on return (which supports Feldman and Tompson's (1993) work). As Yan et al. (2002) suggest these negative consequences may have influences on the willingness of other women to participate in international assignments. The thesis did not support Linehan and Scullion's (2002b) finding that women encounter more problems than men in the repatriation stage due to tokenism, isolation and exclusion. The reason for this may be that the area was not probed in detail; however it was not a prominent theme that repatriates mentioned. Future research needs to determine, with greater accuracy, whether women do encounter such problems.

In summary, and to conclude this section, four major factors were found to influence the participation of women in international assignments. These were: the organisational environment, interpersonal factors and support, individual attitudes towards going on an international assignment, and characteristics. Participation in an international assignment was then found to influence the repatriation of women. Figure 6.1 presented a conceptual

framework of the factors found to influence women's participation in international assignments across the three studies conducted for the thesis.

Contribution to Theory and Knowledge

In earlier chapters, the significance of each study has been outlined showing how each of the studies extended knowledge regarding the factors related to the participation of women on international assignments. A conceptual framework, which explained that four different factors may influence women's participation in international assignments, was both postulated and developed.

One of the main reasons for conducting the research was to assist in developing a theoretical base for explaining women's participation in international assignments. Sutton and Staw (1995, p. 378) observed that, 'theory is about the connections among phenomena, a story about why acts, events, structure, and thoughts occur'. It was, therefore, envisaged that this research would contribute in that area. The first contribution made to the research literature was an examination of selection systems (Harris, 1996-97) from the perspective of female and male international assignees and repatriates. The Harris (1996-97) typology on selection system was partially supported by this research, and it was found that selection for an international assignment generally did not differ between men and women. This finding enhances previous knowledge in the area. The influence of selection systems identified by Harris (1996-97) on women's participation in international assignments was not supported in Study 3, which suggests that it may not be selection systems that directly influence women's opportunities to participate in international assignments. Therefore, the contribution made to the research field is that selection systems may not explain women's low participation in international assignments. However, as mentioned previously this conclusion needs to be considered with caution as this exploratory study may not be generalisable.

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Kanter's (1977) ideas on the influence of the proportional representation of women in the organisation overall, and in junior, middle and senior management levels within the organisation, on other women's opportunities for advancement and promotion were borrowed from the mainstream "Women in Management" literature and applied to women's participation in international assignments. Studies 1, 2 and 3 found that this idea influenced female and male international assignees, repatriates and HR managers' perceptions as to whether they believed women would have opportunities to participate in international assignments. However, when the relationship was tested in Study 3, the study did not find that an increase in the participation rate of women in the organisation overall, and at junior, middle or senior management levels in the organisation, influenced the participation rate of women in international assignments. This is, therefore, a contribution to the knowledge that male-dominated hierarchies, and Kanter's (1977) theory on the proportional representation of women in the organisation, might not explain women's participation rates in international assignments. Again the conclusion needs to be considered with caution due to the exploratory nature of this study.

Similarity-attraction theory (Byrne, 1971) was not supported in Study 3, and, therefore, this is also a contribution the research area. This theory was not supported as in this present study women received interpersonal support from line/senior even though they were dissimilar from selecting managers in terms of the observable characteristic of gender. The contribution is that line/senior managers may not hold stereotypical views about women's participation in international assignment, or at least they do not express them. The next contribution was that the influence of male-dominated professions on women's self-efficacy (Hackett & Betz, 1981) to participate in an international assignment was not supported in the research. The research showed overall, women and men had similar doubts and concerns in regards to their international assignment and hence self-efficacy towards the international assignment.

Another contribution the thesis makes to the research area is that a conceptual framework was postulated, and supported by empirical research, from the perspective of female and male international assignees, repatriates, and HR managers. Whetten (2002) argues that the role of theory is to provide conditioned statements of the "if- so" variety. Whetten (2002, p. 106) also argues, "all descriptions, regardless of how detailed or insightful they are, may be considered conceptual, but sans an explanation for what is observed, they do not qualify as theoretical." Therefore, the results according to the conceptual framework were described and then explained to assist in developing theory in the area. The conceptual framework postulated in Chapter 1 encompassed the organisational environment, interpersonal factors and support, individual attitudes and the characteristics of female international assignees. It also examined repatriation consequences.

The final contribution that the thesis makes is that there were five themes that were rated highly by all samples (female and male international assignees, repatriates, HR managers). The themes were:

- The women had the ability to self-initiate their international assignments.

- Women were interviewed for positions.

- The profession, organisation, and profession were male-dominated which influenced individual's perceptions of women's opportunities within organisations.

- Women participated in international assignments because line/senior managers were supportive of them.

- Women participated because they had sufficient experience to be selected.

Limitations and Implications for Future Research

The limitations of Studies 1, 2 and 3 have been outlined in previous chapters. However, there are some overall limitations with the thesis, which are both conceptual and methodological. The limitations are discussed, and point the way for future researchers.

Conceptual Limitations

The first conceptual limitation relates to the proposition by Harris (1996-97) that women would have more opportunities to participate in an international assignment when the selection system was *open/formal*. As the typology was not supported by the Kruskal-Wallis test in Study 3, it may mean that the Harris (1996-97) typology needs revision. For, instance women's opportunities to participate in international assignments may be increased where the selection system is *open/formal* but also in gender *balanced* organisations. On the other hand, women's opportunities to participate are reduced where the selection system is *open/formal* but the organisation is *tilted* or *skewed* (i.e. it is male-dominated). This could be elaborated on in future research by including interpersonal factors and support, or the types of selection factors that the organisation considers important.

Another conceptual limitation that the research had was that Kanter's (1977) theory on the proportional representation of women in the organisation overall, and at junior, middle and senior management levels in the organisation, was not useful in explaining women's participation in international assignments. This suggests conceptually that this theory may not have the power to explain women's participation in international assignments, and perhaps other theories could be examined in future research. In addition, the variables of opportunity and power, that Kanter (1977) proposed in her work, was not examined in this thesis, which future research could do.

In terms of examining other theoretical perspectives, there are opportunity costs with examining one theoretical perspective over another. There were findings from the thesis that may suggest that there are other theoretical perspectives that could have been useful in explaining women's participation. For example, because networks and contacts rated highly as a selection factor, it would be interesting to examine the influences of network structure on women's participation in international assignments in comparison to men; for example, an application of Burt's (1992; 1998) or Ibarra's (1993) work on networks and gender. Future research could examine the network structure that a female has within an organisation to determine the strength of ties that a female would need to obtain a position. Kanter's (1977) work on isolation, exclusion and tokenism could also be examined in further detail, by determining whether her ideas are relevant in explaining why women's participation rates in international assignments are low. Analysing the topic from this perspective may highlight other problems that women face while trying to obtain assignments.

Other theoretical perspectives may be useful; for example, social exchange theory (Blau, 1964) could be useful in explaining why repatriates feel frustrated in regards to unmet expectations in the repatriation stage. They may feel that they have contributed significantly to the organisation, in terms of investing time and effort into the international assignment, and the organisation does not reciprocate by way of rewarding the international assignee through promotion and higher salaries. The repatriate, therefore, feels as though the relationship is unfair. Consequently, the repatriate will not reciprocate to the organisation by displaying commitment and hence leaves the organisation.

Similarly, in terms of the conceptual framework developed and tested in this thesis, there could have been other factors, postulated to influence women's participation in international assignments. These factors may include an examination of other organisational environment factors, such as the organisation's international strategy, the MNE structure or the types of

international HR policies and practices it uses (Schuler, Dowling, & De Cieri, 1993). Therefore, the development of a different framework may yield other results to explain women's participation in international assignments. In terms of characteristics, the type of assignment could influence women's participation. For example, type of assignment can vary from technical, managerial, functional, career development assignments, to filling administrative positions in overseas locations (Edstrom & Galbraith, 1977). This variable was not explored in the thesis. Therefore, future research could develop a revised conceptual framework that examines diverse factors that were not explored in the research.

Methodological Limitations

There were a number of methodological limitations of the thesis, overall. These limitations will only be briefly examined as they have been highlighted in each Study. The most obvious limitation was the choice of research method. While qualitative research allows in-depth analysis (Miller & Crabtree, 1992) and is suitable for exploratory research (Creswell, 1994) it cannot allow the researcher to test the relationship between variables. The importance of themes found in the research can only be demonstrated by the frequency of respondents who mentioned a theme. This limitation could be addressed by using a quantitative research method where a survey is conducted on international assignees, repatriates and HR managers, using the conceptual framework developed in the thesis.

One limitation to the thesis is that although there was data triangulation in the thesis as there were there three different data sources used, exact data triangulation was not achieved as the three samples, did not match up exactly, because of the difficulty with gaining access to certain HR managers to interview, in Study 3. It was hoped to interview the same HR managers of the international assignees and repatriates in Study 1 and 2, however only 4 HR managers matched, and the remaining 16 HR managers came from different organisations.

Another limitation was that line managers should also be interviewed, as it has been identified that line managers are usually responsible for selection of international assignees, but it was beyond the scope of the study conducted here to include those managers in this research because of time and resource constraints. Although, it is argued that using these three data sources in this study makes a substantial contribution to knowledge, as few studies in the IHRM field to date have achieved a multi-perspective approach.

The other main limitation with the thesis overall was the small sample size associated with each study. Small sample sizes may result firstly, in sample bias or secondly, themes that rated highly by each sample may not rate so highly if the same studies were conducted using larger sample sizes. The small sample size also caused problems in using the Kruskal-Wallis test and the Spearman's correlation in Study 3, for research questions 2d and 3b respectively. Therefore, the results and findings presented need to be considered with caution, and need further empirical testing. Therefore, quantitative research using a large sample of international assignees, repatriates and HR managers may obtain results that are significant.

The next limitation relates to the measurement of constructs relating to the theoretical perspectives chosen to analyse women's participation. The Harris (1996-97) typology needed to be more accurately tested in the research. In the thesis, only some of the constructs identified in the Harris (1996-97) typology were measured. For example, whether "selectors were trained" was not measured. Therefore, in future research it is suggested that each construct in the model be accurately measured so that the theoretical value of the typology can be assessed. The limitation is also relevant for similarity-attraction theory (Byrne, 1971) and self-efficacy theory (Bandura, 1977). These theories were used in an exploratory sense and future research needs to measure the constructs of each theory so that their theoretical worth in explaining women's participation in international assignments can be assessed.

Similarly, to the previous limitation, not only should similarity-attraction theory (1971) be measured in detail it should also be assessed from a different perspective. Similarity-attraction theory (1971) needs to be tested and measured, from the perspective of line and senior managers who have been involved in the selection of women (and men) for international assignments, to test whether they are more attracted to selecting males over females. Another issue with the thesis is that it did not examine women who applied to participate in an international assignment but were not selected. The research area would benefit from testing the conceptual model postulated in the thesis on a sample of individuals (men and women) in this situation, or on individuals who are employees of an organisation, who have a high probability of participating in an international assignment (Van der Velde et al., in press).

Practical Implications

Some practical implications can be drawn from the major findings of the overall thesis. Implications have been described in detail within each Study and, therefore, they will only be summarised in this section. The thesis overall has a number of practical implications for international assignees, repatriates and HR managers. These will be discussed in relation to the four major areas and repatriation.

Organisational Environment

In terms of selection processes, women need to ensure that they self-initiate assignments rather than waiting to be approached. Self-initiation means that women need to indicate to line and senior managers in the organisation that they are interested in participating (Adler, 1987). Considering repatriation, individuals who are selected for an assignment need to gain a realistic preview of what will happen at the repatriation stage, to minimise distress and to influence a positive outcome (Caligiuri & Lazarova, 2001). Where HR managers are concerned, they

should ensure that their organisation uses *open/formal* selection systems to ensure that individuals are measured against established selection criteria (Harris, 1996-97).

In terms of the perceptions of women opportunities, it is advised that women who wish to participate in international assignments work in gender *balanced* organisations instead of organisations that are *tilted* or *skewed*. Working in those organisations that are *balanced* may also be helpful for women in the repatriation stage to prevent exclusion, isolation and tokenism, and therefore negative consequences in the repatriation stage. HR managers could initiate diversity strategies within their organisation to increase the proportion of women within the organisation overall, and at lower, middle, and senior management levels (Dreher, 2003; Thal & Cateora, 1979).

Interpersonal Factors and Support

Individual women should seek to develop working relationships with line and senior managers who are likely to offer support. Gaining this type of political support in the organisation may therefore influence women's probability of being recommended to other managers to take on international assignments (Fischlmayr, 2002). For repatriation, individuals need to keep in contact with supportive line and senior managers whilst on assignment to aid in that person's repatriation. In terms of the HR managers they need to ensure that line and senior managers offer support to women and assist them while they are away on assignments, and in terms of repatriation (Linehan & Scullion, 2002a).

Individual Attitudes

In terms of individual attitudes, women should be motivated to take on assignments because it will help develop their career and professional skills (Hill & Tillery, 1992). Women should note that they might experience fear of the unknown and uncertainty in regards to participating in an assignment. There could be two suggestions for women to follow in regards

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to this: women could obtain counselling in regards to participating in an international assignment, or could speak to other women who have participated about their experiences. Gathering information about these issues is a way of reducing uncertainty and increasing self-efficacy (Bandura, 1977). From a repatriates point of view, it would be wise for a woman to determine and ensure at the selection process that their assignment will lead to positive career outcomes at the end of the assignment (Linehan & Scullion, 2002b). In terms of HR managers, they could develop international assignments programs that emphasise the career development benefit of participating in an international assignment. This may serve to motivate and encourage women to participate. To minimise negative repatriation consequences HR policies and practices should be implemented that embed international assignments into overall career plans for individuals (Linehan & Scullion, 2002b).

Characteristics

In terms of assignment characteristics, HR managers may need to tailor international assignment programs to motivate women to participate (Adler, 1995). For instance, they may need to examine which regions women are willing to travel to, and how long they are willing to spend in the host location. In terms of personal characteristics, HR managers may need to tailor programs to the types of women they are likely to send. For example, the study found organisations sent women with family, in dual-career relationships, women who were single, and who were either in the age categories of 26-30 years old and 31-35 years old. Programs and policies may, therefore, need to be tailored to those categories (Adler, 1995). These programs, may also want to take into consideration women in other categories. HR managers, therefore, may have to develop programs and policies that encourage and motivate those women in other categories to participate.

Repatriation

In terms of repatriation, international assignees need to consider at the outset of their assignment, what is going to happen in their repatriation stage. This means they need a realistic preview. This could be done, by talking to people in the organisation who are repatriates, line/senior managers or HR managers. While on assignment, to facilitate their repatriation, international assignees need to keep in contact with managers in the home office to ensure that they keep up to date with what is happening to facilitate their repatriation (Linehan & Scullion, 2002a). In terms of HR managers, they could devise a program that provides international assignees with a realistic preview of what happens in the repatriation stage, supports the international assignee while away (i.e. a mentoring program), and supports the repatriate in their transition from an international assignee, to an ordinary operating member of the home country organisation (Linehan & Scullion, 2002a). This may entail career planning and training, throughout the international assignment, and counselling while the repatriate is re-adjusting to home country life.

Conclusions

In conclusion, the research aimed to understand the factors related to women's participation in international assignments. The research was conducted primarily because past research has shown that women are underrepresented in international assignments (GMAC Global Relocation Services, 2003; Pricewaterhouse Coopers, 2001; Smith & Still, 1996). The research found that in the organisations investigated in the thesis women's representation in international assignments was 25.5%. The finding is not generalisable to all Australian based MNEs. The finding is higher than past research (GMAC Global Relocation Services, 2003; Pricewaterhouse Coopers, 2001; Smith & Still, 1996). , which may be due to a biased sample. To understand the factors, one typology, and three theoretical perspectives were examined and a

conceptual framework was developed from extant empirical literature that examined four areas and repatriation. These areas were organisational environment, interpersonal factors and support, individual attitudes and characteristics. Thirteen research questions were explored using a qualitative methodology and three samples: international assignees, repatriates and HR managers. The research design involved using interviews. Content analysis was used to analyse the transcripts from the interviews and inter-rater reliability was conducted to ensure reliability of the themes.

From Studies 1, 2 and 3 the major results was that organisations used both *formal* and *informal* selection processes, which supported the Harris (1996-97) typology; women had the ability to self-initiate their international assignments, which also supported past research; women were also interviewed for their international assignments. The theoretical prediction by Harris (1996-97) that women will have more opportunities to participate in an international assignment when the selection process is *open/formal* was not supported by the research. It is suggested that future research still needs to be conducted to accurately measure the Harris (1996-97) typology, and on a larger population to assess it ability to explain women's participation rates in international assignments.

In terms of perceptions of women's opportunities to participate in international assignments the qualitative data shows that women had increased opportunities to participate in international assignments in organisations that had a gender balance, but not in organisations that were male-dominated. The qualitative results, therefore, support Kanter's (1977) theory on the proportional representation of women in the organisation, which states that women will have more opportunities for promotion and advancement in *balanced* organisations rather than in *tilted* or *skewed* organisations. Kanter's (1977) theory was applied and tested on women's participation in international assignments using 20 organisations. It was tested, by measuring the participation rate of women in the organisation overall, and at junior, middle, and senior

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management levels within the organisation. These participation rates were assessed against participation rates of women in international assignments using a Spearman's correlation. It was found that the participation rate of women in the organisation overall, and at different managerial levels, did not influence women's participation in international assignments. This, therefore, implies that Kanter's (1977) theory, when applied to women in international assignments, is not useful in explaining their participation. However, the result could be due to the small sample size used in the study, and it is suggested that future research examines this issue with a sample size larger than 20.

In terms of interpersonal factors and support, it was found in Studies 1, 2 and 3 that women participated in international assignments when managers offered supportive attitudes to women, which supports work by Fischlmayr (2002). Past studies (Adler, 1984c; Chusmir & Frontczak, 1990; Izraeli et al., 1980; Paik & Vance, 2002; Smith & Still, 1996; Stroh et al., 2000; Thal & Cateora, 1979; Westwood & Leung, 1994) have shown that line/senior managers have negative towards women participating in international. Negative attitudes towards women participating in international assignment were not evident to a large extent in this thesis. The finding that managers are supportive of women indicates that line and senior managers may have an unbiased attitude towards female international assignees. Therefore, similarity-attraction theory (Byrne, 1971) was used to test whether line and senior managers had different attitudes and hence attraction for males (assuming that line and senior manager are male). It was found that manager's attitudes towards women and men were the same. Therefore, in this situation, similarity-attraction theory (Byrne, 1971) was not useful in explaining women's lack of participation in international assignments. Future research needs to accurately test whether this is the case. The respondents from Studies 1, 2 and 3 perceived that managers selected women based on experience. Studies 1 and 2, found that international assignees and repatriates

perceived that HR managers were supportive of women participating in international assignments.

In terms of individual attitudes, the main reasons why women participated in international assignments were lifestyle, career development, and professional development reasons. These findings supported previous research in the field. In terms of self-efficacy theory (Bandura, 1977) it was found that women had more fear of the unknown/uncertainty than men, and men had more doubts and concerns about their ability to do their job. However, overall women and men had similar levels of doubt and concern. This indicates that self-efficacy theory may not be useful for explaining women's low participation rates. However, research needs to test this on a larger sample.

In terms of assignment characteristics, it was found that women were principally sent to Europe and Asia, for 24 to 36 months, in junior and senior managerial positions, within Accounting and Finance and HR. The findings supported past research in the field. In terms of personal characteristics, organisations sent women who were single, or had families, or who were in dual-career relationships. As a minium, women generally had Bachelor's degrees, had 3 to 5 years experience in the organisation, and were 26 to 30 years old or 31 to 35 years old. The findings also supported past research in the field. In terms of organisational characteristics, the majority of organisations were in the manufacturing and business/property services industries, with "fewer than 50,000 employees", annual revenue was $A10 Billion, and the MNEs were represented in both 26-50 foreign subsidiaries and 126-150 foreign subsidiaries.

In terms of repatriation the main findings of the thesis was that some women (and men) received a promotion because of participating in the international assignment, others received continued development. This supports past research that has shown that positive repatriate consequences can include promotions and continued development (Yan et al., 2002). The research found that women (and men) also experienced negative repatriation consequences

which supports past research in the field (Feldman & Tompson, 1993; Harvey, 1982; Yan et al., 2002). Specifically, Linehan and Scullion (2002b) found that female senior managers faced exclusion and isolation during their repatriation, however, this was not supported in this thesis.

In summary, despite the methodological limitations of the generalisability of the study, and the fact that the study is only qualitative, the research contributes to knowledge on why women participate in international assignments. The contribution is an analysis of the topic through the lens of Harris' (1996-97) typology, Kanter's (1977) ideas on the proportional representation of women in the organisation, similarity-attraction theory (Byrne, 1971) and self-efficacy theory (Bandura, 1977). The study also contributed to knowledge by postulating a conceptual framework that explains women's participation in international assignments. The framework was tested on three samples and was empirically supported. The research has implications for female international assignees, repatriates, HR managers, and theory. This thesis sought to understand, in greater detail than already exists, how women participate in international assignments. It is anticipated that this knowledge will assist women, HR managers and the HR function to develop selection systems, environments and attitudes that are supportive of women participating in international assignments in MNEs.

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APPENDICES

Appendix 1: Findings of Studies Conducted on International Assignees[12].

Authors	Sample and Methodology	Findings
Adler (1987)	Structured interviews of 52 women in international management positions in Asia (Hong Kong, Japan, Singapore, Philippines, Australia, Indonesia, Thailand, Korea, India, Taiwan, People's Republic of China)	Interviews Company encouragement Women are memorable and visible on assignments Interpersonal skills Company resistance and conservative attitudes Junior positions, Average age 23 to 41 Single Graduate degrees (MBAs) Extensive international interests and experience Spoke two and a half languages
Westwood & Leung (1994)	Semi-structured in-depth interviews with 45 Female Expatriates in Hong Kong. Female expatriates were from Britain, US, Australia, New Zealand, Ireland, Canada, Malaysia, Singapore, Holland	Foreign language capability Opportunism and fortuitousness Self-initiated Open recruitment practices Career development and guidance provisions No prior experience No company policies on going overseas Unequal opportunities for women
Forster (1999)	20 interviews were conducted with personnel/HR managers A two year longitudinal study of 92 women expatriates and 243 men expatriates in leading UK organisations A study of 245 partners	Single, Age range 25-35; females younger than males Banking and finance, retail and marketing typed organisations selected twice as many males than females Managerial level (junior and middle management) Most women were single No women had children Women were primarily represented in the banking and finance industry Selection factors (language, communication, culturally sensitive, highly motivated, think on their feet, best person for the job) Level of support and training varied for each assignment Women were enthusiastic about IAs, and saw them as a positive challenge Women had more self-efficacy then males as they had low levels of concern about social/family aspects of the move Traditional expatriate is male, mid thirties, married with children
Linehan and Walsh (1999)	50 senior female international managers	Senior managerial experience Persistently asked for their next career move Single Heavily committed to their career

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[1] The studies are presented in chronological order

[2] It should be noted that the summaries of studies that are presented in this appendix, are separated based on where they were published, and not on that they were different studies. For, instance the results from Linehan and Walsh (1999) and Linehan and Walsh (2000) were based on the same study, however they have been separated as they were published in two different publications. It was chosen to do this to make it clearer for future researchers to know where these results came from.

