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JOB SATISFACTION, PRE-DEPARTURE PREPARATION,
AND U.S. EXPATRIATE MANAGERS

By

WILLIAM J. O'CONNOR

A DISSERTATION

Submitted to
School of Business and Entrepreneurship
Nova University

in partial fulfillment of the requirements
for the degree of

DOCTOR OF BUSINESS ADMINISTRATION

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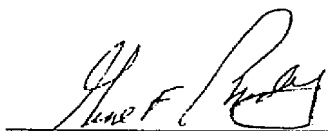
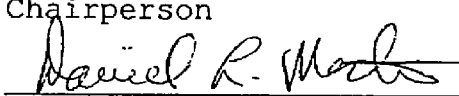
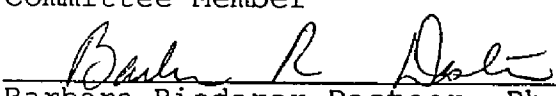


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AND U.S EXPATRIATE MANAGERS

by

William James O'Connor

We hereby certify that this dissertation submitted by
William James O'Connor conforms to acceptable standards, and
as such is fully adequate in scope and quality. It is
therefore approved as the fulfillment of the Dissertation
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ABSTRACT

JOB SATISFACTION, PRE-DEPARTURE PREPARATION, AND U.S. EXPATRIATE MANAGERS

By

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This study provides for an examination of the effects of pre-departure orientation on the levels of job satisfaction among expatriate managers from the United States. More specifically, it explores the type of preparation that is likely to enhance such job satisfaction.

This study found that levels of job satisfaction among expatriate managers vary according to participation or non participation by these managers in pre-departure orientation training, and that participation in pre-departure orientation training has a positive influence on the levels of job satisfaction among expatriate American managers. The study found further that levels of job satisfaction among expatriate managers do vary according to content structure of the pre-departure orientation training experienced by these managers, and that participation in pre-departure orientation training programs that include both social and organizational components more favorably influence the levels of job satisfaction among expatriate American managers than do pre-departure orientation training programs that have only a social component or only an organizational component. Lastly, this study found that levels of job satisfaction among expatriate managers do vary according to their participation in pre-departure orientation training programs that provide for the participation in these programs by the family members of these managers, and that participation in pre-departure orientation training programs that provide for family participation more favorably influence the levels of job satisfaction among expatriate American managers than do pre-departure orientation training programs that do not provide for the participation of family members in the program.

The findings of this study illustrate the importance to globally-operating firms of the adequate preparation of managers to assume responsibilities in off-shore positions. The findings of this study also lead to the conclusions that resources committed to pre-departure orientation training

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for managers is to some extent wasted when such training programs are not comprehensive with respect to both training program content (both social and organizational components are desirable) and participation (both managerial personnel and members of their families should participate in the training).

CERTIFICATION STATEMENT

I certify that this paper constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, and expressions or writings of another.

Signed: _____


William J. O'Connor

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CHAPTER 1
INTRODUCTION

Background

The increased pace of the globalization of economic activity emphasizes the need for all corporations to prepare managerial personnel for responsibilities that must be discharged amid alien social structures. Managerial personnel assigned responsibilities in expatriate situations who are not prepared to serve effectively in such situations create a multiplicity of problems for the corporation. The productivity and even the viability of corporation's international operation are placed at risk. Additionally, the disillusioned manager may sever her or his connection with the corporation, thereby creating additional problems and costs for the firm.

One of the most debilitating of organizational phenomena is a high rate of turnover among managerial personnel. Within this context, turnover among expatriate managers has been found to be substantially higher than the rate of turnover for domestic managers (Tung, 1988; Mendenhall & Oddou, 1985). For the organization, expatriate

managerial turnover can create a nightmare situation because of the difficulties involved in obtaining, training, and installing replacements (Tung, 1981). For the individual managers involved in such situations, the outcomes can be career crippling (Black & Stephens, 1989).

Corporations conducting foreign operations require an effective means of predicting the success potential of personnel assigned expatriate managerial responsibilities. A relatively large body of literature has been developed that indicates, at a general level, that the success potential of individuals assigned expatriate managerial responsibilities is a function of the level of job satisfaction (Banai & Reisel, 1993). The factors that contribute to the level of job satisfaction or dissatisfaction among expatriate managers (both task characteristics and organizational characteristics) are identified and generally agreed upon in the literature (Naumann, 1993b). Disagreement exists, however, with respect to which factors are antecedent to others, and with respect to the relative significance of the several factors in the development of job satisfaction or dissatisfaction (Naumann, 1993a; Black & Gregersen, 1991).

One of the factors frequently cited as a positive influence on the job satisfaction/dissatisfaction perceptions of expatriate managers is a pre-departure orientation program that prepares an individual and her or his family for both expatriate managerial responsibilities and life in a foreign social structure (Stening & Hammer, 1992; Black, 1988). Within this context, the inference is that a comprehensive pre-departure orientation is associated with higher levels of job satisfaction among expatriate managers, and that, in turn, higher levels of job satisfaction among these individuals are associated with lower levels of turnover among such personnel.

A search of the literature found one study that was done to measure directly the influence of pre-departure orientation on the levels of job satisfaction among expatriate managers from the United States (Brady, 1991). There are in the literature, however, several studies that examined perceptions of expatriate managers of the value of pre-departure orientation, as well as several studies that investigated the influence of pre-departure orientation on specific aspects of expatriate managerial performance (Black, 1988; Black & Gregersen, 1991; Black & Mendenhall, 1990; Gregersen & Black, 1990; Stening & Mitchell, 1989).

Several studies examined the effect of the inclusion of societal and environmental factors in the manager's orientation training (Naumann, 1993b; Black & Mendenhall, 1990). A recent study examined the effect of pre-departure orientation training on job satisfaction, and extended the literature to include orientation given to the family of the expatriate manager (Brady & Brady, 1994). This study also investigated the effect on satisfaction of including societal and environmental content in the orientation training to both the manager and the family.

The study, the results of which are reported in this dissertation, provides for a direct examination of the effect of pre-departure orientation on the levels of job satisfaction among expatriate managers from the United States. It is intended that this study add to the body of knowledge relative to the job satisfaction of expatriate managers, and, more explicitly, the type of preparation that is likely to enhance such job satisfaction. The remainder of this chapter presents the rationale for research in the area of job satisfaction and pre-departure orientation. The area of expatriate job satisfaction and performance is identified as a fertile area for future research endeavors.

Problem Statement

The cause of the reported high turnover among expatriate managers is a significant economic issue for companies. Job satisfaction, or the absence thereof, has been identified as a significant causal factor of high turnover rates among managers generally (Cotton & Tuttle, 1986). Most previous research into the underlying causes of job satisfaction among expatriate managers has tended to emphasize selection, training, and family issues as predictor variables (Naumann, 1993b). In a recent study of expatriate managers in Asia, Brady and Brady (1994) expanded the study to include societal as well as organizational factors. A significant correlation was found between pre-departure orientation and job satisfaction. The concept of the study the results of which are reported in this dissertation did not discount organizational factors. Rather, this current study expanded the work of the Brady and Brady (1994) study to expatriate managers in Europe, and expanded the concept of job satisfaction related to pre-departure orientation to include organizational and societal content.

This current investigation of expatriate managers was based on two assumptions. First, the relationship between

levels of job satisfaction and turnover among expatriate managers is positive. This assumption is supported by the literature. Second, the relationship between levels of job satisfaction and the experience of a comprehensive pre-departure orientation by expatriate managers is positive. Each of these two assumptions was tested through the conduct of this current study.

Research Questions

The research questions were investigated in this study:

1. Do levels of job satisfaction among expatriate managers from the United States vary according to participation or non-participation in pre-departure orientation?
2. Among expatriate managers from the United States who experience pre-departure orientations, are levels of job satisfaction higher among managers whose pre-departure orientation content included both societal and organizational factors than among managers whose orientation included only societal factors or only organizational factors?
3. Among expatriate managers from the United States who experience pre-departure orientations, are levels

of job satisfaction higher among managers whose pre-departure orientation included a family component than among managers whose orientation included no family component in the training?

Research Hypotheses

The investigation of the research questions was pursued through the assessment of data collected from a sample of expatriate managers from the United States through an administration of the *Job In General Scale* of the Job Descriptive Index (Department of Psychology, 1985). The development, structuring, and application of this instrument is discussed in the review of literature chapter in this dissertation, while the procedures that were observed in this use of this instrument in this study are described in the methodology chapter of this dissertation.

Hypotheses were tested in relation to each of the research questions. These hypotheses, in both research and null forms, were as follows:

1. Hypothesis number one:
 - a. Research hypothesis number one: Scores on the *Job In General Scale* of the JDI will be higher among expatriate managers from the United States who experience

pre-departure orientation than among such managers who do not experience such orientation.

b. Null hypothesis number one: Scores on the *Job In General Scale* of the JDI among expatriate managers from the United States who do not participate in pre-departure orientation training will not be either equal to or greater than the scores among expatriate managers from the United States who do participate in pre-departure orientation training.

2. Hypothesis number two:

a. Research hypothesis number two: Among expatriate managers from the United States who experience pre-departure orientation, scores on the *Job In General Scale* of the JDI will be higher among those managers whose pre-departure orientation content included both societal and organizational factors than among those managers whose orientations included only societal factors or only organizational factors.

b. Null hypothesis number two: Scores on the *Job In General Scale* of the JDI among expatriate managers from the United States whose pre-departure orientation training does not cover both societal and organizational factors will not be either equal to or greater than the

scores among expatriate managers from the United States whose pre-departure orientation training does cover such factors.

3. Hypothesis number three:

a. Research hypothesis number three: Among expatriate managers from the United States who experience pre-departure orientation, scores on the *Job In General Scale* of the JDI will be higher among those managers whose pre-departure orientations included a family component than among those managers whose orientations included no family component.

b. Null hypothesis number three: Scores on the *Job In General Scale* of the JDI among expatriate managers from the United States whose pre-departure orientation training does not include a family component will not be either equal to or greater than the scores among expatriate managers from the United States whose pre-departure orientation training does include such a component.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Literature is reviewed in relation to job satisfaction, the relationship between job satisfaction and pre-departure training for expatriate managers, and the methodological approach to the measurement of job satisfaction. The findings of this review are presented in relation to each of these three topical areas of interest.

