

MENTORING EXPATRIATE EMPLOYEES: THE INFLUENCE OF MULTIPLE MENTORS
ON OVERSEAS EXPERIENCES

by

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ABSTRACT

Sending employees overseas for international work assignments has become a popular practice among today's multinational corporations, albeit one fraught with challenges. These expatriate employees, individuals who relocate internationally for work assignments, face many difficulties ranging from problematic adjustment to inadequate preparation. Mentoring has been proposed as one strategy for alleviating the challenges faced by expatriates and for providing the support expatriates need before, during, and after their assignments (Harvey & Wiese, 2002; Mezias & Scandura, 2005). In fact, expatriates that report having a mentor are more likely than expatriates without mentors to have positive career outcomes such as increased job satisfaction and organizational socialization (Feldman & Bolino, 1999; Feldman & Thomas, 1992). Yet, research on expatriate mentoring is still in its infancy as very little empirical research has been conducted. This study will extend past research by 1) investigating the effects of having a mentor and the amount of mentoring provided, 2) exploring the isolated impact of both career development and psychosocial support on expatriate outcomes, and 3) examining the unique impact of mentoring provided by home and host country mentors. The results revealed that the number of mentors that an expatriate reported having was not related to expatriate socialization, cross-cultural adjustment, job satisfaction, intent to remain for the duration of the assignment, or intent to turnover. The results also showed that for the expatriates having two or more mentors, having a diverse group of mentors, that is, at least one mentor from the home country and one mentor from the host country, was not related to any of the expatriate outcomes examined. Further, the results indicated that home and host country colleagues provide unique mentoring

functions that predict expatriate outcomes on overseas assignments. Theoretical and practical implications based upon these findings are discussed.

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CHAPTER ONE: INTRODUCTION

Statement of the Problem

As work continues to become more global, sending employees overseas to work has become an increasingly popular international human resource strategy. Many types of international work assignments exist. These assignments range from extended business travel to short-term assignments (6 to 12 months) to long-term sojourns (1 year and longer; Cendant Mobility, 2004). One of the most widely researched types of international assignment involves expatriate employees. Expatriate employees are individuals who relocate from one country to another for work assignments. Many reasons exist for sending expatriates on global assignments including skill transfer, leadership roles, start-up operations, and future global leadership development.

Despite the belief that expatriate use would decrease following September 11th, the use of expatriate employees has increased. The nature of expatriate assignments has shifted from traditional long-term assignments to more short-term assignments, but the overall the use of expatriates is still increasing with 150,000 U. S. expatriates working worldwide and 83,000 expatriates working in the U. S. (Windham International, 2000). Unfortunately, expatriate failure rates are high. Recent reports estimate that 10-50% of expatriates return early from their assignments (Eschbach, Parker, & Stoeberl, 2001), and 24% of expatriates that complete their assignments leave their organization within 2-3 years of return to their home country (Mezias & Scandura, 2005).

The cost to organizations of expatriate failure is substantial. Recent research has estimated that expatriate failures cost organizations between \$250,000 and \$1 million per failure

with total economic costs ranging from \$2 to \$2.5 billion (Eschbach et al, 2001; Mervosh & McCleniahan, 1997; Mezias & Scandura, 2005). Unsuccessful expatriate assignments also have negative effects on recruiting for future assignments, developing a qualified candidate pool, and retaining former expatriates (Cendant Mobility, 2004). Furthermore, even if an expatriate stays for the duration of his/her assignment, he/she may still be viewed as a failure because of lost opportunities, delayed productivity, and damaged relations (Bennett, Aston, & Colquhoun, 2000; Selmer, Torbiörn, & de Leon, 1998).

Expatriates have stated that their greatest challenges are in the areas of family adjustment, repatriation, and working with local management (Evens, 2004). Lower levels of responsibility, less prestige, feelings of alienation, restricted career opportunities, and salary reductions are all factors that influence the expatriate's satisfaction with the repatriation process (Gomez-Mejia & Balkin, 1987; Martin & Harrell, 1996). Seventy-seven percent of expatriates felt that their expatriate assignment had a negative effect on their career (Stahl, Miller, & Tung, 2002). Lack of career planning and support during the assignment were also endorsed by 53% of the expatriates surveyed (Stahl et al., 2002). Areas in repatriation programs that need improvement included more formalized repatriation process; better career planning, tracking, and retention of talent; and more effective communication and expectation management (Cendant Mobility, 2004).

Current strategies devoted to alleviating expatriate challenges and enhancing their probability of success on overseas assignments are not producing the desired results. As an example, cross-cultural training (CCT) has long been advocated as a strategy for increasing the success of expatriates on overseas assignments. CCT is as an educative process that promotes intercultural learning by teaching the behavioral, cognitive, and affective competencies needed

for successful cross-cultural interactions (Landis & Brislin, 1996; Morris & Robie, 2001). Most recent research has concluded that CCT improves expatriate performance (Selmer et al., 1998). That is, CCT is positively related to cross-cultural adjustment which in turn is positively related to performance and a negatively related to early return rates (Caligiuri, Phillips, Lazarova, Tarique, & Bürgi, 2001; Deshpande & Viswesvaran, 1992; Morris & Robie, 2001). However, CCT is often not implemented properly, offered to the extent needed, or reinforced with sufficient support while in the country (Andreason, 2003).

Mentoring may be an international human resource strategy that can reduce the failure rates of expatriates, provide the expatriates with the support they need before, during, and after expatriate assignments, and may reinforce the critical skills that were taught during CCT. Mentoring refers to the relationship between an individual with advanced experience and knowledge who supports, guides, and provides feedback to a less experienced colleague in order to facilitate his/her career development (Kram, 1985). Mentoring has been shown to facilitate career success, which may be particularly important for navigating the numerous career challenges expatriates face on overseas assignments. Thus, mentoring may be particularly beneficial to expatriates at this stage in their careers. In fact, a few initial studies have shown that those expatriates who report having a mentor are more likely to have positive outcomes on their expatriate assignments. For example, having a mentor has been found to be positively related to organizational socialization (Feldman & Bolino, 1999) and job satisfaction (Feldman & Thomas, 1992), and negatively related to psychological stress (Feldman & Thomas, 1992). In turn, expatriate socialization has been found to be related to job satisfaction and intent to remain for the duration of the assignment (Kraimer, Wayne, & Jaworski, 2001).

In addition to the benefits received by expatriates, researchers have also argued that expatriate mentoring will be beneficial to the mentor and to the organization as a whole. The mentors benefit because they learn new skills from protégés (Mezias & Scandura, 2005). Mentors gain information about international operations, and having a network of expatriate protégés enhances the power and influence of the mentor. The organization benefits by establishing a revolving mentoring program builds social capital with respect to mentors in the organization (Harvey & Wiese, 2002), easing future expatriate recruitment via the visibility of expatriate successes (Mezias & Scandura, 2005), and increasing the expatriate retention rate (Stahl et al., 2002).

Purpose of the Current Study

The present study addresses three important gaps in our knowledge about expatriate mentoring. First, prior research on expatriate mentoring has focused solely on the presence or absence of a mentor, ignoring differences in the level of mentoring functions received. However, prior research on domestic mentoring shows that mentors differ in the degree of support that they provide and that this explains individual differences in mentoring outcomes (Allen, Eby, Poteet, Lentz, & Lima, 2004; Allen, McManus, & Russell, 1999; Higgins & Kram, 2001).

Second, it has been well documented that mentors can provide different types of mentoring and that these forms of support differentially affect mentoring outcomes (Allen et al., 2004; Allen et al., 1999; Chao, Walz, & Gardner, 1992; Dreher & Ash, 1990). Mentors typically provide two types of mentoring functions to protégés: career development and psychosocial support (Kram, 1985). With respect to career development, the mentor provides the protégé with opportunities for visibility, coaching, protection, sponsorship, and challenging assignments

(Kram, 1985). In addition, the mentor provides feedback, career direction, and access to resources. With respect to the psychosocial support function, the mentor provides the protégé with acceptance, confirmation, counseling, and personal friendship. Furthermore, providing psychosocial support involves helping the protégé to reduce stress, learn from role modeling, and refine interpersonal skills (Kram, 1985). In the expatriate mentoring literature, the differential influence of the provision of career development and psychosocial support on expatriate outcomes has not been isolated (Harvey, Buckley, Novicevic, & Wiese, 1999; Harvey & Wiese, 2002; Mezas & Scandura, 2005).

Finally, prior studies of expatriate mentoring have investigated either home (Feldman and Thomas, 1992) or host (Feldman and Bolino, 1999) country mentors, but have not compared the two in the same study. Again, prior research on domestic mentoring suggests that the nature of organizational relationships between the protégé and the mentor can impact the effect of mentoring provided. In the international realm, the relationships between the protégé and the home and host country mentors should also differ (Feldman & Bolino, 1999; Harvey et al., 1999; Mezas & Scandura, 2005). First, home and host country mentors have different expectations regarding the expected length of the mentoring relationship. Host country mentors are more likely to expect that the relationship with the protégé will be short-term, ending when the expatriate leaves the host country. Home country mentors are more likely to view the mentoring relationship as a long-term phenomenon.

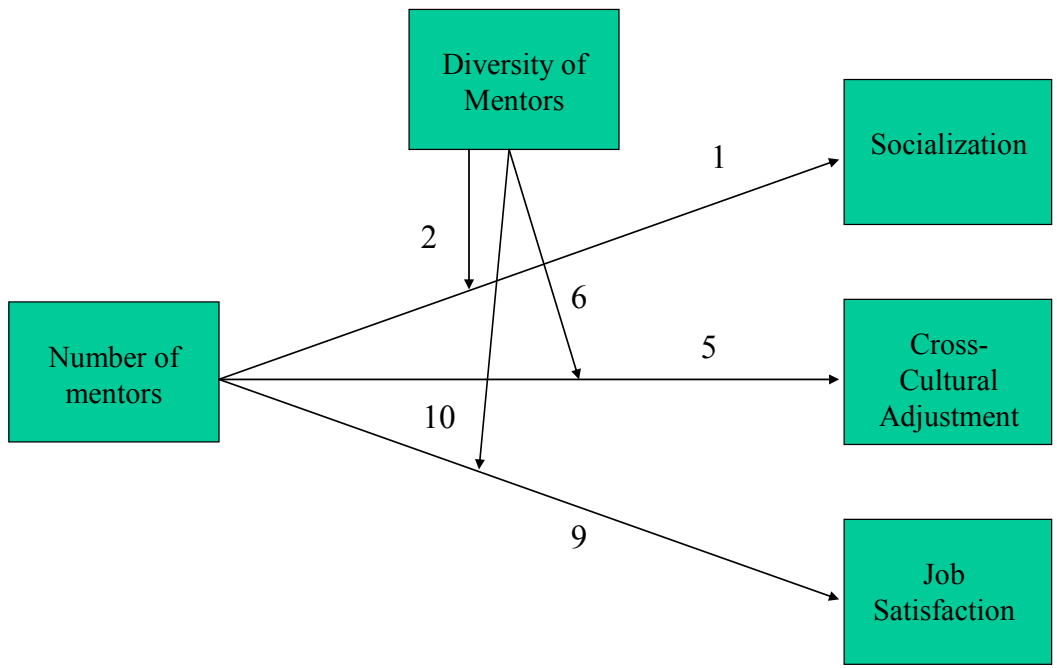
Second, home and host country mentors have different motives for initiating and maintaining a relationship with the protégé. Although both host and home country mentors are likely to have a vested interest in the success of the expatriate, they will have different goals to achieve from the mentoring relationship. That is, host country mentors are more likely to have

short-term goals regarding their relationship with the expatriate because the expatriate will be returning to the home country organization. As an example, their goal may be to help the expatriate function effectively so that he/she performs well on the job. The home country mentor is more likely to view his/her relationship with the expatriate from a long-term perspective, and he/she will have more long-term goals for the mentoring relationship. As an example, the home country mentor may be more interested in assisting the expatriate with developing interpersonal skills and networking skills because he/she realizes that the expatriate is likely to return to the home organization, continue the mentoring relationships, and possibly mentor others in the organization. These differing perspectives may ultimately influence the amount and type of mentoring provided and the impact of mentoring on expatriate outcomes.