Authors	Sample and Methodology	Findings
		Work/Life Balance
		Glass ceiling effects
		Outdated organisation policies and practices that were not suitable for the support of female assignees
		Employees are predominantly males
Linehan and Walsh (2000)	Research interviews were conducted with 50 senior female managers from Fortune 500 companies	Senior female management had no children
		Heavily committed to career
		International experience
		Spouse and children affected women's opportunities
Stroh, Varma, Valy-Durbin (2000)	A survey of 261 Women Expatriates, 78 Expatriate Supervisors in 44 Top 100 US Multinationals who were affiliated with International Personnel Association	Supervisor's perceived women were interested
		Assignment length positively related to effectiveness
		Women with children were less likely to accept an assignment
		Prejudice was a barrier to female success
		Prejudice is a barrier to success in culturally tough countries
		Female international assignees and their male supervisors had significantly different views about women's participation
		International assignees/supervisors perceived that fewer women with families went on international assignments than single women or women with partners
Linehan, Scullion, & Walsh (2001)	50 senior female managers (had to be a part of the senior management team, and to have one senior management move)	Professional networking assisted women
		Females needed to penetrate male networks
		Ask to be included in the selection process
		Discriminatory policies
		Mentoring from men
		Formal policies
		Informal processes
		Gender segregation
		Male model of career
		Domestic responsibilities
		Risks of the assignment
		Managers perceived married women were not interested
		Industry sector, profession or industry is male dominated
		Not enough senior managerial women
Linehan and Scullion (2000)	Semi structured interviews with 50 senior female international managers	Ask to be included in the selection process
		Discriminatory policies
		Formal policies reinforce informal processes
		Male mentors
		Networking
		Penetrate male networking groups
		Recruitment and selection barriers
		Formal policies and informal processes
		Women not interested because of family
		Industry sectors, traditions, practices, views, exclusion, negative attitudes
Mayrhofer and Scullion (2002)	Sixty-seven surveys with men and women expatriates in the German clothing industry (from 36	Male spouses are used in the selection process
		No difference in selection criteria between men and women (independence, assertiveness, physical resilience, communication skills, holistic thinking, age, data processing

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Authors	Sample and Methodology	Findings
	companies) 6 interviews	knowledge, knowledge about the home country) Women encounter difficulties in each expatriation stage than men do
Culpan and Wright (2002)	Forty-seven human resource directors were contacted who allowed their women expatriates to respond to a survey (70 women participated) 14 women were interviewed	Women volunteer to participate Fair selection process Negotiation skills Self-confidence, self-respect International human resource policies encourage selection and support of women Women are paid less than male counterparts
Linehan (2002)	50 senior international managers in Europe	Women had to ask to be included in the process Determination Commitment Exclusion Lack of female role models Options for male trailing spouse Difficulty in balancing job and family Women experienced both overt and covert bias Management believe women are not interested Short time span between selection/departure Stereotype expatriate (male) Managers reinforce power by promoting people who are similar Negative attitudes towards women Attitudinal barriers towards selecting women
Fischlmayr (2002)	Interviews with personnel managers 21 individuals were interviewed	Support from senior management Mentor Access to networks Strong internal pressure groups Age Demand to be sent abroad Right person at the right place Women participate to gain experience Victims of male dominance Reluctance to network Women internalise stereotypical roles Competency Knowledge The best person for the job Stereotypical beliefs Conservative attitudes
Van der Velde, Bossink, & Jansen (in press)	A written questionnaire of 178 male and 122 female employees at a large Anglo-Dutch company on their willingness to participate in an overseas assignment	Males are more willing to accept an international assignment then females Males are more willing to follow their female partners then females are willing to follow their male partners Rational choice theory (the length of professional tenure, expatriate experience and level of education) and family choice theory explains males willingness to accept an international assignment Women's willingness to participate in an international assignment was predicted from life role salience (the more

Authors	Sample and Methodology	Findings
		salient a career) and psychological contract theory (the more committed the more willing they would be)
		Men were older than woman, had longer professional tenure, had more international assignments, made a higher investment in eduction, had higher incomes, gave their careers higher priority, had greater organisational commitment, and career satisfaction than women
		Women attached more importance to the parental role than men
		Age did not significantly affect women's willingness to participate
		The presence of children affected willingness (for men the presence of children had a positive effect on willingness, and for women it had a negative effect on willingness)

Appendix 2: Findings of Studies Conducted on Executives[34].

Authors	Sample and Methodology	Findings
Thal & Cateora (1979)	A survey of 74 Executives (at or above vice president level), 26 Women Executives (in major corporate management positions) from Fortune 500 Companies	International experience Limited opportunities for women Women are not qualified Foreign executives would resent orders from women There are limited opportunities for women to advance into upper management in international divisions Cultural biases of their own country limits women
Izraeli, Banai & Zeira (1980)	Survey with follow-up interviews of 111 Host country organisation managers (107 men, 4 women) in England, Holland, Germany, Belgium and France	The belief that a woman could head a subsidiary Female country heads entail risks that males do not Women would meet with resistance from HCNs Women would have illegitimate authority Lack of women role models Role incongruence between work and family The belief that single women lonely and open to harassment The belief that a married women would have problems with their husband There is no consistency in attitudes between countries
Adler (1984a)	A survey of 409 organisations from the Fortune 500 lists from America and Canada (28% Canadian, 72% American)	Low percentage rate of sending women overseas – 3% Industry affects women's participation Sales, assets, employees, foreign subsidiaries, and the number of male expatriates affects women's participation The number of foreign operations affects women's participation
Adler (1984c)	A survey of 60 managers involved in the selection process of expatriates in US and Canadian MNCs	Qualifications Willingness Effectiveness Foreigner's prejudice Dual career status Reluctance Selection system barriers Country characteristics Family responsibilities No female role models Isolated and lonely single women Barriers Physical hardship and danger
Chusmir & Frontczak (1990)	A survey of 222 respondents that included 106 male and 116 female executives in Fortune 500 companies in the US	Few opportunities Gender differences in the perception of women's opportunities Male and female executives belief that attitudes towards women are slower to change in foreign countries Female executives were pessimistic about women's opportunities Women had fewer opportunities to move to international

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[3] The findings are presented in chronological order.
[4] It should be noted that the summaries of studies that are presented in this appendix, are separated based on where they were published, and not on that they were different studies, as the same that was done for Appendix 1.

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Authors	Sample and Methodology	Findings
		divisions
		More female executives then male executives believed that women are willing to move abroad
Stone (1991)	Interviews and surveys of 60 professionals or managers in Multinationals from Australia, New Zealand, Britain and American firms that have bases in South Asia Australian managers (Senior HR managers) Expatriate managers (Line managers, HR managers) Asian managers (Line managers, HR managers)	Selection factors include (ability to adapt, technical competence, human relations skills, physical appearance, types of roles) Uncertainty of women Asian/expatriate managers favour men Foreigners prejudice excludes women Discrimination from expatriates and wives Asian managers believed women were suitable for specialist roles but not top management positions
Harris(1995)	In-depth interviews with 9 HR executives from leading British organisations (Semi-structured interviews with HR personnel and key selectors).	Consistency in thinking about characteristics of expatriates (organisation had clear in thinking about expatriates, some had a lack of consistency, others had a high degree of consistency, mixed picture in terms of consistency) A closed-informal system meant that it was not possible to identify formal criteria, annual performance and development review were used as selection processes Key selection factors (mobile, effective domestic performance, linguist, effective communicator with regional groupings, good relations between field and head office; good emissaries, understands responsibilities towards local environments and agencies, values different approaches to work in cross-cultural respect, culturally sensitive, strong interpersonal skills, secure with feedback inter-organisation, flexible adaptable, overseas experience, managers interface between centre and field, internationalist and cultural empathy, achievement motivation, capacity to motivate, helicopter vision)
Smith & Still (1996)	A survey of 243 Human Resources or Senior Managers in *Top 1000* Australian Companies	Characteristics of women international assignees (Roles, company size, single status, country, industry, Family) Selection factors (management competencies, functional/technical skills, communication skills, management experience, organisational skills, cultural sensitivity, networking ability, language skills, employees' maturity, willingness to relocate, ability to cope with greater responsibility, spouse's willingness, family circumstances, qualifications, previous international experience, age, marital status) Selection processes (performance appraisal, management development, career counselling, internal advertising, self-nomination, external advertising, recruitment agent, the use of the spouse as a part of the selection process, Important for career development, informal processes) Barriers to sending women (Family, Dual Career, Position/Location, No cross-cultural training, Preference to send men, Uncertainty, Resistance, Foreigner prejudice, Type of role, country)

Authors	Sample and Methodology	Findings
Smith & Still (1997)	243 Human Resource managers of senior managers who are responsible for international placements in *Top 1000* Australian Companies.	Selection skills (Functional/technical skills, Communication, Cultural sensitivity, Organisational skills, Management experience, Networking ability, willingness, Spouse willingness, dual career assistance) Selection processes (management development programs, career counselling, succession planning) Barriers to sending women (Country, Informal selection processes, Family and dual-career issues, Lack of qualifications)
Harris (1996-97)	3 phase methodology Survey of 90 organisations located in the United Kingdom. Six interviews with women expatriates Nine interviews with human resource directors Case studies with 3 MNEs	Survey findings 9% representation of women, 1/2 single, 31 to 40 years old, Barriers to women participating (Few qualified, male dominated, lack of experience, family and dual-career barriers, host country nationals problems, interest, safety and social concerns, lack of opportunity, self-deselection, lack of fit with the male typed expatriate profile, no awareness of selection systems, not recommended or nominated, access to networks, male profile of expatriation)

Case study findings Amstar – closed/informal system (No standard criteria, no standard measurement, no interviews, no open advertising, recommendation, based on prior assessment of high potential) – 10%

Brymay – Hybrid (Inconsistent use of defined criteria, Inconsistent use of formal interview appraisal sheets, panel interviews/assessment centres for high potentials, internally advertised)- 25%

Cirius – open/formal system (clearly defined selection criteria, clearly defined methods of measurement, documented training for selectors, panel interviews (written test), open advertising of all vacancies (internal and external), personal contacts for emergency postings) – 33%

Women in organisations that have open/formal systems will have a greater representation in international assignments. |
| Still and Smith (1998) | Interviews of 17 personnel managers from Top 1000 Australian Firms Descriptive Statistics (e.g. Frequencies)1000 Australian Companies | Selection process (career management, ad hoc recommendations, fit with role, equal opportunity followed, monitoring selection, gender appointments, merit based, self-nomination, gender bias, targeted selection, tapping on the shoulder) Selection factors (Willingness, Communication, Spouse Willingness, Fuhctional/technical skills, cope with greater responsibility, Emotional maturity, Organisational skills, Cultural sensitivity, Family circumstances, Management experience, Networking ability, Language skills) Barriers to women participating (Children and dual-career issues, cultural implications, women are inappropriate in |

Authors	Sample and Methodology	Findings
		certain countries, nature of the work/role, discrimination from western expatriate men, lack of visibility, access to networks, few family placements, equity issues not a high priority, exclusion of women, lack of senior women, stereotypes about competency, cultural stereotypes, Language capability, Junior women unsuitable, ability, visibility and memorability, assertive and strong minded, high level skills and expertise (linguistic, professional technical))
Harris & Brewster (1999)	In-depth interviews with international human resource directors at nine UK based organisations 3 case studies were chosen in the case studies semi-structured interviews were conducted with HR personnel and key selectors (organisation literature was also obtained)	Clarity of thinking, consistency within and across individual selectors, Differences in terms of the sophistication of thinking about the characteristics of international managers Selection factors (linguist, effective communicator, good relations between field and head office, good emissaries, understands responsibilities towards local environments and agencies, Values different approach to work in a cross-cultural respect, culturally sensitive, strong interpersonal skills, secure with feedback inter-organisation and more flexible adaptable, experience overseas, managers interface between centre and field, internationalist, cultural empathy) Lack of consistency between selectors, some had high degree of consistency

Closed/informal selection system had no formal criteria Selection processes (performance reviews, formal system, high degree of coherence with formal criteria (majority of constructs used by the selectors agreed with the formal criteria, open-informal system would engender clarity and consistency, little linkage to formal criteria, Closed formal system would ensure the inclusion of equal opportunity.

Closed/informal system less necessity to bring in equal opportunity considerations, women expatriates not distinctive, women expatriates were aggressive, the thinking about female international managers was less distinct then the males, a masculine type bias, masculine bias and neutral constructs, neutral feminine type constructs)

Closed/informal system would result in incoherent and inconsistent thinking, with little linkage to formal criteria, Open-formal system increased clarity and consistency, linkage with formal criteria |
| Forster (1999) | 20 interviews were conducted with personnel/HR managers A two year longitudinal study of 92 women expatriates and 243 men expatriates in leading UK organisations A study of 245 partners | Single, Age range 25-35; females younger than males Banking and finance, retail and marketing typed organisations selected twice as many males than females Managerial level (junior and middle management) Most women were single No women had children Women were primarily represented in the banking and finance industry Selection factors (language, communication, culturally sensitive, highly motivated, think on their feet, best person |

Authors	Sample and Methodology	Findings
		for the job)
		Level of support and training varied for each assignment
		Women were enthusiastic about IAs, and saw them as a positive challenge
		Women had more self-efficacy then males as they had low levels of concern about social/family aspects of the move
		Traditional expatriate is male, mid thirties, married with children
Paik & Vance (2002)	A survey of 384 Business Managers from companies from the US, Mexico, Korea and Germany	Women execs are confident about female expats performance
		Individuals with IB experience held favourable views for women expats
		US managers revealed a higher agreement than the German sample (culturally based role expectations would preclude women, international business is dominated by men, and therefore men are more appropriate, females find it difficult to adjust to a foreign assignments, female executives are not as successful as male executives)
		US managers revealed a higher score than Korean managers on the following (culturally based role expectations are an insurmountable barrier, women are not successful in extended work assignments, female executives have difficulty in adjusting to cultural differences, women are not qualified for extended foreign work assignments, female executives have difficulty in coping with the aggressive atmosphere of business abroad)
Stoh, Varma, Valy-Durbin (2000)	A survey of 261 Women Expatriates, 78 Expatriate Supervisors in 44 Top 100 US Multinationals who were affiliated with International Personnel Association	Supervisor's perceived women were interested
		Assignment length positively related to effectiveness
		Women with children were less likely to accept an assignments
		Prejudice is related to female success
		Prejudice is a barrier to success in culturally tough countries
		Female international assignees and their male supervisors had significantly different views about women's participation
		International assignees and supervisors though that fewer women with families went on international assignments than single women or women with partners

Appendix 3: Results of Studies conducted on Students.

Authors	Sample and Methodology	Findings
Adler (1984b)	A survey of 1,129 MBA students from 4 North American Universities, 2 Canadian Universities, and one European University 32% were female (361) 68% were male (767)	Interest Losing national identify Adapting to a foreign culture Students would participate for organisational rewards Perceived that men would have more chances of being selected and more chance of having an IB career Perceived that men are more effective Foreigners prejudice precludes women Organization's are reluctant to send women Dual-career issues Women were hesitant Perceived that women would be ineffective overseas Women lacked the qualifications
Hill and Tillery (1992)	Survey of 431 junior and senior undergraduate students in the South-eastern and Inter-mountain regions of the US. From this sample 23% of students said that they were interested in an international business career. Forty-six percent of this sample was female and 53% were male.	Excessive travel, willingness to relocate, exciting and glamorous, no adjustment problems, understand different culture, great people skills, foreign language, international work experience, country stability, take a spouse and child, salary and benefits, career advancement, length of assignment, cultural differences, interest in other cultures, men's perception the IB is ok for women, it is a field for women, women less like believe it lead to career success, gain a competitive advantage, women less willing to relocate for longer than two years, opportunities are not well publicised, men believed that compensation is better, men consider the length of assignment, cultural differences, living conditions, location and climate least important
Lowe, Downes and Kroek (1999)	Survey of 217 graduate and undergraduate students from culturally diverse universities in the Southeast US on their willingness to participate in international assignments in different countries	Significant differences were found for forty-six of 51 countries between men and women No differences were found for Canada, France, Great Britain, Italy and Venezuela Level of development of a country was positively related to women's willingness Level of development positively related to foreign attractiveness Cultural distance and political risk was positively related to willingness Women were less willing than men to go to Vietnam, Saudi Arabia and Indonesia, The degree of attractiveness is related to the willingness, women rated Korea, Sweden and Brazil as low in attractiveness

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Appendix 4: Ethics Approval

20 June 2001

A/Prof. Helen De Cieri   Jane L. Menzies
Management   Management
Caulfield Campus   Caulfield Campus

Re: Project 2001/266 - Women in international management: strategic human resource management challenges

The above submission was approved by the Standing Committee on Ethics in Research Involving Humans at meeting A4/2001 on 19 June 2001 provided that the following matters are satisfactorily addressed:

- Provide the Committee with copies of permission from organizations from which sample sought.
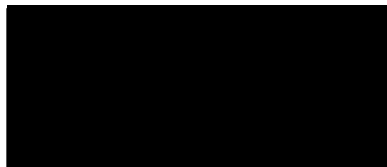
The project is approved as submitted for a three year period and this approval is only valid whilst you hold a position at Monash University. You should notify the Committee immediately of any serious or unexpected adverse effects on participants or unforeseen events that might affect continued ethical acceptability of the project. Changes to the existing protocol require the submission and approval of an amendment. Substantial variations may require a new application. Please quote the project number above in any further correspondence and include it in the complaints clause which may be expressed more formally if appropriate:

You can complain about the study if you don't like something about it. To complain about the study, you need to phone 9905 2052. You can then ask to speak to the secretary of the Human Ethics Committee and tell him or her that the number of the project is _____. You could also write to the secretary. That person's address is:
> *The Secretary*
> *The Standing Committee on Ethics in Research Involving Humans*
> *PO Box No 3A*
> *Monash University*
> *Victoria 3800*

Continued approval of this project is dependent on the submission of annual progress reports and a termination report. Please ensure that the Committee is provided with a report annually, at the conclusion of the project and if the project is discontinued before the expected date of completion. The report form is available at http://www.monash.edu.au/resgrant/human-ethics/forms-reports/index.html.

The Chief Investigators of approved projects are responsible for the storage and retention of original data pertaining to a project for a minimum period of five years. You are requested to comply with this requirement.

Ann Michael
Human Ethics Officer
Standing Committee on Ethics
In Research Involving Humans

MONASH University

Appendix 5: Explanatory Statement for International Assignees and Repatriates

Name
Position Title
Division
Organisation
Address 1
Address 2
Address 3

Date

Dear Name,

Explanatory Statement: Women in International Management

My name is Jane Menzies and I am doing research towards a Doctor of Philosophy at Monash University under the supervision of Associate Professor Helen De Cieri in the Department of Management.

I am doing a research project on women in international management. For the purposes of this study I define international management as expatriation where a person has been transferred overseas for their job for a period of six months or more. I am interviewing people who are either on an expatriate assignment at the moment, or who have previously been on an expatriate assignment (a repatriate). I am interviewing both males and females to make comparisons.

If you fit this description, I would like to invite you to participate in an interview to be conducted in August - September 2001. The research interview will last approximately 40 minutes. The interview will cover topics such as the selection process for an expatriate assignment, attitudes of line managers, HR managers or those responsible for international staffing, and host-country nationals towards you taking up an expatriate assignment. I also have questions that relate to the barriers and facilitators of undertaking an expatriate assignment. As a means of classification, personal demographic and organisational demographic information is also sought.

The interview will be audiotaped subject to your consent and approval. Please note that all information that you provide is CONFIDENTIAL. Only group data will be analysed and reported. At no time will your responses be shared with anyone else or identified as yours. No findings will be published which could identify any individual or organisation. Participation in this research is entirely voluntary.

If you so indicate, a summary of the results of the research will be mailed to you. If you are interested in participating in this research please contact Jane Menzies on the numbers given below or by e-mail.

Should you have any complaint concerning the manner in which this research (project number 2001/266) is conducted, please do not hesitate to contact The Standing Committee on Ethics in Research Involving Humans at the following address:

The Secretary
The Standing Committee on Ethics in Research Involving Humans
PO Box No 3A
Monash University
Victoria 3800

Yours Sincerely,

Ms. Jane Menzies

Associate Professor Helen De Cieri

Appendix 6: Informed Consent Form for International Assignees and Repatriates

Informed Consent Form
Project Title: Women in International Management

I agree to take part in the above Monash University research project. I have had the project explained to me, and I have read the Explanatory Statement, which I keep for my records. I am willing to:

	Yes	No
• be interviewed by the researcher	☐	☐
• allow the interview to be audiotaped	☐	☐
• be involved in a follow interview if needed by the researcher	☐	☐

I understand that any information I provide is confidential, and that no information that could lead to the identification of any individual will be disclosed in any reports on the project, or to any other party.

I also understand that my participation is voluntary, that I can choose not to participate in part or the entire project and that I can withdraw at any stage of the project without being penalised or disadvantaged in any way.

Finally, a summary of the results will be prepared in late 2001. If you would like a copy of this please indicate below.

	Yes	No
• I would like a summary of the results	☐	☐

Name...

Position...

Organisation...

Signature....................................... Date.........................

Jane Menzies
PhD Student
Department of Management
Monash University

INTERVIEW SCHEDULE

NAME: _____

EXPATRIATE POSITION TITLE: _____

FUNCTIONAL AREA: _____

COUNTRY: _____

ORGANISATION: _____

INTERVIEW LENGTH: _____

The following questions relate to how you were selected for an expatriate position, and the attitudes of Managers/Senior Managers, HR managers, and Host-country nationals towards selection of expatriates.

1. Please best describe your current/or past expatriate position?
2. Please think back to the time that you obtained your current expatriate position, what was the process that surrounded you obtaining your position?
3. Did someone ask you to take on the position or did you want to go overseas?
4. Were there interviews, tests?
5. Do you think in your organisation that women have a similar opportunity to be expatriated as men?
6. What were the attitudes of your managers or senior managers in regards to you taking on your expatriate position?
7. What do you think influences managers in who they think should take up expatriate positions?
8. Are there any particular types of people they send (someone who is male)?
9. Do they send women to culturally different countries?
10. What were the attitudes of HR managers or the people responsible for international staffing in regards to you taking on your expatriate position?
11. What were the attitudes of host-country nationals towards you in your expatriate role?
12. Were they negative towards you for any reason (i.e. gender)?

13. What were the major reasons that you wanted to undertake an assignment?

14. Did you have any doubts or concerns about undertaking an expatriate assignment?

PERSONAL DEMOGRAPHICS

The following questions relate to your demographic information. They are asked so that I can classify who you are.

1. What is your nationality?

2. What is your education?

3. What was/is the length of your recent/or current expatriate position?

4. Have you held any expatriate assignments before this one or done any work overseas?

    0 ___   1-2 ___   3-4 ___   >4 ___

5. Have you spent anytime abroad for personal reasons?

6. Do you know any languages other than English?

7. What is your marital status?

8. How many children do you have?

9. What age are your children?

    Under 5 ___   6-10 ___   11-15 ___   16-20 ___   over 21 ___

10. Are you in a dual career relationship?

11. What is your career history/ progression?

12. What level in the managerial hierarchy was/is your expatriate position?

Non-supervisor/Non Manager	___	First Line Supervisor	___
Lower Level/Junior Manager	___	Middle Manager	___
Senior Manager	___	Executive	___
Divisional Head/GM	___	Chief Executive Officer/President	___

13. In your expatriate position how many subordinates do/did you have authority over?

14. What is your age?

    20-25 ___   26-30 ___   31-35 ___   36-40 ___   41-45 ___
    46-50 ___   51-55 ___   56-60 ___   61-65 ___   65+ ___

15. Sex   Male ___   Female ___

ORGANISATIONAL DEMOGRAPHICS

This information will be collected before the interview, however clarification on some questions may be required.

1. What industry/ies is your organisation in?

2. What countries does your organisation have a presence in?

3. Which part of the organisation do you work in (headquarters of parent company, regional offices of parent company, headquarters of a subsidiary, regional office of a subsidiary)?