Job Satisfaction

The scientific study into productivity improvement dates at least back to the pioneering work of Frederick Taylor in the second decade of this century. Taylor's concept of scientific management began the development of the empirical foundations for the analysis of employee productivity, and the concept included the consideration of worker attitudes and the effects of such attitudes on productivity, although no direct efforts were made to measure either job satisfaction or the impact of job satisfaction on productivity (Locke, 1969). Later, in the

1920s and 1930s, studies by Elton Mayo led to the discovery of what was termed the Hawthorne Effect, which in turn led to the development of the human relations approach to management. The human relations approach postulates that treating employees less as automatons will lead to improved productivity and also emphasized the relationship between employee satisfaction and productivity (Locke, 1970).

There were studies of productivity between those of Taylor and Mayo, and there have been countless studies subsequent to Mayo's studies at Western Electric's Hawthorne plant. The studies of Taylor and Mayo remain significant, however, in that they continue to define the poles of the continuum of human resource management practices in the context of obtaining optimal productivity. Most modern investigations of job satisfaction and the effects of job satisfaction on productivity, however, tend to emphasize the identification and measurement of specific factors that influence individual perceptions of job satisfaction (Loher, Noe, Moeller, & Fitzgerald, 1985).

Robert Hoppock was the first to conduct an intensive study of job satisfaction (Locke, 1970). Hoppock's work emphasized the multiplicity of factors affecting perceptions of job satisfaction as opposed to the development of

strategies designed to promote higher levels of job satisfaction. The factors that Hoppock associated with job satisfaction included fatigue and monotony that had been considered earlier by Taylor, working conditions and supervision that were incorporated in the human relations research, and achievement that later would be included in the models of Abraham Maslow and Frederick Herzberg.

Defining Job Satisfaction.

Edwin Locke (1983, p. 1300) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." Job satisfaction, however, is a complex factor, and the level of job satisfaction among a group of individuals is the product of the interaction of a variety of other factors (Maidani, 1991). Job satisfaction has been linked to the degree of autonomy employees feel that they have in the performance of their duties, and, in this context, job satisfaction has been defined as the extent to which one perceives that her or his organizational needs are satisfied by the job (Sisk, 1992). Job satisfaction is also frequently defined within the context of the components of a job that affect perceptions of satisfaction, such as work, pay, promotion,

coworkers, and supervision, as is done in the Job Descriptive Index (Smith, Kendall, & Hulin, 1969). For purposes of this current study, Locke's (1983) definition of job satisfaction is accepted as the essential conceptual definition, with a realization that additional specific factors will be identified to be used in the measurement of job satisfaction and the effects thereof among American expatriate managers.

Measuring Job Satisfaction.

The early efforts to measure job satisfaction resulted in the development of causal models (Locke, 1983). The causal models of job satisfaction were process-oriented in that the researchers attempted to identify and assess the types of organizational phenomena that influenced individual perceptions of satisfaction. Phenomenological factors incorporated in the causal models were primarily those associated with individual needs and individual values. The causal models, then, measured and assessed job satisfaction and the effects of job satisfaction on organizational outcomes primarily within the context of need-value conflict. These models were not completely satisfactory.

Content Theories of Job Satisfaction

The causal models of job satisfaction did not provide the strength and preciseness of analysis required to accurately define the relationships between job satisfaction and various organizational outcomes, and to develop effective strategies to promote desirable organizational outcomes through the enhancement of job satisfaction (Blegen, 1993). Researchers then oriented studies toward the identification of the specific factors that affected job satisfaction (Locke, 1983). This body of work has come to be known as the content theories of job satisfaction, and includes the spectrum of theoretical and empirical work in the field of job satisfaction from Abraham Maslow to the present day (Scott, 1992).

Maslow (1954) dealt with job satisfaction through a motivation theory—the hierarchy of needs. The hierarchy divided human needs into higher and lower orders. The lower order needs are primary, such as food, shelter, sex, and physical security, while the higher order needs involve affiliation, love for others, and self-actualization. When the lower order needs are absent in the life of an individual, the satisfaction of those needs become the center of the individual's life. In most modern societies,

however, the primary needs are satisfied. Thus, real motivation—especially within organizational structures—results from individual desires to satisfy their higher order needs (Maslow, 1966).

Maslow (1954) recognized the significance of lower order needs as motivators, yet contended that, in modern societies, these needs were generally met. Thus, it was Maslow's contention that other means had to be employed to motivate individual within organizational structures. Specifically, factors had to be introduced that would enhance an individual's opportunity to attain self-actualization.

Herzberg, Mausner, and Snyderman (1959) developed a theory of job satisfaction that was also based in the concept of motivation—the two-factor model—which is often confused with Maslow's hierarchy of needs. The two-factor model divided the factors involved in an individual's organizational life into hygiene factors and motivation factors. Maslow's hierarchy of needs and Herzberg's two-factor model are not identical. Herzberg (1966) included such factors as compensation, working conditions, and so forth in the hygiene group. An unsatisfactory status of any of these hygiene factors could, thus, result in a

disincentive for the individual to perform productively. By contrast, however, a satisfactory status for the factors would not motivate the individual to exceptional levels of performance. Herzberg's motivational factors included such things as opportunities to achieve, opportunities to gain responsibility, and so forth, as motivational factors in the organizational life of an individual, the absence of which would not result in any disincentive to perform. A satisfactory status for these factors would motivate an individual to seek exceptional levels of performance.

Neither Maslow's nor Herzberg's theories are prominent in contemporary job satisfaction research. Herzberg's two-factor theory of job satisfaction, however, continues to be tested (Maidani, 1991). One such recent test found that public sector workers tended to value extrinsic, or hygiene, factors to a greater extent than was true among private sector employees. For public sector employees, both motivation factors and hygiene factors were found to be sources of job satisfaction.

Most contemporary content theories of job satisfaction focus on specific factors of job, organization, and individual and the interrelationships between these factors. Operationally, job satisfaction has been investigated as a

person's affective state relative to several job facets, including the supervisor, the work itself, pay, promotion opportunities, and coworkers (Smith, et al., 1969; Blegen, 1993). Some researchers have considered the effects of these factors separately, whereas others have summed or averaged them into a global measure. Other widely used measures of job satisfaction divide the construct into intrinsic and extrinsic components (Lambert & Lambert, 1993). Still others consider the construct only in a global context (Bagozzi, 1980; Blegen, 1993).

The pioneering work in the contemporary approach to job satisfaction research was performed by Smith, Kendall, and Hulin (1969). They postulated that job satisfaction is the product of work, pay, promotion, coworkers, and supervision and that each of these factors influences perceptions of job satisfaction.

The Job Descriptive Index (JDI) has been used extensively to measure job satisfaction because of its relative simplicity (Brown & Peterson, 1993). Unfortunately, tests of the model frequently have found it wanting within the context of accuracy (Taber, 1991). The reason for the lack of accuracy in the use of the JDI appears to be that many researchers continue to attempt to

measure job satisfaction by either summing or averaging the scores on the original five scales of the index in the face of an admonition from the instrument's creators to avoid such use (Department of Psychology, 1985). The *job in general* scale of the JDI is recommended for the quantitative measurement of overall job satisfaction.

The measurement of job satisfaction is of no particular value unless such measurement provides a basis for the prediction of probable employee actions and the development of strategies to counter such actions where necessary. An important use of job satisfaction measurements is the prediction of an intention by an employee to leave an organization. The misuse of the initial five scales of the JDI fails in this context (Taber, 1991). The measurement of job satisfaction through the use of the *jobs in general* scale of the JDI, however, has been found to reliably predict an intention to leave and other behaviors by an employee (Taber, 1991).

The JDI was developed as a five-component instrument designed to analyze subject descriptions of the job (Smith, Kendall, & Hulin, 1969). The original instrument was not intended as a measure of job satisfaction per se. Rather, the instrument was intended to measure subject perceptions

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of how much satisfaction they experienced in relation to five aspects—pay, promotions, co-workers, work, and supervision—of a job. The constructs of these five components of the JDI are as follows:

1. Pay. Subjects are requested to assess pay within the context of nine descriptors. A maximum score of 54 is possible. The 50th percentile score for men is 34, while for women the 50th percentile score is 32.

2. Promotions. Subjects are requested to assess promotions within the context of nine descriptors. A maximum score of 54 is possible. The 50th percentile score for men is 40, while for women the 50th percentile score is 39.

3. Co-workers. Subjects are requested to assess co-workers within the context of 18 descriptors. A maximum score of 54 is possible. The 50th percentile score for men is 18, while for women the 50th percentile score is 14.

4. Work. Subjects are requested to assess work within the context of 18 descriptors. A maximum score of 54 is possible. The 50th percentile score for men is 45, while for women the 50th percentile score is 44.

5. Supervision. Subjects are requested to assess supervision within the context of 18 descriptors. A maximum

score of 54 is possible. The 50th percentile score for men is 43, while for women the 50th percentile score is 42.

The *job in general scale* of the JDI asks respondents to assess their job in the context of 18 separate descriptors. The job in general component was added to the JDI to provide a quantitative measure of job satisfaction (Department of Psychology, 1985). The JDI remains in the 1990s as a major instrument for the measurement and assessment of job satisfaction and the organizational outcomes of job satisfaction. Much of the contemporary job satisfaction research, however, is more narrowly oriented than is the JDI, focusing on specific factors that influence perceptions of job satisfaction.

Relationship Between Job
Satisfaction and Pre-
Departure Orientation
Training for Managers

The relationship between job satisfaction and pre-departure orientation training for expatriate managers is reviewed within the contexts of the research questions that will be investigated and the research hypotheses that will be tested in this study. Thus, job satisfaction is considered in relation to (1) the experience or lack thereof

with pre-departure orientation training, (2) the content of pre-departure orientation training, and (3) comprehensiveness of pre-departure orientation training.