Third, since the two types of mentors are members of very different social and organizational networks, they are likely to provide unique insights, contacts, and feedback to an expatriate. Home and host country mentors are physically in different geographic locales. It is unlikely that they will be members of the same social networks. The expatriate will benefit from having mentors in different social circles because they will be able to supply unique insights regarding what it is like to be an expatriate and what is needed for successful interactions in the host country culture. Similarly, home and host country mentors will likely be members of different organizational networks. They will have access to different information in the organization as well as access to different people in the organization. These diverse organizational networks will result in home and host country mentors providing unique information, necessary for success in the organization, to the expatriate, and they will also increase the expatriate's exposure to varying individuals within the organization. Thus, having both home and host country mentors may be most effective.

In summary, the present study builds upon past research on expatriate mentoring by 1) examining both the effects of simply having a mentor as well as the level of mentoring provided, 2) isolating the impact of both career development and psychosocial support, and 3) examining the unique effects of mentoring provided by home and host country mentors. Figure 1 illustrates a model created to illustrate the proposed relationships among variables to be examined in this study. The variables of interest are organizational socialization, job satisfaction, cross-cultural adjustment, intent to remain for the duration of the assignment, intent to turnover, and the presence of home and host country mentors as well as the mentoring functions provided by these mentors. As it shows, the presence of host and home country mentors, and the amount of mentoring provided by them, is expected to incrementally contribute to expatriate job satisfaction, organizational socialization, and cross-cultural adjustment. Job satisfaction, organizational socialization, and cross-cultural adjustment, in turn, are hypothesized to be related to intent to remain for the duration of the assignment. Finally, job satisfaction is hypothesized to be related to intent to remain with the organization upon return.

In the remainder of the Introduction section, I will discuss the current literature on mentoring in general in order to provide the background context need to illustrate how mentoring can be beneficial to expatriate employees. Then, I will discuss the benefits of multiple mentors on protégé outcomes, and I will identify how the theory of multiple mentors can be applied to mentoring expatriate employees. Finally, I will propose hypotheses regarding the impact of having multiple, diverse mentors on numerous expatriate outcomes.



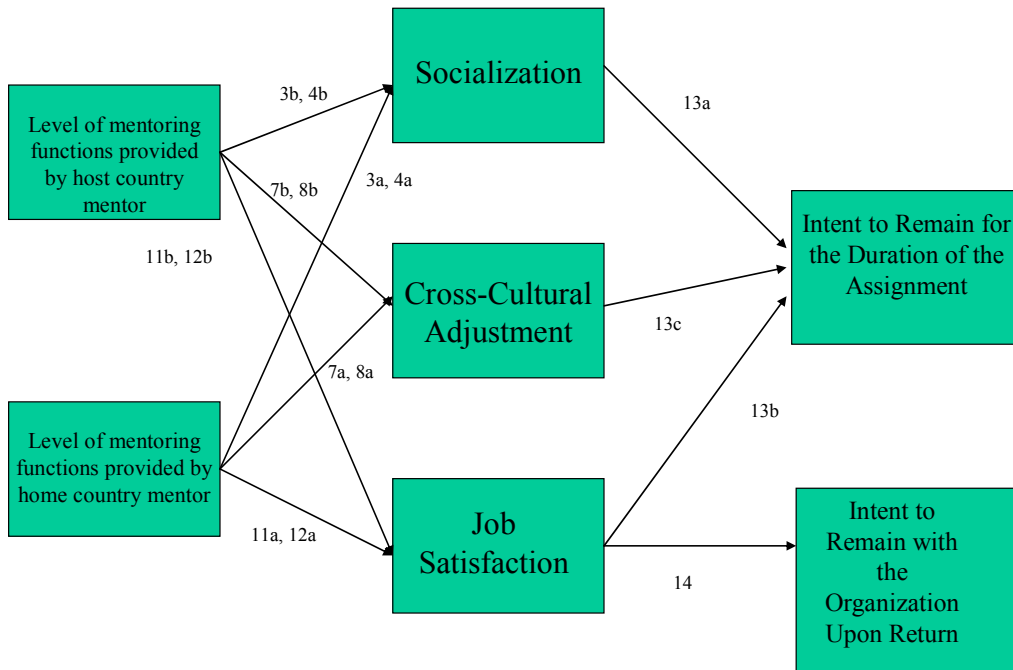


Figure 1 Graphic representation of hypothesized relationships among variables

CHAPTER TWO: LITERATURE REVIEW

Mentoring

Traditionally, mentoring has been defined as an intense, developmental, one-on-one relationship of long duration (Harvey & Wiese, 2002). A senior person in the organization fulfills all the mentoring functions of a more junior employee by providing support, direction, and feedback on career and personal development (Kram, 1985; Russell & Adams, 1997). However, in recent years, the concept of mentoring has become broader for several reasons. First, the work environment has changed so that job security is a thing of the past; thus, one person in one organization no longer provides all of the developmental assistance that an employee needs (Eby, 1997; Higgins & Kram, 2001). In addition, the increased use of telecommuting, flexible scheduling, and project work has resulted in boundaryless careers (de Janasz et al., 2003). Further, rapidly changing technology is shifting organizational structures so that they are becoming flatter and more participative, and work teams are more frequently used (Eby, 1997). These changes mean that protégés will have less access to hierarchically senior mentors (Knouse, 2001; Smith-Jentsch, Milanovich, Reynolds, Merket, & Eddy, 2000), and protégés will have more complex relationships with individuals both within and outside of the organization. Therefore, the concept of mentoring has evolved from its traditional definition to encompass a broader array of mentoring relationships including virtual mentoring, peer mentoring, and professional association mentoring. Virtual mentoring involves selecting and interacting with mentors over the internet (Knouse, 2001). With peer mentoring, individuals at similar organizational levels, in the same organization or in different organizations, are paired

(Eby, 1997; Kram & Isabella, 1985; Knouse, 2001). Finally, professional association mentoring refers to the exchange relationship between members of professional associations (Eby, 1997).

With this broader conceptualization of mentoring, it has become increasingly likely that protégés will have multiple diverse forms of mentoring relationships. In the next section, the empirical research illustrating the benefits of having multiple mentors and the theoretical framework highlighting the need for multiple mentors is discussed. This theory is then applied to expatriate mentoring by illustrating how expatriates will benefit from having multiple mentors, specifically, a home and host country mentor.

Multiple Mentors

In recent years, researchers have begun to explore the effects of having more than one mentor on mentoring outcomes. The idea of multiple mentors was first proposed by Kram (1985) who argued that protégés need more than one mentor because they will need mentors with different skills and knowledge at various stages during their careers. Essentially, Kram (1985) was advocating the need for sequential mentors as individuals move from one career phase to the next. Although researchers have been advocating multiple mentoring relationships for decades, very little research has been conducted to examine the effects of having sequential, multiple mentors versus one mentor or no mentors. One exception, a study conducted by Baugh and Scandura (1999), investigated the impact of having one or more sequential mentors. They asked protégés to report the number of mentors they had over the course of his/her career, and they investigated whether the number of mentors a protégé had influenced his/her career-related outcomes. Their research revealed that having more than one mentor was associated with greater job satisfaction, organizational commitment, and career expectations and with lower role ambiguity (Baugh & Scandura, 1999). However, Baugh and Scandura (1999) also found that

protégés with more than one mentor experienced more role conflict, possibly due to the conflicting guidance and advice offered by the multiple mentors. Thus, Baugh and Scandura's (1999) study provides evidence that having multiple mentors may have both positive and negative effects. In addition, it is likely that the potential problems with role conflict may become even more pronounced when a protégé has multiple mentors concurrently.

Recently, researchers have begun looking multiple, concurrent mentoring relationships in addition to multiple, sequential mentoring relationships because these researchers recognize that turbulent careers in today's ever-changing workplace have brought about the need for individuals to have more than one mentor at the same time to meet their diverse and changing needs (de Janasz, Sullivan, & Whiting, 2003; Mezias & Scandura, 2005). Essentially, multiple, concurrent mentors are able to provide the protégé with different perspectives, knowledge, and skills which will enable the protégé to gain the breadth of expertise needed to succeed in a rapidly changing work environment. With the exception of one study, Smith-Jentsch and colleagues (2000), no empirical research has been conducted to explore the effect of having multiple, concurrent mentoring relationships. In their study, they compared the degree of mentoring functions provided by peer and hierarchically senior mentors, and they examined the impact of mentoring functions provided by these two types of mentors on job satisfaction and turnover intentions. Their results revealed that developmental functions provided by peer and hierarchical mentors contributed uniquely to turnover intentions via their impact on satisfaction with coworkers, supervision, and promotional opportunities. That is, peer and hierarchical mentors both provide advice to protégés but they provide different types of advice. For example, peers are best suited to supplying the information needed to bolster a protégé's confidence because he/she has encountered similar challenges recently. Moreover, peers are able to provide information needed

for the performance of day-to-day activities. Furthermore, peers are able to role model how to perform the responsibilities of the job. Hierarchical mentors, on-the-other-hand, are able to assist the protégé by providing him/her with information regarding gaining visibility, navigating the political environment, and networking with important allies. In addition, hierarchical mentors are able to role model the behaviors needed for success in the organization and for gaining access into powerful organizational networks. Thus, the mentoring functions provided by peer and hierarchical mentors contributed uniquely to turnover intentions because these mentors supply unique information to the protégé. This general notion is consistent with Higgins and Kram's (2001) Network Diversity Theory, which is discussed next.

Network Diversity Theory

Higgins and Kram (2001) introduced a developmental network typology to describe the dimensions of multiple mentoring relationships needed for success. The Higgins and Kram (2001) typology is comprised of two main dimensions: strength of the developmental relationships and diversity of the developmental network. The strength of developmental relationships refers to the amount of mentoring functions received (i.e., career development and psychosocial support). The diversity of the developmental network refers to the range of social systems from which the individual receives mentoring support. Higgins and Kram (2001) posited that protégé development is enhanced when relationships are both strong and diverse. These researchers further argue that diverse developmental networks are important because they reduce the amount of redundant information that an individual receives. Specifically, when a protégé's developmental network is diverse, he/she is likely to have mentors from a number of different social systems, and these mentors are less likely to be interconnected. Thus, when the network is diverse, the protégé is less likely to receive redundant information from mentors.

When the amount of information provided by the protégé's network is less redundant, the protégé will have access to a larger variety of valuable resources and information. De Janasz, Sullivan, and Whiting (2003) also advocate the use of diverse mentor networks. They argue that employees need mentors with great depth and breadth of expertise in order to cope with the rapidly changing business environment, and one individual usually cannot provide this knowledge and expertise.

Researchers have compared one type of mentor to another and investigated whether they provide similar amounts of mentoring. For instance, researchers have compared internal versus external mentors (Baugh & Fagenson-Eland, 2005), formal versus informal mentors (Chao et al., 1992; Ragins & Cotton, 1999), male versus female (Ragins & Cotton, 1999), supervisor versus coworker (Raabe & Beehr, 2003) and supervisor or not (Ragins, Cotton, & Miller, 2000). Yet, these researchers have not tested whether protégés receive incremental benefits from different types of mentors. Thus, research is needed on protégés having more than one mentor, and the research needs to investigate whether each mentor provides developmental functions over and above the mentoring functions provided by the other mentor. In this article, I will extend Higgins's and Kram's (2001) typology to expatriates by focusing on the diversity of the expatriate's developmental network and on the amount of mentoring received. Furthermore, I will empirically test their theory by investigating whether the impact of having multiple mentors is more positive when those mentors come from both the home and the host country.