4. Is your organisation's ownership Australian or Foreign?

5. Where is your organisation's headquarters?

6. How old is your organisation?

7. How long has your organisation been international?

8. What is the total number of employees in your organisation?

9. What is the value of your organisation's assets (in total world assets)?

10. What is your organisation's total world sales?

11. What is your organisation's total world operating profit?

12. How many foreign operations does your organisation have?

Appendix 8: Example of a Selected Theme in Nvivo®

Appendix 9 - Inter Rater Reliability Scores for Themes for International Assignees

Theme	R1 Coding	R2 Coding	Initial Reliability	R1 Revised Score	Revised Reliability	R2 Revised Score	Final Reliability
Selection Process							
(3 4) /Selection Process/Formal Process	29	0	0.00				
(3 4 1) /Selection Process/Formal Process/Formally applied	4	4	1.00	4	1.00	4	1.00
(3 4 8) /Selection Process/Formal Process/Application Forms	10	9	0.90	9	1.00	9	1.00
(3 4 9) /Selection Process/Formal Process/Resumes and CVs	12	12	1.00	12	1.00	12	1.00
(3 4 11) /Selection Process/Formal Process/Position Advertised	8	7	0.88	7	1.00	7	1.00
(3 4 13) /Selection Process/Formal Process/Interviews	15	15	1.00	15	1.00	15	1.00
(3 4 17) /Selection Process/Formal Process/References from Managers	11	11	1.00	11	1.00	11	1.00
(3 4 25) /Selection Process/Formal Process/Performance appraisals	9	8	0.89	9	0.89	9	1.00
(3 16) /Selection Process/Informal Process	32	0	0.00	0		0	
(3 16 9) /Selection Process/Informal Process/No proper selection process	16	16	1.00	16	1.00	16	1.00
(3 16 11) /Selection Process/Informal Process/Informal or no interview	19	18	0.95	18	1.00	18	1.00
(3 16 19) /Selection Process/Informal Process/Worked with sim clients b4	7	7	1.00	7	1.00	7	1.00
(3 16 21) /Selection Process/Informal Process/Asked to do it	15	13	0.87	13	1.00	13	1.00
(3 16 31) /Selection Process/Informal Process/Contacts and Networks	25	21	0.84	24	0.88	24	1.00
(3 48) /Selection Process/Self-initiated	26	24	0.92	26	0.92	26	1.00
(4) /Attitudes of Senior Management							
(4 115) /Attitudes of Senior Management/Negative	16	0	0.00				
(4 115 2) /Attitudes of Senior Management/Negative/Bad for career development	3	2	0.67	3	0.67	3	1.00
(4 115 5) /Attitudes of Senior Management/Negative/People get sent to English speaking	2	1	0.50	1	1.00	1	1.00
(4 115 30) /Attitudes of Senior Management/Negative/Surprised Women family	2	2	1.00	2	1.00	2	1.00
(4 115 83) /Attitudes of Senior Management/Negative/Didn't want to lose a resource	10	6	0.60	8	0.75	8	1.00
(4 117) /Attitudes of Senior Management/Positive	32	0	0.00	0		0	
(4 117 14) /Attitudes of Senior Management/Positive/Supportive of women's opps	6	5	0.83	5	1.00	5	1.00
(4 117 15) /Attitudes of Senior Management/Positive/Supportive of prof development	10	10	1.00	10	1.00	10	1.00
(4 117 18) /Attitudes of Senior Management/Positive/Supportive ~in general~	25	25	1.00	25	1.00	25	1.00
(4 117 43) /Attitudes of Senior Management/Positive/Normal thing to do	5	5	1.00	5	1.00	5	1.00
(4 117 92) /Attitudes of Senior Management/Positive/Career Development	11	7	0.64	9	0.78	9	1.00
(5) /Attitudes of HR Managers							
(5 1) /Attitudes of HR Managers/Supportive	23	22	0.96	22	1.00	22	1.00
(5 2) /Attitudes of HR Managers/Supportive of women family DC	6	4	0.67	5	0.80	5	1.00
(5 3) /Attitudes of HR Managers/Need more dual-career assistance	11	11	1.00	11	1.00	11	1.00
(5 4) /Attitudes of HR Managers/Support needs improvement	11	10	0.91	10	1.00	10	1.00
(5 5) /Attitudes of HR Managers/Support is logistical	19	15	0.79	18	0.83	18	1.00
(5 19) /Attitudes of HR Managers/Need more cross-cultural training	7	6	0.86	6	1.00	6	1.00
(5 50) /Attitudes of HR Managers/HR have a strategic orientation	11	7	0.64	7	1.00	7	1.00
(8) /Major reasons to expatriate							
(8 2) /Major reasons to expatriate/Professional	29	0	0.00				
(8 2 3) /Major reasons to expatriate/Professional/Professional Development	15	15	1.00	15	1.00	15	1.00
(8 2 6) /Major reasons to expatriate/Professional/Career Development	17	16	0.94	16	1.00	16	1.00

Appendix 9 - Inter Rater Reliability Scores for Themes for International Assignees

Theme	R1 Coding	R2 Coding	Initial Reliability	R1 Revised Score	Revised Reliability	R2 Revised Score	Final Reliability
(8 2 7) /Major reasons to expatriate/Professional/Money	6	6	1.00	6	1.00	6	1.00
(8 2 14) /Major reasons to expatriate/Professional/Work Challenge	10	10	1.00	10	1.00	10	1.00
(8 2 23) /Major reasons to expatriate/Professional/Job Content	5	3	0.60	4	0.75	4	1.00
(8 8) /Major reasons to expatriate/Personal	29	0	0.00	0		0	
(8 8 1) /Major reasons to expatriate/Personal/Cross cultural experience	11	11	1.00	11	1.00	11	1.00
(8 8 4) /Major reasons to expatriate/Personal/Lifestyle	23	22	0.96	22	1.00	22	1.00
(8 8 8) /Major reasons to expatriate/Personal/Travel	12	12	1.00	12	1.00	12	1.00
(8 8 11) /Major reasons to expatriate/Personal/Lifecycle	8	8	1.00	8	1.00	8	1.00
(8 8 21) /Major reasons to expatriate/Personal/Family Friends Reasons	9	9	1.00	9	1.00	9	1.00
(8 8 32) /Major reasons to expatriate/Personal/Excitement Fun Enjoyment Adventure	14	11	0.79	11	1.00	11	1.00
(8 8 34) /Major reasons to expatriate/Personal/Good to do it through org	6	5	0.83	5	1.00	5	1.00
(8 8 37) /Major reasons to expatriate/Personal/Personal Development	5	5	1.00	5	1.00	5	1.00
(9) /Doubts & concerns to expatriate							
(9 2) /Doubts & concerns to expatriate/Professional	7	0	0.00	0		0	
(9 2 18) /Doubts & concerns to expatriate/Professional/Negative effect on my career	1	1	1.00	1	1.00	1	1.00
(9 2 42) /Doubts & concerns to expatriate/Professional/Repatriation Problems	4	2	0.50	2	1.00	2	1.00
(9 2 50) /Doubts & concerns to expatriate/Professional/Undesirable Job content	6	5	0.83	5	1.00	5	1.00
(9 3) /Doubts & concerns to expatriate/Personal	27	0	0.00	0		0	
(9 3 1) /Doubts & concerns to expatriate/Personal/Uncertainty and fear of the unknown	9	9	1.00	9	1.00	9	1.00
(9 3 4) /Doubts & concerns to expatriate/Personal/Financial problems	5	5	1.00	5	1.00	5	1.00
(9 3 6) /Doubts & concerns to expatriate/Personal/Safety	7	6	0.86	6	1.00	6	1.00
(9 3 16) /Doubts & concerns to expatriate/Personal/Missing family family concerns	15	13	0.87	14	0.93	14	1.00
(9 3 22) /Doubts & concerns to expatriate/Personal/Undeveloped Country was unsuitable	6	6	1.00	6	1.00	6	1.00
(9 3 34) /Doubts & concerns to expatriate/Personal/Lonely	5	3	0.60	5	0.60	5	1.00
(9 5) /Doubts & concerns to expatriate/None	4	0	0.00	0		0	
(10) /Women's opportunity to expatriate							
(10 1) /Women's opportunity to expatriate/Positive	26	0	0.00	0		0	
(10 1 2) /Women's opportunity to expatriate/Positive/Equitable Selection Processes	9	9	1.00	9	1.00	9	1.00
(10 1 10) /Women's opportunity to expatriate/Positive/Supportive of families	8	7	0.88	7	1.00	7	1.00
(10 1 16) /Women's opportunity to expatriate/Positive/Best person for the job	14	13	0.93	13	1.00	13	1.00
(10 1 19) /Women's opportunity to expatriate/Positive/Encouragement of women	7	2	0.29	2	1.00	2	1.00
(10 1 25) /Women's opportunity to expatriate/Positive/Equal rep mgt ind prof ia	18	16	0.89	17	0.94	17	1.00
(10 1 45) /Women's opportunity to expatriate/Positive/Organisation	5	5	1.00	5	1.00	5	1.00
(10 2) /Women's opportunity to expatriate/Yes	27	27	1.00	27	1.00	27	1.00
(10 65) /Women's opportunity to expatriate/no	5	4	0.80	4	1.00	4	1.00
(10 156) /Women's opportunity to expatriate/Negative	25	0	0.00	0		0	
(10 156 1) /Women's opportunity to expatriate/Negative/Family marital dual career status	14	12	0.86	13	0.92	13	1.00
(10 156 3) /Women's opportunity to expatriate/Negative/Women are not qualified	6	4	0.67	4	1.00	4	1.00
(10 156 8) /Women's opportunity to expatriate/Negative/Male dominated org mgt ind prof ia	13	11	0.85	12	0.92	12	1.00
(10 156 9) /Women's opportunity to expatriate/Negative/Bias	4	4	1.00	4	1.00	4	1.00

Appendix 9 - Inter Rater Reliability Scores for Themes for International Assignees

Theme	R1 Coding	R2 Coding	Initial Reliability	R1 Revised Score	Revised Reliability	R2 Revised Score	Final Reliability
(10 156 32) /Women's opportunity to expatriate/Negative/Women's willingness	11	10	0.91	10	1.00	10	1.00
(12) /Factors influencing managers							
(12 1) /Factors influencing managers/Spouse Family	11	0	0.00	0		0	
(12 1 2) /Factors influencing managers/Spouse Family/Personal Attributes	6	6	1.00	6	1.00	6	1.00
(12 1 10) /Factors influencing managers/Spouse Family/individual's willingness to take on	6	5	0.83	6	0.83	6	1.00
(12 3) /Factors influencing managers/Cultural Empathy	23	0	0.00	0		0	
(12 3 1) /Factors influencing managers/Cultural Empathy/Cross-cultural adaption	16	16	1.00	16	1.00	16	1.00
(12 3 2) /Factors influencing managers/Cultural Empathy/Motivated	12	11	0.92	11	1.00	11	1.00
(12 3 3) /Factors influencing managers/Cultural Empathy/Communication	3	3	1.00	3	1.00	3	1.00
(12 3 4) /Factors influencing managers/Cultural Empathy/Personality	11	11	1.00	11	1.00	11	1.00
(12 4) /Factors influencing managers/Relational Skills	16	0	0.00	0		0	
(12 4 18) /Factors influencing managers/Relational Skills/Relationships	8	8	1.00	8	1.00	8	1.00
(12 4 79) /Factors influencing managers/Relational Skills/Knew the person	11	8	0.73	10	0.80	10	1.00
(12 5) /Factors influencing managers/Domestic Performance	18	0	0.00	18	0.00	18	1.00
(12 5 41) /Factors influencing managers/Domestic Performance/Performance	18	18	1.00	18	1.00	18	1.00
(12 6) /Factors influencing managers/Technical Skills	27	0	0.00	0		0	
(12 6 1) /Factors influencing managers/Technical Skills/Ability	18	18	1.00	18	1.00	18	1.00
(12 6 2) /Factors influencing managers/Technical Skills/Experience	18	18	1.00	18	1.00	18	1.00
(12 6 3) /Factors influencing managers/Technical Skills/Skills	14	14	1.00	14	1.00	14	1.00
(12 6 4) /Factors influencing managers/Technical Skills/Core competencies	4	4	1.00	4	1.00	4	1.00
(12 6 5) /Factors influencing managers/Technical Skills/Previous international experience	4	3	0.75	4	0.75	4	1.00
(12 6 6) /Factors influencing managers/Technical Skills/Qualifications	6	6	1.00	6	1.00	6	1.00
(12 6 7) /Factors influencing managers/Technical Skills/Knowledge	6	6	1.00	6	1.00	6	1.00
(12 7) /Factors influencing managers/Major Reasons	17	0	0.00	0		0	
(12 7 57) /Factors influencing managers/Major Reasons/Return on Investment	9	8	0.89	8	1.00	8	1.00
(12 7 124) /Factors influencing managers/Major Reasons/Professional Development	7	7	1.00	7	1.00	7	1.00
(12 7 199) /Factors influencing managers/Major Reasons/career development	5	5	1.00	5	1.00	5	1.00
(12 7 257) /Factors influencing managers/Major Reasons/Fill positions	10	9	0.90	10	0.90	10	1.00
(22) /Culturally Different Countries							
(22 1) /Culturally Different Countries/Willingness of the female	5	5	1.00	5	1.00	5	1.00
(22 9) /Culturally Different Countries/Cultural Implications	10	10	1.00	10	1.00	10	1.00
(22 10) /Culturally Different Countries/Glass Ceilings not responsible	4	2	0.50	2	1.00	2	1.00
(22 41) /Culturally Different Countries/Men have advantages over females	2	2	1.00	2	1.00	2	1.00
Total Reliability			0.88		0.95		1.00

Appendix 10 - Themes and Description for International Assignees

Theme	Description	Positive or Negative for Women's Participation
Selection Process	The process used to select international assigees for assignments	NA
(3 4) /Selection Process/Formal Process	A formal process of selection used, where participants would formally apply for positions using application forms, resumes and CVs, the postion would be advertised, interviews would be held, references from managers and performance appraisals would be examined	Postive
(3 4 1) /Selection Process/Formal Process/Formally applied	An individual formally applies for a position, usually by filling out an application form	Positive
(3 4 8) /Selection Process/Formal Process/Application Forms	An application form is filled out to apply	Postive
(3 4 9) /Selection Process/Formal Process/Resumes and CVs	Resumes or CVs are submitted with the application	Positive
(3 4 11) /Selection Process/Formal Process/Position Advertised	The position is advertised internally in the organisation via the company intranet or newsletters, maybe advertised externally	Positive
(3 4 13) /Selection Process/Formal Process/Interviews	Formal interviews are conducted with the selecting manager(s)	Positive
(3 4 17) /Selection Process/Formal Process/References from Managers	References from managers were used	Positive
(3 4 25) /Selection Process/Formal Process/Performance appraisals	Performance appraisals were examined	Positive
(3 16) /Selection Process/Informal Process	An informal process of selection is used, where there are no propers selection processes used, informal or no interviews are conducted, individuals are asked to take on positions, and contacts and networks assist people in getting positions	Negative
(3 16 9) /Selection Process/Informal Process/No proper selection process	Means that the way person was selected was outside an formal process (if the organisation has one)	Negative
(3 16 11) /Selection Process/Informal Process/Informal or no interview	The interview consisted of a conversation between the manager and the employee, or there was no interview held at all	Negative
(3 16 19) /Selection Process/Informal Process/Worked with sim clients b4	The individual worked with the same client in home country, and this resulted in them being transferred to work with the same client in an overseas country	Negative
(3 16 21) /Selection Process/Informal Process/Asked to do it	Individuals were asked to participate in an international assignment	Negative
(3 16 31) /Selection Process/Informal Process/Contacts and Networks	The people they know, or the networks they have in the organisation helped them get an international assignment	Negative
(3 48) /Selection Process/Self-initiated	Women have to proactively look for jobs and apply for them	Positive
(4) /Attitudes of Senior Management	Senior level managers who have an influence on who gets selected for an assignment	NA
(4 115) /Attitudes of Senior Management/Negative	Negative attitudes of senior managers towards women participating in an international assignment	Negative
(4 115 2) /Attitudes of Senior Management/Negative/Bad for career development	Managers perceived that the international assignment would be bad for the individuals overall career development, as they perceived that they would probably fail while on assignment	Negative
(4 115 5) /Attitudes of Senior Management/Negative/People get sent to English speaking	Managers would only send inviduals (women) to foreign locations where the language was English	Negative
(4 115 30) /Attitudes of Senior Management/Negative/Surprised Women family	Managers were surprised that women would want to participate because they knew that they had a family and they expected	Negative
(4 115 83) /Attitudes of Senior Management/Negative/Didn't want to lose a resource	Managers didn't women to go, as they would lose a valueable resource	negative
(4 117) /Attitudes of Senior Management/Positive	Managers had positive attitudes about women participating	Positive
(4 117 14) /Attitudes of Senior Management/Positive/Supportive of women's opps	Managers in general were supportive of women and EEO principles	Postive
(4 117 15) /Attitudes of Senior Management/Positive/Supportive of prof development	Managers were supportive of developing women professionally and that why they participated	Positive
(4 117 18) /Attitudes of Senior Management/Positive/Supportive ~in general~	Managers were supportive in general of women participating and offered encouragement	Positive
(4 117 43) /Attitudes of Senior Management/Positive/Normal thing to do	Managers were supportive and thought that it was a normal thing for women to be involved in international assignments	Positive
(4 117 92) /Attitudes of Senior Management/Positive/Career Development	Managers were supportive for career development	Positive
(5) /Attitudes of HR Managers	HR managers who are responsible or involved in international assignments	NA
(5 1) /Attitudes of HR Managers/Supportive	HR managers were supportive of women participating	Positive
(5 2) /Attitudes of HR Managers/Supportive of women family DC	HR managers provided support to women with families or in dual-career situations	Positive
(5 3) /Attitudes of HR Managers/Need more dual-career assistance	Women needed more dual-career assistance	Negative
(5 4) /Attitudes of HR Managers/Support needs improvement	It was believed that the HR support in the organisation needed improvement	Negative
(5 5) /Attitudes of HR Managers/Support is logistical	Support provided from HR managers in logistical	Negative
(5 19) /Attitudes of HR Managers/Need more cross-cultural training	It was believed that cross-cultural training to prepare individuals needed improvement	Negative
(5 50) /Attitudes of HR Managers/HR have a strategic orientation	HR resources provided a strategic orientation to the firm	Negative

Appendix 10 - Themes and Description for Intenational Assignees

Theme	Description	Positive or Negative for Women's Participation
(8) /Major reasons to expatriate	The major motivating reasons to why people took on an assignment	Negative
(8 2) /Major reasons to expatriate/Professional	Professional reasons that relate to work	Positive
(8 2 3) /Major reasons to expatriate/Professional/Professional Development	Professional skill development arising out of the overseas work experience	Positive
(8 2 6) /Major reasons to expatriate/Professional/Career Development	Career development that results from the experienced gained while on assignment	Positive
(8 2 7) /Major reasons to expatriate/Professional/Money	the increase in salary and other compensation while on assignment	Positive
(8 2 14) /Major reasons to expatriate/Professional/Work Challenge	The challenges of the assignment	Positive
(8 2 23) /Major reasons to expatriate/Professional/Job Content	The actual job is interesting	Positive
(8 8) /Major reasons to expatriate/Personal	Personal reasons that relate to the personal life	Positive
(8 8 1) /Major reasons to expatriate/Personal/Cross cultural experience	The interesting cross-cultural experiences	Positive
(8 8 4) /Major reasons to expatriate/Personal/Lifestyle	Improvement in lifestyle	Positive
(8 8 8) /Major reasons to expatriate/Personal/Travel	Increased ability to travel overseas	Positive
(8 8 11) /Major reasons to expatriate/Personal/Lifecycle	Time that the individual is in their lifecycle	Positive
(8 8 21) /Major reasons to expatriate/Personal/Family Friends Reasons	The experience would be good for the family, or friends had similar experiences	Positive
(8 8 32) /Major reasons to expatriate/Personal/Excitement Fun Enjoyment Adventure	Excitement, fun, enjoyment and adventure out of being overseas	Positive
(8 8 34) /Major reasons to expatriate/Personal/Good to do it through org	Good that the organisation provides such an opportunity and pays for it	Positive
(8 8 37) /Major reasons to expatriate/Personal/Personal Development	Personal development such as improving in maturity	Positive
(9) /Doubts & concerns to expatriate	The doubts and concerns the person has	Negative
(9 2) /Doubts & concerns to expatriate/Professional	Professional doubts about how the assignment will influence the person's professional life	Negative
(9 2 18) /Doubts & concerns to expatriate/Professional/Negative effect on my career	Doubts and concerns about the negative influence the assignment might have on the person's career	Negative
(9 2 42) /Doubts & concerns to expatriate/Professional/Repatriation Problems	Doubts about repatriating and what will happen then	Negative
(9 2 50) /Doubts & concerns to expatriate/Professional/Undesirable Job content	Doubts about doing a particular job	Negative
(9 3) /Doubts & concerns to expatriate/Personal	Personal doubts, about how the assignment will influence that person's personal life	Negative
(9 3 1) /Doubts & concerns to expatriate/Personal/Uncertainty and fear of the unknown	The uncertainty of not knowing what to expect when going on the assignment	Negative
(9 3 4) /Doubts & concerns to expatriate/Personal/Financial problems	Includes costing a lot money to relocate, the assignment may not make the person financially better off	Negative
(9 3 6) /Doubts & concerns to expatriate/Personal/Safety	Concers around safety in the host country	Negative
(9 3 16) /Doubts & concerns to expatriate/Personal/Missing family family concerns	Missing family while away, or concerns around the care of elderly relatives while away	Negative
(9 3 22) /Doubts & concerns to expatriate/Personal/Undeveloped Country was unsuitable	The level of development in the propsosed host country was unattractive	Negative
(9 3 34) /Doubts & concerns to expatriate/Personal/Lonely	Concern that the individual would be lonely as they were away from family and friends	Negative
(9 5) /Doubts & concerns to expatriate/None	No concerns around going on the assignment	Negative
(10) /Women's opportunity to expatriate	The opportunities women perceive they have to expatriate	Positive
(10 1) /Women's opportunity to expatriate/Positive	Positive perceptions that women do have an opportunity to participate	Positive
(10 1 2) /Women's opportunity to expatriate/Positive/Equitable Selection Processes	Perceive there are opportunities as the organisation uses equitable selection processes	Positive
(10 1 10) /Women's opportunity to expatriate/Positive/Supportive of families	Perceive there are opportunities as the organisation is supportive of women managers with families	Positive
(10 1 16) /Women's opportunity to expatriate/Positive/Best person for the job	Perceive there are opportunities as the organisation selects the best person for the job	Positive
(10 1 19) /Women's opportunity to expatriate/Positive/Encouragement of women	Perceive there are opportunities as managers encourage women to take on opportunities	Positive
(10 1 25) /Women's opportunity to expatriate/Positive/Equal rep mgt ind prof ia	Perceived there are opportunities, as there is an equal represetnation of women in management, industry, the profession and in international assignments	Positive

Appendix 10 - Themes and Description for International Assignees

Theme	Description	Positive or Negative for Women's Participation
(10 1 45) /Women's opportunity to expatriate/Positive/Organisation	Perceive there are opportunites, as organisational contextual variables such as culture and EEO practices influence women's participation in the assignment	Positive
(10 2) /Women's opportunity to expatriate/Yes	Yes women have the same opportunity as men to participate	Positive
(10 65) /Women's opportunity to expatriate/no	No women don't have the same opportunity as men to participate	Positive
(10 156) /Women's opportunity to expatriate/Negative	Perceive there are not opportunites for women to participate	Negative
(10 156 1) /Women's opportunity to expatriate/Negative/Family marital dual career status	Perceive there are not opportunites for women to participate, as women have family, marital, dual-career type barriers	Negative
(10 156 3) /Women's opportunity to expatriate/Negative/Women are not qualified	Perceive there are not opportunites for women as women are perceived to not be qualified	Negative
(10 156 8) /Women's opportunity to expatriate/Negative/Male dominated org mgt ind prof ia	Perceive there are not opportunites for women as the organisation, management, industry and profession is male dominated	Negative
(10 156 9) /Women's opportunity to expatriate/Negative/Bias	Perceive there are not opportunites for women, as selecting managers are biased	Negative
(10 156 32) /Women's opportunity to expatriate/Negative/Women's willingness	Perceive there are not opportunites for women, as women are unwilling to relocate	Negative
(12) /Factors influencing managers	Perceptions of factors that influence managers in who get selected for assignments	Positive
(12 1) /Factors influencing managers/Spouse Family	People's family environment influece's managers	Negative
(12 1 2) /Factors influencing managers/Spouse Family/Personal Attributes	Age, gender, family situations	Negative
(12 1 10) /Factors influencing managers/Spouse Family/ir. 'vidual's willingness to take on	The willingnes and expressed interest of individuals participating in assignments	Negative
(12 3) /Factors influencing managers/Cultural Empathy	Understanding of other cultures and how individuals of other cultures feel	Positive
(12 3 1) /Factors influencing managers/Cultural Empathy/Cross-cultural adaption	The ability to adapt to a different cultural situation	Positive
(12 3 2) /Factors influencing managers/Cultural Empathy/Motivated	Willingness to exert energy	Positive
(12 3 3) /Factors influencing managers/Cultural Empathy/Communication	The ability to communicate with a variety of individuals	Positive
(12 3 4) /Factors influencing managers/Cultural Empathy/Personality	The traits or qualities of people who can relocate and live in foreign culture	Positive
(12 4) /Factors influencing managers/Relational Skills	The ability to have positive relationships with other people	Positive
(12 4 79) /Factors influencing managers/Relational Skills/Knew the person	The selecting manager knows the person, quality of the work, and trusts them	Positive
(12 5) /Factors influencing managers/Domestic Performance	The productivity and output achieved in the domestic location	Positive
(12 6) /Factors influencing managers/Technical Skills	The technical expertise or proficiency in a particular field or profession	Negative
(12 6 1) /Factors influencing managers/Technical Skills/Ability	Being able to do a particular job	Positive
(12 6 2) /Factors influencing managers/Technical Skills/Experience	Previous experience in the area	Positive
(12 6 3) /Factors influencing managers/Technical Skills/Skills	The skills developed in the area	Positive
(12 6 4) /Factors influencing managers/Technical Skills/Core competencies	The core competence do complete the job	Positive
(12 6 5) /Factors influencing managers/Technical Skills/Previous international experience	Previous overseas experiences (work and personal)	Positive
(12 6 6) /Factors influencing managers/Technical Skills/Qualifications	Educational and professional qualifications	Positive
(12 6 7) /Factors influencing managers/Technical Skills/Knowledge	Knowledge of overseas operations	Positive
(12 7) /Factors influencing managers/Major Reasons	Major organisational reasons	Positive
(12 7 57) /Factors influencing managers/Major Reasons/Return on Investment	Financial return on investing a sum of money into relocating an individual	Positive
(12 7 124) /Factors influencing managers/Major Reasons/Professional Development	The perception that the individual will receive professional development out of the assignment	Positive
(12 7 199) /Factors influencing managers/Major Reasons/career development	To offer the person career development and advancement	Positive
(12 7 257) /Factors influencing managers/Major Reasons/Fill positions	To fill vacancies in a foreing location	Positive
(22) /Culturally Different Countries	Countries that differ culturally to the home country to a high degree	Positive
(22 1) /Culturally Different Countries/Willingness of the female	The willingness of females to relocate to culturally different countries	Negative
(22 9) /Culturally Different Countries/Cultural Implications	The cultural implications for western women operating in a culturally different country	Negative
(22 10) /Culturally Different Countries/Glass Ceilings not responsible	The cultural implications are more important than glass ceilings	Negative
(22 41) /Culturally Different Countries/Men have advantages over females	Men have advantages women in operating in culturally different countries	Negative