Job Satisfaction and Pre-Departure Orientation Participation

An important characteristic of pre-departure orientation training is that such training, when designed for effectiveness, provides participants with the information necessary to preclude the development of dissatisfaction with various aspects of an overseas assignment (Naumann, 1993b). Naumann (1993a) examined organizational predictors of job satisfaction among expatriates. He tested hypothesized relationships between job satisfaction and six job/task characteristics and three organizational characteristics. The study found that role ambiguity, skill variety, task identify, task significance, pay, and participation exerted the most significant influences on perceptions of job satisfaction, and that the adverse effects of each of these factors could be muted through participation in effective pre-departure orientation training.

The Pay Satisfaction Model has been applied widely in the measurement of job satisfaction (Lawler, 1981). The model was modified by Heneman (1985). Both the basic and revised models are based on the concept that discrepancies in employees' perceptions of amounts that should be received and perceptions of amounts that are received will be major determinants of pay satisfaction. The Pay Satisfaction Model measures both pay outcome satisfaction and pay process satisfaction (Brown & Huber, 1992). The determinants of pay satisfaction include demographic variables, perception variables, and pay variables. Brown and Huber measured employee satisfaction in relation to an earnings-at-risk plan through an application of the pay satisfaction model. The important findings of the study were that job satisfaction is affected negatively by the loss of pay stability, and that the negative effects on job satisfaction are stronger in relation to pay outcome than to pay process. Naumann (1993b) found that pay was a major source of dissatisfaction among expatriate managers. Pre-departure orientation training is an effective venue to provide the information necessary to defuse this issue.

Factors related to job design consistently have been found to have significant effects on job satisfaction

(Churchill, Ford, & Walker, 1976; Tett & Meyer, 1993). The Job Characteristics Model postulates that job satisfaction is the manifestation of perceived core job characteristics as these characteristics are filtered through critical psychological states (Hackman & Oldham, 1980). The perceived core characteristics are skill variety, task significance, task identity, autonomy, and job feedback (Tiegs, Tetrick, & Fried, 1992). The critical psychological states are experienced meaningfulness, experienced responsibility, and knowledge of results. Each of these factors has been linked to dissatisfaction among expatriate managers (Naumann, 1993b). Pre-departure orientation training is an effective venue for heading-off the development of such problems.

The issue of job satisfaction has been linked to organizational productivity and profitability (Cotton, Vollrath, Froggart, Lengnick-Hall, & Jennings, 1988). Mincer (1958) found that higher skill levels are translated directly into more effective and more efficient performance and greater job satisfaction. Research has also found that job satisfaction levels increase as relevant job experience levels increase (Schemerhorn, Hunt, & Osborn, 1990). Higher levels of relevant job experience enables an individual to

perform more effectively, and, thus, to gain greater satisfaction from the act of work. Emmert and Taher (1992), however, found that job characteristics did not explain differences among public sector professional employees with respect to job satisfaction. Although public sector managers are assigned to overseas positions, the proposed research study will investigate only private sector expatriate managers.

Jaworski and Kohli (1991) tested a model of job satisfaction which assessed the effect of role clarity on perceived satisfaction. The finding was that the output component of role clarity did not significantly influence perceptions of satisfaction, but that the behavioral component of role clarity did have a statistically significant effect on perceptions of satisfaction. The preponderance of the evidence in the literature appears to support a conclusion that performance is the antecedent of job satisfaction (Brown & Peterson, 1993).

Research indicates that managerial satisfaction increases as participation in organizational decision-making processes increases (Chenhall & Brownell, 1988). Naumann (1993b) found that participation or the absence thereof in decision-making process was a major source of

dissatisfaction among expatriate managers, and that effective pre-departure orientation training can mute the development of such dissatisfaction. Frucot and Shearon (1991) studied managerial performance and job satisfaction among Mexican managers, however, with different results. This study tested hypotheses related to the effect on job satisfaction of participation in decision-making processes. The study found that higher levels of participation did not lead to higher levels of satisfaction. These contrary findings are significant because they may indicate that both perceptions of job satisfaction and/or those factors that influence such perceptions differ across cultures. What was not addressed in these studies is the effects of an alien culture on perceptions of job satisfaction associated with decision-making participation.

Comprehensiveness of Pre-Departure Orientation and Job Satisfaction

The relationship between job satisfaction and the comprehensiveness of pre-departure orientation training is associated directly with the comprehensiveness of such training with respect to both societal and organizational factors that may be expected to induce stress in an expatriate manager (Mendenhall & Oddou, 1985). A

comprehensive pre-departure orientation training program for managers assigned to overseas positions can moderate the stressor experiences of these personnel.

Stress has long been associated with the onset of significant physical and mental health problems. In the 1980s, stress began to be implicated in areas beyond the bounds of physical and mental health. In the organizational environment, stress has been implicated in the deterioration of performance efficiency by both managers and subordinates (Gibson, 1993). When performance efficiency suffers, the quality of the overall organizational environment deteriorates and organizational productivity deteriorates (Fox, 1993).

Stressors in organizational environments have been investigated within the context of occupational, or on-the-job, stress (Edwards, 1992). Two primary sources of occupational stress have been identified. The first source of these stressors is the job itself. The specific characteristics of a job are the source of what are called task-related stressors (MacBride, 1984). The second source of occupational stressors is the organizational environment itself. Stressors associated with the organizational environment are referred to as context-related.

Context-related stressors are external to the tasks associated with a job (MacBride, 1984). Context-related stressors typically develop as a result flawed organizational structures, ineffective organizational development, the inability of an individual to pursue successfully achievement goals within an organization, or some combination of all three.

Task-related stressors, as indicated above, are directly related to the specific characteristics of the job itself (MacBride, 1984). These stressors involve role ambiguity, conflicting task demands, work overload or work under load, inadequate resource support, no provision for meaningful participation in decision-making, and insecurity, among others (Collins, 1993).

Stress-outcomes associated with occupational stressors (both task and context) tend to vary widely. Workers may simply resort to daydreaming or fantasizing (Collins, 1993). Alternatively, employees may react more actively by creating interpersonal and intraorganizational conflicts involving escalating level of communication problems. Workers also may get sick or may terminate their relationship with the organization. These actions are just a few of literally dozens of stress-outcomes that may result from the effects

of occupational stressors. Absenteeism and substance abuse are two additional high profile and easily identifiable outcomes of occupational stressors (Harris & Heft, 1992). Reductions in effectiveness, productivity, and satisfaction are less easily identifiable outcomes of the effects of occupational stressors; however, such outcomes are among the most debilitating for both the organization and for the individual.

Occupationally-related stressors tend to vary from job to job and from organization to organization (Schaubroeck, 1993). One group of research studies developed three classifications of occupationally-related stressors. The first group included those stressors which are common to a wide variety of jobs. This group included stressors such as customer demands, time constraints, and ineffective training. The second group included those stressors that are common to a wide variety of organizations. This group included stressors such as an absence of support from organizational superiors, non-competitive wage structures, poor job descriptions, and ineffective organizational motivational strategies. The third group of stressors were those related to interdepartmental activities within an organization. This group included stressors such as poor

cooperation, organizational politics, and similar activities.

Occupationally-related stressors also tend to change, as organizational environments change, as organizational staffing changes, as job tasks change, and as individuals develop within organizations and jobs (Schaubroeck, 1993). The ways in which an individual perceives occupationally-related stressors are also affected by the non-occupational stressors in an individual's life (Laker, 1992).

A major occupationally-related stressor is the introduction of change (Sullivan & Bhagat, 1992). Change must be carefully planned, employees must be educated as to the nature and purpose of the change, and implementation of change must be non-threatening, if debilitating stress associated with the change is to be avoided.

A separate class of stress research has emphasized the determination of how stressors develop in organizations, as opposed to the identification of additional stressors, or the assessment stressor quality or quantity (Schaubroeck, 1993). This research identified three groups of occupational stressor antecedents. These antecedent groups are contextual variables, role variables, and task variables. Contextual variables were associated with

organizational subsystem; role variables were associated with job levels; and task variables were associated with autonomy, complexity, interdependence, routinization, and closeness of supervision.

This same body of research classified the occupational stressors which stemmed from the three antecedent groups into seven categories (Schaubroeck, 1993). These seven stressor categories are entrant conflict, technical problems, efficiency problems, role frustration, staff shortages, short lead times, and excessive meetings. Through the study of stressor antecedents, and through the classification of occupationally-related stressors as described above, this body of research found that both the type and the magnitude of stressors varied according to organizational level. At upper management levels, the most significant stressors tended to be qualitative overload and time constraints, while at lower levels of an organization, the most significant stressors tended to be role frustration and technical problems. This body of research concluded that a large measure of homogeneity in the perceived work experiences of individuals exists within particular membership groups, but not between membership groups. Extensions of the basic research in this area found that

both contextually-related and role-related variables affect interpersonal communication, job attitude, job behavior, and the magnitude of job stressors. In this context, the researchers concluded that an individual's perceptions of work-generated stressors and their eventual reactions to these organizational realities are influenced by the location within a particular organizational environment of that individual.

Occupational stress is often associated in the mass media with overachievers or "workaholics" (Dilworth, 1991). These individuals are characterized by high levels of self induced stress. Stress, however, is also associated with so-called underload situations. Studies of plant closures and involuntarily unemployed workers found that health problems—physical and mental—are higher during layoff periods than during periods of employment. Studies also found that stress is often higher among blue-collar workers than among managerial personnel. Job level, associated with job status, was found to be tied to self-esteem. Lower self-esteem was associated with higher levels of stress. Even on the job, job underload creates as much stress as does job overload. Job underload means that an individual is not challenged in her or his work, and may be subject to

periods of boredom or periods of fatigue stemming from boredom. Job underload may also create higher levels of anxiety, depression, and physical illness than job overload.

Alienation has also been related to the development of occupational stress (Garfield, 1985). Alienation is especially harmful to effective organizational communications. Alienation with respect to occupational stress is defined as "an objective social situation that exists independent of its recognition by those in that situation" (p. 115). Such a definition of a stressor means that it could have an impact whether or not its presence in the environment was perceived by those individuals working in that environment. The definition also infers that stress-creating events or situations may be viewed as being inherent in specific occupations or tasks. Further, the definition infers that stress-outcomes may not be always controllable by individuals exposed to stressors.