Home and Host Country Mentors

Based on the network diversity theory, I advocate that expatriates should have mentors in both their home country and in the host country because these mentors will have different expertise and access to different informational networks. Having a mentor in the home country

will be beneficial because this individual can assist the expatriate by helping the expatriate to find a new position in the organization upon return that is aligned with his/her increased experience and by providing updates on organizational changes and on changes in work/home communities. In addition to access to unique organizational networks, the home country mentor is likely to have access to unique social networks. The home country mentor can put the expatriate protégé in contact with other expatriates, thereby increasing the likelihood of the expatriate adjusting to the new culture and providing the expatriate with a pipeline for gaining more information about expatriate experiences in the host country culture. Furthermore, the home country mentor can provide the expatriate with unique information regarding the expatriate experience, which will reduce uncertainty and facilitate the formation of accurate expectations (Harvey & Wiese, 2002).

A mentor who is a host national, a native to the country in which the expatriate is working, will also be able to provide unique mentoring functions. For instance, given that mentors reduce the role conflict of protégés in domestic jobs (Eby, 1997), host national mentors may reduce the role conflict and ambiguity experienced by expatriates because they have first-hand knowledge of the role the expatriate is assigned. Thus, host country mentors are able to supply the expatriate with the information needed to succeed on the job. In addition, host national mentors possess unique information that enables them to meet the expatriate's host country adjustment needs. By communicating their knowledge of the culture to the expatriate, they can alleviate the negative effects of relocation and help the expatriate adapt to the nuances of the host country and/or the organization (Eby, 1997). Also, host national mentors have unique expertise regarding what behaviors are culturally acceptable. They can model effective behavior for expatriate protégés and teach them what behavior is effective in the organization (Allen et al.,

1999). Furthermore, host country mentors have access to unique social networks both within and outside the organization in the host country. Thus, they can assist the expatriate with entering these social networks.

Given the potential benefits of having home and host country mentors described above, the present research investigated whether having both home and host country mentors differentially influences an expatriate's experience on the overseas assignment. In the following sections, I will discuss the mentoring functions provided by home and host country mentors to influence the following expatriate outcomes: socialization, cross-cultural adjustment, job satisfaction, intent to remain for the duration of the assignment, and intent to remain with the organization. For each outcome, I will illustrate the unique benefits supplied by each type of mentor (home or host). Finally, hypotheses regarding the relations between having a home and host country mentors, the degree of mentoring provided, and the expatriate outcomes will be proposed.

Hypotheses and Rationale

Mentoring Outcomes

Socialization

Socialization refers to the process by which an individual learns about his/her organization, becomes adjusted to his/her new role, and learns the content of information necessary for adjusting to the new role (Lueke & Svyantek, 2000; Ostroff & Kozlowski, 1993). Essentially, socialization refers to how protégés acquire the information necessary to perform their jobs and become assimilated to their new organization (Chao et al., 1992). In the domestic mentoring literature, mentoring has been shown to affect socialization (Allen et al., 1999; Chao et al., 1992; Ostroff & Kozlowski, 1993). Interactions with mentors are central to the socialization

and learning process, and research from the domestic mentoring literature has revealed that mentors provide the most information about the new role and about organizational politics, procedures, and policies (Ostroff & Kozlowski, 1993).

The benefits of mentoring with respect to organizational socialization should extend to expatriate employees (Feldman & Bolino, 1999). Although a widely held misconception exists that assumes that expatriates only need to adjust to the culture of the host country, they also need to adjust to the culture of the overseas branch, which is especially challenging for expatriates (Lueke & Svyantek, 2000). Expatriates often do not learn the idiosyncrasies important for performing the job in the host country because it is assumed that they already possess the technical skills needed to successfully perform their jobs. However, expatriates must learn new ways of thinking and acting with respect to performing their job tasks in a new organizational culture (Mezias & Scandura, 2005). In addition, the expatriate is viewed as being outside the inclusionary boundary of the organization and the culture (Feldman & Thomas, 1992), and he/she is not given access to informal influence and information networks. Harvey and Wiese (2002) argue that mentors will assist expatriates in obtaining the information that is needed for socializing to the host country office culture. Thus, mentoring will help reduce the uncertainty regarding the new environment and help expatriates to learn the new job more quickly.

Although mentoring in general should positively influence expatriate socialization, I propose that home and host country mentors will provide unique mentoring functions that will facilitate organizational socialization. In the next sections, the mentoring functions provided by home and host country mentors to influence expatriate socialization are discussed.

Career Development

Home Country Mentors

Home country mentors offer career development support to expatriate protégés by doing one of two things. First, the home country mentor can assist the expatriate protégé by giving him/her advice about how to become socialized. That is, the home country mentor can provide the expatriate with information regarding the process of becoming socialized to the host country culture. As an example, the home country mentor can instruct the expatriate to ask other expatriates within the host country office about their experiences with becoming socialized. The mentor may also relate the strategies that he/she used when becoming socialized to a new office or department. Even though the mentor may not have had the experience of becoming socialized to an office in a foreign country, he/she can relay general socialization strategies to the expatriate. In addition to giving advice about the socialization process, home country mentors provide career development support by providing the expatriate with the resources, in this case information, needed to form a realistic appraisal of the job to be performed. A realistic job preview allows the expatriate to develop accurate expectations regarding the overseas work environment (Harvey & Wiese, 2002; Mezias & Scandura, 2005). By providing the expatriate with information needed to develop accurate expectations, the home country mentor is preparing the expatriate for the challenges that lay ahead and is enabling the expatriate to develop mechanisms for overcoming those challenges in the host country office.

Host Country Mentors

Host country mentors can also provide unique career development functions that will influence the expatriate's socialization to his/her new work environment. First, host country mentors are uniquely suited for teaching the expatriate about the organization. Host country

mentors are able to supply the expatriate with specific information about the host country office culture and the expatriate's role in the overall host country office (Mezias & Scandura, 2005). By providing this information to the expatriate, the mentor is equipping the expatriate with the information needed to navigate the office's political waters. Second, host country mentors offer career development support by providing the expatriate with feedback regarding his/her job performance and performance of appropriate work behaviors (Ostroff & Kozlowski, 1993). Thus, feedback should facilitate the expatriate's adjustment to his/her new role and the organization as a whole.

Psychosocial Support

Home Country Mentors

In addition to career development support, home country mentors provide psychosocial support to aide in the expatriate's socialization to the host country office. First, they can empathize with the expatriate's frustrations or confusion regarding traditions and work norms in the host country office. The expatriate is likely to become frustrated by the way work is conducted differently in the host country office, and the home country mentor can lend a sympathetic ear when the expatriate needs to vent his/her frustrations. Second, the home country mentor offers psychosocial support by making the expatriate feel accepted in the overall organization. For example, the home country mentor can assure the expatriate that he/she is still part of the group in the home country by giving him/her updates regarding changes in the home country office and by telling the expatriate that coworkers at home are interested in how the assignment is going. Lastly, the home country mentor facilitates socialization to the host country office culture by building the expatriate's self-efficacy regarding his/her performance of work tasks (Harvey & Wiese, 2002). That is, the home country mentor can offer encouragement to the

expatriate regarding his/her performance in the host country office, and this encouragement should lead to the expatriate developing higher self-efficacy regarding his/her ability to perform his/her role in the novel office culture.

Host Country Mentors

Host country mentors also offer psychosocial support to expatriate protégés. First, host country mentors offer reinforcement to the expatriate for a job well done. Specifically, the host country mentor is able to witness the expatriate's interactions, and he/she can inform the expatriate when he/she handles interpersonal interactions in accordance with the norms of the host country office. Host country mentors also provide psychosocial support by modeling effective work and interpersonal behaviors. Via role modeling, the host country mentor demonstrates what behaviors are effective in the organization (Allen et al., 1999), and the protégé can use this knowledge of effective work behavior to become socialized.

Building upon the work of Baugh and Scandura (1999), I expect that expatriates with multiple mentors will report greater organizational socialization on their overseas assignments. However, I also expect that the benefits of having multiple mentors will be greater if those mentors are not all members of either the home or the host country office. This notion is based on network diversity theory in general and, more specifically, the unique career development and psychosocial support functions provided by host and home country mentors that I have described above. It follows that my first four hypotheses state:

Hypothesis 1

The number of mentors that an expatriate reports having will be positively associated with his/her organizational socialization on the overseas assignment.

Hypothesis 2

The relationship between the number of mentors reported by an expatriate and his/her organizational socialization will be more strongly positive if those mentors represent both home and host country members.

Hypothesis 3

The degree to which expatriates receive psychosocial support from (a) home country colleagues and (b) host country colleagues will be positively and uniquely related to organizational socialization.

Hypothesis 4

The degree to which expatriates receive career development support from (a) home country colleagues and (b) host country colleagues will be positively and uniquely related to organizational socialization.

Cultural Adjustment

Adjustment to a foreign culture is a complex phenomenon. As a result, many definitions of cross-cultural adjustment have been proposed in the literature. One of the most popular definitions was developed by Black (1988) in which three specific types of cross-cultural adjustment were identified – general adjustment to life in the host country, adjustment to interacting with host nationals, and adjustment to work life. In this study, the focus is on cross-cultural adjustment to the host country and to interacting with host nationals. Cross-cultural adjustment to the host culture is subjectively the degree to which the expatriate feels comfortable in the new environment and objectively the degree to which the individual can effectively cope with the psychological stressors of the overseas assignment (Black, 1988).

Mentoring expatriate employees is thought to increase expatriate cross-cultural adjustment (Guzzo, Noonan, & Elron, 1994). Mentoring increases self-efficacy regarding the ability to handle intercultural interactions, which should in turn lead to better performance and adjustment (Harvey et al., 1999). Although mentoring in general can increase the expatriate's cultural adjustment, home and host country mentors provide unique mentoring functions that facilitate the expatriate's cross-cultural adjustment. In the next section, the unique mentoring functions provided by home and host country mentors, and their influence on expatriate cross-cultural adjustment, are discussed.

Career Development

Home Country Mentors

Home country mentors facilitate expatriate cross-cultural adjustment by providing career development support. First, home country mentors facilitate expatriate adjustment by supplying the expatriate with predeparture information regarding the host country culture so that the individual has an idea of what he/she is likely to encounter when arriving overseas (Black, Mendenhall, & Oddou, 1991). These mentors, especially if they are repatriated individuals, can give the expatriate much needed factual information regarding the politics of the country, weather, customs, and sources for relocation assistance, and they will be best suited for describing the difference between the home and host cultures. The provision of this information will better enable the expatriate to form realistic expectations regarding the host country. These realistic expectations are more likely to be met than unrealistic expectations, and met expectations will in turn enhance cross-cultural adjustment (Caligiuri et al., 2001).

Second, home country mentors offer career development support by advising expatriate protégés on the process of becoming adjusted. They can offer the protégé strategies for

becoming adjusted to the host country culture. As an example, the home country mentor may suggest that the expatriate join an expatriate society in the host country culture so that the expatriate can develop a support system within the expatriate community. The home country may also suggest that the expatriate tackle the adjustment process in small steps. He/she may suggest that the expatriate start by trying host country cuisine once a week when he/she goes out to a restaurant, rather than relying on food from the expatriate's home country. These examples are just two of the many strategies that the home country mentor can offer to help the expatriate become adjusted.