Appendix 11 - Code and Description of International Assignees

Code	Gender	Age	Marital Status	Dual Career	Children	Education	Managerial Level	No of Subordinates	Functional Area	Length of Assignment	Country
FM1	Female	26-30	Defacto	Yes	0	Postgrad	Lower	1 to 10	Management Consulting	1 year to 3 years	Australia
FM2	Female	46-50	Married	No	0	High School	Middle	21 to 50	Customer Service	3 years to 5 years	Papua New Guinea
FM3	Female	31-35	Married	No	3	Postgrad	Middle	51 +	Customer Service	3 years to 5 years	Australia
FM4	Female	26-30	Single	NA	0	Undergrad	Lower	51 +	Accounting and Finance	3 years to 5 years	Australia
FM5	Female	26-30	Single	NA	0	Postgrad	Lower	1 to 10	Accounting and Finance	3 years to 5 years	Australia
FM6	Female	31-35	Married	Yes	0	Undergrad	Middle	0	Accounting and Finance	3 years to 5 years	Australia
FM7	Female	36-40	Married	No	1	Undergrad	Senior	51 +	Operations	3 years to 5 years	Papua New Guinea
FM8	Female	26-30	Single	NA	0	Undergrad	Lower	1 to 10	Accounting and Finance	3 years to 5 years	Australia
FM9	Female	26-30	Single	NA	0	Undergrad	Lower	1 to 10	Accounting and Finance	1 year to 3 years	Australia
FM10	Female	31-35	Married	Yes	0	Undergrad	Senior	21 to 50	Management Consulting	1 year to 3 years	Australia
FM11	Female	31-35	Married	No	2	Undergrad	Senior	1 to 10	Accounting and Finance	6 months to 1 year	Australia
FM12	Female	36-40	Single	No	0	Postgrad	Senior	1 to 10	Agriculture	5 years +	Mozambique
FM13	Female	31-35	Married	Yes	0	Postgrad	Senior	1 to 10	Human Resource Management	1 year to 3 years	Australia
FM14	Female	26-30	Single	No	0	Undergrad	Lower	0	Accounting and Finance	1 year to 3 years	Australia
FM15	Female	26-30	Married	Yes	0	Postgrad	Middle	1 to 10	Operations	1 year to 3 years	Montenegro
FM16	Female	20-25	Single	NA	0	Undergrad	Lower	0	Accounting and Finance	6 months to 1 year	Australia
FM17	Female	31-35	Married	Yes	1	Undergrad	Senio	51 +	Accounting and Finance	1 year to 3 years	Australia
M1	Male	31-35	Married	Yes	0	Undergrad	Middle	1 to 10	Accounting and Finance	1 year to 3 years	Australia
M2	Male	31-35	Defacto	Yes	0	Postgrad	Middle	0	General Management	6 months to 1 year	Australia
M3	Male	51-55	Married	No	6	Postgrad	Senior	11 to 20	Operations	1 year to 3 years	Azerbaijan
M4	Male	36-40	Married	No	0	Postgrad	Senior	0	Accounting and Finance	5 years +	Australia
M5	Male	26-30	Single	NA	0	Postgrad	Lower	1 to 10	Information Technology	3 years to 5 years	Australia
M6	Male	46-50	Divorced	NA	3	Postgrad	Middle	21 to 50	Operations	3 years to 5 years	Papua New Guinea
M7	Male	26-30	Single	NA	0	Undergrad	Middle	11 to 20	Accounting and Finance	1 year to 3 years	Australia
M8	Male	31-35	Single	NA	0	Undergrad	Middle	1 to 10	Operations	3 years to 5 years	Australia
M9	Male	31-35	Married	Yes	0	Undergrad	Middle	0	Human Resource Management	3 years to 5 years	Australia
M10	Male	36-40	Defacto	No	1	Undergrad	Middle	51 +	General Management	5 years +	Australia
M11	Male	31-35	Married	Yes	0	Undergrad	Senior	1 to 10	Accounting and Finance	1 year to 3 years	Australia
M12	Male	41-45	Married	No	0	Undergrad	Middle	1 to 10	Operations	1 year to 3 years	Fiji
M13	Male	26-30	Single	NA	0	Postgrad	Middle	0	Operations	1 year to 3 years	Kosovo
M14	Male	36-40	Married	No	2	Undergrad	Middle	21 to 50	Operations	3 years to 5 years	Tonga
M15	Male	26-30	Single	NA	0	Postgrad	Senior	0	Accounting and Finance	1 year to 3 years	Australia
M16	Male	36-40	Married	Yes	0	Undergrad	Senior	11 to 20	General Management	1 year to 3 years	Australia

Appendix 12 - Interrater Reliability Scores for Themes for Repatriates

Theme	R1 Coding	R2 Coding	Initial Reliability	R1 Revised Score	Revised Reliability	R2 Revised Score	Final Reliability
(3) /Selection Process	0						
(3 4 10) /Selection Process/Formal Process/Self-initiated	13	13	1.00	13	1.00	13	1.00
(3 4) /Selection Process/Formal Process	16	0	0.00	0	0.00	0	0.00
(3 4 7) /Selection Process/Formal Process/Application forms	4	4	1.00	4	1.00	4	1.00
(3 4 8) /Selection Process/Formal Process/Standard Resumes	6	6	1.00	6	1.00	6	1.00
(3 4 11) /Selection Process/Formal Process/advertise	7	7	1.00	7	1.00	7	1.00
(3 4 13) /Selection Process/Formal Process/interviewed	11	11	1.00	11	1.00	11	1.00
(3 4 17) /Selection Process/Formal Process/References from Mgrs	7	5	0.71	7	0.71	7	1.00
(3 4 25) /Selection Process/Formal Process/Performance appraisals	3	3	1.00	3	1.00	3	1.00
(3 16) /Selection Process/Informal Process	14	0	0.00	0	0.00	0	0.00
(3 16 9) /Selection Process/Informal Process/No proper selection process	9	9	1.00	9	1.00	9	1.00
(3 16 11) /Selection Process/Informal Process/Informal No Interview	6	4	0.67	5	0.80	5	1.00
(3 16 21) /Selection Process/Informal Process/Asked to do it	10	10	1.00	10	1.00	10	1.00
(3 16 31) /Selection Process/Informal Process/Contacts and Networks	10	10	1.00	10	1.00	10	1.00
(10 1) /Women's opportunity to expatriate/Positive	9	9	1.00	9	1.00	9	1.00
(10 1 2) /Women's opportunity to expatriate/Positive/Yes	7	0	0.00	0	0.00	7	0.00
(10 1 4) /Women's opportunity to expatriate/Positive/Gender Balance	4	3	0.75	4	0.75	4	1.00
(10 1 5) /Women's opportunity to expatriate/Positive/EEO policies & culture	6	5	0.83	5	1.00	5	1.00
(10 1 32) /Women's opportunity to expatriate/Positive/Women's willingness	4	4	1.00	4	1.00	4	1.00
(10 1 103) /Women's opportunity to expatriate/Positive/Best person for the job	4	3	0.75	3	1.00	3	1.00
(10 3) /Women's opportunity to expatriate/Negative	12	12	1.00	12	1.00	12	1.00
(10 3 1) /Women's opportunity to expatriate/Negative/Male dominated organisation	11	10	0.91	11	0.91	11	1.00
(10 3 16) /Women's opportunity to expatriate/Negative/Bias	5	0	0.00	0	0.00	5	0.00
(10 3 52) /Women's opportunity to expatriate/Negative/Family marital and dual career statu	4	3	0.75	4	0.75	4	1.00
(4) /Attitudes of Senior Management	0			0	0.00	0	0.00
(4 1) /Attitudes of Senior Management/Positive	15	0	0.00	0	0.00	0	0.00
(4 1 3) /Attitudes of Senior Management/Positive/Supportive of Career Development	3	2	0.67	2	1.00	2	1.00
(4 1 11) /Attitudes of Senior Management/Positive/Supportive of women's opportunities	5	5	1.00	5	1.00	5	1.00
(4 1 15) /Attitudes of Senior Management/Positive/Supportive of professional develop	6	4	0.67	5	0.80	5	1.00
(4 1 18) /Attitudes of Senior Management/Positive/Supportive Attitudes	12	11	0.92	12	0.92	12	1.00
(4 2) /Attitudes of Senior Management/Negative	4	4	1.00	4	1.00	4	1.00
(4 2 10) /Attitudes of Senior Management/Negative/Biases	1	0	0.00	0	0.00	0	0.00
(4 2 22) /Attitudes of Senior Management/Negative/Sen Mgt not attuned to issues	1	0	0.00	0	0.00	0	0.00
(4 2 36) /Attitudes of Senior Management/Negative/Unsupportive of women	2	2	1.00	2	1.00	2	1.00
(4 2 51) /Attitudes of Senior Management/Negative/Objection	2	2	1.00	2	1.00	2	1.00
(12) /Factors influencing managers	0	0	0.00	0	0.00	0	0.00
(12 1) /Factors influencing managers/Cultural empathy	14	0	0.00	0	0.00	0	0.00
(12 1 1) /Factors influencing managers/Cultural empathy/Personality	5	4	0.80	4	1.00	4	1.00
(12 1 18) /Factors influencing managers/Cultural empathy/Cross-Cultural Adaption	8	6	0.75	8	0.75	8	1.00
(12 1 19) /Factors influencing managers/Cultural empathy/Language	4	4	1.00	4	1.00	4	1.00
(12 1 30) /Factors influencing managers/Cultural empathy/motivated	2	2	1.00	2	1.00	2	1.00

Appendix 12 - Interrater Reliability Scores for Themes for Repatriates

Theme	R1 Coding	R2 Coding	Initial Reliability	R1 Revised Score	Revised Reliability	R2 Revised Score	Final Reliability
(12 2) /Factors influencing managers/Spouse Family	8	8	1.00	8	1.00	8	1.00
(12 4) /Factors influencing managers/Relational skills	3	0	0.00	0	0.00	0	0.00
(12 5) /Factors influencing managers/Domestic performance	8	7	0.88	7	1.00	7	1.00
(12 11) /Factors influencing managers/Technical skills	12	0	0.00	0	0.00	0	0.00
(12 11 2) /Factors influencing managers/Technical skills/Ability to do the job	6	6	1.00	6	1.00	6	1.00
(12 11 14) /Factors influencing managers/Technical skills/Skills	6	6	0.00	6	1.00	6	1.00
(12 11 33) /Factors influencing managers/Technical skills/Experience	11	10	0.91	10	1.00	10	1.00
(12 11 108) /Factors influencing managers/Technical skills/Knowledge	6	6	1.00	6	1.00	6	1.00
(12 13) /Factors influencing managers/Major reasons	12	0	0.00	0	0.00	0	0.00
(12 13 57) /Factors influencing managers/Major reasons/Return on Investment	4	4	1.00	4	0.00	4	1.00
(12 13 99) /Factors influencing managers/Major reasons/Need to fill positions	7	7	1.00	7	1.00	7	1.00
(12 13 123) /Factors influencing managers/Major reasons/Apart of career progression	3	3	1.00	3	1.00	3	1.00
(12 13 124) /Factors influencing managers/Major reasons/Professional Development	5	4	0.80	4	1.00	4	1.00
(5) /Attitudes of HR Managers	0	0	0.00	0	0.00	0	0.00
(5 1) /Attitudes of HR Managers/Supportive	10	10	1.00	10	1.00	10	1.00
(5 4) /Attitudes of HR Managers/Need more support	5	3	0.00	3	1.00	3	1.00
(5 5) /Attitudes of HR Managers/Logistical	7	6	0.86	7	0.86	7	1.00
(6 3) /Support provided by HR/Career Planning	5	5	0.00	5	1.00	5	1.00
(6 11) /Support provided by HR/Mentoring	3	3	1.00	3	1.00	3	1.00
(6 22) /Support provided by HR/Training	9	8	0.89	8	1.00	8	1.00
(8) /Major reasons to expatriate	0	0	0.00	0	0.00	0	0.00
(8 9) /Major reasons to expatriate/Professional	14	0	0.00	0	0.00	0	0.00
(8 9 2) /Major reasons to expatriate/Professional/Organisational Reasons	4	0	0.00	0	0.00	0	0.00
(8 9 3) /Major reasons to expatriate/Professional/Professional Development	11	10	0.91	10	1.00	10	1.00
(8 9 6) /Major reasons to expatriate/Professional/Career Development	10	10	1.00	10	1.00	10	1.00
(8 9 14) /Major reasons to expatriate/Professional/Work Challenge	3	3	1.00	3	1.00	3	1.00
(8 9 23) /Major reasons to expatriate/Professional/Job Content	4	3	0.75	3	1.00	3	1.00
(8 10) /Major reasons to expatriate/Personal	14	0	0.00	0	0.00	0	0.00
(8 10 1) /Major reasons to expatriate/Personal/cross cultural experience	5	5	1.00	5	1.00	5	1.00
(8 10 4) /Major reasons to expatriate/Personal/lifestyle	7	5	0.71	6	0.83	6	1.00
(8 10 8) /Major reasons to expatriate/Personal/Travel	8	8	1.00	8	1.00	8	1.00
(8 10 32) /Major reasons to expatriate/Personal/Personal Reasons	9	0	0.00	0	0.00	0	0.00
(8 10 37) /Major reasons to expatriate/Personal/Personal Development	4	4	1.00	4	1.00	4	0.00
(9) /Doubts & concerns to expatriate	0	0	0.00	0	0.00	0	0.00
(9 2) /Doubts & concerns to expatriate/Professional	8	0	0.00	0	0.00	0	0.00
(9 2 1) /Doubts & concerns to expatriate/Professional/Undesirable job content	2	2	1.00	2	1.00	2	1.00
(9 2 4) /Doubts & concerns to expatriate/Professional/Financial problems	2	2	1.00	2	1.00	2	1.00
(9 2 8) /Doubts & concerns to expatriate/Professional/Length of Assignment	2	2	1.00	2	1.00	2	1.00
(9 3) /Doubts & concerns to expatriate/Personal	12	0	0.00	0	0.00	0	0.00
(9 3 6) /Doubts & concerns to expatriate/Personal/Safety	4	4	1.00	4	1.00	4	1.00
(9 3 7) /Doubts & concerns to expatriate/Personal/Fear of the Unknown	7	7	1.00	7	1.00	7	1.00

Appendix 12 - Interrater Reliability Scores for Themes for Repatriates

Theme	R1 Coding	R2 Coding	Initial Reliability	R1 Revised Score	Revised Reliability	R2 Revised Score	Final Reliability
(9 3 13) /Doubts & concerns to expatriate/Personal/Family concerns problems	9	9	1.00	9	1.00	9	1.00
(22) /Culturally Different Countries	0	0	0.00	0	0.00	0	0.00
(22 5) /Culturally Different Countries/Women's willingness	1	1	1.00	1	1.00	1	1.00
(22 6) /Culturally Different Countries/Not an issue	4	4	1.00	4	1.00	4	1.00
(22 9) /Culturally Different Countries/Cultural Implications	6	6	1.00	6	1.00	6	1.00
(22 17) /Culturally Different Countries/Training for cultural issues	2	2	1.00	2	1.00	2	1.00
(22 28) /Culturally Different Countries/Safety an issue	4	4	1.00	4	1.00	4	1.00
Repatriation	1	1	1.00	1	1.00	1	1.00
(1) /Repatriation	6	6	1.00	6	1.00	6	1.00
(1 2) /Repatriation/Promotion	5	5	1.00	5	1.00	5	1.00
(1 6) /Repatriation/Continued development	4	2	0.50	2	1.00	2	1.00
(1 9) /Repatriation/Negative	3	2	0.67	2	1.00	2	1.00
Total Reliability			0.67		0.72		1.00

Appendix 13 - Themes and Description for Repatriates

Theme	Description	Positive or Negative for Women's Participation
(3) /Selection Process	The process used to select international assigees for assignments	NA
(3 4 10) /Selection Process/Formal Process/Self-initiated	Women have to proactively look for jobs and apply for them	Positive
(3 4) /Selection Process/Formal Process	A formal process of selection used, where participants would formally apply for positions using application forms, resumes and CVs, the postion would be advertised, interviews would be held, references from managers and performance appraisa⸱ would be examined.	P⸱ tive
(3 4 7) /Selection Process/Formal Process/Application forms	An ap⸱ cation form is filled out to apply	Positive
(3 4 8) /Selection Process/Formal Process/Standard Resumes	Resumes or CVs are submitted with the application	Positive
(3 4 11) /Selection Process/Formal Process/advertise	The position is advertised internally in the organisation via the company intranet or newsletters, maybe advertised externally	Positive
(3 4 13) /Selection Process/Formal Process/interviewed	Formal interviews are conducted with the selecting manager(s)	Positive
(3 4 17) /Selection Process/Formal Process/References from Mgrs	References from managers were used	Positive
(3 4 25) /Selection Process/Formal Process/Performance appraisals	Performance appraisals were examined	Positive
(3 16) /Selection Process/Informal Process	An informal process of selection is used, where there are no propers selection processes used, informal or no interviews are conducted, individuals are asked to take on positions, and contacts and networks assist people in getting positions	Negative
(3 16 9) /Selection Process/Informal Process/No proper selection process	Means that the way person was selected was outside an formal process (if the organisation has one)	Negative
(3 16 11) /Selection Process/Informal Process/Informal No Interview	The interview consisted of a conversation between the manager and the employee, or there was no interview held at all	Negative
(3 16 21) /Selection Process/Informal Process/Asked to do it	Individuals were asked to participate in an international assignment	Negative
(3 16 31) /Selection Process/Informal Process/Contacts and Networks	The people they know, or the networks they have in the organisation helped them get an international assignment	Negative
(10 1) /Women's opportunity to expatriate/Positive	Positive perceptions that women do have an opportunity to participate	Positive
(10 1 2) /Women's opportunity to expatriate/Positive/Yes	Yes women do have the same opportunity as men to expatriate	Positive
(10 1 4) /Women's opportunity to expatriate/Positive/Gender Balance	Perceived there are opportunities, as there is an equal represetnation of women in management, industry, the profession and in international assignments	Positive
(10 1 5) /Women's opportunity to expatriate/Positive/EEO policies & culture	Perceive there are opportunites, as organisational contextual variables such as culture and EEO practices influence women's participation in the assignment	Positive
(10 1 32) /Women's opportunity to expatriate/Positive/Women's willingness	Perceive there are opportunities as women are willing to go on assignments	Positive
(10 1 103) /Women's opportunity to expatriate/Positive/Best person for the job	Perceive there are opportunities as the organisation selects the best person for the job	Positive
(10 3) /Women's opportunity to expatriate/Negative	Perceive there are not opportunities for women to participate	Negative
(10 3 1) /Women's opportunity to expatriate/Negative/Male dominated organisation	Perceive there are not opportunities for women as the organisation, management, industry and profession is male dominated	Negative
(10 3 16) /Women's opportunity to expatriate/Negative/Bias	Perceive there are not opportunities for women, as selecting managers are biased	Negative
(10 3 52) /Women's opportunity to expatriate/Negative/Family marital and dual career statu	Perceive there are not opportunities for women to participate, as women have family, marital, dual-career type barriers	Negative
(4) /Attitudes of Senior Management	Senior level managers who have an influence on who gets selected for an assignment	NA
(4 1) /Attitudes of Senior Management/Positive	Managers had positive attitudes about women participating	Positive
(4 1 3) /Attitudes of Senior Management/Positive/Supportive of Career Development	Managers were supportive for career development	Positive
(4 1 11) /Attitudes of Senior Management/Positive/Supportive of women's opportunities	Managers in general were supportive of women and EEO principles	Postive

Appendix 13 - Themes and Description for Repatriates

Theme	Description	Positive or Negative for Women's Participation
(4 1 15) /Attitudes of Senior Management/Positive/Supportive of professional develop	Managers were supportive of developing women professionally and that why they participated	Positive
(4 1 18) /Attitudes of Senior Management/Positive/Supportive Attitudes	Managers were supportive in general of women participating and offered encouragement	Positive
(4 2) /Attitudes of Senior Management/Negative	Negative attitudes of senior managers towards women participating in an international assignment	Negative
(4 2 10) /Attitudes of Senior Management/Negative/Biases	Manager are biased towards men participating, not women	Negative
(4 2 22) /Attitudes of Senior Management/Negative/Sen Mgt not attuned to issues	Managers are not attunded to the issues around women and are therefore negative	Negative
(4 2 36) /Attitudes of Senior Management/Negative/Unsupportive of women	Managers are unsupportive of women participating	Negative
(4 2 51) /Attitudes of Senior Management/Negative/Objection	Managers have objected to some women participating	Negative
(12) /Factors influencing managers	Perceptions of factors that influence managers in who get selected for assignments	Positive
(12 1) /Factors influencing managers/Cultural empathy	Understanding of other cultures and how individuals of other cultures feel	Positive
(12 1 1) /Factors influencing managers/Cultural empathy/Personality	The traits or qualities of people who can relocate and live in foreign culture	Positive
(12 1 18) /Factors influencing managers/Cultural empathy/Cross-Cultural Adaption	The ability to adapt to a different cultural situation	Positive
(12 1 19) /Factors influencing managers/Cultural empathy/Language	The abilitty to speak foreign languages	Postive
(12 1 30) /Factors influencing managers/Cultural empathy/motivated	Willingness to exert energy	Positive
(12 2) /Factors influencing managers/Spouse Family	People's family environment influece's managers	Negative
(12 4) /Factors influencing managers/Relational skills	The ability to have positive relationships with other people	Positive
(12 5) /Factors influencing managers/Domestic performance	The productivity and output achieved in the domestic location	Positive
(12 11) /Factors influencing managers/Technical skills	The technical expertise or proficiency in a particular field or profession	Negative
(12 11 2) /Factors influencing managers/Technical skills/Ability to do the job	Being able to do a particular job	Positive
(12 11 14) /Factors influencing managers/Technical skills/Skills	The skills developed in the area	Positive
(12 11 33) /Factors influencing managers/Technical skills/Experience	Previous experience in the area	Positive
(12 11 108) /Factors influencing managers/Technical skills/Knowledge	Knowledge of overseas operations	Positive
(12 13) /Factors influencing managers/Major reasons	Major organisational reasons	Positive
(12 13 57) /Factors influencing managers/Major reasons/Return on Investment	Financial return on investing a sum of money into relocating an individual	Positive
(12 13 99) /Factors influencing managers/Major reasons/Need to fill positions	To fill vacancies in a foreing location	Positive
(12 13 123) /Factors influencing managers/Major reasons/Apart of career progression	To offer the person career development and advancement	Positive
(12 13 124) /Factors influencing managers/Major reasons/Professional Development	The perception that the individual will receive professional development out of the assignment	Positive
(5) /Attitudes of HR Managers	HR managers who are responsible or involved in international assignments	NA
(5 1) /Attitudes of HR Managers/Supportive	HR managers were supportive of women participating	Positive
(5 4) /Attitudes of HR Managers/Need more support	It was believed that the HR support in the organisation needed improvement	Negative
(5 5) /Attitudes of HR Managers/Logistical	Support provided from HR managers in logistical	Negative
(6 3) /Support provided by HR/Career Planning	The organisation offers expatriate career planning	Postive
(6 11) /Support provided by HR/Mentoring	The organisation offers mentoring	Postive
(6 22) /Support provided by HR/Training	The organisation offers training for expatriation and repatriation	Positive
(8) /Major reasons to expatriate	The major motivating reasons to why people took on an assignment	Negative
(8 9) /Major reasons to expatriate/Professional	Professional reasons that relate to work	Positive
(8 9 3) /Major reasons to expatriate/Professional/Professional Development	Professional skill development arising out of the overseas work experience	Positive
(8 9 6) /Major reasons to expatriate/Professional/Career Development	Career development that results from the experienced gained while on assignment	Positive

Appendix 13 - Themes and Description for Repatriates

Theme	Description	Positive or Negative for Women's Participation
(8 9 14) /Major reasons to expatriate/Professional/Work Challenge	The challenges of the assignment	Positive
(8 9 23) /Major reasons to expatriate/Professional/Job Content	The actual job is interesting	Positive
(8 10) /Major reasons to expatriate/Personal	Personal reasons that relate to the personal life	Positive
(8 10 1) /Major reasons to expatriate/Personal/cross cultural experience	The interesting cross-cultural experiences	Positive
(8 10 4) /Major reasons to expatriate/Personal/lifestyle	Improvement in lifestyle	Positive
(8 10 8) /Major reasons to expatriate/Personal/Travel	Increased ability to travel overseas	Positive
(8 10 32) /Major reasons to expatriate/Personal/Personal Reasons	Personal reasons that relate to the personal life	Positive
(8 10 37) /Major reasons to expatriate/Personal/Personal Development	Personal development such as improving in maturity	Positive
(9) /Doubts & concerns to expatriate	The doubts and concerns the person has	Negative
(9 2) /Doubts & concerns to expatriate/Professional	Professional doubts about how the assignment will influence the person's professional life	Negative
(9 2 1) /Doubts & concerns to expatriate/Professional/Undesirable job content	Doubts about doing a particular job	Negative
(9 2 4) /Doubts & concerns to expatriate/Professional/Financial problems	Includes costing a lot money to relocate, the assignment may not make the person financially better off	Negative
(9 2 8) /Doubts & concerns to expatriate/Professional/Length of Assignment	Did not know how long I would go on assignment for	Negative
(9 3) /Doubts & concerns to expatriate/Personal	Personal doubts, about how the assignment will influence that person's personal life	Negative
(9 3 6) /Doubts & concerns to expatriate/Personal/Safety	Concers around safety in the host country	Negative
(9 3 7) /Doubts & concerns to expatriate/Personal/Fear of the Unknown	The uncertainty of not knowing what to expect when going on the assignment	Negative
(9 3 13) /Doubts & concerns to expatriate/Personal/Family concerns problems	Missing family while away, or concerns around the care of elderly relatives while away	Negative
(22) /Culturally Different Countries	Countries that differ culturally to the home country to a high degree	Positive
(22 5) /Culturally Different Countries/Women's willingness	It is up to women's willingness to go to culturally different countries	Postive
(22 6) /Culturally Different Countries/Not an issue	Culturally different countries does not pose a problem for sending women	Negative
(22 9) /Culturally Different Countries/Cultural Implications	The cultural implications for western women operating in a culturally different country	Negative
(22 17) /Culturally Different Countries/Training for cultural issues	There is training to prepare individuals for cultural issues	Positive
(22 28) /Culturally Different Countries/Safety an issue	Safety is an issue	Negative
Repatriation	The returning of individuals from the Host country to the Home Country	NA
(1 2) /Repatriation/Promotion	Receiving a promotion upon repatriation	Positive
(1 6) /Repatriation/Continued development	Continued development received out of the assignment	Positive
(1 9) /Repatriation/Negative	Negative repatriation consequences	Negative