A concept closely associated with occupational stress is job "burn-out" (Holgate & Clegg, 1991). The term is frequently used in connection with all so-called high-pressure occupations. Job burn-out actually has been found to be present in all occupations, regardless of whether or not the occupation is a so-called high-pressure

occupation. Job burn-out is held to result from the combined effects of work-related factors that create unrelieved work stress, which, in turn, leads to a generally debilitated psychological condition in individuals. Certain behaviors associated with job burn-out have been observed in a wide variety of occupations. These behaviors include a tendency on the part of an individual to blame others in an organization for one's own problems, increased absenteeism, increased involvement in interpersonal conflicts and confrontation, and increasing isolation from other in the organization. Individuals suffering from job burn-out frequently attempt to remove themselves from the situations they perceive to be the source of their problems without actually terminating their jobs. Their strategies in such attempts involve a breakdown in communication, and are often damaging to both their organizations and to their own careers.

Dubinsky, Michaels, Kotabe, Lim, and Moon (1992) tested a model of stress effects on job satisfaction. Stress effects in this model were incorporated in the contexts of role ambiguity and role conflict. The role of stress and performance on job satisfaction was examined among samples from Japan, Korea, and the United States. This study tested

two models of the interrelationships between role ambiguity, role conflict, job performance, and organizational commitment, on the one hand, and job satisfaction on the other. The study found the following:

1. Higher levels of role ambiguity were correlated with lower levels of job satisfaction. This finding applied in Japan, Korea, and the United States.

2. Higher levels of role conflict were correlated with lower levels of job satisfaction. This finding applied in Japan, Korea, and the United States. Role conflict is a debilitating phenomenon.

3. Higher levels of performance were correlated with higher levels of job satisfaction. While this finding applied in all three countries, the relationship was statistically significant only in the United States.

4. Higher levels of job satisfaction were correlated with higher levels of organizational commitment. This finding applied in each of the countries--Japan, Korea, and the United States.

Pre-Departure Orientation
Content and Job
Satisfaction

The relationship between job satisfaction among expatriated managers and pre-departure orientation training is associated with the content of such training in relation to the inclusion of family members in the training process (Black & Stephens, 1989). The inclusion of a family component in pre-departure orientation develops stronger commitment on the part of the expatriate manager through the process of education.

The question of causal ordering has been investigated for the job satisfaction-organizational commitment relationship. Bateman and Strasser (1984) contended that commitment leads to satisfaction. Johnson, Parasauraman, Furtell, and Black (1990), however, have argued strongly for the opposing position. The preponderance of the empirical evidence reported in the literature appears to support a causal precedence of job satisfaction in relation to organizational commitment (Brown & Peterson, 1993; Tett & Meyer, 1993).

A propensity to leave an organization, an intention that precedes actual turnover, consistently has been found to be related positively to job satisfaction (Johnson,

Parasauraman, Furtell, & Black, 1990; Tett & Meyer, 1993). Lack of job satisfaction is generally perceived as an antecedent to a propensity to leave an organization (Brown & Peterson, 1993; Vandenberg & Lance, 1992).

Research has linked formal educational attainment to job satisfaction (Raelin, 1988). Higher levels of formal educational attainment may preclude the deterioration of job satisfaction in two ways. First, the additional time spent in formal educational preparatory programs may provide individuals with the background, understanding, and psychological techniques necessary to approach their responsibilities in ways which will preclude the development of job burn-out. Second, the additional time devoted to formal educational preparation may provide individuals with both the skills and the status required to ensure that they will not become locked into lower level positions within an organization. Job satisfaction levels increase as formal task-specific training levels increase (Tsang, Rumberger, & Levin, 1991). The theoretical rationale underlying this hypothesis is based upon the learning process. In this context, learning is the process by which an individual is able to change her or his behavior in some constructive manner. Higher levels of task-specific training enables an

individual to perform more effectively, and, thus, to gain greater satisfaction from the act of work.

Factors related to communication and supervisory behaviors have been found to have significant effects on job satisfaction (Churchill, Ford, & Walker, 1976; Tett & Meyer, 1993). Nathan, Mohrman, and Milliman (1991) found that positive interpersonal relationships generally translate into higher levels of job satisfaction.

Methodological Approaches to the Measurement and Assessment of Job Satisfaction

A total of 13 studies conducted during the 1991-1993 period were reviewed for this assessment. Five of the studies (Dubinsky, et al., 1992; Frucot & Shearon, 1991; Nathan, Mohrman, & Milliman, 1991; Tsang, Rumberg, & Levin, 1991; Vandenberg & Lance, 1992) relied on the testing of factor specific hypotheses through the application of regression analysis procedures. One study (Naumann, 1993b) employed factor analysis, and three studies (Brown & Peterson, 1993; Sullivan & Bhagat, 1992; Tett & Meyer, 1993) employed meta-analysis. Brown & Huber (1992) employed the Pay Satisfaction Model in conjunction with step-wise

regression analysis, while Tiegs, Tetrick, & Fried (1992) employed the Job Characteristics Model in conjunction with step-wise regression analysis. Jaworski and Kohli (1991) employed the Role Clarity Index in conjunction with regression analysis, and Taber (1991) employed the Job Descriptive Index in conjunction with regression analysis. The methodology employed in these studies provide useful information for developing the methodology for the present study. It is described in the following chapter.

Literature Synthesis

Content theories of job satisfaction are in the ascendancy in the contemporary period. The JDI is the most widely used instrument in the contemporary period for the measurement of job satisfaction and the assessment of organizational outcomes associated with job satisfaction. The JDI appears to be the most appropriate instrument for use in the study the results of which are reported in this dissertation. The job in general component of the instrument was used to measure overall job satisfaction in this study. Analysis of variance appeared to be the most appropriate quantitative procedure for use in this study due

to its robustness in the measurement of the variance between two populations.

CHAPTER III

METHODOLOGY

Introduction

The methodology followed in this research study is described in this chapter. The methodology is addressed within the contexts of research questions and hypotheses, research sample, data collection and instrumentation, and data analysis (hypothesis testing).

Research Questions and Hypotheses

Three research questions were investigated in this study. These research questions are as follows:

1. Do levels of job satisfaction among expatriate managers from the United States vary according to participation or non-participation in pre-departure orientation?

2. Among expatriate managers from the United States who experience pre-departure orientations, are levels of job satisfaction higher among managers whose pre-departure orientation content included both societal and organizational factors than among managers whose orientation

included only societal factors or only organizational factors.

3. Among expatriate managers from the United States who experience pre-departure orientations, are levels of job satisfaction higher among managers whose pre-departure orientation included a family component than managers whose orientation included no family component in the training.

Hypotheses were tested in relation to each of the research questions. These hypotheses, in both research and null forms, were as follows:

1. Hypothesis number one:

a. Research hypothesis number one: Scores on the *Job In General Scale* of the JDI will be higher among expatriate managers from the United States who experience pre-departure orientation than among such managers who do not experience such orientation.

b. Null hypothesis number one: Scores on the *Job In General Scale* of the JDI among expatriate managers from the United States who do not participate in pre-departure orientation training will not be either equal to or greater than the scores among expatriate managers from

the United States who do participate in pre-departure orientation training.

2. Hypothesis number two:

a. Research hypothesis number two: Among expatriate managers from the United States who experience pre-departure orientation, scores on the *Job In General Scale* of the JDI will be higher among those managers whose pre-departure orientation content included both societal and organizational factors than among those managers whose orientations included only societal factors or only organizational factors.

b. Null hypothesis number two: Scores on the *Job In General Scale* of the JDI among expatriate managers from the United States whose pre-departure orientation training does not cover both societal and organizational factors will not be either equal to or greater than the scores among expatriate managers from the United States whose pre-departure orientation training does cover such factors.

3. Hypothesis number three:

a. Research hypothesis number three: Among expatriate managers from the United States who experience pre-departure orientation, scores on the *Job In General*

Scale of the JDI will be higher among those managers whose pre-departure orientations included a family component than among those managers whose orientations included no family component.

b. Null hypothesis number three: Scores on the *Job In General Scale* of the JDI among expatriate managers from the United States whose pre-departure orientation training does not include a family component will not be either equal to or greater than the scores among expatriate managers from the United States whose pre-departure orientation training does include such a component.

Sample

The 50 largest companies based in the United States that operate and staff facilities globally were contacted to request their participation in this study. These firms were identified on the basis of data presented in the February 1994 issue of World Trade. A total of 10 of these firms agreed to participate in the study. Those organizations agreeing to participate in this study did so only on the condition that the organizations would retain the prerogatives of (1) selecting the participants within the organization to participate in the study and (2)

administering the data collection survey questionnaires for this study.

Copies of the survey instruments were provided to the participating firms, together postage pre-paid return envelopes for each questionnaire. The return envelopes were addressed directly to the researcher. A total of 91 usable survey questionnaires were returned, and the subjects completing these 91 questionnaires became the research sample for this study.

Data Collection and Instrumentation

Data for this study were collected through the administration of the *Job In General Scale* of the JDI to the members of the research sample. The reliability and validity of this instrument had been established by the developers of the instrument.

The *Job In General Scale* asks respondents to assess their job in the context of 18 separate descriptors. The jobs in general component was added to the JDI to provide a quantitative measure of job satisfaction (Department of Psychology, 1985). A maximum score of 54 is possible. The 50th percentile score for men is 36, while for women the

50th percentile score is 34. A copy of the *Job In General Scale*, and the scoring key for the instrument is included in this dissertation as an appendix.

Data Analysis

Data collected for this study were analyzed and the research hypotheses tested through the application of analysis of variance (ANOVA) procedures. Statistical significance was established at $p < .0001$.

CHAPTER IV
ANALYSIS AND PRESENTATION OF FINDINGS

Introduction

The results of the statistical analyses of the data collected for this study and the findings related to the research questions investigated are presented in this chapter. The results of the statistical analyses are presented in the "Results of the Hypotheses Testing" section, while the findings related to the research questions are presented in the "Analyses of the Research Questions" section.