Host Country Mentors

Host country mentors also provide unique career development functions that will enhance an expatriate's cross-cultural adjustment. They provide career development support by providing information to the expatriate about the nuances and cultural norms of the host country culture (Mezias & Scandura, 2005). Also, host country mentors facilitate cultural adjustment by assisting the expatriate with critical, daily activities such as providing information regarding the locations of supermarkets, doctors, and restaurants. In addition, host country mentors offer career development support by giving feedback to the expatriate on his/her behaviors in the host country. The host country mentors have more frequent interactions with the expatriate, and they can witness the expatriate's interactions in the host country culture. Thus, host country mentors are able to provide immediate feedback regarding the expatriate's behavior in the host country. The host country mentor can inform the expatriate when he/she is acting inconsistently with cultural norms, and he/she can provide guidance regarding what would have been a more culturally appropriate response. Thus, the host country mentor is able to coach the expatriate by

observing the expatriate in the host culture and providing feedback on the expatriate's interactions.

Psychosocial Support

Home Country Mentors

Home country mentors can also offer psychosocial support to the expatriate, which will facilitate the expatriate's adjustment to the host country culture. Home country mentors can empathize with the expatriates about the customs of the host nationals. Home country mentors can communicate to the expatriate that his/her feelings regarding host national behavior are understandable and can assure the expatriate that other expatriates have experienced similar frustrations. In addition, the home country mentor can provide encouragement to the expatriate by describing how he/she overcame similar frustrations when adjusting to a new environment. By empathizing with the expatriate's frustrations, communicating that these frustrations are a normal part of the adjustment process, and illustrating that the difficulties are not insurmountable, the expatriate is more likely to persevere with the process of becoming adjusted to the host country culture.

Host Country Mentors

Host country mentors also provide psychosocial support to facilitate the expatriate's cross-cultural adjustment. First, they encourage the expatriate to try new experiences within the host country culture. As the expatriate becomes exposed to more aspects of the host country culture, he/she is more likely to understand the culture and adjust to it. Second, host country mentors offer friendship by inviting the expatriate to join social gatherings. These offerings of friendship will enable the expatriate to learn more about host country nationals and to feel as if he/she is part of a group within the culture. Third, the host country mentor serves as a social role

model for the expatriate with respect to interacting with other host nationals. The expatriate can model his/her behavior after the host country mentor, and, thus, his/her behavior is more likely to be viewed as acceptable in the host country culture. When he/she can perform culturally appropriate behaviors, he/she is more likely to become adjusted to the host country culture.

The above-mentioned discussion illustrates the unique career development and psychosocial support functions provided by home and host country mentors to influence cross-cultural adjustment. Thus,

Hypothesis 5

The number of mentors that an expatriate reports having will be positively associated with his/her cross cultural adjustment.

Hypothesis 6

The relationship between the number of mentors reported by an expatriate and his/her cross cultural adjustment will be more strongly positive if those mentors represent both home and host country members.

Hypothesis 7

The degree to which expatriates receive psychosocial support from (a) home country colleagues and (b) host country colleagues will be positively and uniquely related to cross cultural adjustment.

Hypothesis 8

The degree to which expatriates receive career development support from (a) home country colleagues and (b) host country colleagues will be positively and uniquely related to cross cultural adjustment.

Job Satisfaction

Job satisfaction refers to the extent to which people like or dislike their jobs; essentially, their attitudes about their jobs (Spector, 1997). It is also considered an individual's psychological response to his/her job (Hulin & Judge, 1990). Research has revealed that job satisfaction is positively related to job performance and intentions to leave (Hulin & Judge, 1990). Thus, it is important to explore the relationship between mentoring and expatriate job satisfaction, as enhanced job satisfaction may be associated with increased likelihood of completing an expatriate assignment successfully.

Mentoring in general has been shown to increase job satisfaction (Baugh & Scandura, 1999; Chao et al., 1992; Yoder, 1995). These findings can be extended to the international realm. Mentors provide the expatriate with career development support by helping the expatriate become more visible in the organization, giving the expatriate feedback on his/her job performance, and coaching the expatriate on his/her interpersonal behavior in the host country office. This career development support should increase the expatriate's probability of performing effectively in the overseas environment, which should increase the likelihood that the expatriate is satisfied with his/her job. Mentors also provide psychosocial support by accepting the expatriate into their work networks and by extending personal friendship. The provision of psychosocial support should result in the expatriate being more satisfied with his/her coworkers and his/her work environment in general. This extension of the mentoring to the international realm was supported by Culpan and Wright's (2002) findings that mentoring was positively related to the job satisfaction of female expatriates. Thus, mentoring should increase the probability that the expatriate is satisfied with his/her job.

Although mentoring in general should result in greater expatriate job satisfaction, I expect that the mentoring functions received by home and host country mentors will account for unique variance in job satisfaction.

Career Development

Home Country Mentors

Home country mentors should influence expatriate job satisfaction in part by the career development support that they can uniquely provide. First, home country mentors can protect the expatriate from things transpiring in the home country office. Given that the expatriate is not able to protect his/her interests or resources while he/she is overseas, the home country mentor can protect the expatriate from adverse situations occurring the in the home country organization. Second, home country mentors can keep the expatriate protégé connected to the home country office and visible to others within the office. That is, home country mentors can ensure that the expatriate remains part of his/her network within the organization by relaying information regarding organizational updates and changes (Harvey & Wiese, 2002). In addition, the home country mentor can keep the expatriate visible within the home country office by communicating his/her successes within the host country to key personnel in the home country organization. Furthermore, the home country mentor can communicate to the expatriate that his/her assignment is valued by the organization and can illustrate how the assignment fits in with his/her overall career plan. These career development functions will serve to increase the expatriate's satisfaction with his/her job because the expatriate will understand how the assignment fits into his/her overall career plan and will feel that their assignment is valued by others in the organization.

Host Country Mentors

Having a host country mentor is also critical to expatriate job satisfaction (Feldman & Bolino, 1999). Host country mentors influence expatriate job satisfaction by protecting the expatriate from situations arising in the host country office. Given that the host country mentor is in frequent contact with and in close proximity to the expatriate, he/she can protect the expatriate protégé from adverse organizational decisions and from the malicious intent of coworkers. Host country mentors also offer career development support by making the expatriate's work visible to others in the host country office. These host country mentors can ensure that key individuals within the host country office see the work being done by the expatriate employee. This visibility may result in more prestige for the expatriate or in more challenging assignments; both outcomes that could increase job satisfaction. Furthermore, host country mentors offer career development support by assisting the expatriate with networking in the host country. The host country mentor has contacts within the host country to which he/she can introduce the expatriate, thereby expanding the expatriate's network of contacts. Increased protection, visibility, and contacts should increase the expatriate's job satisfaction.

Psychosocial Support

Home Country Mentors

Home country mentors can also influence expatriate job satisfaction by providing psychosocial support. Specifically, the home country mentor can make the expatriate feel accepted and connected to the home office. The home country mentor can also help the expatriate to feel good about the ways in which his/her assignment is promoting professional growth that is valued by the home office. The home country mentor can also encourage the

expatriate to make a greater effort with respect to work performance, and enhanced work performance should be associated with greater job satisfaction.

Host Country Mentors

Host country mentors can also facilitate the expatriate's job satisfaction by offering encouragement and empathy. For example, they can make the expatriate feel accepted within the host country office. They can enhance the expatriate's feelings of acceptance by inviting him/her to join fellow coworkers for lunch or by including the expatriate in after-work activities. Host country mentors can also empathize with the expatriate by assuring the expatriate that past expatriates had similar experiences in the host country office and were able to overcome their challenges. For instance, the host country mentor can assure the expatriate that his/her feelings of isolation in the office are normal, and they can describe how other expatriates overcame similar feelings. These host country mentors can then encourage the expatriate to overcome these feelings by becoming more involved in the host country office. By offering acceptance, empathy, and encouragement, host country mentors facilitate the expatriate's satisfaction with his/her job.

The above-mentioned arguments illustrate the unique career development and psychosocial support functions provided by home and host country mentors to influence job satisfaction. Thus,

Hypothesis 9

The number of mentors that an expatriate reports having will be positively associated with his/her job satisfaction.

Hypothesis 10

The relationship between the number of mentors reported by an expatriate and his/her cross cultural adjustment will be more strongly positive if those mentors represent both home and host country members.

Hypothesis 11

The degree to which expatriates receive psychosocial support from (a) home country colleagues and (b) host country colleagues will be positively and uniquely related to job satisfaction.

Hypothesis 12

The degree to which expatriates receive career development support from (a) home country colleagues and (b) host country colleagues will be positively and uniquely related to job satisfaction.

Intent to Remain for the Duration of the Assignment

Given the 10-50% failure rates for expatriates (Eschbach et al., 2001), intent to remain for the duration of the assignment is a critical expatriate outcome to explore. However, unlike other expatriate outcomes, mentoring is more likely to have an indirect effect on intention to remain for the duration of the assignment. For example, Feldman & Bolino (1999) found that the impact of on-site mentoring on intentions to finish the expatriate assignment was mediated by organizational socialization. I propose that the impact of mentoring on intent to remain for the duration of the assignment will be influenced by two other variables in addition to organizational socialization. Specifically, mentoring will influence an expatriate's intentions to remain for the duration of the assignment via organizational socialization, job satisfaction, and cross-cultural adjustment. That is, the mentoring functions provided by home and host country mentors will

have an effect on the expatriate's socialization to the home office culture, satisfaction with his/her job, and adjustment to the host country culture in general. In turn, an expatriate's intent to remain for the duration of the assignment is likely to be influenced by his/her organizational socialization, job satisfaction, and cross-cultural adjustment.

First, mentoring functions provided by home and host country mentors are likely to influence the expatriate's socialization to the host country office culture. For example, host country mentors are able to provide frequent, real-time feedback regarding the expatriate's work performance and interaction with host nationals. In addition, host country mentors help the expatriate better understand the host country office culture and can provide the expatriate with the tools (e.g., information, networks) needed to navigate the new culture. When the expatriate is able to more easily navigate his/her new work environment, he/she has a greater probability of performing well on the job. When the expatriate performs well on the job, he/she will be more likely to have positive feelings about the organization and want to remain in the job for the duration of the assignment. If the expatriate experienced difficulty in becoming socialized to the host country office, he/she would be more likely to perform poorly. This poor performance is likely to lead to a desire to quit the assignment and return home to a job in which he/she was previously successful. Thus, increased organizational socialization will increase the expatriate's desire to remain for the duration of the assignment.

Second, the impact of mentoring functions provided by home and host country mentors on intentions to remain for the duration of the assignment will also be mediated by the expatriate's job satisfaction. Home country mentors are able to communicate the links between the expatriate's assignment and his/her overall career, and they can communicate to the expatriate that the organization values the expatriate's overseas assignment. The communication

of this link will illustrate the positive benefits of the expatriate assignment, which will serve to increase the expatriate's satisfaction with the assignment. When the expatriate is satisfied with his/her job, the expatriate is less likely to quit the assignment. The expatriate enjoys his/her job and sees the value of a successful performance on the assignment with respect to his/her overall career. Thus, he/she will be more likely to remain for the duration of the assignment. This link between job satisfaction and expatriate intentions to remain for the assignment was supported in Feldman and Bolino's (1999) study.

Finally, the expatriate's cross-cultural adjustment will mediate the relationship between mentoring functions provided and intent to remain for the duration of the assignment. Mentoring often involves the provision of psychosocial support to the expatriate (Harvey & Wiese, 2002), and this provision of psychosocial support should result in increased adjustment. Increased adjustment should lead to greater intentions to remain for the duration of the assignment because well-adjusted expatriates are going to want to continue experiencing the host country office and culture. Well-adjusted expatriates are likely to enjoy the culture, and they will wish to finish the remainder of the assignment so that they can continue to explore the unique culture. The positive link between adjustment and intentions to remain for the duration of the expatriate assignment has been supported in past research (Caligiuri et al., 2001; Deshpande & Viswesvaran, 1992). Thus,

Hypothesis 13

Mentoring functions provided by host and home country colleagues will be positively associated with intent to remain for the duration of one's expatriate assignment and this relationship will be mediated by a) organizational socialization, b) job satisfaction, and c) cross-cultural adjustment.