Appendix 14 - Code and Description of Repatriates

Code	Gender	Age	Marital Status	Dual Career	Children	Education	Managerial Level	Number of Subordinates	Functional Area	Lenght of Assignment	Country
RFM1	Female	26-30	Single	NA	0	Postgrad	First Line	1 to 10	Audit	6 months to 12 months	United Kingdom
RFM2	Female	31-35	Married	Yes	0	High School	Middle	0	Customer Service	36 months to 60 months	Australia
RFM3	Female	26-30	Married	Yes	0	Undergrad	Middle	1 to 10	Management Consultancy	36 months to 60 months	United Kingdom
RFM4	Female	36-40	Married	Yes	2	Postgrad	Senior	1 to 10	Human Resource Management	6 months to 12 months	United Arab Emirates
RFM5	Female	26-30	Married	Yes	0	Undergrad	Lower	1 to 10	Customer Service	36 months to 60 months	Papua New Guinea
RFM6	Female	31-35	Married	Yes	0	High School	Middle	0	Customer Service	36 months to 60 months	United States of America
RFM7	Female	31-35	Married	Yes	0	Postgrad	Senior	1 to 10	Human Resource Management	12 montsh to 36 months	Angola
RFM8	Female	31-35	Single	NA	0	Undergrad	Senior	1 to 10	Human Resource Management	12 montsh to 36 months	Kosovo
RFM9	Female	26-30	Married	Yes	0	Undergrad	Lower	11 to 20	Audit	12 montsh to 36 months	United States of America
RFM10	Female	26-30	Single	Yes	0	Undergrad	Middle	1 to 10	Human Resource Management	6 months to 12 months	United States of America
RFM11	Female	26-30	Married	Yes	0	Postgrad	Middle	0	Human Resource Management	6 months to 12 months	Vietnam
RFM12	Female	36-40	Single	NA	0	Undergrad	Middle	11 to 20	Information Technology	6 months to 12 months	Indonesia
RFM13	Female	20-25	Single	NA	0	Undergrad	Lower	21 to 50	Audit	36 months to 60 months	Vietnam
RFM14	Female	26-30	Defacto	Yes	0	High School	Lower	1 to 10	Insurance	36 months to 60 months	Papua New Guinea

Appendix 15: Interview Schedule for Human Resource Managers

INTERVIEW SCHEDULE – HUMAN RESOURCE MANAGERS

Name: _____

Position Title: _____

Functional Area: _____

Managerial Level: _____

Organisation: _____

Industry: _____

Interview Length: _____

Section A: Number of women and men on international assignments

1. How many women do you have on international assignment at the moment?

2. How many men do you have on international assignment at the moment?

Section B: The selection process

The following questions are about how women are selected for international assignments within your organisation.

Please provide examples for the following questions.
3. How did it come about that the women went on an international assignment?

Checklist for Selection Processes	Please Tick
a) Did the women have to self-initiate their international assignments?	Yes__No__
b) Were all of the positions advertised for the women who obtained international assignments?	Yes__No__
c) In the selection process which out of the following items were used;	
Application forms	Yes__No__
Resumes/CVs	Yes__No__

References from line managers	Yes__No__	
Performance appraisals	Yes__No__	
d) Were the women interviewed, and by whom?	Yes__No__	
e) Were the interviews performed;		
Face-to-face	Yes__No__	
Over the telephone	Yes__No__	
f) Were any of the women nominated by a line manager to take on a position?	Yes__No__	
g) Did any of these women ever get selected for an international assignment informally?	Yes__No__	
h) Did any of these women get asked to take on a position?	Yes__No__	
i) Did any networks and contacts facilitate women obtaining positions?	Yes__No__	
j) Were any of these women selected based on one manager's individual preferences?	Yes__No__	
k) Have any decisions ever being made based on the personal recommendation of one manager to another?	Yes__No__	

4. All in all who has a say in selecting women for international assignments?

5. Who would have had the final say in selecting these women for international assignments?

6. What factors would have influenced these managers in selecting women for international assignments?

7. Are there any other selection techniques that are used for these women?

8. When you selected a woman for an international assignment what made her suitable for the role?

9. Did you like her?

10. Would you enjoy working with her?

11. What were your perceptions of her ability/motivation?

12. What were your perceptions of her knowledge and experience?

<u>Section C: Opportunity structures within your organisation</u>

The following questions are about your perceptions of the opportunities within the organisation for women to take on international assignments, the ratio of men and women within the organisation, in managerial positions and the selection pools for international assignments.

<u>N.B.</u> This information needs to be collected before the interview.

13. Do women have the same opportunity as men to take on an international assignment?

    a) What is the percentage of men and women within the organisation?

    b) What is the percentage of men and women within managerial positions within the organisation?

    Lower Management

    Middle Management

    Senior Management

    c) Are there many women in senior managerial positions?

    d) Are the selection pools for international assignments predominantly male?

<u>Section D: Management Attitudes</u>

The following questions are about the attitudes of management towards women taking on international assignments.

14. What are attitudes of management towards women taking on international assignments within your organisation?

15. Is there a perception within your organisation that women are unsuitable for international assignments in patriarchal countries?

16. Are there any of the following concerns around sending a woman to a culturally different country?

    Cultural implications   Foreigners prejudice   Willingness to go   Safety

    Ability to develop business   Loneliness

17. Is there a perception within your organisation that women are unsuitable for international assignments that are in strategic/high-risk in nature?

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18. How do the attitudes of management towards men taking on international assignments compare to that of the women?

Section E: Characteristics of women on international assignments

This section is about the characteristics of women and men on international assignments.

N.B. This information needs to be collected before the interview.

Please provide examples for the following questions.
19. What are the characteristics of women who go on international assignments?

   a) What types of roles are these women put in?

   b) Are any of these roles strategic?

   c) Which countries did these women go to?

   d) How long do these women go on assignment for?

   Short-term (6-12months)   Mid-term (1-3years)   Long-term (3+years)

   e) What levels are these women at?

   Junior Management   Middle Management   Senior Management

   f) What are the circumstances of these women?

   Education   Experience   Family   Dual-career status   Age

   g) What types of relocation assistance are these women given?

   h) What types of training did these women receive?

   i) Did the women receive any dual-career or family assistance if needed?

Section F: Conclusion

Thank you for participating in this interview.

If needed can I email you if I have missed out on any of the information required, thank you.

20. Is there anything else that you would like to add, or any other issues that you find the most challenging in sending women on international assignments?

MONASH University

Appendix 16: Explanatory Statement for Human Resource Managers

Date
Name
Position Title
Division
Organisation
Address 1
Address 2

Dear Name,

My name is Jane Menzies and I am doing research towards a Doctor of Philosophy at Monash University under the supervision of Associate Professor Helen De Cieri in the Department of Management.

I am doing a research project on how women get selected for international assignments. The study cover a number of topics, which include the characteristics of women on international assignments, the selection process, similarity-attraction, line and/or senior management attitudes, stereotypes and gender-culture mismatch, and the opportunity structure within your organisation. I am interested in interviewing Human Resource Managers who have had the experience or have considerable knowledge in regards to selecting a woman for an international assignment.

If you fit this description, I would like to invite you to participate in an interview to be conducted in August – September 2002. The research interview will la approximately 1 hour. The interview will be audiotaped subject to your consent and approval. Please note that all information that you provide is CONFIDENTIAL. Only group data will be analysed and reported. At no time will your responses be shared with anyone else or identified as yours. No findings will be published which could identify any individual or organisation. Participation in this research is entirely voluntary. If you so indicate, a summary of the results of the research will be mailed to you. If you have any questions or concerns in regards to this research please contact Jane Menzies on the numbers given below or by e-mail.

Should you have any complaint concerning the manner in which this research (project number 2001/266) is conducted, please do not hesitate to contact The Standing Committee on Ethics in Research Involving Humans at the following address:

> The Secretary
> The Standing Committee on Ethics in Research Involving Humans
> PO Box No 3A
> Monash University
> Victoria 3800

Yours Sincerely.

Ms. Jane Menzies

Appendix 17: Informed Consent Form for Human Resource Managers

Informed Consent Form Project Title: Women on International Assignments

I agree to take part in the above Monash University research project. I have had the project explained to me, and I have read the Explanatory Statement, which I keep for my records. I am willing to:

	Yes	No
• be interviewed by the researcher	☐	☐
• allow the interview to be audiotaped	☐	☐

I understand that any information I provide is confidential, and that no information that could lead to the identification of any individual will be disclosed in any reports on the project, or to any other party.

I also understand that my participation is voluntary, that I can choose not to participate in part or the entire project and that I can withdraw at any stage of the project without being penalised or disadvantaged in any way.

Finally, a summary of the results will be prepared. If you would like a copy of this please indicate below.

	Yes	No
• I would like a summary of the results	☐	☐

Name...

Position..

Organisation..

Signature.. Date..............................

Jane Menzies
PhD Student
Department of Management
Monash University

Appendix 18: Codebook for Study 3: Human Resource Managers

How did it come about that the women were selected for their positions?
Self-initiated
Formal selection processes
Position advertised
Formally applied
Application forms
Resumes/CVs
References from managers
Performance appraisals
Interviewed
Face to face interviews
Over the telephone
Networks and contacts
Informal or no interviews
No proper selection process
Asked to take on a position
Worked with the same clients
Nominated by a line manager
Selected informally
Selection based on one managers preferences
Decisions made based on the personal recommendation of one manager to another

Who had a say in selecting the women for international assignments?
The hiring manager
International human resource manager
The human resource director in the home location
The human resource director in the host location
The sponsoring manager in the home location

Who has a final say in selecting a female for an international assignment?
The hiring manager
International human resource manager
The human resource director in the home location
The human resource director in the host location
The sponsoring manager in the home location

Do women have the same opportunity as men to take on an international assignment?
Positive perceptions
Profession, industry and organisation (gender balance)
Equitable selection processes
Best person for the job
EEO policies/organisational culture
Encouragement of women
Negative perceptions

Family, marital, dual career barriers
Profession, industry and organisation (male dominated)
Bias of hiring managers
Women's willingness

What factors would have influenced these managers in selecting these women for international assignments?
Spouse/Family
Age, gender, family situation
Individual's willingness
Cultural Empathy
Cross-cultural adaptation
Communication
Personality
Motivated
Relational Skills
Manager knew person/work
Ability to develop relationships
Organisational Reasons
Fill positions
Return on investment
Professional development
Career development
Domestic performance
Technical Skills
Experience
Ability to do the job
Desired skills
Qualifications
Knowledge
Previous international experience
Core competencies

Were there any other selection techniques that were used for these women?
Self-assessment inventories
Psychometric testing

What are the attitudes of management towards women taking on international assignments?
Positive
Supportive
Supportive of professional development
Supportive of career development
Supportive of women's opportunities
Normal thing to do
Negative

Do not want to lose a resource
Bad for career development
Surprised a woman would want to take a family

The suitability of women on international assignments in culturally-different countries?
Cultural implications
Foreigners prejudice
Willingness to go
Safety
Ability to develop business
Loneliness

What Countries/Regions do the women go to?
Asia pacific
Latin America
Africa
North America
Europe
Middle East

What levels are the women at?
Junior Management
Middle Management
Senior Management

What types of roles are the women put in?
Accounting and Finance
Marketing
Sales
Human Resources

What is the education of the women?
Bachelors degrees
Masters degrees

What is the experience of the women?
1-2 years
3-4 years, 5-6 years, 7-8 years, 10-15 years 15 years +

Do these women have family?
Yes
No

Are these women in dual-career relationships?
Yes
No
Not Applicable

What was the age of the women?
20-25 26-30 31-35 36-40 41-45 46-50

Was there dual career assistance?
Ad hoc (case-by-case basis)
A part of a policy

Appendix 19 - Inter-Rater Reliability Scores for Themes for Human Resource Managers

Node	R1 Coding	R2 Coding	Initial Reliability	R1 Revised Score	Revised Reliability	R2 Revised Score	Final Reliability
(1) /Female							
(1 1) /Female/Assignment Length							
(1 1 1) /Female/Assignment Length/12 - 24 months	5	5	1.00	5	1.00	5	1.00
(1 1 2) /Female/Assignment Length/6 - 12 months	4	4	1.00	4	1.00	4	1.00
(1 1 3) /Female/Assignment Length/24 - 36 months	13	13	1.00	13	1.00	13	1.00
(1 1 4) /Female/Assignment Length/Under six months	4	4	1.00	4	1.00	4	1.00
(1 1 5) /Female/Assignment Length/36 months plus	6	6	1.00	6	1.00	6	1.00
(1 2) /Female/Regions	0	0		0		0	
(1 2 1) /Female/Regions/Europe	12	12	1.00	12	1.00	12	1.00
(1 2 2) /Female/Regions/Asia Pacific	14	14	1.00	14	1.00	14	1.00
(1 2 3) /Female/Regions/North America	9	9	1.00	9	1.00	9	1.00
(1 2 4) /Female/Regions/Africa	3	3	1.00	3	1.00	3	1.00
(1 2 5) /Female/Regions/Middle East	2	2	1.00	2	1.00	2	1.00
(1 3) /Female/Managerial level	0	0					
(1 3 1) /Female/Managerial level/Junior Management	12	11	0.92	12	0.92	12	1.00
(1 3 2) /Female/Managerial level/Middle Management	10	10	1.00	10	1.00	10	1.00
(1 3 3) /Female/Managerial level/Senior Management	12	12	1.00	12	1.00	12	1.00
(1 3 4) /Female/Managerial level/Professionals	3	3	1.00	3	1.00	3	1.00
(1 4) /Female/Functional area							
(1 4 1) /Female/Functional area/Accounting and Finance	8	8	1.00	8	1.00	8	1.00
(1 4 2) /Female/Functional area/IT	2	2	1.00	2	1.00	2	1.00
(1 4 3) /Female/Functional area/HR	7	7	1.00	7	1.00	7	1.00
(1 4 5) /Female/Functional area/Professional	4	4	1.00	4	1.00	4	1.00
(1 4 6) /Female/Functional area/Client Customer Service Roles	2	2	1.00	2	1.00	2	1.00
(1 4 9) /Female/Functional area/Project Management	6	6	1.00	6	1.00	6	1.00
(1 4 12) /Female/Functional area/Sales and Marketing	5	4	0.80	4	1.00	4	1.00
(1 4 13) /Female/Functional area/Engineer	4	4	1.00	4	1.00	4	1.00
(1 4 14) /Female/Functional area/Manufacturing	2	2	1.00	2	1.00	2	1.00
(1 4 15) /Female/Functional area/Business Development	2	2	1.00	2	1.00	2	1.00
(1 4 16) /Female/Functional area/Educator	1	1	1.00	1	1.00	1	1.00
(1 4 17) /Female/Functional area/Purchasing	1	1	1.00	1	1.00	1	1.00
(1 4 19) /Female/Functional area/Policy roles	1	1	1.00	1	1.00	1	1.00
(1 5) /Female/Education							
(1 5 1) /Female/Education/Bachelor Degree	17	17	1.00	17	1.00	17	1.00
(1 5 2) /Female/Education/Professional Qualification	6	6	1.00	6	1.00	6	1.00
(1 5 4) /Female/Education/Master's Degree	7	7	1.00	7	1.00	7	1.00
(1 5 5) /Female/Education/Not degree qualified	2	2	1.00	2	1.00	2	1.00
(1 6) /Female/Experience							
(1 6 1) /Female/Experience/3 - 5 years	12	8	0.67	9	0.89	9	1.00
(1 6 2) /Female/Experience/ - 3 years	8	8	1.00	8	1.00	8	1.00
(1 6 6) /Female/Experience/5 - 8 years	3	3	1.00	3	1.00	3	1.00
(1 6 8) /Female/Experience/10 years +	6	6	1.00	6	1.00	6	1.00

Appendix 19 - Inter-Rater Reliability Scores for Themes for Human Resource Managers

Node	R1 Coding	R2 Coding	Initial Reliability	R1 Revised Score	Revised Reliability	R2 Revised Score	Final Reliability
(1 7) /Female/Family							
(1 7 2) /Female/Family/Single	14	13	0.93	14	0.93	14	1.00
(1 7 3) /Female/Family/Family	15	15	1.00	15	1.00	15	1.00
(1 7 6) /Female/Family/Partner	7	7	1.00	7	1.00	7	1.00
(1 8) /Female/Dual-career							
(1 8 1) /Female/Dual-career/Yes	16	16	1.00	16	1.00	16	1.00
(1 8 3) /Female/Dual-career/Care-giver	3	3	1.00	3	1.00	3	1.00
(1 8 4) /Female/Dual-career/NA	2	2	1.00	2	1.00	2	1.00
(1 9) /Female/Age	0						
(1 9 1) /Female/Age/31 - 35	10	10	1.00	10	1.00	10	1.00
(1 9 2) /Female/Age/50+	4	4	1.00	4	1.00	4	1.00
(1 9 3) /Female/Age/26 to 30	14	13	0.93	13	1.00	13	1.00
(1 9 4) /Female/Age/20 to 25	3	3	1.00	3	1.00	3	1.00
(1 9 5) /Female/Age/40 to 45	6	6	1.00	6	1.00	6	1.00
(1 9 6) /Female/Age/35-40	3	3	1.00	3	1.00	3	1.00
(3) /Selection Process							
(3 1) /Selection Process/letter of motivat	1	1	1.00	1	1.00	1	1.00
(3 2) /Selection Process/Self-initiation	15	15	1.00	15	1.00	15	1.00
(3 3) /Selection Process/Advertised	13	13	1.00	13	1.00	13	1.00
(3 4) /Selection Process/Application forms	12	12	1.00	12	1.00	12	1.00
(3 5) /Selection Process/Resumes	19	19	1.00	19	1.00	19	1.00
(3 6) /Selection Process/References from line managers	17	17	1.00	17	1.00	17	1.00
(3 7) /Selection Process/Performance appraisal has a mobility	18	18	1.00	18	1.00	18	1.00
(3 8) /Selection Process/Managers networks and contacts	9	9	1.00	9	1.00	9	1.00
(3 9) /Selection Process/Individuals networks and contacts	12	12	1.00	12	1.00	12	1.00
(3 10) /Selection Process/Men's selection the same	12	10	0.83	11	0.91	11	1.00
(3 11) /Selection Process/Nomination	18	17	0.94	18	0.94	18	1.00
(3 12) /Selection Process/Formal process	5	4	0.80	4	1.00	4	1.00
(3 13) /Selection Process/Asked to take on a position	16	14	0.88	14	1.00	14	1.00
(3 14) /Selection Process/Selected and then formal process	2	2	1.00	2	1.00	2	1.00
(3 15) /Selection Process/Line Managers Individual Preferences	7	7	1.00	7	1.00	7	1.00
(3 16) /Selection Process/Personall recomendation	15	12	0.80	14	0.86	14	1.00
(3 18) /Selection Process/Open	3	3	1.00	3	1.00	3	1.00
(3 19) /Selection Process/Informal	15	12	0.80	15	0.80	15	1.00
(3 25) /Selection Process/Consensus	8	6	0.75	6	1.00	6	1.00
(3 26) /Selection Process/Committees	7	6	0.86	7	0.86	7	1.00
(3 28) /Selection Process/Assessment Inventory	6	5	0.83	5	1.00	5	1.00
(3 29) /Selection Process/Behavioural Interviews	3	3	1.00	3	1.00	3	1.00
(3 32) /Selection Process/Psych testing	3	2	0.67	2	1.00	2	1.00
(3 35) /Selection Process/Leadership Profile Biographical	4	4	1.00	4	1.00	4	1.00
(3 44) /Selection Process/HR planning process	8	6	0.75	6	1.00	6	1.00
(4) /Factors influencing managers							

Appendix 19 - Inter-Rater Reliability Scores for Themes for Human Resource Managers

Node	R1 Coding	R2 Coding	Initial Reliability	R1 Revised Score	Revised Reliability	R2 Revised Score	Final Reliability
(4 1) /Factors influencing managers/Spouse Family							
(4 1 1) /Factors influencing managers/Spouse Family/Age Gender family situation	8	7	0.88	8	0.88	8	1.00
(4 1 2) /Factors influencing managers/Spouse Family/Individual's Willingness	12	12	1.00	12	1.00	12	1.00
(4 2) /Factors influencing managers/Cultural Empathy							
(4 2 3) /Factors influencing managers/Cultural Empathy/Cross-cultural adaptation	9	9	1.00	9	1.00	9	1.00
(4 2 4) /Factors influencing managers/Cultural Empathy/Communication	2	2	1.00	2	1.00	2	1.00
(4 2 5) /Factors influencing managers/Cultural Empathy/Personality	5	4	0.80	4	1.00	4	1.00
(4 2 6) /Factors influencing managers/Cultural Empathy/Motivated	7	7	1.00	7	1.00	7	1.00
(4 3) /Factors influencing managers/Domestic Performance	9	9	1.00	9	1.00	9	1.00
(4 4) /Factors influencing managers/Technical Skills							
(4 4 1) /Factors influencing managers/Technical Skills/Experience	14	13	0.93	13	1.00	13	1.00
(4 4 2) /Factors influencing managers/Technical Skills/Ability to do the job	7	7	1.00	7	1.00	7	1.00
(4 4 3) /Factors influencing managers/Technical Skills/Desired skills	13	13	1.00	13	1.00	13	1.00
(4 4 4) /Factors influencing managers/Technical Skills/Qualifications	4	4	1.00	4	1.00	4	1.00
(4 4 5) /Factors influencing managers/Technical Skills/Knowledge	6	6	1.00	6	1.00	6	1.00
(4 4 6) /Factors influencing managers/Technical Skills/Previous international experience	2	2	1.00	2	1.00	2	1.00
(4 4 7) /Factors influencing managers/Technical Skills/Core competencies	6	6	1.00	6	1.00	6	1.00
(4 4 8) /Factors influencing managers/Technical Skills/Language	6	6	1.00	6	1.00	6	1.00
(4 4 10) /Factors influencing managers/Technical Skills/Best person for the job	5	5	1.00	5	1.00	5	1.00
(4 7) /Factors influencing managers/Relational skills							
(4 7 8) /Factors influencing managers/Relational skills/Manager knew person	8	8	1.00	8	1.00	8	1.00
(4 7 9) /Factors influencing managers/Relational skills/Ability to develop relationships	3	3	1.00	3	1.00	3	1.00
(4 8) /Factors influencing managers/Suitability	7	7	1.00	7	1.00	7	1.00
(4 10) /Factors influencing managers/Organisational reasons							
(4 10 1) /Factors influencing managers/Organisational reasons/Career development	12	11	0.92	11	1.00	11	1.00
(4 10 2) /Factors influencing managers/Organisational reasons/Professional Development	9	9	1.00	9	1.00	9	1.00
(4 10 50) /Factors influencing managers/Organisational reasons/Business Need	8	7	0.88	7	1.00	7	1.00
(8) /Management Attitudes							
(8 1) /Management Attitudes/Positive							
(8 1 1) /Management Attitudes/Positive/Gender balance of women	1	1	1.00	1	1.00	1	1.00
(8 1 2) /Management Attitudes/Positive/Nature of Org	1	1	1.00	1	1.00	1	1.00
(8 1 3) /Management Attitudes/Positive/Supportive	15	15	1.00	15	1.00	15	1.00
(8 1 4) /Management Attitudes/Positive/Don't distinguish	13	13	1.00	13	1.00	13	1.00
(8 1 5) /Management Attitudes/Positive/Supportive of career development	2	2	1.00	2	1.00	2	1.00
(8 1 6) /Management Attitudes/Positive/Supportive of women's opportunities	15	15	1.00	15	1.00	15	1.00
(8 2) /Management Attitudes/Negative							
(8 2 1) /Management Attitudes/Negative/Maturity	1	1	1.00	1	1.00	1	1.00
(8 2 2) /Management Attitudes/Negative/Senior women are agreessive	1	1	1.00	1	1.00	1	1.00
(8 2 3) /Management Attitudes/Negative/Men families given preference	1	1	1.00	1	1.00	1	1.00
(8 2 4) /Management Attitudes/Negative/Blocker early on career	1	1	1.00	1	1.00	1	1.00
(8 2 5) /Management Attitudes/Negative/Self-perception	1	1	1.00	1	1.00	1	1.00
(8 2 6) /Management Attitudes/Negative/Big issue in private	1	1	1.00	1	1.00	1	1.00