Results of the Hypotheses Testing

The results of the statistical analyses of the hypotheses are presented in this section. The results are presented separately in relation to each of the hypotheses tested.

Hypothesis Number One

Hypothesis number one tested the effect on subjects' *Job In General* score, as a measure of subject job satisfaction, of a subject's participation or non

participation in pre-departure orientation training. Of the 91 subjects included in the research sample, 28 subjects (30.8 percent) participated in pre-departure orientation training while the remaining 63 subjects (69.2 percent) did not experience such training.

Job In General (JIG) scores for the 91 subjects ranged from 13 through 47. The distribution of these scores is summarized in Table 1, which may be found on the following page, while the distribution of the scores is illustrated in Figure 1, which may be found on page 48.

The mean JIG score for the total sample was 24.7. The mean JIG score among those subjects experiencing pre-departure orientation training was 38.5, while the mean JIG score among those subjects not receiving such training was 18.5.

Hypothesis number one held that JIG scores would be higher among those subjects experiencing pre-departure orientation training than among those subjects not receiving such training. As indicated in the preceding paragraph, the mean JIG score for subjects participating in pre-departure orientation training was higher than that for subjects not participating in such training. The statistical significance of this variation in mean JIG scores was tested

through the application of ANOVA to the appropriate data. The results of this ANOVA are summarized in Table 2, which may be found on the following page.

Table 1

Distribution of Job in General (JIG) Scores: Total Sample

<u>JIG Score</u>	<u>Frequency</u>	<u>Proportion</u>
13	27	29.7%
15	13	14.3%
20	6	6.6%
24-26	7	7.7%
27-30	6	6.6%
31-34	6	6.6%
35-36	8	8.8%
42-44	4	4.4%
45	7	7.7%
46-47	<u>7</u>	<u>7.7%</u>
Totals	91	100.0%

Figure 1
Distribution of Job in General Scores

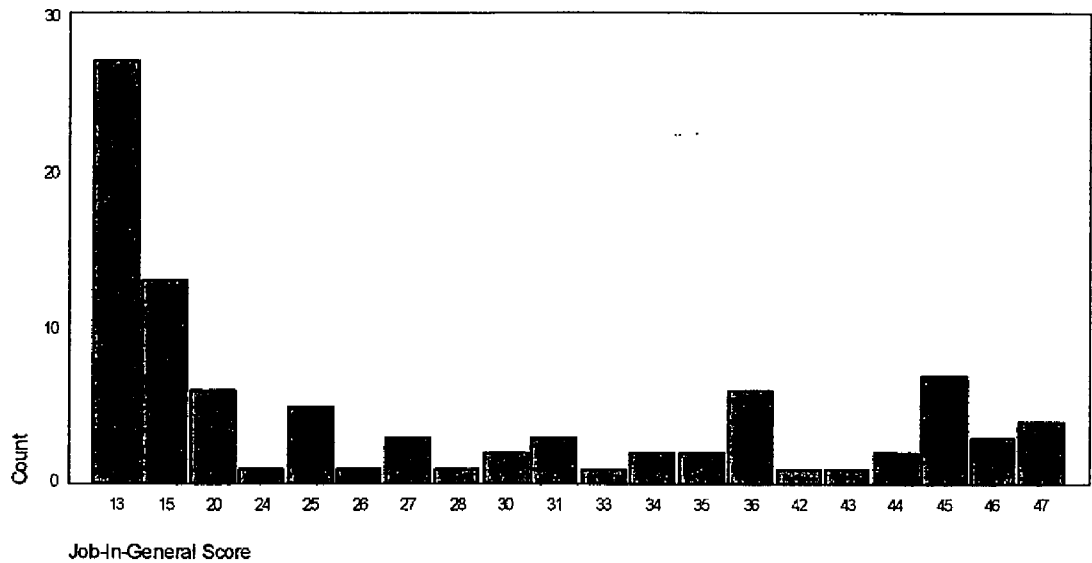


Table 2

ANOVA Results: JIG Score As A
Function of Pre-Departure
Orientation Training
Experience

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>DF</u>	<u>Mean Square</u>	<u>F</u>	<u>Significance of F</u>
Training	7027.107	1	7027.107	88.980	.000
Residual	7028.651	89	78.974		
Total	14055.758	90	156.175		

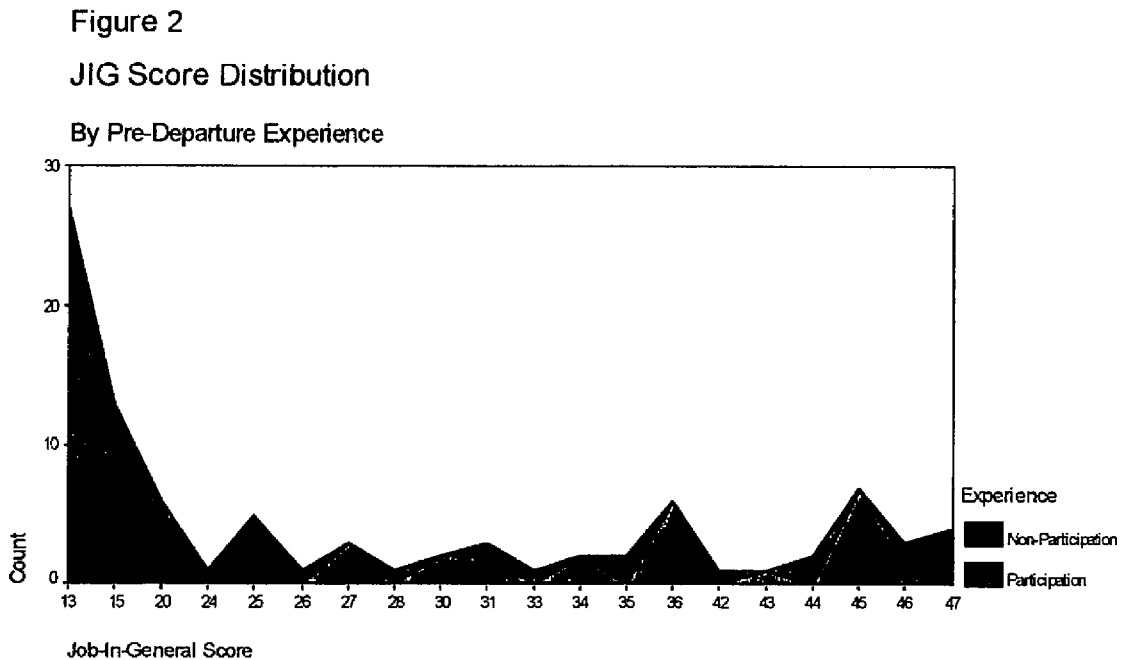
As the data presented in Table 2 indicate, the variations in JIG scores among the subjects when controlled for participation or non participation in pre-departure orientation training were statistically significant at $p < .0001$. Hypothesis number one, thus, was supported, as the null could be rejected.

The distribution of the JIG scores controlled for participation or non participation in pre-departure orientation training is illustrated in Figure 2, which may be found on the following page. As illustrated in Figure 2, subjects who participated in pre-departure orientation training tended to predominate in the higher JIG score areas, while subjects with no pre-departure training experience tended to predominate in the lower score areas.

Hypothesis Number Two

Hypothesis number two tested the effect on subjects' *Job In General* score, as a measure of subject job satisfaction, of the content structure of the pre-departure orientation training experienced by a subject. Specifically, hypothesis number two held that those subjects whose pre-departure training included both societal and organizational components would score higher on the JIG scale than would those subjects whose pre-departure training

included only a societal component or only an organizational component. Of the 91 subjects included in the research sample, 28 subjects (30.8 percent) participated in pre-departure orientation training while the remaining 63 subjects (69.2 percent) did not experience such training. Hypothesis number two was tested on the basis of the data collected from the 28 subjects who participated in pre-departure orientation training.



JIG scores for the 28 subjects ranged from 27 through 47. The distribution of these scores is summarized in Table

3, which may be found below on this page, while the distribution of the scores is illustrated in Figure 3, which may be found on the following page.

Table 3

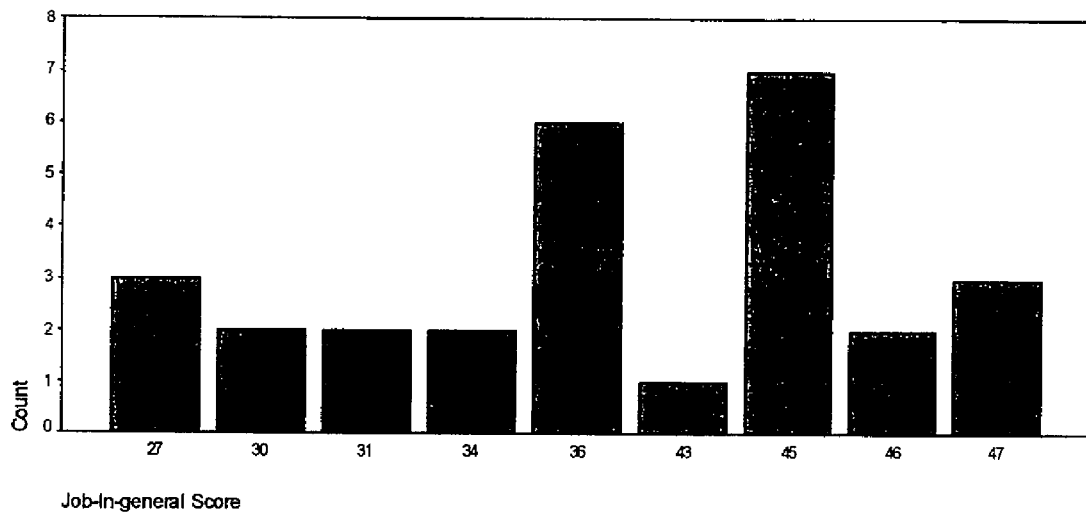
Distribution of JIG Scores:
Pre-Departure Participants

<u>JIG Score</u>	<u>Frequency</u>	<u>Proportion</u>
27	3	10.7%
30	2	7.1%
31	2	7.1%
34	2	7.1%
36	6	21.4%
43	1	3.6%
45	7	25.0%
46	2	7.1%
47	<u>3</u>	<u>10.7%</u>
Totals	28	100.0%

The mean JIG score for the 28 subjects experiencing pre-departure orientation training was 38.5. Of these 28 subjects, the pre-departure training in which 13 of the subjects (46.4 percent) participated had only a social

component, the pre-departure training in which three of the subjects (10.7 percent) participated had only an organizational component, and the pre-departure orientation training in which 12 of the subjects (42.9 percent) participated had both social and organizational components.