Intent to Turnover

In a survey conducted by Evens (2004), expatriates reported that one of their greatest challenges involved repatriating to their home country culture and home organization culture. Many expatriates decide to leave their home country organization within 2-3 years of return due to the lack of availability of appropriate assignments, reduced salary, and adjustment problems (Gomez-Mejia & Balkin, 1987; Mezias & Scandura, 2005). Difficulties in giving up overseas lifestyles, cash flow decreases, housing problems, job shock, supervisors uninterested in hearing about their experiences, and not being able to use their new skills have also been cited as reasons for deciding to leave their home organization upon return from an expatriate assignment (Napier & Peterson, 2002). Prior research has demonstrated that mentoring was associated with both job satisfaction and reduced turnover intentions (e.g., Smith-Jentsch et al., 2000). Moreover, numerous studies have linked job satisfaction to intentions to turnover (Hulin & Judge, 1990; Tett & Meyer, 1993). Thus, my final hypothesis states:

Hypothesis 14

Mentoring functions provided by host and home country colleagues will be negatively associated with intent to turnover and this relationship will be mediated by job satisfaction.

CHAPTER THREE: METHOD

Participants and Procedure

Data were obtained from expatriates working for a multinational organization involved with power generation manufacturing. All participants were currently on expatriate assignment in countries outside their home country. On average, participants had been on their expatriate assignment for 23 months, but some expatriates had been on their assignments for as little as 4 months and as long as 5 years. In general, their expatriate assignments were scheduled to last 30 months, with scheduled lengths of their assignments ranging from 2 months to 6 years. The tenure on assignment and scheduled duration of assignment for this population was consistent with expatriate populations in past expatriate research in which tenure on assignment ranged from 6 months to 2 years and total expected length of assignment ranged from 1 to 5 years (Caligiuri, 2000; Caligiuri et al., 2001; Johnson et al., 2003; Lievens, Harris, Van Keer, & Bisqueret, 2003; Takeuchi et al., 2002).

An electronic survey was used to collect respondent data. The survey required approximately 30 minutes for completion, and it was administered via Survey Monkey. Links to the survey were emailed to all expatriates currently on assignment with this organization. Expatriates were initially sent an email from their International Human Resource Department asking them to please respond to the email if they did not wish to be sent the survey link in the future. After allowing 3 weeks for individuals to request that their names be taken off the survey contact list, I emailed the survey link. The survey was written in English; thus, all respondents must have been sufficiently fluent in English to complete the survey. In order to increase survey

response rate, strict response confidentiality was maintained, the survey was short, and survey respondents offered the possibility of receiving a report summarizing the study findings.

A power analysis was conducted to determine the number of participants necessary to yield a power of 80%. Prior research from the domestic mentoring literature comparing the career outcomes resulting from mentoring relationships generally produces small to medium effect sizes (see Allen et al., 2004). Consistent with prior research in the domestic mentoring literature, a medium effect size ($R^2 = .13$) was used in the power analysis calculation. Therefore, according to Cohen, Cohen, West, & Aiken (2003) with a medium effect size ($d = .13$) and power of .80 and $\alpha = .05$, approximately 78 participants are needed if none of the control variables are significant predictors. If 4 of the 8 control variables emerge as significant, approximately 110 participants are necessary. If all 7 control variables emerge as significant, 121 participants are needed. Ideally, I wanted 200 respondents to be on the safe side.

Survey links were sent to 752 expatriates, and data were collected from 200 participants, for a response rate of 27%. However, complete data was only available from 141 respondents. The mean respondent age was 39 years old, and 78.5% of the respondents were male. On average, the respondents had worked for their organization for 9 years, and nearly 75% of the respondents reported that they could speak their host country language fluently. In addition, this population had a variable range of international experience with some respondents reporting that they had never been overseas prior to this assignment and others reporting that they have been overseas over 200 times. However, 65% of respondents reported that they had never participated in a prior expatriate assignment, which suggests that their prior overseas experiences had been personal in nature or for short business trips.

The goal was to collect a good mixture of individuals from the following categories: 1) outbound from the U.S. to a non-English speaking country, 2) outbound from the U. S. to an English-speaking country, 3) inbound to the U.S. from an English-speaking country, and 4) inbound to the U.S. from a non-English speaking countries. Respondents came from a wide range of native countries (e.g., Ethiopia, Venezuela, Switzerland) and traveled to a wide variety of host countries (e.g., India, Portugal, and China). However, the majority of this organization’s expatriates went from the U.S. to Germany or from Germany to the U.S. Therefore, the largest combinations of respondents were as follows: 26 respondents traveled from the U.S. to Germany; 84 from Germany to the U.S.; 13 from the U.S. to Non-English speaking countries other than Germany; and 35 from non-English speaking countries other than Germany to the U.S. (see Table 1 for a complete list of respondent type).

Table 1 Respondent Type Based upon Their Native and Host Countries

Native Country		Host Country			
		USA	Germany	Other Non-English-Speaking	Other English-speaking
USA		–	26	13	0
Germany		84	–	2	0
Other Non-English speaking		35	3	2	0

		USA	Germany	Other Non- English Speaking	Other English- Speaking
	Other English Speaking	5	2	0	0

I defined the number of mentors reported by respondents in two ways. First, I used the participants' responses to the question: How many people do you currently consider to be your mentor(s)? Of the 172 respondents that completed this questionnaire, 41 reported that they did not have a mentor. Forty-three reported that they had one mentor, 49 had 2 mentors, and 25 had 3 mentors. Fourteen respondents reported having between 4 and 7 mentors. Second, I summed up the participants responses to the six questions asking them about type of mentor(s) that they have. Based upon that calculation, 26 individuals reported having no mentors, 40 reported having 1 mentor, 45 reported having 2 mentors, and 23 reported having 3 mentors. The remaining 15 individuals reported having between 4 and 10 mentors. The correlation between number of mentors reported and sum total of mentors reported was not 1 ($r = .85$), indicating that there were inconsistencies between the overall number of mentors reported and the number of individuals that respondents considered to be their mentors when they had to break down their mentors into categories.

Table 2 Summary of Number of Mentors Reported

Number of Participant Responses		Different Methods for Defining Number of Mentors	
		Response to question: How many people do you currently consider to be your mentor(s)?	Sum total calculation of the number of mentors based upon participant response to question regarding 6 different mentor types
	0 mentors	41	26
	1 mentor	43	40
	2 mentors	49	45
	3 mentors	25	23
	4 or more mentors	14	15

I also defined type of mentor in one of two ways based upon their responses to the following six variations of the question regarding how many of the individuals that they currently considered to be a mentor: 1) Native citizens of their home country and work in a home country office of their organization; 2) Native citizens of their home country and work in the host country office of their organization; 3) Native citizens of their home country and do not work in their organization; 4) Native citizens of the host country and work in a home country office of their organization; 5) Native citizens of the host country and work in the host country office; and 6) Native citizens of the host country but do not work in the organization. First, I defined mentor type based upon where the mentor currently lives. If a respondent answered questions 1, 3, OR 4 with a number of 1 or larger, they were considered to have a home country mentor. If they answered questions 2, 5, OR 6 with a number of 1 or larger, then they were

considered to have a host country mentor. When I defined type of mentor based upon where the mentor currently lives, 76 respondents reported having at least one host country mentor and 99 respondents reported having at least one home country mentor. In addition, 50 respondents reported having at least one mentor of each kind (i.e., at least one host and one home country mentor).

Table 3 Summary of Number of Home and Host Country Mentor based upon Where Mentor Lives

	Home Country Mentors			Host Country Mentors		
	Home Country Native, Works in Home Country	Home Country Native, Does Not Work for Organization	Host Country Native, Works in Home Country	Host Country Native, Works in Host Country	Host Country Native, Does Not Work for Organization	Home Country Native, Works in Host Country
Number of Participants Having at Least 1 Mentor in Category	99			76		

Second, I defined mentor type based upon the mentor’s nationality. That is, if respondents answered questions 1, 2, OR 3 with a number of 1 or larger, they were considered to have a home country mentor. If they answered questions 4, 5, OR 6 with a number of 1 or larger, then they were considered to have a host country mentor. When I defined type of mentor based upon the mentor’s nationality, 61 respondents reported having at least one host country mentor, and 111 respondents reported having at least one home country mentor. Further, 45 participants reported having at least one mentor of each kind.

Table 4 Summary of Number of Home and Host Country Mentors Based upon Mentor Nationality

	Home Country Mentors			Host Country Mentors		
	Home Country Native, Works in Home Country	Home Country Native, Works in Host Country	Home Country Native, Does Not Work for Organization	Host Country Native, Works in Host Country	Host Country Native, Works in Home Country	Host Country Native, Does Not Work for Organization
Number of Participants Having at Least 1 Mentor in Category	111			61		

Measures

Socialization

Chao and colleagues’ (1994) scale was used to investigate whether expatriates believe they have adjusted to their role within the host country organization (see Appendix C for complete list of items). Four of six subscales were relevant to the purposes of our study: (a) History – the expatriate’s knowledge of the organization’s traditions, customs, and rituals (e.g., “I know the organization’s long-held traditions”); (b) Politics – the expatriate’s success with respect to gaining information on the formal and informal power structures within the host organization (e.g., “I know who the most influential people are in the organization”); (c) People – the extent to which the expatriate has established relationships with coworkers (e.g., “I am pretty popular in the organization”); and (d) Organizational Goals and Values – the expatriate’s understanding of the rules related to maintaining organization integrity and his/her knowledge of unwritten rules (e.g., “The goals of the organization are also my goals”). Respondents were asked to respond to a 5-point Likert-type scale indicating their agreement or disagreement with each statement. Chao and colleagues (1994) reported that the internal consistency estimates for

the four subscales ranged were all greater than or equal to .78. In this study, the internal consistency estimates were .92 for overall socialization, .70 for socialization to politics, .74 for socialization to history of the organization, .66 for socialization to the people, and .77 for socialization to the goals of the organization.

Cross-Cultural Adjustment

Cross-cultural adjustment was measured using a scale developed by Black and Stephens (1989) that was adapted from Black's (1988) original scale (see Appendix D for complete list of items). Past researchers have found this scale to be highly reliable across diverse samples (Takeuchi, Yun, & Tesluk, 2002), ranging from .81 to .91. This scale captured participants' adjustment to the host country in general as well as their adjustment to interacting with host nationals. One item, which captures participants' adjustment to their jobs, was eliminated because it was similar to items contained within the socialization sub-scales. A sample item from this scale is "How adjusted are you to living in the host country?" Participants were asked to respond to 11 items by indicating their level of adjustment on a 7-point Likert-type scale (1 = "very unadjusted" to 7 = "very adjusted"). The internal consistency estimate for this scale was .89.

Job Satisfaction

The expatriate's job satisfaction was measured using Spector's (1985) Job Satisfaction Survey (JSS). The JSS contains 9 subscales. However, only 4 subscales were relevant to the study hypotheses (see Appendix E for a complete list of the items used). Four items measured satisfaction with organizational operating procedures (e.g., "My efforts to do a good job are seldom blocked by red tape"). Four items measured the expatriate's satisfaction with his/her coworkers (e.g., "I like the people I work with"). Four items measured satisfaction with the

nature of the work (e.g., “I like doing the things I do at work”). Finally, 4 items measured satisfaction with communication (e.g., “Communications seem good within this organization”). Respondents were asked to indicate their level of agreement with each statement on a 6-point Likert-type scale, with responses ranging from 1 = “strongly disagree” to 6 = “strongly agree.” In prior research, the internal consistency estimates for the subscales ranged from .6 to .78. In this study, the reliability of these scales was as follows: .81 for overall job satisfaction, .48 for satisfaction with coworkers, .81 for satisfaction with communications, .84 for satisfaction with the nature of work, and .67 for satisfaction with coworkers.