Appendix 19 - Inter-Rater Reliability Scores for Themes for Human Resource Managers

Node	R1 Coding	R2 Coding	Initial Reliability	R1 Revised Score	Revised Reliability	R2 Revised Score	Final Reliability
(8 3) /Management Attitudes/Gender doesn't impact decision	1	1	1.00	1	1.00	1	1.00
(8 7) /Management Attitudes/Attitudes to men are diff	3	3	1.00	3	1.00	3	1.00
(9) /Patriarchal countries							
(9 1) /Patriarchal countries/Not an issue	11	11	1.00	11	1.00	11	1.00
(9 2) /Patriarchal countries/Safety	18	18	1.00	18	1.00	18	1.00
(9 3) /Patriarchal countries/Loneliness	12	12	1.00	12	1.00	12	1.00
(9 4) /Patriarchal countries/Regions	7	7	1.00	7	1.00	7	1.00
(9 6) /Patriarchal countries/Individual's own willingness	16	15	0.94	15	1.00	15	1.00
(9 7) /Patriarchal countries/Ability to develop business	3	3	1.00	3	1.00	3	1.00
(9 9) /Patriarchal countries/Challenging	6	4	0.67	5	0.80	5	1.00
(9 11) /Patriarchal countries/Prejudice	12	10	0.83	11	0.91	11	1.00
(9 20) /Patriarchal countries/More men sent to patriarhcy	1	1	1.00	1	1.00	1	1.00
(9 29) /Patriarchal countries/Not suitable	5	5	1.00	5	1.00	5	1.00
(9 37) /Patriarchal countries/Training to prepare individ	4	4	1.00	4	1.00	4	1.00
(10) /High - Risk Business Ventures							
(10 3) /High - Risk Business Ventures/Men selected for high risk	5	5	1.00	5	1.00	5	1.00
(10 5) /High - Risk Business Ventures/Women still selected	9	7	0.78	7	1.00	7	1.00
(10 11) /High - Risk Business Ventures/Be' person	2	2	1.00	2	1.00	2	1.00
(11) /Interview Method							
(11 2) /Interview Method/Telephone	14	14	1.00	14	1.00	14	1.00
(11 9) /Interview Method/Video Conference	5	5	1.00	5	1.00	5	1.00
(11 14) /Interview Method/Face to face	8	7	0.88	8	0.88	8	1.00
(11 18) /Interview Method/Email	1	1	1.00	1	1.00	1	1.00
(13) /Women's Opportunities							
(13 1) /Women's Opportunities/Positive perceptions	4	4	1.00	4	1.00	4	1.00
(13 1 1) /Women's Opportunities/Positive perceptions/Gender balance	1	1	1.00	1	1.00	1	1.00
(13 1 2) /Women's Opportunities/Positive perceptions/Women in senior positions	6	6	1.00	6	1.00	6	1.00
(13 1 3) /Women's Opportunities/Positive perceptions/Selection pool femal	1	1	1.00	1	1.00	1	1.00
(13 1 7) /Women's Opportunities/Positive perceptions/Equitable selection process	10	10	1.00	10	1.00	10	1.00
(13 1 9) /Women's Opportunities/Positive perceptions/Best person for the job	6	5	0.83	5	1.00	5	1.00
(13 1 16) /Women's Opportunities/Positive perceptions/Diversity Initiatives	6	6	1.00	6	1.00	6	1.00
(13 2) /Women's Opportunities/Negative Perceptions							
(13 2 5) /Women's Opportunities/Negative Perceptions/Family Marital and Dual Career Barri	5	5	1.00	5	1.00	5	1.00
(13 2 7) /Women's Opportunities/Negative Perceptions/Selection Pools Male bias	9	9	1.00	9	1.00	9	1.00
(13 2 8) /Women's Opportunities/Negative Perceptions/Profession Industry Organisation Mal	13	12	0.92	13	0.92	13	1.00
(13 2 19) /Women's Opportunities/Negative Perceptions/Selection process inequitable	3	2	0.67	2	1.00	2	1.00
(16) /Interviews							
(16 5) /Interviews/Informal Interviews	2	2	1.00	2	1.00	2	1.00
(16 17) /Interviews/Interviewed	14	14	1.00	14	1.00	14	1.00
(17) /Managers Involved							
(17 5) /Managers Involved/Final Say							
(17 5 1) /Managers Involved/Final Say/Line Manager overseas	16	16	1.00	16	1.00	16	1.00

Appendix 19 - Inter-Rater Reliability Scores for Themes for Human Resource Managers

Node	R1 Coding	R2 Coding	Initial Reliability	R1 Revised Score	Revised Reliability	R2 Revised Score	Final Reliability
(17 5 4) /Managers Involved/Final Say/Committee	3	3	1.00	3	1.00	3	1.00
(17 5 6) /Managers Involved/Final Say/Line Manager	3	3	1.00	3	1.00	3	1.00
(17 5 7) /Managers involved/Final Say/HR	4	3	0.75	4	0.75	4	1.00
(17 5 15) /Managers Involved/Final Say/Senior Managers	1	1	1.00	1	1.00	1	1.00
(17 14) /Managers Involved/People who have a say							
(17 14 1) /Managers Involved/People who have a say/Line Managers Overseas	2	2	1.00	2	1.00	2	1.00
(17 14 2) /Managers Involved/People who have a say/Line Manager Home	2	2	1.00	2	1.00	2	1.00
(17 14 4) /Managers Involved/People who have a say/Senior Managers	1	1	1.00	1	1.00	1	1.00
(17 14 7) /Managers Involved/People who have a say/HR Managers	2	2	1.00	2	1.00	2	1.00
(17 18) /Managers Involved/Interview people							
(17 18 1) /Managers Involved/Interview people/Line manager	9	8	0.89	8	1.00	8	1.00
(17 18 3) /Managers Involved/Interview people/Line Manager to Line Manager	2	3	0.67	3	1.00	3	1.00
(17 18 4) /Managers Involved/Interview people/Human Resources	9	9	1.00	9	1.00	9	1.00
(17 18 8) /Managers Involved/Interview people/Senior managers	6	5	0.83	5	1.00	5	1.00
Total Reliability			0.96		0.99		1.00

Appendix 20: Codebook developed from the Harris (1996-97) typology on selection

systems

Formal Processes
Clearly defined criteria
Clearly defined measures
Training for selectors
Panel Discussions
Assess against formal criteria
Constrain use individual preferences
Question assumptions
Consistency in evaluation
Clarity in thinking
Match between selector scheme and SC
Psychometric Tests
Panel Interviews
Receive notification of vacancy
Prepare job description
Prepare position description
Shortlist potentials
Resumes
Performance Appraisals
Considered as high potential
Search database suitable candidate
Suitability through objective data
Equal opportunity policy followed
Monitor selection decisions
Selection Criteria related to job requirements
Assessment centres
Feedback on career development work
Application forms
Standardised interview assessment
Applications are sought
Register for vacancies
Interviews
Phone Interviews
A part of career development
Mobility code
References from line managers
HR Planning Processes

Informal
High Potential based on planners knowledge
Informal discussion of fit
Nominate candidate
Terms & conditions at interview stage

Discussion of subjective skills
Networking
Informally setting criteria
Informality in measuring criteria
Lack of consistency in thinking
Acceptability was a subjective proc
Informally debates around merit
Individual preferences
No interviews
Recommendation
No standard criteria
No standard measurement
Informally short listing High Potent
Line mgrs nominate to car develop
Short listed debated and discussed
Not properly following formal proc
High Potential determined by recommendation
Being known is important
Different versions of form used
HR personnel not used
Tension btw formal process and practice
Lack of adherence to process
Inconsistent Use of defined criteria
No training for selectors
Inconsistent and Incoherent preferences
Reputation
Selection takes place before interview
Managers select clones
People encouraged to apply

Open
Internally Advertised
Externally advertised
Candidates are interviewed
Consensus among selectors
Open debate around criteria
Open debate around behaviours

Closed
Line managers nominate suitable candidates
One manager involved
Candidate informed once agreed
No advertising
Potentials determined by selectors
Omission of suitable candidates
Nominate only

People asked to do it
Select decision remains unchallenged
No open discussion
Inconsistent preferences

Appendix 21 - Interrater Reliability for The Harris Typology

Theme	R1 Coding	R2 Coding	Initial Reliability	R1 Revised Score	Revised Reliability	R2 Revised Score	Final Reliability
(5) /Harris and Brewster	0	0	0.00	0	0.00	0	0.00
(5 1) /Harris and Brewster/Formal	8	8	1.00	8	1.00	8	1.00
(5 1 1) /Harris and Brewster/Formal/Clearly defined criteria	9	9	1.00	9	1.00	9	1.00
(5 1 2) /Harris and Brewster/Formal/Clearly defined measures	3	3	1.00	3	1.00	3	1.00
(5 1 4) /Harris and Brewster/Formal/HR Planning Process	4	4	1.00	4	1.00	4	1.00
(5 1 5) /Harris and Brewster/Formal/Int & Ext advertising of vacancy	13	13	1.00	13	1.00	13	1.00
(5 1 6) /Harris and Brewster/Formal/Panel Discussions	7	7	1.00	7	1.00	7	1.00
(5 1 7) /Harris and Brewster/Formal/Assess against formal criteria	5	5	1.00	5	1.00	5	1.00
(5 1 13) /Harris and Brewster/Formal/Psychometric Tests	4	4	1.00	4	1.00	4	1.00
(5 1 14) /Harris and Brewster/Formal/Panel Interviews	7	7	1.00	7	1.00	7	1.00
(5 1 18) /Harris and Brewster/Formal/Shortlist potentials	2	2	1.00	2	1.00	2	1.00
(5 1 19) /Harris and Brewster/Formal/Resumes	19	19	1.00	19	1.00	19	1.00
(5 1 20) /Harris and Brewster/Formal/Performance Appraisals	9	9	1.00	9	1.00	9	1.00
(5 1 21) /Harris and Brewster/Formal/Considered as high potential	4	4	1.00	4	1.00	4	1.00
(5 1 22) /Harris and Brewster/Formal/Search database suitble candidate	3	3	1.00	3	1.00	3	1.00
(5 1 23) /Harris and Brewster/Formal/Suitability through objective data	3	3	1.00	3	1.00	3	1.00
(5 1 24) /Harris and Brewster/Formal/Equal opportunity policy followed	2	2	1.00	2	1.00	2	1.00
(5 1 25) /Harris and Brewster/Formal/Monitor selection decisions	2	2	1.00	2	1.00	2	1.00
(5 1 28) /Harris and Brewster/Formal/Assessment centres	8	8	1.00	8	1.00	8	1.00
(5 1 30) /Harris and Brewster/Formal/Application forms	12	12	1.00	12	1.00	12	1.00
(5 1 34) /Harris and Brewster/Formal/Interviews	12	12	1.00	12	1.00	12	1.00
(5 1 35) /Harris and Brewster/Formal/Phone Interviews	14	14	1.00	14	1.00	14	1.00
(5 1 36) /Harris and Brewster/Formal/Apart of career development	18	15	0.83	16	0.94	16	1.00
(5 1 38) /Harris and Brewster/Formal/References from line managers	19	18	0.95	19	0.95	19	1.00
(5 1 39) /Harris and Brewster/Formal/Mobility Code	4	4	1.00	4	1.00	4	1.00
(5 1 41) /Harris and Brewster/Formal/Interview determines fit	3	3	1.00	3	1.00	3	1.00
(5 2) /Harris and Brewster/Informal	15	15	1.00	15	1.00	15	1.00
(5 2 3) /Harris and Brewster/Informal/Nominate candidate	18	18	1.00	18	1.00	18	1.00
(5 2 6) /Harris and Brewster/Informal/Networking	18	18	1.00	18	1.00	18	1.00
(5 2 7) /Harris and Brewster/Informal/Informally setting criteria	4	4	1.00	4	1.00	4	1.00
(5 2 8) /Harris and Brewster/Informal/Informality in measuring criteria	3	3	1.00	3	1.00	3	1.00
(5 2 9) /Harris and Brewster/Informal/Lack of consistency in thinking	1	1	1.00	1	1.00	1	1.00
(5 2 12) /Harris and Brewster/Informal/Individual preferences	11	11	1.00	11	1.00	11	1.00
(5 2 13) /Harris and Brewster/Informal/no interviews	2	2	1.00	2	1.00	2	1.00
(5 2 14) /Harris and Brewster/Informal/Recommendation	18	18	1.00	18	1.00	18	1.00
(5 2 15) /Harris and Brewster/Informal/No standard criteria	2	2	1.00	2	1.00	2	1.00
(5 2 17) /Harris and Brewster/Informal/Informally shortlisting High Potent	1	1	1.00	1	1.00	1	1.00
(5 2 18) /Harris and Brewster/Informal/Line mgrs nominate to car develop	2	2	1.00	2	1.00	2	1.00
(5 2 21) /Harris and Brewster/Informal/High Potential determined by recomm	1	1	1.00	1	1.00	1	1.00
(5 2 31) /Harris and Brewster/Informal/Selection takes place bf interview	2	2	1.00	2	1.00	2	1.00
(5 3) /Harris and Brewster/Open	5	5	1.00	5	1.00	5	1.00
(5 3 1) /Harris and Brewster/Open/Int & ext advertised	14	14	1.00	14	1.00	14	1.00
(5 3 3) /Harris and Brewster/Open/Candidates are interviewed	9	9	1.00	9	1.00	9	1.00
(5 3 4) /Harris and Brewster/Open/Consensus among selectors	13	13	1.00	13	1.00	13	1.00
(5 7) /Harris and Brewster/Closed	2	2	1.00	2	1.00	2	1.00
(5 7 10) /Harris and Brewster/Closed/Shortlist people who are unaware	2	2	1.00	2	1.00	2	1.00
(5 7 11) /Harris and Brewster/Closed/People asked to do it	18	18	1.00	18	1.00	18	1.00
(5 7 16) /Harris and Brewster/Closed/No advertising	8	8	1.00	8	1.00	8	1.00
Total Reliability			**0.97**		**0.98**		**1.00**

Appendix 22: Descriptive Statistics: Means, Medians, and Standard Deviation

Frequencies

Statistics

		Women IAs	Women Organisation	Women Junior Management	Women Middle Management	Women Senior Management	Selection System (Open or Closed)	4 Selection Systems
N	Valid	20	20	20	20	20	20	20
	Missing	1	1	1	1	1	1	1
Mean		25.4500	48.1750	38.1200	29.6050	13.7200	1.4000	1.9500
Median		19.5000	49.5000	39.2000	26.5000	11.0000	1.0000	1.0000
Std. Deviation		20.16635	12.65668	17.83237	16.97380	9.93715	.50262	1.14593
Variance		406.68158	160.19145	317.99326	288.10997	98.74895	.25263	1.31316
Skewness		1.125	-.324	.294	.612	1.281	.442	.573
Std. Error of Skewness		.512	.512	.512	.512	.512	.512	.512
Kurtosis		1.332	-.500	-.047	.670	1.107	-2.018	-1.379
Std. Error of Kurtosis		.992	.992	.992	.992	.992	.992	.992
Range		80.00	42.00	68.00	72.00	39.00	1.00	3.00

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Appendix 23: Histograms for women's participation in international assignments, organisation, junior, middle, and senior management.

Histogram
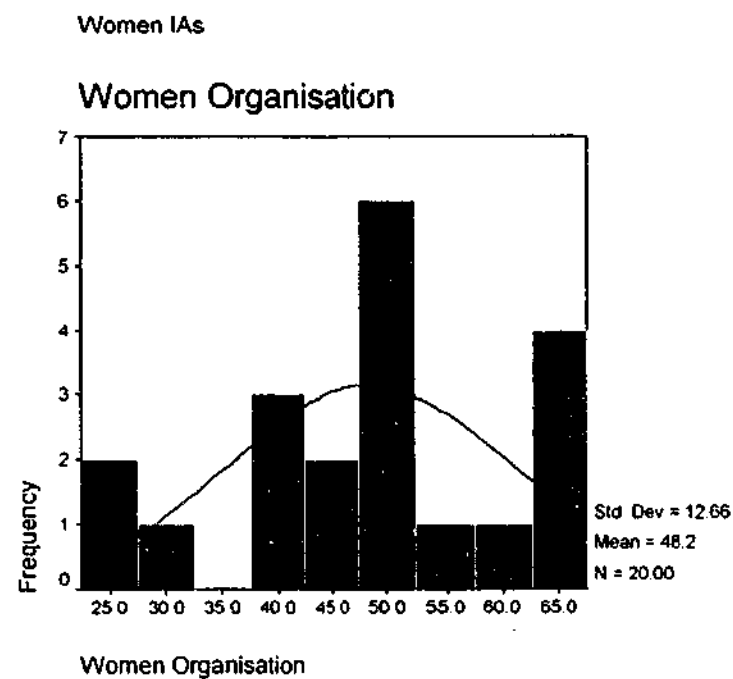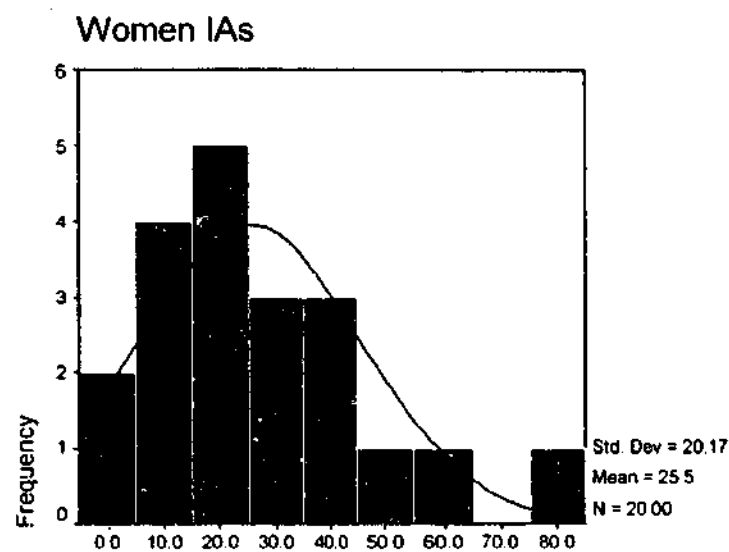
Women IAs
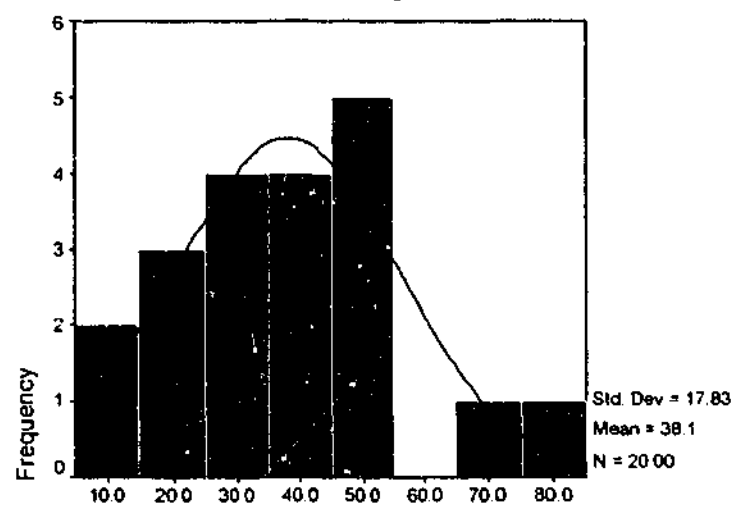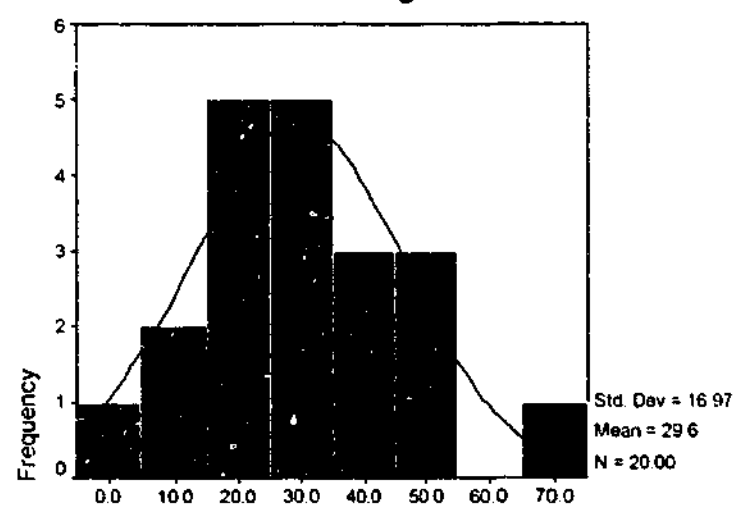
Std. Dev = 20.17
Mean = 25.5
N = 20.00

Women IAs

Women Organisation

Std. Dev = 12.66
Mean = 48.2
N = 20.00

Women Organisation

Women Junior Management

Std. Dev = 17.83
Mean = 38.1
N = 20.00

Women Junior Management

Women Middle Management

Std. Dev = 16.97
Mean = 29.6
N = 20.00

Women Middle Management

Women Senior Management

Std. Dev = 9.94
Mean = 13.7
N = 20.00

Women Senior Management

425
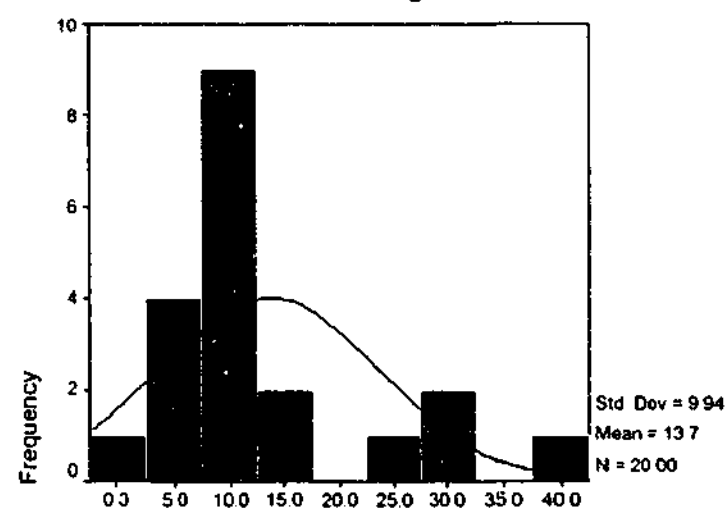
Appendix 24 - Themes and Description for Human Resource Managers

Theme	Description	Positive or Negative for Women's Participation
(1) /Female	Female	NA
(1 1) /Female/Assignment Length	Total length of assignment	NA
(1 1 1) /Female/Assignment Length/12 - 24 months	12 to 24 month assignment	Positive
(1 1 2) /Female/Assignment Length/6 - 12 months	6 to 12 month assignment	Positive
(1 1 3) /Female/Assignment Length/24 - 36 months	24 to 36 month assignment	Positive
(1 1 4) /Female/Assignment Length/Under six months	Under six month assignment	Positive
(1 1 5) /Female/Assignment Length/36 months plus	36 month assignment	Positive
(1 2) /Female/Regions	The regions that females are sent to	NA
(1 2 1) /Female/Regions/Europe	Europe	NA
(1 2 2) /Female/Regions/Asia Pacific	Asia Pacific	NA
(1 2 3) /Female/Regions/North America	North America	NA
(1 2 4) /Female/Regions/Africa	Africa	NA
(1 2 5) /Female/Regions/Middle East	Middle East	NA
(1 3) /Female/Managerial level	Managerial Level	NA
(1 3 1) /Female/Managerial level/Junior Management	Junior Management	Positive
(1 3 2) /Female/Managerial level/Middle Management	Middle Management	Positive
(1 3 3) /Female/Managerial level/Senior Management	Senior Management	Negative
(1 3 4) /Female/Managerial level/Professionals	Professional	Positive
(1 4) /Female/Functional area	The functional area the assignment is in	Positive
(1 4 1) /Female/Functional area/Accounting and Finance	Accounting and Finance	Positive
(1 4 2) /Female/Functional area/IT	Information Technology	Negative
(1 4 3) /Female/Functional area/HR	Human Resources	Positive
(1 4 5) /Female/Functional area/Professional	Professional	Positive
(1 4 6) /Female/Functional area/Client Customer Service Roles	Customer Service	Positive
(1 4 9) /Female/Functional area/Project Management	Project Management	Negative
(1 4 12) /Female/Functional area/Sales and Marketing	Sales and Marketing	Positive
(1 4 13) /Female/Functional area/Engineer	Engineering	Negative
(1 4 14) /Female/Functional area/Manufacturing	Manufacturing	Negative
(1 4 15) /Female/Functional area/Business Development	Business development	Negative
(1 4 16) /Female/Functional area/Educator	Educator	Positive
(1 4 17) /Female/Functional area/Purchasing	Purchasing	Positive
(1 4 19) /Female/Functional area/Policy roles	Policy roles	Positive
(1 5) /Female/Education	Education	NA
(1 5 1) /Female/Education/Bachelor Degree	Bachelor's Degree	Positive
(1 5 2) /Female/Education/Professional Qualification	Professional	Positive