Figure 3
JIG Score Distribution
Pre-Departure Training Participants



The mean JIG score among those subjects experiencing pre-departure orientation training with only a social component was 32.5, while the mean JIG score among those subjects whose pre-departure training included only an organizational component was 36, and the mean JIG score

among those subjects whose pre-departure training included both social and organizational components was 45.7.

Hypothesis number two held that JIG scores would be higher among those subjects experiencing pre-departure orientation training that included both social and organizational components than among those subjects whose pre-departure training included only a social component or only an organizational component. As indicated in the preceding paragraph, the mean JIG score for subjects participating in pre-departure orientation training that included both social and organizational components was higher than that for subjects participating in pre-departure training with only one of the two components. The statistical significance of this variation in mean JIG scores was tested through the application of ANOVA to the appropriate data. The results of this ANOVA are summarized in Table 4, which may be found on the following page.

As the data presented in Table 4 indicate, the variations in JIG scores among the subjects when controlled for pre-departure orientation training content were statistically significant at $p < .0001$. Hypothesis number two, thus, was supported, as the null could be rejected.

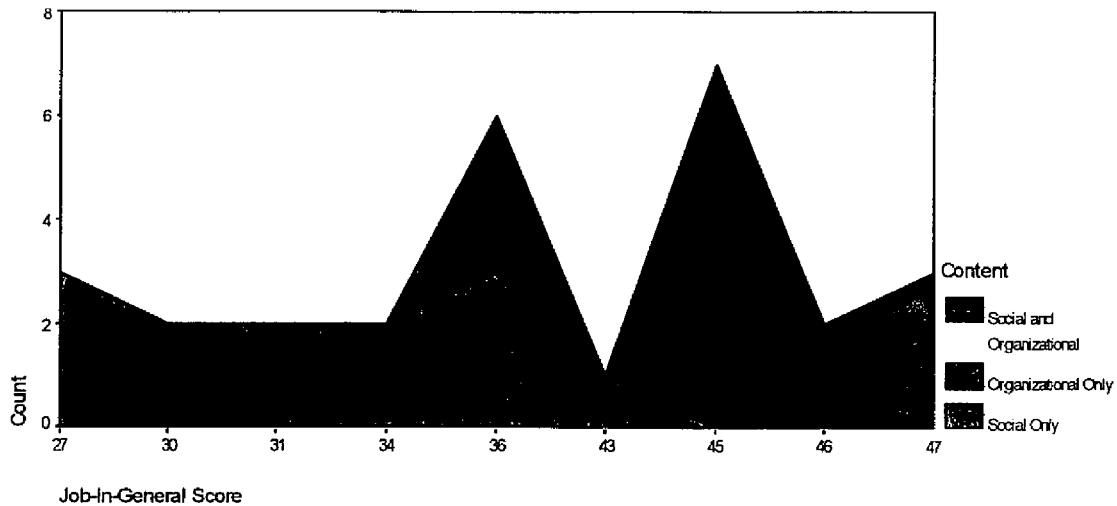
Table 4

ANOVA Results: JIG Score As A
Function of Pre-Departure
Orientation Training Content

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>DF</u>	<u>Mean Square</u>	<u>F</u>	<u>Significance of F</u>
Content	1109.103	2	554.551	51.750	.000
Residual	<u>267.897</u>	<u>25</u>	<u>10.716</u>		
Total	1377.000	27	51.000		

The distribution of the JIG scores controlled for pre-departure orientation training content is illustrated in Figure 4, which may be found below on the following page. As illustrated in Figure 4, subjects who participated in pre-departure orientation training that included both social and organizational components tended to predominate in the higher JIG score areas, while subjects whose pre-departure training included on one of the two components to predominate in the lower JIG score areas.

Figure 4
 JIG Score Distribution
 By Pre-Departure Training Content



Hypothesis Number Three

Hypothesis number three tested the effect on subjects' *Job In General* score, as a measure of subject job satisfaction, of the provision in the structure of the pre-departure orientation training experienced by a subject of participation in the program by members of the subject's family. Specifically, hypothesis number three held that those subjects whose pre-departure training provided for the participation in the program by members of their families would score higher on the JIG scale than would those subjects whose pre-departure training did not provide for

participation by the subjects' families. Of the 91 subjects included in the research sample, 28 subjects (30.8 percent) participated in pre-departure orientation training while the remaining 63 subjects (69.2 percent) did not experience such training. Hypothesis number three was tested on the basis of the data collected from the 28 subjects who participated in pre-departure orientation training.

JIG scores for the 28 subjects ranged from 27 through 47. The distribution of these scores is summarized in Table 3, which may be found on page 51, while the distribution of the scores is illustrated in Figure 2, which may be found on page 50.

The mean JIG score for the 28 subjects experiencing pre-departure orientation training was 38.5. Of these 28 subjects, the pre-departure training in which 12 of the subjects (42.9 percent) participated provided for family participation in the program, while the pre-departure training in which the remaining 16 subjects (57.1 percent) did not provide for participation by the members of the subjects' families. The mean JIG score among those subjects experiencing pre-departure orientation training with family participation in the program was 45.7, while the mean JIG

score among those subjects whose pre-departure training did not provide for family participation was 33.1.

Hypothesis number three held that JIG scores would be higher among those subjects whose pre-departure orientation training provided for family participation than among those subjects whose pre-departure training did not provide for family member participation in the program. As indicated in the preceding paragraph, the mean JIG score for subjects participating in pre-departure orientation training that provided for family participation was higher than that for subjects participating in pre-departure training with no provision for family participation in the program. The statistical significance of this variation in mean JIG scores was tested through the application of ANOVA to the appropriate data. The results of this ANOVA are summarized in Table 5, which may be found on the following page.

As the data presented in Table 5 indicate, the variations in JIG scores among the subjects when controlled for family participation or non participation in pre-departure orientation training were statistically significant at $p < .0001$. Hypothesis number three, thus, was supported, as the null could be rejected.

Table 5

ANOVA Results: JIG Score
As A Function of Family
Participation or Non
Participation in Pre-
Departure Orientation
Training

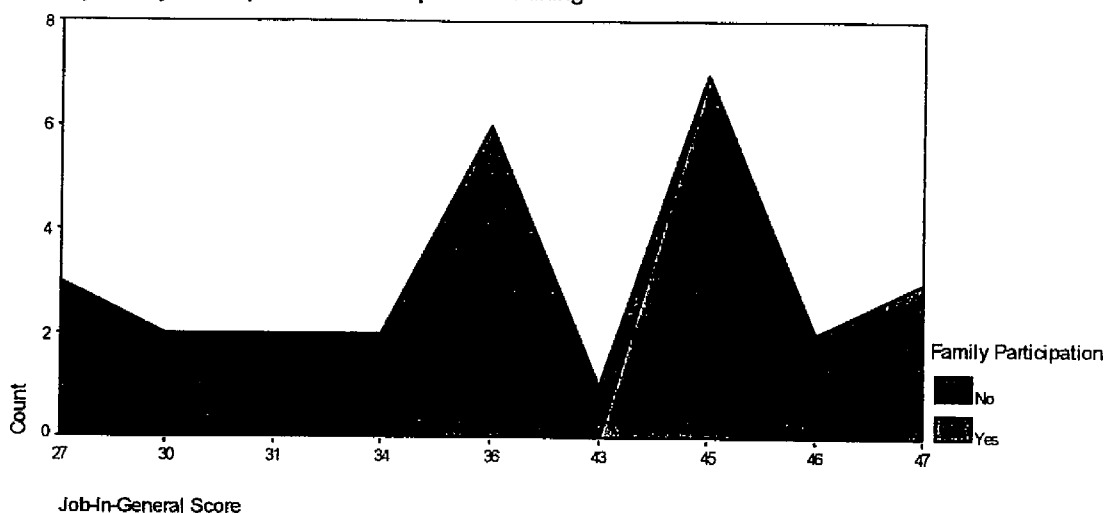
<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>DF</u>	<u>Mean Square</u>	<u>F</u>	<u>Significance of F</u>
Family	1078.583	1	1078.583	93.973	.000
Residual	<u>298.417</u>	<u>26</u>	<u>11.748</u>		
Total	1377.000	27	51.000		

The distribution of the JIG scores controlled for family participation or non participation in pre-departure orientation training is illustrated in Figure 5, which may be found on the following page. As illustrated in Figure 5, subjects whose family members participated in pre-departure orientation training tended to predominate in the higher JIG score areas, while subjects whose pre-departure training did not provide for participation in the program by family members tended to predominate in the lower JIG score areas.

Figure 5

JIG Score Distribution

By Family Participation in Pre-Departure Training

Analyses of the Research Questions

The results of the analyses of the research questions investigated in this study are presented in this section. The results are presented separately in relation to each of the research questions investigated.

Research Question Number One

Research question number one asked: Do levels of job satisfaction among expatriate managers from the United States vary according to participation or non-participation in pre-departure orientation? The data collected from the

research sample for this study found that the mean JIG score for the total sample was 24.7. The mean JIG score among those subjects experiencing pre-departure orientation training was 38.5, while the mean JIG score among those subjects not receiving such training was 18.5.

The 50th percentile score on the JIG scale according to the developers of the instrument is 36 for men and 34 for women. The preponderance of the respondents in this current study were men. For purposes of comparative analysis, a JIG scale 50th percentile relative to this current study would be 35.5. The sample mean in this current study of 24.7, therefore, was well below the 50th percentile level. In fact, the sample mean for this current study placed the sample as a whole at the 23rd percentile on the JIG scale. Thus, the sample as a whole in this current study was well below mean job satisfaction levels.