Intent to Remain for the Duration of the Assignment

Three items were used to capture the expatriate’s intentions to remain on the expatriate assignment for its original duration: “I fully intend to see my current assignment through to its conclusion (Feldman & Thomas, 1992); If the assignment had no effect on my career, I would terminate the assignment now (Caligiuri, 2000); and I hope that I will be asked to return home early (Caligiuri, 2000).” Respondents indicated their level of agreement with each item on a 5-point Likert-type scale (1 = “strongly disagree” to 5 = “strongly agree”). The internal consistency estimate for these items was .69, which falls in the range from .62 to .82 that is typically seen in research.

Intent to Turnover

Three items taken from Smith-Jentsch and colleagues (2000) were used to measure the expatriate’s intent to turnover upon return to his/her home country. The items were “I have thought about leaving this organization; I have sought opportunities to leave this organization; and I will be working at this organization 2 years from now (reverse scored)”. Respondents indicated their level of agreement with each item on a 6-point Likert-type scale (1 = “strongly

disagree” to 6 = “strongly agree”). The coefficient alpha for these 3 items was .79, which is consistent with past research..

Mentoring Functions

To capture the number and type of mentor(s) expatriates report having, expatriates were provided with the following definition of mentor: “A mentor is an influential individual possessing advanced experience and knowledge who is committed to providing support, direction, and feedback regarding career plans and interpersonal development in order to support to your career. Your mentor may or may not be in your organization, and he/she may or may not be your immediate supervisor. ” (adapted from Baugh & Fagenson-Eland, 2005; Baugh & Scandura, 1999; Kram & Isabella, 1985; Ragins & Cotton, 1999). Then, based upon this definition of a mentor, I asked respondents to indicate how people they currently consider to be their mentor(s). Then, they were instructed to indicate how many of the individuals that they consider to be their mentor(s) fall into each of these six categories: 1) Native citizens of their home country and work in a home country office of their organization; 2) Native citizens of their home country and work in the host country office of their organization; 3) Native citizens of their home country and do not work in their organization; 4) Native citizens of the host country and work in a home country office of their organization; 5) Native citizens of the host country and work in the host country office; and 6) Native citizens of the host country but do not work in the organization.

To capture the expatriates’ perception of mentoring functions received, Scandura and Ragin’s (1993) modification of the Scandura (1992) scale was used. The psychosocial support scale was comprised of 8 items, and each item was asked once with respect to host country colleagues and once with respect to home country colleagues (e.g., “I share personal problems

with host country colleagues” and “I share personal problems with home country colleagues). The coefficient alpha for the psychosocial support provided by host country colleagues subscale was .80. The coefficient alpha for the psychosocial support provided by home country colleagues was .66, and the reliability of the psychological support subscale for both host and home country colleagues combined was .75.

The career development scale consisted of 6 items, and each item was asked once with respect to host country colleagues and once with respect to home country colleagues (e.g., “I have host country colleagues who take a personal interest in my career” and “I have home country colleagues who take a personal interest in my career”). The coefficient alpha for this subscale was .88 for host country colleagues, .89 for home country colleagues, and .84 overall.

In addition to the items used to measure psychosocial support and career development, I also developed 3 expatriate-specific mentoring items to capture whether unique mentoring functions were more likely to be provided by a host or home country colleague. Each of these items was asked twice, once with respect to host country colleagues and once with respect to home country colleagues (e.g., “Host country colleagues have helped me to understand what is considered culturally acceptable behavior in this particular country” and “Home country colleagues have helped me to understand what is considered culturally acceptable behavior in this particular country”). The coefficient alphas for these items was .60 for host country colleagues, .59 for home country colleagues, and .68 combined.

For all items capturing mentoring function received, participants were asked to indicate their level of agreement regarding the extent to which each item describes their mentoring experience on a 5-point Likert-type scale (1 = “strongly disagree” to 5 = “strongly agree”). A complete list of all the items used to assess mentoring functions can be found in Appendix H.

Finally, two open-ended questions (see Appendix I) were asked in attempt to obtain qualitative information on the most beneficial support that respondents received from host and home country colleagues.

Openness to Experience

Ten items, taken from the International Personality Item pool, were used to measure the expatriates' openness to experience (see Appendix J). This personality variable has been found in past research to be linked to expatriates' performance in cross-cultural training performance (Lievens et al., 2003) and overall cross-cultural adjustment (Caligiuri, 2000). A sample item from this scale is "I enjoy hearing new ideas." The internal consistency estimate for this scale was .78.

Locus of Control

Five items, take from the International Personality Item Pool and originally from Levenson (1981) were used to measure whether an expatriate has an internal or external locus of control (see Appendix K). Locus of control refers to the extent to which individuals belief that outcomes are the result of their own actions or are influenced by external environmental factors (Rotter, 1966; Spector, 1982). An individual with an internal locus of control believes that their rewards and outcomes are controlled by their own actions whereas an individual with an external locus of control believes that external forces influence the outcomes they receive. A sample item from this scale is "I believe that success depends on ability rather than luck". The internal consistency estimate for this scale was only .28, and thus, locus of control was not used when analyzing the hypotheses.

Control Variables

Fourteen variables that may be related to expatriate outcomes will be considered as potential covariates (see Appendix L for a complete list of items): tenure in the organization, tenure on assignment, expected duration of assignment, prior international experience, prior international assignments, ability to speak the host country language, age, gender, expatriate's home country, and expatriate's host country.

CHAPTER FOUR: RESULTS

Overview of Analyses

Analyses were conducted using SPSS 13.0 for Windows statistical software (see Table 16 for a summary of results observed). First, the data was screened to check for normality and potential outliers. All hypotheses were then tested using multiple regression analyses. In these equations, psychosocial support is abbreviated “PS”, career development is abbreviated “CD”, and expatriate-specific mentoring items are abbreviated as “ES”.

Descriptives

Correlations for the mentoring functions measures and the number of mentors, based on mentor nationality and where the mentor lives now, are reported in Table 5. Intercorrelations for all remaining measures appear in Table 6. As seen in Table 5, the correlations between similar mentoring functions were moderate: psychosocial support provided by host and home country colleagues ($r = .210, p < .01$), career development support provided by host and home country colleagues ($r = .142, p > .05$), and expatriate-specific mentoring functions provided by home and host country colleagues ($r = .412, p < .01$). In addition, the correlations between different mentoring functions (e.g., career development support overall and psychosocial support overall) were moderate ($r = .474, p < .01$). Further, the correlation between career development and psychosocial support provided by home country colleagues was $.507 (p < .01)$, and the correlations between career development and psychosocial support provided by host country colleagues was $.449 (p < .01)$.

Additional correlations worth noting involve the correlations between the number of mentors and mentoring functions provided. Looking at mentor type based upon where the

mentor currently lives, the correlations between psychosocial support provided by home country colleagues and number of home country mentors is .081 ($p > .05$). The correlation between psychosocial support provided by the host country colleagues and number of host country mentors is .174 ($p < .05$). For career development, the number of home country mentors was correlated moderately with career development support provided by home country colleagues ($r = .331, p < .01$), and the number of host country mentors was correlated moderately with career development support provided by host country colleagues ($r = .364, p < .01$). For the expatriate-specific mentoring items, the number of home country mentors was correlated minimally with expatriate-specific mentoring functions provided by home country colleagues ($r = .146, p > .05$), and the number of host country mentors was correlated minimally with expatriate-specific mentoring functions provided by host country colleagues ($r = -.024, p > .05$).

Looking at mentor type based upon mentor nationality lives, similar patterns of correlations were observed. The correlations between number of home country mentors and psychosocial support provided by home country colleagues was .075 ($p > .05$), and the correlation between number of host country mentors and psychosocial support provided by host country colleagues was .073 ($p > .05$). The correlations for career development were higher: 1) number of home country mentors and career development support provided by home country colleagues ($r = .297, p < .01$) and 2) the number of host country mentors and career development provided by host country colleagues ($r = .239, p < .01$). Finally, the correlations for the expatriate-specific mentoring functions were low: 1) the correlation between number of home country mentors and expatriate-specific mentoring functions provided by home country colleagues was .026 ($p > .05$) whereas the correlation between the number of host country

mentors and expatriate-specific mentoring functions provided by host country colleagues was .039 ($p > .05$).

It is important to note that correlations between the same mentoring function received from different mentors do not reflect convergent validity. Instead, they simply indicate that the magnitude of support that participants received from the two types of colleagues was not highly consistent. The correlations between different functions received by the same source (home or host country colleagues) do, however, reflect low discriminant validity. However, these correlations are similar in magnitude to those reported in prior mentoring research (Noe, 1988).

Table 5 Correlations between Number of Mentors and Mentoring Functions Measures

	M	SD	Home CD	Host CD	Home PS	Host PS	Home ES	Host ES	Number of home country mentors (based on mentor nationality)	Number of home country mentors (based on where mentor lives now)	Number of host country mentors (based on mentor nationality)	Number of host country mentors (based on where mentor lives now)	Total number of mentors reported	Sum total calculation of number of mentors
Home CD	3.175	.823	1 N = 156	.142 N = 152	.507** N = 150	.030 N = 151	.452** N = 152	.172* N = 152	.297** N = 136	.331** N = 136	.097** N = 135	.052 N = 134	.272** N = 153	.272** N = 134
Host CD	3.004	.872	.142 N = 152	1 N = 157	.127 N = 152	.449** N = 153	-.048 N = 153	.192* N = 153	.082 N = 138	-.028 N = 139	.239** N = 138	.364** N = 137	.330** N = 154	.210* N = 137
Home PS	3.577	.595	.507** N = 150	.127 N = 152	1 N = 155	.210** N = 151	.385** N = 151	.143 N = 151	.075 N = 139	.081 N = 139	-.015 N = 138	-.021 N = 137	.049 N = 153	.045 N = 137

	M	SD	Home CD	Host CD	Home PS	Host PS	Home ES	Host ES	Number of home country mentors (based on mentor nationality)	Number of home country mentors (based on where mentor lives now)	Number of host country mentors (based on mentor nationality)	Number of host country mentors (based on where mentor lives now)	Total number of mentors reported	Sum total calculation of number of mentors
Host PS	3.573	.608	.030 N = 151	.449** N = 153	.210** N = 151	1 N = 156	.099 N = 152	.387** N = 152	-.025 N = 138	-.100 N = 138	.073 N = 137	.174* N = 136	.048 N = 154	.038 N = 136
Home ES	2.843	.739	.452** N = 152	-.048 N = 153	.385** N = 151	.099 N = 152	1 N = 157	.412** N = 154	.026 N = 138	.146 N = 138	.077 N = 137	-.054 N = 136	-.019 N = 154	.066 N = 136
Host ES	3.490	.677	.172* N = 152	.192* N = 153	.143 N = 151	.387** N = 152	.412** N = 154	1 N = 157	.003 N = 137	.064 N = 137	.039 N = 136	-.024 N = 135	.060 N = 154	.035 N = 135
Number of home country mentors (based on mentor nationality)	1.229	1.121	.297** N = 136	.082 N = 138	.075 N = 139	-.025 N = 138	.026 N = 138	.003 N = 137	1 N = 153	.824** N = 150	.121 N = 149	.296** N = 150	.628** N = 151	.786** N = 149