Appendix 24 - Themes and Description for Human Resource Managers

Theme	Description	Positive or Negative for Women's Participation
(1 5 4) /Female/Education/Master's Degree	Master's degree	Positive
(1 5 5) /Female/Education/Not degree qualified	Not degree qualified	Positive
(1 6) /Female/Experience	Experience	NA
(1 6 1) /Female/Experience/3 - 5 years	3 to 5 years experience	Positive
(1 6 2) /Female/Experience/0 - 3 years	0 to 3 years experience	Positive
(1 6 6) /Female/Experience/5 - 8 years	5 to 8 years experience	Positive
(1 6 8) /Female/Experience/10 years +	10 + experience	Positive
(1 7) /Female/Family	Family	NA
(1 7 2) /Female/Family/Single	Single	Positive
(1 7 3) /Female/Family/Family	Family	Negative
(1 7 6) /Female/Family/Partner	Partner	Negative
(1 8) /Female/Dual-career	Dual-career	NA
(1 8 1) /Female/Dual-career/Yes	Yes dual-career status	Positive
(1 8 3) /Female/Dual-career/Care-giver	Care giver	Positive
(1 8 4) /Female/Dual-career/NA	Not applicable	Positive
(1 9) /Female/Age	Age	Negative
(1 9 1) /Female/Age/31 - 35	31 to 35 years old	Positive
(1 9 2) /Female/Age/50+	50+	Positive
(1 9 3) /Female/Age/26 to 30	26 to 30 year old	Positive
(1 9 4) /Female/Age/20 to 25	20 to 25 year old	Positive
(1 9 5) /Female/Age/40 to 45	40 to 45 year old	Positive
(1 9 6) /Female/Age/35-40	35 to 40 year old	Positive
(3) /Selection Process	The process used to select international assigees for assignments	NA
(3 1) /Selection Process/letter of motivat	Assignee fills out a letter to say their motivated to take on an assignment	Positive
(3 2) /Selection Process/Self-initiation	Women have to proactively look for jobs and apply for them	Positive
(3 3) /Selection Process/Advertised	The position is advertised internally in the organisation via the company intranet or newsletters, maybe advertised externally	Positive
(3 4) /Selection Process/Application forms	An application form is filled out to apply	Positive
(3 5) /Selection Process/Resumes	Resumes cr CVs are submitted with the application	Positive
(3 5) /Selection Process/References from line managers	References from managers were used	Positive
(3 7) /Selection Process/Performance appraisal has a mobility	In the yearly performance appraisal employees can highlight their willingness to participate in assignments and mobility	Positive
(3 8) /Selection Process/Managers networks and contacts	Managers networks and contacts	Negative

Appendix 24 - Themes and Description for Human Resource Managers

Theme	Description	Positive or Negative for Women's Participation
(3 9) /Selection Process/Individuals networks and contacts	The people they know, or the networks they have in the organisation helped them get an international assignment	Negative
(3 10) /Selection Process/Men's selection the same	The process used to select women for international assignments is the same for men	Positive
(3 11) /Selection Process/Nomination	In the process individuals are nominated for international assignments by senior managers	Negative
(3 12) /Selection Process/Formal process	A formal process of selection used, where participants would formally apply for positions using application forms, resumes and CVs, the postion would be advertised, interviews would be held, references from managers and performance appraisals would be examined.	Postive
(3 13) /Selection Process/Asked to take on a position	The interview consisted of a conversation between the manager and the employee, or there was no interview held at all	Negative
(3 14) /Selection Process/Selected and then formal process	Selection takes place, and a formal process is used to legitimate the decision	Negative
(3 15) /Selection Process/Line Managers Individual Preferences	Decisions are made based on the individual preferences of line managers	Negative
(3 16) /Selection Process/Personall recomendation	The organisations uses personnel recommendation to nominate individuals for assignments	Negative
(3 18) /Selection Process/Open	The process is open which means that positions are openly advertised	Positive
(3 19) /Selection Process/Informal	An informal process of selection is used, where there are no propers selection processes used, informal or no interviews are conducted, individuals are asked to take on positicns, and contacts and networks assist people in getting positions	Negative
(3 25) /Selection Process/Consensus	Decisions are made based on consensus	Positive
(3 26) /Selection Process/Committees	Commitees with various people on them are present	Positive
(3 28) /Selection Process/Assessment Inventory	Assessment inventory to assist with self-selection	Positive
(3 29) /Selection Process/Behavioural Interviews	Behavioural interviews are used	Positive
(3 32) /Selection Process/Psych testing	Psychological testing is used	Positive
(3 35) /Selection Process/Leadership Profile Biographical	Leadershipe profile is used	Positive
(3 44) /Selection Process/HR planning process	Women are selected as a result of HR planning process	Positive
(4) /Factors influencing managers	Perceptions of factors that influence managers in who get selected for assignments	Positive
(4 1) /Factors influencing managers/Spouse Family	People's family environment influece's managers	Negative
(4 1 1) /Factors influencing managers/Spouse Family/Age Gender family situation	Age, gender, family situations	Negative

Appendix 24 - Themes and Description for Human Resource Managers

Theme	Description	Positive or Negative for Women's Participation
(4 1 2) /Factors influencing managers/Spouse Family/Individual's Willingness	The willingnes and expressed interest of individuals participating in assignments	Negative
(4 2) /Factors influencing managers/Cultural Empathy	Understanding of other cultures and how individuals of other cultures feel	Positive
(4 2 3) /Factors influencing managers/Cultural Empathy/Cross-cultural adaptation	The ability to adapt to a different cultural situation	Positive
(4 2 4) /Factors influencing managers/Cultural Empathy/Communication	The ability to communicate with a variety of individuals	Positive
(4 2 5) /Factors influencing managers/Cultural Empathy/Personality	The traits or qualities of people who can relocate and live in foreign culture	Positive
(4 2 6) /Factors influencing managers/Cultural Empathy/Motivated	Willingness to exert energy	Positive
(4 3) /Factors influencing managers/Domestic Performance	The productivity and output achieved in the domestic location	Positive
(4 4) /Factors influencing managers/Technical Skills	The technical expertise or proficiency in a particular field or profession	Negative
(4 4 1) /Factors influencing managers/Technical Skills/Experience	Previous experience in the area	Positive
(4 4 2) /Factors influencing managers/Technical Skills/Ability to do the job	Being able to do a particular job	Positive
(4 4 3) /Factors influencing managers/Technical Skills/Desired skills	The skills developed in the area	Positive
(4 4 4) /Factors influencing managers/Technical Skills/Qualifications	Educational and professional qualifications	Positive
(4 4 5) /Factors influencing managers/Technical Skills/Knowledge	Knowledge of overseas operations	Positive
(4 4 6) /Factors influencing managers/Technical Skills/Previous international experience	Previous overseas experiences (work and personal)	Positive
(4 4 7) /Factors influencing managers/Technical Skills/Core competencies	The core competence do complete the job	Positive
(4 4 8) /Factors influencing managers/Technical Skills/Language	Language of the foreign culture	Positive
(4 4 10) /Factors influencing managers/Technical Skills/Best person for the job	Best person for the job is chosen over personal preference	Positive
(4 7) /Factors influencing managers/Relational skills	The ability to develop relationships with people	Positive
(4 7 8) /Factors influencing managers/Relational skills/Manager knew person	Manager knew the person applying for the position	Negative
(4 7 9) /Factors influencing managers/Relational skills/Ability to develop relationships	Ability to develop relationships	Positive
(4 8) /Factors influencing managers/Suitability	How suitable an individual is	Positive
(4 10) /Factors influencing managers/Organisational reasons	Organisational reasons	Postive
(4 10 1) /Factors influencing managers/Organisational reasons/Career development	To offer the person career development and advancement	Positive

Appendix 24 - Themes and Description for Human Resource Managers

Theme	Description	Positive or Negative for Women's Participation
(4 10 2) /Factors influencing managers/Organisational reasons/Professional Development	Major organisational reasons	Positive
(4 10 50) /Factors influencing managers/Organisational reasons/Business Need	There is a business need to send that person or there are vacancies that need to be filled	Positive
(8) /Management Attitudes	Senior level managers who have an influence on who gets selected for an assignment	NA
(8 1) /Management Attitudes/Positive	Managers had positive attitudes about women participating	Positive
(8 1 1) /Management Attitudes/Positive/Gender balance of women	Positive attitudes of managers are the result of the organisation being balanced in respect to gender	Positive
(8 1 2) /Management Attitudes/Positive/Nature of Org	The nature of the organisation means that women are offered opportunities	Positive
(8 1 3) /Management Attitudes/Positive/Supportive	Managers were supportive in general of women participating and offered encouragement	Positive
(8 1 4) /Management Attitudes/Positive/Don't distinguish	Managers do not distinguish between men and women	
(8 1 5) /Management Attitudes/Positive/Supportive of career development	Managers were supportive for career development	Positive
(8 1 6) /Management Attitudes/Positive/Supportive of women's opportunities	Managers in general were supportive of women and EEO principles	Postive
(8 2) /Management Attitudes/Negative	Negative attitudes of senior managers towards women participating in an international assignment	Negative
(8 2 1) /Management Attitudes/Negative/Maturity	The perception that some women are not mature to participate	Negative
(8 2 2) /Management Attitudes/Negative/Senior women are agreessive	Some senior women are percieved as negative	Negative
(8 2 3) /Management Attitudes/Negative/Men families given preference	Men with families are given preference for international assignments	Negative
(8 2 4) /Management Attitudes/Negative/Blocker early on career	Try to ensure that women do not get a blocker early on their career which limits their ability to obtain an assignment	Negative
(8 2 5) /Management Attitudes/Negative/Self-perception	Women participation is reduced by their self-perception	Negative
(8 3) /Management Attitudes/Gender doesn't impact decision	Gender does not have an impact on the decision of managers to select certain individuals for assignments	Negative
(8 7) /Management Attitudes/Attitudes to men are diff	Attitudes to men are different	Negative
(9) /Culturally Different Countries	Countries that differ culturally to the home country to a high degree	Positive
(9 1) /Culturally Different Countries/Not an issue	Not an issue to send women to these countries	Positive
(9 2) /Culturally Different Countries/Safety	Safety is a concern in sending women to these countries	Positive
(9 3) /Culturally Different Countries/Loneliness	Loneliness is a concern to sending women to these countries	Positive
(9 4) /Culturally Different Countries/Regions	Depends on which regions to send women to	Positive
(9 6) /Culturally Different Countries/Individual's own willingness	Depends on women's own willingness to send women to	Positive

Appendix 24 - Themes and Description for Human Resource Managers

Theme	Description	Positive or Negative for Women's Participation
(9 7) /Culturally Different Countries/Ability to develop business	There is a concern that it will be much more difficult to develop business for women in culturally different countries	Negative
(9 9) /Culturally Different Countries/Challenging	It would be vary challenging for women in culturally different countries	Negative
(9 11) /Culturally Different Countries/Prejudice	Women would face prejudice in culturally different countries	Negative
(9 20) /Culturally Different Countries/More men sent to culturally different countries	More men are sent to culturally different countries	Negative
(9 29) /Culturally Different Countries/Not suitable	Not suitable to send women to culturally different countries	Negative
(9 37) /Culturally Different Countries/Training to prepare individ	Need training to prepare women for overseas postings in culturaly different countries	Positive
(11) /Interview Method	The method used to interview people for assignments	NA
(11 2) /Interview Method/Telephone	Telephone interviews	Positive
(11 9) /Interview Method/Video Conference	Videoconferencing interviews	Positive
(11 14) /Interview Method/Face to face	Face to face interviews	Positive
(11 18) /Interview Method/Email	Email interviews	Negative
(13) /Women's Opportunities	The opportunities women perceive they have to expatriate	Negative
(13 1) /Women's Opportunities/Positive perceptions	Positive perceptions that women do have an opportunity to participate	Positive
(13 1 1) /Women's Opportunities/Positive perceptions/Gender balance	Perceived there are opportunities, as there is an equal represetnation of women in management, industry, the profession and in international assignments	Positive
(13 1 2) /Women's Opportunities/Positive perceptions/Women in senior positions	There are many women in senior management positions	Positive
(13 1 3) /Women's Opportunities/Positive perceptions/Selection pool femal	Selection pool does have a number of females in it	Positive
(13 1 7) /Women's Opportunities/Positive perceptions/Equitable selection process	Equitable selection practices are used in this firm	Positive
(13 1 9) /Women's Opportunities/Positive perceptions/Best person for the job	The best person for the job is chosen and therefore women have the same opportunities to participate	Positive
(13 1 16) /Women's Opportunities/Positive perceptions/Diversity Initiatives	There are diversity initiatives within the firm which means that women have the same opportunity to participate in an international assignment	Positive
(13 2) /Women's Opportunities/Negative Perceptions	Perceive there are not opportunities for women to participate	Negative
(13 2 5) /Women's Opportunities/Negative Perceptions/Family Marital and Dual Career Barri	Perceive there are not opportunities for women to participate, as women have family, marital, dual-career type barriers	Negative
(13 2 7) /Women's Opportunities/Negative Perceptions/Selection Pools Male bias	Selection pools for international assignments do not have a lot of women in them	Negative

Appendix 24 - Themes and Description for Human Resource Managers

Theme	Description	Positive or Negative for Women's Participation
(13 2 8) /Women's Opportunities/Negative Perceptions/Profession Industry Organisation Mal	Perceive there are not opportunities for women as the organisation, management, industry and profession is male dominated	Negative
(13 2 19) /Women's Opportunities/Negative Perceptions/Selection process inequitable	The selection process is inequitable which means that women do not have the same opportunity to participate in an international assignment	Negative
(16) /Interviews	Types of Interviews used	NA
(16 5) /Interviews/informal Interviews	Interviews consist of a conversation between the selecting manager and the prospective international assignee	Negative
(16 17) /Interviews/Interviewed	Interviews	Positive
(17) /Managers Involved	Managers involved	NA
(17 5) /Managers Involved/Final Say	Managers who have a final say	NA
(17 5 1) /Managers Involved/Final Say/Line Manager overseas	Line managers overseas has the final say	Negative
(17 5 4) /Managers Involved/Final Say/Committee	Committee has the last say	Positive
(17 5 6) /Managers Involved/Final Say/Line Manager	Line manager in the home country has the final say	Negative
(17 5 7) /Managers Involved/Final Say/HR	Human Resources	Positive
(17 5 15) /Managers Involved/Final Say/Senior Managers	Senior Managers	Postive
(17 14) /Managers Involved/People who have a say	People who have a say in selection decisions	NA
(17 14 1) /Managers Involved/People who have a say/Line Managers Overseas	Line Managers overseas	Positive
(17 14 2) /Managers Involved/People who have a say/Line Manager Home	Line managers home country	Positive
(17 14 4) /Managers Involved/People who have a say/Senior Managers	Senior managers	Positive
(17 14 7) /Managers Involved/People who have a say/HR Managers	Human Resources	Positive
(17 18) /Managers Involved/Interview people	Interview People	NA
(17 18 1) /Managers Involved/Interview people/Line manager	Line Manager	Positive
(17 18 3) /Managers Involved/Interview people/Line Manager to Line Manager	Line Manager interviews the international assignees line manager	Positive
(17 18 4) /Managers Involved/Interview people/Human Resources	Human Resources	Positive
(17 18 8) /Managers Involved/Interview people/Senior managers	Senior Managers	Positive

Code	Gender	Title	Responsibility	Headquarters	Number of Employees	Organisation Age	Annual Revenue (AUD Billion)	Industry	Countries	Africa	Asia & Pacific	Europe	Middle East	North America	South America
HRM1	Male	Director, Staffing and Personal Development	General Human Resources – involved in selection decisions	United States	50,001 - 100,000	51 - 100 years	11 to 25	Manufacturing	51- 75 countries	Yes	Yes	Yes	Yes	Yes	Yes
HRM2	Female	Human Resource Manager	Is the HR Manager that currently now does the recruitment	Australia	1 - 50,000	101 - 150 years	Less than 10	Business and Property Services	26 - 50 countries	No	Yes	Yes	No	Yes	No
HRM3	Male	Director, Staffing and Personal Development	Human Resources	Australia	1 - 50,000	1 - 50 years	NA	Health and Community Services	26 - 50 countries	Yes	Yes	Yes	Yes	No	No
HRM4	Female	Corporate People Manager	Corporate HR	France	100,001 - 150,000	151 - 200 years	126 +	Business and Property Services	26 - 50 countries	Yes	Yes	Yes	No	Yes	Yes
HRM5	Female	National Director of Human Resources	Human Resource Manager	United States	1 - 50,000	51 - 100 years	Less than 10	Business and Property Services	26 - 50 countries	No	Yes	Yes	Yes	No	Yes
HRM6	Male		Looks after international assignments	Germany	200,001 - 250,000	101 - 150 years	51 to 75	Manufacturing	51- 75 countries	Yes	Yes	Yes	No	Yes	Yes
HRM7	Female	Global Resourcing Manager	Looks after international assignments	United Kingdom	1 - 50,000	201 years +	Less than 10	Manufacturing	151 - 175 countries	Yes	Yes	Yes	Yes	Yes	Yes
HRM8	Female	People and Culture	HR manager responsible for the appointment of women	Switzerland	50,001 - 100,000	151 - 200 years	Less than 10	Business and Property Services	126 - 150 countries	Yes	Yes	Yes	Yes	Yes	Yes
HRM9	Female	Recruitment Manager International Service	Recruiting manager for people in international assignments	United States	100,001 - 150,000	101 - 150 years	11 to 25	Business and Property Services	126 - 150 countries	Yes	Yes	Yes	Yes	Yes	Yes
HRM10	Female	Coordinator	Looks after the management of expatriates	United States	300,001+	51 - 100 years	126 +	Manufacturing	126 - 150 countries	Yes	Yes	Yes	Yes	Yes	Yes
HRM11	Female	Vice President of Human Resources	General Human Resources – involved in selection decisions	United States	300,001+	101 - 150 years	126 +	Business and Property Services	76 - 100 countries	Yes	Yes	Yes	Yes	Yes	Yes
HRM12	Female	Recruitment Manager	HR manager responsible for international assignments	United States	300,001+	101 - 150 years	126 +	Manufacturing	51- 75 countries	Yes	Yes	Yes	Yes	Yes	Yes
HRM13	Male	Relocations Officer	Administers Relocations	United States	50,001 - 100,000	101 - 150 years	11 to 25	Manufacturing	51- 75 countries	Yes	Yes	Yes	Yes	Yes	Yes
HRM14	Male	Active Recruitment Officer	Human Resources – recruits and interviews staff	France	1 - 50,000	1 - 50 years	NA	Health and Community Services	76 - 100 countries	Yes	Yes	Yes	Yes	Yes	Yes
HRM15	Female	Manager International Staffing	Responsibility for the support of expats	Australia	1 - 50,000	1 - 50 years	11 to 25	Education	1 - 25 countries	Yes	Yes	Yes	No	Yes	No
HRM16	Female	Manager - Expatriation	HR who looks after the management of expatriates	Australia	50,001 - 100,000	51 - 100 years	11 to 25	Business and Property Services	1 - 25 countries	No	Yes	Yes	No	No	No
HRM17	Female	Manager - Global Deployment	Looks after the appointment of expatriates	United States	150,001 - 200,000	101 - 150 years	26 - 50	Business and Property Services	126 - 150 countries	Yes	Yes	Yes	Yes	Yes	Yes
HRM18	Male	Human Resources - Support and Coach	Support and coach for international assignments	The Netherlands	50,001 - 100,000	101 - 150 years	Less than 10	Electricity, Gas and Water	126 - 150 countries	Yes	Yes	Yes	Yes	Yes	Yes
HRM19	Female	Human Resource Manager	Looks after international assignments	Japan	200,001 - 250,000	51 - 100 years	126 +	Manufacturing	26 - 50 countries	Yes	Yes	Yes	Yes	Yes	Yes
HRM20	Male	Recruitment Manager	HR Manager who does recruitment for overseas assignments	United States	1 - 50,000	51 - 100 years	Less than 10	Health and Community Services	76 - 100 countries	Yes	Yes	Yes	Yes	Yes	Yes

Appendix 26: Scores of the Harris (1996-97) typology of Selection Systems

HRM1: Closed/Formal (Informal)

Formal	X	Informal	X
Clearly defined criteria	X	Nominate candidate	X
Clearly defined measures	X	Networking	X
Panel Discussions	X	Individual preferences	X
Assess against formal criteria	X	Recommendation	X
Panel Interviews	X		
Prepare job description	X		
Prepare position description	X		
Shortlist potentials	X		
Resumes	X		
Performance Appraisals	X		
Considered as high potential	X		
Search database suitable candidate	X		
Suitability through objective data	X		
Interviews	X		
Apart of career development	X		
Mobility code	X		
References from line managers	X		
HR Planning Processes	X		
Interview determines fit	X		
Open	X	Closed	X
Consensus among selectors	X	Line managers nominate suitable candidates	X
		One manager involved	X
		Shortlist people who are unaware	X
		People asked to do it	X

Organisational and Assignment Context

Headquarters of this firm is in United States and there are 50,000-100,000 employees, the industry is manufacturing. The organisation is well known multinational firm and has an annual revenue of 11-25 Billion, and has foreign subsidiaries in 51 to 75 countries worldwide. This company reported sending women to the Asia Pacific regions of the world, and in a manufacturing based role, at a senior managerial level, and for 3 years plus.

Selection Process

In terms of formal processes they have clearly defined criteria and measures for international assignments. There are panel discussions in which individuals are assessed against formal criteria. There are also panel interviews. They prepare a job description and position description. They shortlist potentials, examine resumes and performance appraisals. International assignees are determined as high potential employees. They search a database for the suitable candidates and determine suitability through objective data. Interviews are conducted to assess the fit of individuals with the role. Selection for an international assignment is a part of career development. Individuals are given mobility codes, references checked. The organisation has a HR planning process. There are informal processes that occur. This happens where candidates are nominated from the formal process, networking can help an individual obtain an assignment; and individual preferences are unconstrained. The system is partly informal because suitable candidates can be recommended. The selection system is closed because line managers can nominate suitable candidates, and people are short listed for assignments but they are unaware that the process is happening, because the positions are not advertised. Individuals therefore get asked to do it once their name is spat out from the process. The system is slightly open as there is consensus among selectors.

0% of women international assignees

HRM2: Open/Formal (Informal)

Formal	X	Informal	X
Panel Interviews	X	Recommandation	X
Shortlist potentials	X	High Potential determined by recommendation	X
Resumes	X	Selection takes place before interview	X
Performance Appraisals	X		
Considered as high potential	X		
Assessment centres	X		
Application forms	X		
Standardised interview assessment	X		
Interviews	X		
Phone Interviews	X		
Apart of career development	X		
References from line managers	X		
Cultural Briefing	X		
Open	X	Closed	X
Internally Advertised	X	People asked to do it	X
Consensus among selectors	X		

Organisational and Assignment Context

Organisation headquarters is in Australia, and is a leading financial services firm, has 1-50,000 employees, has an annual revenue of less than 10 billion, and is represented in 26-50 countries worldwide. In terms of assignments women are sent to the Asia Pacific region, in Sales and Service, Human Resources, Personal Banking and Finance. They send women on various assignment lengths such as 12-24 months, 24-36 months, and 36 months plus. Women are sent at Middle and Senior managerial levels.

Selection Process

This selection process is formal and open. There are also informal processes occurring. The process is formal because panel interviews are conducted. Individuals are short listed and resumes are examined. Performance appraisals are used and candidates are seen as high potential. The system uses assessment centres so employees can determine their suitability for assignments. Application forms are collected, and standard interviews are used. Interviews are conducted face to face (where they cannot be conducted face-to-face, interviews are conducted over the phone). International assignments are a part of the formal career development process. References are checked, candidates are given a cultural briefing. The selection system is open, positions are advertised internally and externally, and there is also consensus among selectors.

The selection system is also informal; people have to be recommended and high potential is determined by recommendation. Selection can take place before any interviews are conducted, and because the system is closed individuals are asked to take on positions.

This organisation has 11% representation of women in international assignments.

HRM3: Open/Formal (Informal)

Formal	X	Informal	X
Clearly defined criteria	X	Networking	X
Panel Discussions	X	Individual preferences	X
Assess against formal criteria	X	Recommendation	X
Psychometric Tests	X	People encouraged to apply	X
Panel Interviews	X		
Resumes	X		
Performance Appraisals	X		
Equal opportunity policy followed	X		
Monitor selection decisions	X		
Assessment centres	X		
Application forms	X		
Apart of career development	X		
References from line managers	X		
Interview determines fit	X		
Open	**X**	**Closed**	**X**
Advertised	X	People asked to do it	X

Organisational and Assignment Context

The organisation is a governmental organisations headquartered in Australia, it provides aid to developing countries, it has 1-50,000 employees, the industry is community and social services, it doesn't have an annual revenue as such because it funded by the government and donations, and it is represented in 1-50 countries. The organisation sends women to the Asia Pacific region, in project management and policy roles, for 24-36 months at middle and senior managerial roles.