Among the members of the sample for this current study who did not receive pre-departure orientation training, the mean JIG score of 18.5 placed this group of subjects at the 13th percentile level of the JIG. Out of a random sample of 100 subjects, therefore, 87 subjects could be expected to express higher levels of job satisfaction than did the

subjects in the sample for this current study who had not experienced pre-departure orientation training.

Among the members of the sample for this current study who did receive pre-departure orientation training, the mean JIG score of 38.5 placed this group of subjects at the 60th percentile level of the JIG. Out of a random sample of 100 subjects, therefore, only 40 subjects could be expected to express higher levels of job satisfaction than did the subjects in the sample for this current study who had experienced pre-departure orientation training.

The difference between 60th percentile scores for subjects receiving pre-departure orientation training and 13th percentile scores for subjects not receiving such training was striking. The difference reflected the perceptions of a group of subjects relatively well satisfied with the conditions of their employment in contrast with the perceptions of a group of subjects who were largely dissatisfied with the conditions of their employment. The underlying basis of this difference was the experience or absence thereof of pre-departure orientation training.

Hypothesis testing found that these variations were statistically significant at $p < .0001$. Therefore, this study found that levels of job satisfaction among expatriate

managers do vary according to participation or non participation by these managers in pre-departure orientation training, and that participation in pre-departure orientation training has a positive influence on the levels of job satisfaction among expatriate American managers.

Research Question Number Two

Research question number two asked: Among expatriate managers from the United States who experience pre-departure orientations, are levels of job satisfaction higher among managers whose pre-departure orientation content included both societal and organizational factors than among managers whose orientation included only societal factors or only organizational factors? The data collected from the research sample for this study found that the mean JIG score among those subjects experiencing pre-departure orientation training with only a social component was 32.5, while the mean JIG score among those subjects whose pre-departure training included only an organizational component was 36, and the mean JIG score among those subjects whose pre-departure training included both social and organizational components was 45.7.

The 50th percentile score on the JIG scale according to the developers of the instrument is 36 for men and 34 for women. The preponderance of the respondents in this current study were men. For purposes of comparative analysis, a JIG scale 50th percentile relative to this current study would be 35.5.

The JIG scale score mean in this current study of 32.5 among subjects whose pre-departure orientation training included only a social component was well below the 50th percentile level. In fact, the score mean for this sample group placed these subjects at the 40th percentile on the JIG scale. Thus, those subjects whose pre-departure orientation training included only a social component were well below mean job satisfaction levels as measured by the JIG scale. Out of a random sample of 100 subjects, therefore, 60 subjects could be expected to express higher levels of job satisfaction than did the subjects in the sample for this current study who had experienced pre-departure orientation training that included only a social component.

The JIG scale score mean in this current study of 36 among subjects whose pre-departure orientation training included only an organizational component was approximately

at the 50th percentile level. Thus, out of a random sample of 100 subjects, 50 subjects could be expected to express higher levels of job satisfaction than did the subjects in the sample for this current study who had experienced pre-departure orientation training that included only an organizational component. Clearly, the organizational component of pre-departure orientation training contributed more the development of job satisfaction among the subjects participating in this current study than did the social component of such training.

Among the members of the sample for this current study who received pre-departure orientation training that included both social and organizational components, the mean JIG score of 45.7 placed this group of subjects at the 85th percentile level of the JIG. Out of a random sample of 100 subjects, therefore, only 15 subjects could be expected to express higher levels of job satisfaction than did the subjects in the sample for this current study who had experienced pre-departure orientation training.

The difference between 85th percentile scores for subjects receiving pre-departure orientation training that included both social and organizational components, on the one hand, and 40th (social component only) and 50th

(organizational component only) percentile scores for subjects receiving pre-departure training limited in scope was striking. The differences reflected the perceptions of a group of subjects who were highly satisfied with the conditions of their employment in contrast with the perceptions of groups of subjects who were either marginally satisfied or marginally dissatisfied with the conditions of their employment. The underlying basis of these differences was the scope of the pre-departure training experience of the subjects.

Hypothesis testing found that these variations were statistically significant at $p < .0001$. Therefore, this study found that levels of job satisfaction among expatriate managers do vary according to content structure of the pre-departure orientation training experienced by these managers, and that participation in pre-departure orientation training programs that include both social and organizational components more favorably influence the levels of job satisfaction among expatriate American managers than do pre-departure orientation training programs that have only a social component or only an organizational component.

Research Question Number Three

Research question number three asked: Among expatriate managers from the United States who experience pre-departure orientations, are levels of job satisfaction higher among managers whose pre-departure orientation included a family component than among managers whose orientation included no family component in the training? The data collected from the research sample for this study found that the mean JIG score among those subjects experiencing pre-departure orientation training with family participation in the program was 45.7, while the mean JIG score among those subjects whose pre-departure training did not provide for family participation was 33.1.

The 50th percentile score on the JIG scale according to the developers of the instrument is 36 for men and 34 for women. The preponderance of the respondents in this current study were men. For purposes of comparative analysis, a JIG scale 50th percentile relative to this current study would be 35.5.

The JIG scale score mean in this current study of 33.1 among subjects whose pre-departure orientation training did not include a family component was well below the 50th percentile level. In fact, the score mean for this sample

group placed these subjects at approximately the 40th percentile on the JIG scale. Thus, those subjects whose pre-departure orientation training did not include a family component were well below mean job satisfaction levels as measured by the JIG scale. Out of a random sample of 100 subjects, therefore, 60 subjects could be expected to express higher levels of job satisfaction than did the subjects in the sample for this current study who had experienced pre-departure orientation training that did not include a family component.

By contrast, the JIG scale score mean in this current study of 45.7 among subjects whose pre-departure orientation training did include a family component was well above the 50th percentile level. In fact, the score mean for this sample group placed these subjects at approximately the 85th percentile on the JIG scale. Thus, those subjects whose pre-departure orientation training did include a family component were well above mean job satisfaction levels as measured by the JIG scale. Out of a random sample of 100 subjects, therefore, only 15 subjects could be expected to express higher levels of job satisfaction than did the subjects in the sample for this current study who had

experienced pre-departure orientation training that included a family component.

The difference between 85th percentile scores for subjects receiving pre-departure orientation training that included a family component and 40th percentile scores for subjects receiving pre-departure training without a family component was striking. The differences reflected the perceptions of a group of subjects who were highly satisfied with the conditions of their employment in contrast with the perceptions of a group of subjects who were marginally dissatisfied with the conditions of their employment. The underlying basis of these differences was the scope of the pre-departure training experience of the subjects.

Hypothesis testing found that these variations were statistically significant at $p < .0001$. Therefore, this study found that levels of job satisfaction among expatriate managers do vary according to their participation in pre-departure orientation training program that provide for the participation in these programs by the family members of these managers, and that participation in pre-departure orientation training programs that provide for family participation more favorably influence the levels of job satisfaction among expatriate American managers than do pre-

departure orientation training program that do not provide for the participation of family members in the program.

CHAPTER V
SUMMARY AND CONCLUSIONS

Summary

The cause of the reported high turnover among expatriate managers is a significant economic issue for companies. Job satisfaction, or the absence thereof, has been identified as a significant causal factor of high turnover rates among managers generally. Most previous research into the underlying causes of job satisfaction among expatriate managers has tended to emphasize selection, training, and family issues as predictor variables. A recent study of expatriate managers in Asia expanded the study to include societal as well as organizational factors. A significant correlation was found between pre-departure orientation and job satisfaction. The concept of the study the results of which were reported in this dissertation did not discount organizational factors. Rather, this current study expanded the work of the study of expatriate managers in Asia to expatriate managers in Europe, and expanded the concept of job satisfaction related to pre-departure orientation to include organizational and societal content.

This current investigation of the problem of turnover among expatriate managers was based on two assumptions. First, the relationship between levels of job satisfaction and turnover among expatriate managers was assumed to be positive. This assumption was supported by the literature. Second, the relationship between levels of job satisfaction and the experience of a comprehensive pre-departure orientation by expatriate managers was assumed to be positive. Each of these two assumptions was tested through the conduct of this current study.

This study provided for a direct examination of the effect of pre-departure orientation on the levels of job satisfaction among expatriate managers from the United States as a means of adding to the body of knowledge relative to the job satisfaction of expatriate managers, and the type of preparation that is likely to enhance such job satisfaction. Three research questions were investigated in this study. These research questions were as follows:

1. Do levels of job satisfaction among expatriate managers from the United States vary according to participation or non-participation in pre-departure orientation?

2. Among expatriate managers from the United States who experience pre-departure orientations, are levels of job satisfaction higher among managers whose pre-departure orientation content included both societal and organizational factors than among managers whose orientation included only societal factors or only organizational factors?

3. Among expatriate managers from the United States who experience pre-departure orientations, are levels of job satisfaction higher among managers whose pre-departure orientation included a family component than among managers whose orientation included no family component in the training?

The 50 largest companies based in the United States that operate and staff facilities globally were contacted to request their participation in this study. A total of 10 of these firms agreed to participate in the study. Those organizations agreeing to participate in this study did so only on the condition that the organizations would retain the prerogatives of (1) selecting the participants within the organization to participate in the study and (2) administering the data collection survey questionnaires for this study. A total of 91 usable survey questionnaires were

returned by subjects selected by the participating corporations, and the subjects completing these 91 questionnaires became the research sample for this study.

Subjects were asked to complete the *Job In General Scale* of the JDI. The *Job In General Scale* asks respondents to assess their job in the context of 18 separate descriptors. A maximum score of 54 is possible. The 50th percentile score for men is 36, while for women the 50th percentile score is 34. Based on the gender composition of the 91 subjects comprising the research sample for this current study, the 50th percentile score on the JIG scale relevant to the study sample was 35.5.

Data collected for this study were analyzed and the research hypotheses tested through the application of ANOVA procedures. Statistical significance was established at $p < .0001$.