	M	SD	Home CD	Host CD	Home PS	Host PS	Home ES	Host ES	Number of home country mentors (based on mentor nationality)	Number of home country mentors (based on where mentor lives now)	Number of host country mentors (based on mentor nationality)	Number of host country mentors (based on where mentor lives now)	Total number of mentors reported	Sum total calculation of number of mentors
Number of home country mentors (based on where mentor lives now)	1.080	1.152	.331** N = 136	-.028 N = 139	.081 N = 139	-.100 N = 138	.146 N = 138	.064 N = 137	.824** N = 150	1 N = 151	.303** N = 150	.071 N = 149	.559* N = 149	.774** N = 149
Number of host country mentors (based on mentor nationality)	.633	.986	.097 N = 135	.239** N = 138	-.015 N = 138	.073 N = 137	.077 N = 137	.039 N = 136	.121 N = 149	.303** N = 150	1 N = 150	.769**	.584** N = 148	.708** N = 149
Number of host country mentors (based on where mentor lives)	.787	1.007	.052 N = 134	.364** N = 137	-.021 N = 137	.174* N = 136	-.054 N = 136	-.024 N = 135	.296** N = 150	.071 N = 149	.769** N = 149	1 N = 150	.620** N = 148	.687** N = 149

	M	SD	Home CD	Host CD	Home PS	Host PS	Home ES	Host ES	Number of home country mentors (based on mentor nationality)	Number of home country mentors (based on where mentor lives now)	Number of host country mentors (based on mentor nationality)	Number of host country mentors (based on where mentor lives now)	Total number of mentors reported	Sum total calculation of number of mentors
Total number of mentors reported	1.651	1.404	.272** N = 153	.330** N = 154	.049 N = 153	.048 N = 154	-.019 N = 154	.060 N = 154	.628** N = 151	.559** N = 149	.584** N = 148	.620** N = 148	1 N = 172	.850** N = 147
Sum total calculation of number of mentors	1.866	1.588	.272** N = 134	.210* N = 137	.045 N = 137	.038 N = 136	.066 N = 136	.035 N = 135	.786** N = 149	.774** N = 149	.708** N = 149	.687** N = 149	.850** N = 147	1 N = 149

Note. PS = psychosocial support; CD = career development.

* $p < .05$. ** $p < .01$.

Table 6 Correlations between Study Variables

	M	SD	Home CD	Host CD	Home PS	Host PS	Home ES	Host ES	Number of home country mentors (based on mentor nationality)	Number of home country mentors (based on where mentor lives now)	Number of host country mentors (based on mentor nationality)	Number of host country mentors (based on where mentor lives now)	Total number of mentors reported	Sum total calculation of number of mentors
Overall Socialization	3.965	.436	.076 N = 138	.313** N = 139	.108 N = 137	.386** N = 139	-.082 N = 140	.219** N = 140	.152 N = 125	.104 N = 125	-.132 N = 124	-.076 N = 123	.003 N = 141	.026 N = 123
Socialization to History	3.909	.561	.051 N = 146	.220** N = 147	.037 N = 145	.295** N = 146	-.021 N = 148	.283** N = 148	.188* N = 133	.142 N = 133	-.053 N = 132	.003 N = 131	.048 N = 149	.104 N = 131
Socialization to Politics	3.567	.434	.181* N = 145	.254** N = 146	.037 N = 144	.188** N = 146	-.026 N = 147	.139 N = 147	.048 N = 132	.078 N = 132	.049 N = 131	.017 N = 130	.023 N = 148	.066 N = 130
Socialization to People	3.834	.610	.024 N = 147	.340** N = 148	.152 N = 146	.513** N = 147	-.057 N = 149	.111 N = 149	.078 N = 134	-.008 N = 134	-.028 N = 133	.090 N = 132	.114 N = 150	.051 N = 132
Socialization to Goals	3.967	.522	.185* N = 145	.374** N = 146	.118 N = 144	.340** N = 145	.004 N = 147	.250** N = 147	.120 N = 132	.113 N = 132	-.010 N = 131	.007 N = 130	.103 N = 148	.087 N = 130
Cross-Cultural Adjustment	5.633	.891	.118 N = 141	.234** N = 142	.028 N = 139	.192* N = 141	-.132 N = 143	-.007 N = 142	.153 N = 127	.079 N = 127	-.004 N = 126	.069 N = 125	.026 N = 143	.101 N = 125
Overall Job Satisfaction	70.332	8.779	.301** N = 140	.312** N = 139	.130 N = 136	.218* N = 139	-.044 N = 140	.061 N = 139	.064 N = 124	-.024 N = 124	-.080 N = 123	.023 N = 122	.026 N = 140	.002 N = 122
Job Satisfaction with Operations	14.476	3.148	.135 N = 142	.057 N = 143	-.036 N = 140	.019 N = 142	-.122 N = 144	-.110 N = 143	-.072 N = 128	-.155 N = 128	-.045 N = 127	.048 N = 126	-.041 N = 144	-.082 N = 126
Job Satisfaction with Coworkers	18.311	2.857	.209* N = 143	.092 N = 144	.130 N = 141	.173* N = 143	-.049 N = 145	.005 N = 144	.072 N = 129	.022 N = 129	-.089 N = 128	-.015 N = 127	.002 N = 145	.012 N = 127
Job Satisfaction with Nature of Work	19.740	2.987	.124 N = 142	.299** N = 142	.023 N = 139	.131 N = 142	-.066 N = 143	.075 N = 142	.068 N = 127	.037 N = 127	-.014 N = 126	.010 N = 125	.086 N = 143	.041 N = 125

	M	SD	Home CD	Host CD	Home PS	Host PS	Home ES	Host ES	Number of home country mentors (based on mentor nationality)	Number of home country mentors (based on where mentor lives now)	Number of host country mentors (based on mentor nationality)	Number of host country mentors (based on where mentor lives now)	Total number of mentors reported	Sum total calculation of number of mentors
Job Satisfaction Communications	17.676	3.567	.333** N = 144	.351** N = 144	.221 N = 141	.210* N = 143	.100 N = 145	.124 N = 144	.136 N = 129	.053 N = 129	-.069 N = 128	.038 N = 127	.050 N = 145	.062 N = 127
Intent to Remain on the Assignment for the Duration	12.181	2.357	.045 N = 144	.207* N = 145	-.018 N = 142	.223** N = 144	-.033 N = 146	.010 N = 145	.023 N = 130	-.045 N = 130	-.027 N = 129	.048 N = 128	-.075 N = 146	-.001 N = 128
Intent to Turnover	2.733	1.193	-.226** N = 141	-.216** N = 142	-.097 N = 139	-.105 N = 141	.024 N = 143	.067 N = 142	-.113 N = 128	.024 N = 128	-.035 N = 127	-.187* N = 126	-.079 N = 143	-.106 N = 126
Openness to Experience	3.850	.583	.034 N = 136	.081 N = 138	.098 N = 134	.120 N = 136	-.016 N = 138	.032 N = 137	.029 N = 124	.040 N = 124	.102 N = 123	.092 N = 122	.129 N = 138	.085 N = 122
Locus of Control	3.213	.471	.005 N = 134	.081 N = 135	-.014 N = 132	.018 N = 134	.083 N = 136	-.025 N = 135	.037 N = 122	-.151 N = 122	-.093 N = 121	.121 N = 120	-.124 N = 136	-.036 N = 120

Note. PS = psychosocial support; CD = career development.

* $p < .05$. ** $p < .01$.

Expatriate-Specific Mentoring Functions

Recall that in addition to the items used to measure psychosocial support and career development provided by home and host country colleagues, I also developed 3 expatriate-specific mentoring items to capture whether unique mentoring functions were more likely to be provided by a host or home country colleague. Again, these items were developed because the items used to measure psychosocial support and career development were more generic measures of mentoring functions provided, and I expected that expatriates would be more likely to receive specific mentoring functions from home or host country colleagues. Each of these items was asked twice, once with respect to host country colleagues and once with respect to home country colleagues.

For the expatriate-specific mentoring item “Host/Home country colleagues have helped me to understand what is considered culturally acceptable behavior in this particular country,” individuals were more likely to receive this expatriate-specific mentoring function from host country colleagues ($M = 3.869$, $SE = .066$) than from home country colleagues ($M = 2.784$, $SE = .083$), [$F(1, 151) = 27.819$, $p < .01$]. For the expatriate-specific mentoring item “Host/Home country colleagues have provided me with feedback on the appropriateness of my behavior given the cultural norms of this particular country,” expatriates were more likely to receive this expatriate-specific mentoring function from host country colleagues ($M = 3.507$, $SE = .071$) than from home country colleagues ($M = 2.540$, $SE = .080$), [$F(1, 148) = 23.234$, $p < .01$]. Finally, for the expatriate-specific mentoring item “I have vented my frustrations regarding adjustment to this culture with Host/Home country colleagues”, expatriates were more likely to receive this expatriate-specific mentoring function from home country colleagues ($M = 3.224$, $SE = .080$) than from host country colleagues ($M = 3.151$, $SE = .084$), [$F(1, 150) = 5.750$, $p < .05$].

Table 7 Summary of Difference Between Expatriate-Specific Mentoring Functions Provided by Home and Host Country Colleagues

Variable	<i>N</i>	<i>M</i>	<i>SE</i>	<i>df</i>	<i>F</i>	<i>p</i>
Host country colleagues have helped me to understand what is considered culturally acceptable behavior in this particular country.	153	3.869	.066	1, 151	27.819	.000
Home country colleagues have helped me to understand what is considered culturally acceptable behavior in this particular country.	153	2.784	.083			
Host country colleagues have provided me with feedback on the appropriateness of my behavior given the cultural norms of this particular country.	150	3.507	.071	1, 148	23.234	.000
Home country colleagues have provided me with feedback on the appropriateness of my behavior given the cultural norms of this particular country.	150	2.540	.080			
I have vented my frustrations regarding adjustment to this culture with Host/Home country colleagues.	152	3.224	.084	1, 150	5.750	.018
I have vented my frustrations regarding adjustment to this culture with Host/Home country colleagues.	152	3.151	.080			

Hypotheses Tests

All hypotheses were tested using multiple regression analyses. Since the majority of participants were native citizens of Germany, I conducted an independent samples *t*-test to test for mean differences on variables for German participants versus non-German participants. Germans reported significantly higher socialization ($t(142) = 2.846, p < .05$), cross-cultural adjustment ($t(144) = 2.500, p < .05$), job satisfaction ($t(141) = 2.439, p < .05$), intentions to remain for the duration of the assignment ($t(147) = 2.12, p < .05$), and fluency ($t(170) = 9.606, p < .01$). German and non-German participants did not differ on any of the mentoring functions variables or on the number of mentors reported. Due to the fact that Germans and non-Germans differed in terms of their socialization, cross-cultural adjustment, job satisfaction, and intent to remain for the duration of the assignment, I created a dichotomous variable, German or not, and included it as a covariate in analyses involving those variables. Tenure on assignment, a continuous variable measuring time in months on assignment, and fluency, a dichotomous variable used to measure whether the expatriate could speak the host country language, were also typically included as covariates as they were significantly correlated with many of the dependent variables. Table 17 describes the results for Hypotheses 1 through 14.