Selection Process

The selection system is formal because there are clearly defined criteria and there are panel discussions around whether an individual is suitable for an international assignment. Individuals are assessed against formal criteria and psychometric tests are used. There are panel interviews, and resumes, references and performance appraisals are examined. Equal opportunity policies are followed. Managers monitor selection decisions. Assessment centres are also used and so are applications forms. International assignments are seen as a part of career development. The interview process determines the fit between an individual and an international assignment. The system is open because all positions are advertised internally and externally. The selection system is informal because networking is used people get recommended for assignments and people are encouraged to apply for a position. The individual preferences of managers affect the

selection process.   The system is moderately closed as individuals get asked to take on an international assignment.

This organisation has 55% representation of women in international assignments.

HRM4: Open/Informal

Formal	X	Informal	X
Panel Interviews	X	Informal discussion of fit	X
Resumes	X	Nominate candidate	X
Performance Appraisals	X	Networking	X
Assessment centres	X	Informally setting criteria	X
Application forms	X	Lack of consistency in thinking	X
Interviews	X	Individual preferences	X
Phone Interviews	X	Recommendation	X
Apart of career development	X		
References from line managers	X		
HR Planning Processes	X		
Open	X	Closed	X
Advertised	X	People asked to do it	X

Organisational and Assignment Context

Is a financial services organisation that is headquartered in France. It is a large multinational enterprise and has 100,000-150,000 employees, the specific industry is Business and Property services, has worldwide revenue of 126+ Billion, and is located in 26-50 countries. The organisation sends Australian women to Europe in Accounting and Finance roles. The assignment length is for 12 to 24 months, 24 to 36 months, and 36 months plus, and in Junior and Senior management levels.

Selection Process

The system is formal because panel interviews, resumes, performance appraisals, assessment centres, application forms, and interviews are conducted (where they cannot be conducted face-to-face phone interviews are used). International assignments are included in career development processes and references are checked. The international assignment process is also apart of a formal HR planning process. The system is open because positions are advertised. Although the system is formal it is also informal, as there are informal discussions of fit, candidates are nominated for positions, obtaining positions are based on networking, criteria for international assignments are informally set, there was lack of consistency in thinking around what makes a suitable international assignee, individual preferences of the manager doing the selection occurs, and people can get positions because they are recommended. The system is closed as people are asked to do it.

This organisation has 17% representation of women in international assignments.

HRM5: Open/Formal (Informal)

Formal	X	Informal	X
Clearly defined criteria	X	Nominate candidate	X
Consistency in evaluation	X	Networking	X
Resumes	X	Recommendation	X
Performance Appraisals	X		
Equal opportunity policy followed	X		
Application forms	X		
Interviews	X		
Phone Interviews	X		
Apart of career development	X		
References from line managers	X		
Open	X	Closed	X
Advertised	X		

Organisational and Assignment Context

A legal firm that has it's headquarters in Australia, it has 1-50,000 employees, it is in the Business and Property services industry, has an annual revenue of less than 10 Billion, and has foreign subsidiaries in 26-50 countries. The organisation sends women to Europe, Asia and America, in professional legal roles, for a length of 12 months +.

Selection Process

The selection system is open and formal, but also informal. The system is formal because there is there is clearly defined criteria for international assignments, there is consistency in evaluation between applicants, resumes are examined, performance appraisals are used, the equal opportunity policy is followed, application forms are used, and interviews are conducted (where interviews cannot be conducted face-to-face they are done over the phone). International assignments are a part of career development processes, and references are checked. The system is open because positions are advertised internally. The selection system is informal as candidates can get nominated and recommended, and networking helps individuals obtain positions.

This organisation has 50% representation of women in international assignments.

HRM6: Closed/Formal (Informal)

Formal	X	Informal	X
Clearly defined criteria	X	Nominate candidate	X
Clearly defined measures	X	Networking	X
Assess against formal criteria	X	Informality in measuring criteria	X
Prepare job description	X	Individual preferences	X
Resumes	X	Recommendation	X
Performance Appraisals	X		
Suitability through objective data	X		
Assessment centres	X		
Apart of career development	X		
References from line managers	X		
HR Planning Processes	X		
Open	X	Closed	X
Advertised	X	People asked to do it	X

Organisational and Assignment Context

This is a manufacturing organisation that has its headquarters in Germany. It is a large organisation as it has 200,000-250,001 employees, has an annual revenue of 51-75 billion dollars and is located in 51-75 countries. The organisation sends women to Europe and the Asia Pacific region, in Accounting and Finance, IT and Engineering type roles, at Junior and Senior management levels, for 24 to 36 month and under 6 month stints.

Selection Process

The selection system is formal as the organisation has clearly defined criteria and measures for international assignments. Individuals are assessed against formal criteria, job descriptions are prepared, resumes and performance appraisals are collected, and individual's suitability is determined through objective data. The organisation has assessment centres, international assignments are seen as a part of career development, references are checked and there is a HR planning process. The system is open because positions are internally advertised. While the process is formal, there are also informal elements. Candidates get nominated to the selection process, and networking helps people obtain positions. The system is informal as there is informality in assessing whether an individual meets the criteria, managers can use their individual preferences to make selection decisions, and recommendations of suitable people are made. The system is closed as people are asked to take on position.

This organisation has 8% representation of women in international assignments.

HRM7: Closed/Formal (Informal)

Formal	X	Informal	X
Clearly defined criteria	X	Nominate candidate	X
Clearly defined measures	X	Networking	X
Assess against formal criteria	X	Recommendation	X
Constrain use individual preferences	X		
Psychometric Tests	X		
Resumes	X		
Performance Appraisals	X		
Application forms	X		
Interviews	X		
Phone Interviews	X		
Apart of career development	X		
HR Planning Processes	X		
Open	X	Closed	X
Advertised	X	Potentials determined by selectors	X
		Omission of suitable candidates	X
		Shortlist people who are unaware	X
		People asked to do it	X

Organisational and Assignment Context

This firm is a manufacturer of sweets and confectionery and is headquartered in the United Kingdom, it has 1-50,000 employees, an annual revenue of less than 10 Billion, and subsidiaries in 151-175 countries. Women get sent from the United Kingdom to other parts of Europe and North America, in Accounting and Finance positions, and Sales and Marketing, at middle and senior management levels. They are sent for 24-36 months.

Selection Process

The system is formal because there is clearly defined criteria and measures. Selectors assess individuals against formal criteria, which constrains the use of individual preferences. Psychometric tests, resumes, performance appraisals, applications, interviews are used (phone interviews are used where they cannot be done face to face). International assignments are a part of career development processes, and the organisation uses structured HR Planning processes. The system is closed as potential individuals for international assignments are determined by selectors (people are short listed for international assignments that are unaware), which means suitable candidates get omitted from the process and people get asked to do it. The system is

informal as candidates get nominated, which can be based on networking and recommendation. The systems is open because positions are advertised sometimes, but not all the time.

Women are represented to 22% in international assignments.

HRM8: Closed/Formal (Informal)

Formal	X	Informal	X
Clearly defined criteria	X	Nominate candidate	X
Panel Discussions	X	Networking	X
Panel Interviews	X	Recommendation	X
Resumes	X		
Performance Appraisals	X		
Search database suitable candidate	X		
Assessment centres	X		
Application forms	X		
Apart of career development	X		
References from line managers	X		
HR Planning Processes	X		
Open		Closed	
Consensus among selectors	X	No advertising	X
		Nominate only	X
		People asked to do it	X

Organisational and Assignment Context

The organisation is an Accounting and Finance, Auditing company with headquarters in Switzerland, the number of employees is 50,000 – 100,000, the industry is business and property services, annual revenue is Less than 10 Billion, and the company has foreign subsidiaries in 126-150 countries. Women in this organisation get sent to Europe, Asia and North America, in professional and customer/client based roles. The assignment length is usually 12-24, 24-36 and under 6 months, and in junior, middle and senior level management positions.

Selection Process

The selection system is formal because they have clearly defined criteria for international assignments, they have panel discussion that discusses individual's suitability for the assignment and panel interviews are also conducted. Resumes and performance appraisals are examined, and the organisation has a database in which they search for suitable candidates. They have assessment centres so that employees can assess their suitability for international assignments. International assignments are a part of career development, and the organisation has formal HR planning processes to select individuals for international assignments. The selection system is closed because positions are not advertised; people are nominated and asked to take on an assignment. The system is open in the sense there is consensus among selectors rather then

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based on a decision that is made based on individual preferences. The system is also informal as nominations, networking and recommendations occur.

Women are represented to 35% in international assignments.

HRM9: Closed/Formal

Formal		Informal	X
Resumes	X	Nominate candidate	X
Performance Appraisals	X	Networking	X
Considered as high potential	X		
Interviews	X		
Phone Interviews	X		
A part of career development	X		
References from line managers	X		
Open		Closed	
Consensus among selectors	X	No advertising	X
		People asked to do it	X

Organisational and Assignment Context

The headquarters of this Accounting and Finance, and Auditing firm is in the United States, the firm is in the Business and Property Services Industry, has an annual revenue of 11-25 Billion, and foreign subsidiaries in 126-150 countries. The women in this organisation are sent to Europe and North America, in Accounting and Finance type roles, in junior management levels.

Selection Process

The system is formal because resumes and performance appraisals are collected. People who get selected are considered as high potential, and interviews are conducted (where they cannot be conducted face-to-face they are conducted over the telephone). Selection for an international assignment is seen as a part of career development and references are collected. The system is closed because positions are not advertised and people get asked to take on an assignment. The system is informal, as candidates are nominated, and networking helps people find positions. The system is also open because there is consensus among selectors.

Women are represented to 30% in international assignments.

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HRM10: Open/Formal (Informal)

Formal		Informal	
Panel Discussions	X	Nominate candidate	X
Panel Interviews	X	Networking	X
Resumes	X	Recommendation	X
Performance Appraisals	X	No standard criteria	X
Considered as high potential	X		
Assessment centres	X		
Interviews	X		
Phone Interviews	X		
Apart of career development	X		
Mobility code	X		
References from line managers	X		
HR Planning Processes	X		
Open		Closed	
Internally Advertised	X	People asked to do it	X
Consensus among selectors	X		

Organisational and Assignment Context

This company is a manufacturer of cars and is headquartered in the United States, there are 300,000+ employees, and the company has an annual revenue of has foreign subsidiaries in 51-75 countries. The organisation sends women to Asia Pacific and North America, in HR and Engineering roles, assignment length is for 24-36 months and at senior management levels.

Selection Process

The selection system is formal because the organisation uses panel discussions, panel interviews; they collect resumes and performance appraisals on the people. A person has to be considered as high potential, and the organisation has assessment centres so individuals are aware of their suitability. Interviews are conducted, and phone interviews are conducted. An international assignment is seen as a part of career development. Individuals have to indicate that they are mobility to get an assignment. References are checked and this organisation uses a HR planning process. The selection system is open, because positions are advertised, and there is consensus among selectors. The selection system is informal because networking and recommendation helps people get jobs, and there are no standard criteria for international assignees. The selection system is closed as people are asked to take on positions.

Women are represented to 2% in international assignments.

HRM11: Open/Formal

Formal		Informal	X
Panel Discussions	X	Nominate candidate	X
Panel Interviews	X	Networking	X
Resumes	X	Recommendation	X
Performance Appraisals	X		
Interviews	X		
Phone Interviews	X		
Apart of career development	X		
Mobility code	X		
References from line managers	X		
HR Planning Processes	X		
Open		Closed	
Advertised	X	People are asked to do it	X
Candidates are interviewed	X		

Organisational and Assignment Context

The headquarters of this Business and Property Services/Manufacturing firm is in the United States. The firm is a large multinational, and has 300,000+ employees worldwide, and foreign subsidiaries in 76-100 countries. Women get sent from Australia to Europe, in HR and project management type roles, for usually 6-12 months at junior, middle and senior management levels.

Selection Process

The system is formal because they have panel discussions and interviews, resumes are submitted, performance appraisals are used and interviews are conducted (they conduct phone interviews where interviews cannot be conducted face-to-face). International assignments are seen as a part of career development. The organisation uses a HR planning process where people are given mobility codes and they collect references. The system is open because positions are advertised. The system is informal, as candidates get nominated for positions, networking helps people get jobs, and line managers recommend their employees to other managers. The system is also closed because people are asked to do it.

Women are represented to 26% in international assignments.

HRM12: Open/Formal (Informal)

Formal	X	Informal	
Panel Discussions	X	Nominate candidate	X
Panel Interviews	X	Networking	X
Resumes	X	Individual preferences	X
Performance Appraisals	X	Recommendation	X
Considered as high potential	X	No standard criteria	X
Assessment c ntres	X	Line mgrs nominate to car develop	X
Interviews	X		
Phone Interviews	X		
Apart of career development	X		
References from line managers	X		
HR Planning Processes	X		
Open		Closed	
Consensus among selectors	X	Person asked to take on	X

Organisational and Assignment Context

This company is a car manufacturer, with headquarters in the United States. It is large and 300,000+ employees worldwide; it has an annual revenue of 126+ Billion AUD, and foreign subsidiaries in 51-75 countries worldwide. Women are sent from Australia, to Europe, Asia Pacific and North America, in Accounting and Finance, HR, Sales and Marketing, and Engineering roles. Assignment length is for 24-36months and sometimes 36+ months, at junior and middle level management.

Selection Process

The system is formal, they have panel discussions and interviews. They examine resumes, and performance appraisals. Individuals who are considered suitable for international assignments are considered to be high potential. The organisation uses assessment centres, conduct interviews (interviews are conducted over the phone when they cannot be conducted face to face). International assignments are a part of career development, references are checked, and HR planning processes are used. The selection system is open because there is consensus among selectors, however there is no advertising of positions. This system is also informal as nominations, and networking is evident and, managers can use their individual preferences to select individuals. Similarly, there is no standard criteria for international assignments. Line managers nominate participants to the career development processes. The system is also closed as people are asked to take on positions.

Women are represented to 10% in international assignments.

HRM13: Closed/Informal (Formal)

Formal		Informal	X
Panel Discussions	X	Nominate candidate	X
Performance Appraisals	X	No interviews	X
Application forms	X	Recommendation	X
Mobility code	X	No standard criteria	X
References from line managers	X		
HR Planning Processes	X		
Open		Closed	X
Consensus among selectors	X	No advertising	X
		Nominate only	X
		People asked to do it	X

Organisational and Assignment Context

This company is a manufacturer and has its headquarters in the United States, it is a large organisation and has 50,001-100,000 employees worldwide, it has an annual revenue of 11-25 Billion AUD, and is represented in 51-75 countries worldwide. The organisation sends women from Australia to the Asia Pacific area, in Sales and Marketing positions, manufacturing and business development roles, for 12-24 months and 24-36 months, at senior management levels.

Selection Process

The system is informal as the organisation uses nominations and formal interviews are not conducted. People get recommended for positions and there are no standard criteria for international assignments. The system is closed because positions are not advertised, people only get positions because they are nominated to go on an international assignment, and they get asked to take on a position. The system is formal because there are panel discussions around candidates, resumes and application forms are used. The organisation uses HR planning processes where employees have mobility codes. References are checked. The system open as there is consensus among selectors.

Women are represented to 15% in international assignments.

HRM14: Open/Formal

Formal	X	Informal	
Clearly defined criteria	X	Nominate candidate	X
Clearly defined measures	X	Discussion of subjective skills	X
Psychometric Tests	X	Networking	X
Resumes	X	Individual preferences	X
Application forms	X	Recommendation	X
Interviews	X		
Phone Interviews	X		
References from line managers	X		
Open		Closed	
Advertised	X		
Consensus among selectors	X		

Organisational and Assignment Context

This organisation is a not for profit organisation that provides international aid to developing countries, and it has it headquarters, in France. The industry is therefore Health and Community services, there are 1-50,000 employees worldwide, the organisation does not have an annual revenue as it is a not for profit, however it is represented in 76-100 countries worldwide. The organisations send women from Australia to Europe, Asia Pacific, North America, Africa, and the Middle East in medical positions (nurses and doctors), but also administrators who do Accounting and Finance, and Project Management roles. Assignment length is either under 6 months, or 6 to 12 months, and in junior and senior management positions.

Selection Process

The selection system is formal because there are clearly defined criteria and measures, psychometric tests, resumes, and application forms are used. Participants are interviewed (people are interviewed by phone if they cannot be interviewed face-to-face). References are checked. The system is open because positions are advertised and there is consensus among selectors. The system is closed because nominations, recommendation and networking are used. Individual preferences can influence the decision s because there is only one person involved in the process.

Women are represented to 80% in international assignments.

HRM15: Closed/Informal

Formal		Informal	X
Interviews	X	Nominate candidate	X
References from line managers	X	Networking	X
		Informally setting criteria	X
		Informality in measuring criteria	X
		Recommendation	X
Open		Closed	
Consensus among selectors	X	People asked to do it	X
		No advertising	X

Organisational and Assignment Context

The organisation is a provider of education, and is headquartered in Australia, it has 1-50,000 employees, has an annual revenue of 11-25 Billion dollars, and has subsidiaries in 1-25 countries. The organisations sends women from Australia to Asia Pacific, Africa and Europe, in Business development and educator roles, most women go for 24-36 months, or 36 months plus, and junior and middle management roles.

Selection Process

The system is informal because nominations, recommendations and networking are used. There are no clearly defined criteria for an international assignment or measures. There is also informality in measuring criteria. The system is also formal as interviews are conducted and references are checked. The system is open as there is consensus among selectors.

Women are represented to 15% in international assignments.

HRM16: Open/Formal (Informal)

Formal		Informal	X
Resumes	X	Nominate candidate	X
Performance Appraisals	X	Networking	X
Assessment centres	X	Individual preferences	X
Application forms	X		
Interviews	X		
Phone Interviews	X		
Apart of career development	X		
Mobility code	X		
References from line managers	X		
Open		Closed	
Advertised	X	People asked to do it	X
Consensus among selectors	X		

Organisational and Assignment Context

This organisation is a provider of Banking and Financial services and has its headquarters in Australia, it has 50,000 – 100,000 employees, has an annual revenue of 11-25 Billion AUD, and is represented in 1-25 countries. The organisation sends women to Europe and Asia Pacific, in Accounting and Finance, HR, Project management and sales and marketing roles, in all management levels (junior, middle and senior).

Selection Process

The system is formal as resumes, performance appraisals are examined, assessment centres are conducted, and application forms are collected. Interviews are conducted (phone interviews are where interviews cannot be conducted face to face). Assignments are conducted because they are a part of career development. Individuals are given mobility codes, references are checked. The system is open because positions are advertised, and there is consensus among selectors. The system is informal because nomination, and networking processes are used to select individuals. Individual preferences can influence the selection decision as only one manager is involved in the process. The system is closed as people are asked to take on assignments.

Women are represented to 40% in international assignments.

HRM17: Open/Formal (Informal)

Formal		Informal	X
Resumes	X	Nominate candidate	X
Performance Appraisals	X	Networking	X
Application forms	X	Informally setting criteria	X
Interviews	X	Informality in measuring criteria	X
Phone Interviews	X	Individual preferences	X
Apart of career development	X	Recommendation	X
References from line managers	X		
Open		Closed	
Advertised	X	No advertising	X
Consensus among selectors	X	People asked to do it	X

Organisational and Assignment Context

This firm is a provider of Accounting and Finance, and Auditing services and has its headquarters in the United States, it has 150,000-200,000 employees, has an annual revenue of 26-50 Billion AUD, and is represented in 126-150 countries. The organisation sends women in professional roles, in junior management role.

Selection Process

The system is formal as resumes, performance appraisals, and application forms are used. Interviews are conducted (where they cannot be conducted phone interviews are done). International assignments are a part of career development for individuals, and references are checked. The system is open because positions are advertised, and there is consensus among selectors. The system is also open as there are nominations, networking, recommendations, informally setting criteria, informality in measuring criteria, individual preferences can influence selection decisions. The system can be closed as positions are not always advertised and people were asked to do the position.

Women are represented to 40% in international assignments.

HRM18: Open/Formal (Informal)

Formal	X	Informal	
Resumes	X	Nominate candidate	X
Performance Appraisals	X	Networking	X
Monitor selection decisions	X	Informally setting criteria	X
Application forms	X	Individual preferences	X
Interviews	X	Recommendation	X
Phone Interviews	X	Line mgrs nominate to car develop	X
Apart of career development	X	Lack of adherence to process	X
Mobility code	X	Selection takes place before interview	X
References from line managers	X		
Open	X	Closed	
Advertised	X	People asked to do it	X
Consensus among selectors	X		

Organisational and Assignment Context

This firm is in the Electricity, Gas and Water services industry, and is headquartered in the Netherlands, it had 50,000-100,000 employees, it has an annual revenue of less than 10 Billion and is represented in 126-150 countries. The organisations sends women from Australia to Europe, Asia Pacific and North America, in Accounting and Finance, IT, HR roles, for 6-12 months, 24-36 months, at junior, middle, senior managerial levels.

Selection Process

The system is formal because the organisation uses resumes and performance appraisals in their selection process. They monitor the selection decisions that are made, and they use application forms, conduct interviews (they conduct phone interviews where they can't conduct the interviews face to face). The international assignment is a part of the career development process of the individual. People are given mobility codes, references from line managers are checked. The system is open positions are advertised and there is consensus among selectors. The system is informal nominations, networking, and recommendations are used. There is informality in the setting of criteria, and individual preferences can influence selection decisions. Line managers nominate individuals to the career development process and there is a lack of adherence to formal process and selection decisions may take place before interviews. The process is closed as people are asked to take on assignments.

Women are represented to 17% in international assignments.

HRM19: Closed/Formal (Informal)

Formal	X	Informal	X
Clearly defined criteria	X	Nominate candidate	X
Resumes	X	Individual preferences	X
Performance Appraisals	X	Recommendation	X
Considered as high potential	X	Informally short listing High Potent	X
Application forms	X		
Interviews	X		
Phone Interviews	X		
References from line managers	X		
Open	X	Closed	
Consensus among selectors	X	No advertising	X
		People asked to do it	X

Organisational and Assignment Context

This firm is a manufacturer that has its headquarters in Japan, has 200,000-250,000, has an annual revenue, 126+ Billion AUD, and has foreign subsidiaries, 26-50 countries. The organisations send women from Australia, to the Asia Pacific region, Sales and Marketing and Engineering type roles, for 12-24 months, 6-12 months, 24-35 months and at junior management or professional type roles.

Selection Process

The system is formal there are clearly defined criteria for international assignments, resumes, performance appraisals, application forms, interviews are used (where they cannot be conducted face-to-face they are conducted over the telephone), and people are nominated because they are considered to be high potential. References are checked. The system is closed as there is no advertising for positions and people are asked to do it. The system is also informal processes nominations and recommendations are used, and individual preferences can influence the selection decision. The organisation informally shortlists high potential people for these positions. The system is also open as there is consensus among the selectors to who is the most suitable person.

Women are represented to 8% in international assignments.

HRM20: Open/Formal

Formal		Informal	X
Clearly defined criteria	X	Nominate candidate	X
Assess against formal criteria	X	Networking	X
Consistency in evaluation	X	Individual preferences	X
Psychometric Tests	X	Recommendation	X
Resumes	X		
Performance Appraisals	X		
Search database suitable candidate	X		
Suitability through objective data	X		
Assessment centres	X		
Interviews	X		
Phone Interviews	X		
Apart of career development	X		
References from line managers	X		
HR Planning Processes	X		
Interview determines fit	X		
Open		Closed	
Advertised	X	People asked to do it	X
Consensus among selectors	X		

Organisational and Assignment Context

This organisation is an international aid not-for profit, with headquarters, in the United States, and has 1-50,000 employees worldwide, is in the Health and community services industry, does not have an annual revenue as it is a not-for-profit and is represented in 76-100 countries worldwide. The organisation sends women on international assignment from Australia, to Europe, Asia Pacific, Africa, and Middle East in HR, project management roles. Women get sent for under 6 months, 24-36 months, and 36 months plus, and in junior management and professional roles.

Selection Process

The system is formal as individuals are assessed against formal criteria, there is consistency of evaluation of female candidates. The organisation uses tests to screen candidate, resumes and performance appraisals are examined. The organisation has a database of individuals who are interested in international assignments and this is searched to find suitable candidates for short-listing. The suitability of females for international assignments is assessed through objective data. Assessment centres and interviews are used (where they cannot be conducted face-to-face

they are conducted over the telephone). International assignments are seen as a part of career development. References are checked. The organisation uses HR planning processes to select women for international assignments and the interview determines fit between the role and the woman. The selection system is open as positions are advertised, and there is consensus among selectors. The selection system is also informal as nominations, networking and recommendations are used. Individual preferences can influence the selection decision because the line manager has the final say. The system is closed as women are asked to do the position.

Women are represented to 33% in international assignments.