This study found that levels of job satisfaction among expatriate managers do vary according to participation or non participation by these managers in pre-departure orientation training, and that participation in pre-departure orientation training has a positive influence on the levels of job satisfaction among expatriate American managers. The study found further that levels of job

satisfaction among expatriate managers do vary according to content structure of the pre-departure orientation training experienced by these managers, and that participation in pre-departure orientation training programs that include both social and organizational components more favorably influence the levels of job satisfaction among expatriate American managers than do pre-departure orientation training program that have only a social component or only an organizational component. Lastly, this study found that levels of job satisfaction among expatriate managers do vary according to their participation in pre-departure orientation training program that provide for the participation in these programs by the family members of these managers, and that participation in pre-departure orientation training programs that provide for family participation more favorably influence the levels of job satisfaction among expatriate American managers than do pre-departure orientation training program that do not provide for the participation of family members in the program.

Limitations

The principal limitation of this study was the inability of the researcher, through the application of

random selection procedures, to positively assure that the research sample accurately reflected the population of American expatriate managers. To secure the participation of the major American firms that could provide the data necessary for the completion of this study, it was necessary for the researcher to allow the participating firms to select the members of their organizations who would participate in the data collection segment of the study.

The researcher is confident that the resulting research sample is an accurate reflection of the population of American expatriate managers, and that the study findings and conclusions are based upon data that are both valid and reliable. Nevertheless, the sample selection procedure raises questions as to the ability to generalize the study findings and conclusions beyond the organizations participating in this study. The researcher is confident that such generalization is feasible; however, each organizational decision that may be based on such generalization must weigh this factor.

Theoretical Implications

Content theories of job satisfaction, which include the spectrum of theoretical and empirical work in the field of

job satisfaction from Abraham Maslow to the present day, provide the dominant theoretical bases for the assessment of job satisfaction in the contemporary period. Maslow (1954) dealt with job satisfaction through a motivation theory—the hierarchy of needs. The hierarchy divided human needs into higher and lower orders. The lower order needs are primary, such as food, shelter, sex, and physical security, while the higher order needs involve love for other and through self-actualization. When the lower order needs are absent in the life of an individual, the satisfaction of those needs become the center of the individual's life. In most modern societies, however, the primary needs are satisfied. Thus, real motivation—especially within organizational structures—results from individual desires to satisfy their higher order needs (Maslow, 1966).

Maslow (1954) recognized the significance of lower order needs as motivators, yet contended that, in modern societies, these needs were generally met. Thus, it was Maslow's contention that other means had to be employed to motivate individual within organizational structures. Specifically, factors had to be introduced that would enhance an individual's opportunity to attain self-actualization. Although Maslow's theory is in no way

inconsistent with the findings of this current research, the hierarchy of needs is a somewhat too cumbersome model that lacks the preciseness of measurement required to assess job satisfaction among tightly defined subjects such as expatriate managers.

Herzberg, Mausner, and Snyderman (1959) developed a theory of job satisfaction that also was based on the concept of motivation—the two-factor model. The two-factor model divided the factors involved in an individual's organizational life into hygiene factors and motivation factors. Herzberg (1966) included such factors as compensation, working conditions, and so forth in the hygiene group. An unsatisfactory status of any of these hygiene factors could, thus, result in a disincentive for the individual to perform productively. By contrast, however, a satisfactory status for the factors would not motivate the individual to exceptional levels of performance. Herzberg's motivational factors included such things as opportunities to achieve, opportunities to gain responsibility, and so forth, as motivational factors in the organizational life of an individual, the absence of which would not result in any disincentive to perform. A satisfactory status for these

factors would motivate an individual to seek exceptional levels of performance.

As is true of Maslow's theory, the two-factor theory developed by Herzberg is in no way inconsistent with the findings of this current research. The two-factor theory, however, also is a somewhat too cumbersome model that lacks the preciseness of measurement required to assess job satisfaction among tightly defined subjects such as expatriate managers.

Most contemporary content theories of job satisfaction have focused on specific factors of job, organization, and individual and the interrelationships between these factors. Operationally, job satisfaction has been investigated as a person's affective state relative to several job facets, including the supervisor, the work itself, pay, promotion opportunities, and coworkers. Some researchers have considered the effects of these factors separately, whereas others have summed or averaged them into a global measure. Other widely used measures of job satisfaction divide the construct into intrinsic and extrinsic components. Still others consider the construct only in a global context.

The pioneering work in the contemporary approach to job satisfaction research was performed by Smith, Kendall, and

Hulin (1969). Smith, Kendall, and Hulin postulated that job satisfaction is the product of work, pay, promotion, coworkers, and supervision. According to Smith, Kendall, and Hulin, perceptions of job satisfaction are influenced by each of these factors.

This model, the Job Descriptive Index (JDI), has been used extensively to measure job satisfaction because of its relative simplicity (Brown & Peterson, 1993). Unfortunately, tests of the model frequently have found it wanting within the context of accuracy (Taber, 1991). The reason for the lack of accuracy in the use of the JDI appears to be that many researchers continue to attempt to measure job satisfaction by either summing or averaging the scores on the original five scales of the index in the face of an admonition from the instrument's creators to avoid such use (Department of Psychology, 1985). The *job in general* scale of the JDI is recommended for the quantitative measurement of overall job satisfaction.

The measurement of job satisfaction is of no particular value unless such measurement provides a basis for the prediction of probable employee actions and the development of strategies to counter such actions where necessary. An important use of job satisfaction measurements is the

prediction of an intention by an employee to leave an organization. The misuse of the initial five scales of the JDI fails in this context (Taber, 1991). The measurement of job satisfaction through the use of the *jobs in general* scale of the JDI, however, has been found to reliably predict an intention to leave and other behaviors by an employee.

The JDI remains in the 1990s as a major instrument for the measurement and assessment of job satisfaction and the organizational outcomes of job satisfaction. Much of the contemporary job satisfaction research, however, is more narrowly oriented than is the JDI, focusing on specific factors that influence perceptions of job satisfaction. This current study, while focusing on a specific set of factors—pre-departure orientation training, its structure, and its scope—employed the JIG scale of the JDI as the basis for measuring job satisfaction among expatriate managers. This theoretical approach satisfactorily meshed the need for specific factor measurement with a generally accepted content approach to the measurement of job satisfaction.

The *Job In General Scale* of the JDI was employed in this study to generate the data required to investigate the research questions. The JIG Scale performed well in

developing reflections of job satisfaction levels that were sufficiently discriminatory to support accurate assessments of the influence on job satisfaction of the variables associated with pre-departure orientation training for American expatriate managers.

Implications For Practice

The findings of this current study accomplished more than simply validating the contention that pre-departure orientation training can lead to higher levels of job satisfaction among expatriate managers, and, in turn, to lower levels of turnover among such managers assuming a positive impact of higher levels of job satisfaction on individual decisions to remain in one's current organizational position. Rather, the findings of this study implied that variations in the structure and scope of pre-departure orientation training are as important in relation to developing higher levels of job satisfaction among expatriate managers as is the experience or non experience of such training. The inclusion of both social and organizational components in pre-departure orientation training, as well as the inclusion of a family component in

such training may be expected to yield highly positive results.

Implications for Future Research

The findings of this study illustrated the importance to globally-operating firms of both the provision of pre-departure orientation training and the inclusion in such training of social, organizational, and family components. The implications for the next steps in this line of research are that determinations and assessments should be made of the appropriate content for these components—social, organizational, and family—of pre-departure orientation training. The internal structure of the content of the components of pre-departure orientation training likely will be found to be as significant in the promotion of job satisfaction among expatriate managers as are the inclusion of such components in pre-departure orientation training.

Conclusions

The findings of this study illustrated the importance to globally-operating firms of the adequate preparation of managers to assume responsibilities in off-shore positions. The findings of this study also led to conclusions that resources committed to pre-departure orientation training

for managers is to some extent wasted when such training programs are not comprehensive with respect to both training program content—both social and organizational components are desirable—and participation—both managerial personnel and members of their families should participate in the training.

Appendix

JOB IN GENERAL SCALE OF THE JOB DESCRIPTIVE INDEX

Think of your job in general. All in all, what is it like most of the time? In the blank beside each word below, write

 Y for "Yes" if it describes your job,

 N for "No" if it does not describe it, or

 ? if you cannot decide.

MAKE NO MARKS UNDER COLUMN 1 OR COLUMN 2.

JOB IN GENERAL [WHITE PAGE]

Column 1

Column 2

_____	_____ Pleasant	_____
_____	_____ Bad	_____
_____	_____ Ideal	_____
_____	_____ Waste of time	_____
_____	_____ Good	_____
_____	_____ Undesirable	_____
_____	_____ Worthwhile	_____
_____	_____ Worse than most	_____
_____	_____ Acceptable	_____
_____	_____ Like to leave	_____

_____	_____ Better than most	_____
_____	_____ Disagreeable	_____
_____	_____ Makes me content	_____
_____	_____ Inadequate	_____
_____	_____ Excellent	_____
_____	_____ Rotten	_____
_____	_____ Enjoyable	_____
_____	_____ Poor	_____
_____	<----- Totals ----->	_____
	Total from Column 1	_____
	JOB IN GENERAL TOTAL	_____

[source: Department of Psychology, 1985, p. 16]

SCORING KEY--JOB IN GENERAL

1. Place blue card on corresponding page of subject's white answer booklet, covering all but the answers, so that Col. 1 on blue card is to right of answer column of white page. Align corresponding lines. Write a 3 on the white page under Col. 1 beside each Y answer which matches a Y on the card.
 2. Slide the blue card to the left so that Col. 2 is to the left of the answer column of the white page. Align corresponding lines. Write a 3 on the white page under Col. 2 for every N answer which matches an N on the card.
 3. Write a 1 on the white page under Col. 2 beside each ? or omission.
 4. Total all 3s and 1s from both columns, and enter on white page where indicated.
-

JOB IN GENERAL [BLUE CARD]

Column 1Column 2

Y

Pleasant

Bad

N

Y

Ideal

	Waste of time	N
Y	Good	
	Undesirable	N
Y	Worthwhile	
	Worse than most	N
Y	Acceptable	
	Like to leave	N
Y	Better than most	
	Disagreeable	N
Y	Makes me content	
	Inadequate	N
Y	Excellent	
	Rotten	N
Y	Enjoyable	
	Poor	N

[source: Department of Psychology, 1985, p. 16]

Job Descriptive Index®

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