Socialization

Number of Mentors

Hypothesis 1 proposed that the number of mentors that an expatriate reports having would be positively associated with his/her organizational socialization on the overseas assignment. Hypothesis 2 stated that the relationship between the number of mentors reported by an expatriate and his/her organizational socialization would be more strongly positive if those mentors represent both home and host country members. In order to test these hypotheses, I

regressed socialization on the number of mentors, whether the mentors were homogeneous or diverse, and the product term representing the interaction of number of mentors and whether the mentors were homogeneous or diverse. German or not, a dichotomous variable representing whether participants were or were not native citizens of Germany, was included as a covariate. Recall that the total number of mentors reported and the sum total calculation of number of mentors did not correlate perfectly ($r = .850, p < .01$). Further, recall that mentor type was defined in two different ways: 1) based upon mentor nationality and 2) based upon where the mentor lives now. Therefore, I tested our hypotheses in four different ways: 1) Defining mentor type based upon nationality and using the number of mentors reported, 2) Defining mentor type based upon nationality and using the sum total calculation of the number of mentors, 3) Defining mentor type based upon where the mentor lives now and using the number of mentors reported, and 4) Defining mentor type based upon where the mentor lives now and using the sum total calculation of the number of mentors.

Regardless of the manner in which the number or type of mentors were defined, Hypotheses 1 and 2 were not supported. When I defined mentor type based upon where the mentor lives, the analyses revealed that the regression equations were significant when I defined number of mentors using the number of mentors reported [$F(4, 98) = .2758, p < .05$] and using the sum total calculation of the number of mentors [$F(4, 100) = 2.674, p < .05$]. However, in both cases, the number of mentors was not significant ($\beta = .109, p > .05$; $\beta = .097, p > .05$). Additionally, the product terms representing the interaction of the number of mentors and whether they were homogenous or diverse were not significant ($\beta = -.339, p > .05$; $\beta = -.036, p > .05$). The covariate, German or not, was a unique predictor of socialization ($\beta = .294, p < .01$; $\beta = .300, p < .01$).

When these hypotheses were tested by defining mentor type based upon mentor nationality, the overall regression equations were significant when I defined number of mentors using number of mentors reported [$F(4, 98) = 2.757, p < .05$] or using the sum total calculation for the number of mentors [$F(4, 100) = 2.886, p < .05$]. However, in both cases, the number of mentors was not significant ($\beta = .160, p > .05; \beta = .148, p > .05$) and the interaction terms ($\beta = -.347, p > .05; \beta = -.072, p > .05$) were not unique predictors. Again, German or not emerged as a unique predictor of socialization ($\beta = .298, p < .01; \beta = .305, p < .01$). Further, when the socialization subscales were used as the dependent variables in place of overall expatriate socialization, none of the regression equations emerged as significant. Thus, Hypothesis 1 is not supported because the number of mentors that an expatriate reports having is not positively associated with his/her organizational socialization, and Hypothesis 2 was not supported because the number of mentors reported by an expatriate and his/her organizational socialization is not more strongly positive if the mentors represent both home and host country members (see Table 8).

As a supplemental analysis of the relationship between number of mentors and expatriate outcomes, I conducted a series of *t*-tests to examine whether having a mentor at all was related to the mentoring functions provided or the dependent variables. When looking at the mentoring functions provided, the results indicated that expatriates with any kind of mentor ($M = 3.282, SD = .837$) received more career development support from home country colleagues than expatriates without a mentor ($M = 2.833, SD = .823$), [$t(154) = -2.855, p < .05$]. Similarly, expatriates with a mentor ($M = 3.200, SD = .872$) received more career development from host country colleagues than expatriates without a mentor ($M = 2.616, SD = .765$), [$t(155) = -3.128, p < .01$]. In addition, expatriates with a host country mentor ($M = 3.748, SD = .496$) received more

psychosocial support from host country colleagues than expatriates without a host country mentor ($M = 3.493, SD = .641$), [$t(134) = -2.605, p < .05$]. In addition, expatriates that reported having a home country mentor ($M = 3.398, SD = .830$) were more likely to receive career development support from home country colleagues than expatriates that did not have a home country mentor ($M = 2.848, SD = .894$), [$t(134) = -3.563, p < .01$]. Finally, expatriates that reported having a home country mentor ($M = 3.530, SD = .556$) were less likely to receive psychosocial support from host country colleagues than expatriates that did not have a home country mentor ($M = 3.817, SD = .588$), [$t(136) = 2.791, p < .05$].

When looking at the dependent variables, having any kind of mentor or not was not associated with socialization. That is, expatriates that reported having a mentor ($M = 3.973, SD = .449$) did not report greater levels of socialization than expatriates without a mentor ($M = 3.938, SD = .394$), [$t(142) = -.401, p > .05$]. Likewise, expatriates that reported having a host country mentor ($M = 3.982, SD = .394$) did not report greater levels of socialization than expatriates that did not have a host country mentor ($M = 4.043, SD = .468$), [$t(121) = .786, p > .05$]. Furthermore, expatriates that reported having a home country mentor ($M = 4.007, SD = .437$) did not report greater levels of socialization than expatriates without a home country mentor ($M = 4.015, SD = .413$), [$t(123) = .092, p > .05$].

Table 8 Summary of Results for Hypotheses 1 and 2

Variable	<i>N</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>
Mentor Type based Upon Where Mentor Lives						
Socialization	102	4, 98	2.758			.032
Dichotomous term representing whether the mentors are homogeneous or diverse				.196	.223	.305
Number of mentors reported				.037	.109	.419
Product term				-.094	-.339	.186

Variable	<i>N</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>
Mentor Type based Upon Where Mentor Lives						
German or Not				.250	.294	.003
Mentor Type Based Upon Where Mentor Lives						
Socialization	104	4, 100	2.674			.036
Dichotomous term representing whether the mentors are homogeneous or diverse				-.029	-.033	.865
Sum total calculation of number of mentors				.027	.097	.599
Product term				-.008	-.036	.899
German or Not				.255	.300	.002
Mentor Type Based Upon Mentor Nationality						
Socialization	102	4, 98	2.757			.032
Dichotomous term representing whether the mentors are homogeneous or diverse				.138	.154	.510
Number of mentors reported				.055	.160	.326
Product term				-.089	-.347	.251
German or Not				.253	.298	.003
Mentor Type Based Upon Mentor Nationality						
Socialization	104	4, 100	2.886			.026
Dichotomous term representing whether the mentors are homogeneous or diverse				-.061	-.069	.733
Sum total calculation of number of mentors				.041	.148	.428
Product term				-.016	-.072	.806
German or Not				.259	.305	.002

Mentoring Functions

Hypothesis 3 proposed that the degree to which expatriates receive psychosocial support from (a) home country colleagues and (b) host country colleagues would be positively and uniquely related to organizational socialization. Hypothesis 4 stated that the degree to which expatriates receive career development support from (a) home country colleagues and (b) host

country colleagues would be positively and uniquely related to organizational socialization. Hypotheses 3 and 4 were tested by regressing socialization on psychosocial support provided by home country colleagues, psychosocial support provided by host country colleagues, career development support provided by home country colleagues, and career development provided by host country colleagues. German or not, a dichotomous variable used to measure whether the expatriate was a native citizen of Germany, was included as a control variable. Hypothesis 3a and 4a were not supported. Although the overall regression equation was significant [$F(5, 121) = 7.511, p < .01$], the psychosocial support provided by home country colleagues ($\beta = -.050, p > .05$) and the career development provided by home country colleagues ($\beta = .063, p > .05$) were not positively or uniquely related to organizational socialization. Hypothesis 4b was also not supported because the career development provided by host country colleagues ($\beta = .152, p > .05$) was not uniquely related to organizational socialization. Hypothesis 3b, on-the-other-hand, was supported. The psychosocial support provided by host country colleagues was positively and uniquely related to organizational socialization ($\beta = .345, p < .01$). German or not also emerged as a significant covariate ($\beta = .181, p < .05$). Thus, while the degree to which expatriates received psychosocial support from home country colleagues and career development support from home and host country colleagues is not positively and uniquely related to organizational socialization, the degree to which the expatriates received psychosocial support from host country colleagues is positively and uniquely associated with organizational socialization (see Table 9).

When Hypotheses 3 and 4 were tested using the organizational socialization subscales, similar results were observed. Hypothesis 3b was supported when socialization to the organization's history was entered as the dependent variable because the overall regression

equation was significant [$F(5, 128) = 3.798, p < .01$] and the degree to which expatriates received psychosocial support from host country colleagues was positively and uniquely related to socialization to the organization's history ($\beta = .270, p < .01$). Hypothesis 3b was also supported when socialization to people was entered as the dependent variable in that the degree to which expatriates received psychosocial support from host country colleagues was positively and uniquely related to socialization to the people ($\beta = .447, p < .01$).

When Hypotheses 3 and 4 were tested using socialization to the organization's goals as the dependent variable, Hypotheses 3b was supported in that the degree to which expatriates received psychosocial support from host country colleagues was positively and uniquely related to socialization to the organization's goals ($\beta = .218, p < .05$), and Hypothesis 4b was supported because the degree to which expatriates received career development support from host country colleagues was positively and uniquely related to socialization to organization's goals ($\beta = .272, p < .05$). Finally, Hypotheses 4a and 4b were supported when socialization to organizational politics was tested in that the degree to which expatriates received career development support from home country colleagues ($\beta = .220, p < .05$) and host country colleagues ($\beta = .165, p < .05$) were positively and uniquely related to socialization to organizational politics.

Table 9 Summary of Results for Hypotheses 3 and 4

Variable	<i>N</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>
Socialization	126	5, 121	7.511			.000
Home PS				-.036	-.050	.303
Host PS				.258	.345	.000
Home CD				.032	.063	.252
Host CD				.081	.152	.048
German or Not				.158	.181	.014

Variable	<i>N</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>
Socialization to History	133	5, 128	3.798			.003
Home PS				-.107	-.118	.119
Host PS				.255	.270	.004
Home CD				.044	.068	.241
Host CD				.077	.119	.108
German or not				.102	.093	.136
Socialization to Politics	133	5, 128	3.371			.007
Home PS				-.091	-.125	.109
Host PS				.095	.123	.105
Home CD				.111	.220	.014
Host CD				.086	.165	.044
German or not				.099	.111	.094
Socialization to People	134	5, 129	10.678			.000
Home PS				.034	.034	.353
Host PS				.464	.447	.000
Home CD				-.037	-.053	.275
Host CD				.081	.116	.091
German or not				.133	.109	.074
Socialization to Goals	132	5, 127	6.823			.000
Home PS				-.053	-.063	.258
Host PS				.192	.218	.012
Home CD				.092	.155	.050
Host CD				.165	.272	.002
German or not				.062	.060	.223

Note. PS = psychosocial support; CD = career development.

Cross-Cultural Adjustment

Number of Mentors

Hypothesis 5 stated that the number of mentors that an expatriate reports having would be positively associated with his/her cross cultural adjustment, and Hypothesis 6 stated that the relationship between the number of mentors reported by an expatriate and his/her cross-cultural adjustment would be more strongly positive if those mentors represent both home and host country members. Hypotheses 5 and 6 were tested by regressing cross-cultural adjustment on the number of mentors, whether the mentors were homogeneous or diverse, and the product term representing the interaction between the number of mentors and whether they were homogeneous or diverse. German or not, a dichotomous variable used to measure whether the expatriates were native citizens of Germany, was included as a control variable.

Regardless of the manner in which the number of mentors was defined, Hypotheses 5 and 6 were not supported. When I examined these hypotheses by defining mentor type based upon where the mentor lives and using the number of mentors reported by expatriates, the regression equation was significant [$F(4, 101) = 3.331, p < .05$]. However, the number of mentors reported ($\beta = .150, p > .05$) and the interaction term ($\beta = -.118, p > .05$) were not significant predictors, but German or not did emerge as a unique predictor ($\beta = .307, p < .01$). The same results were observed when I used the sum total calculation of the number of mentors in that the overall regression equation was again significant [$F(4, 103) = 3.900, p < .05$], but the number of mentors ($\beta = .130, p > .05$) and the interaction term ($\beta = .074, p > .05$) were not unique predictors. Again, German or not was a unique predictor of cross-cultural adjustment ($\beta = .307, p < .01$).

When these hypotheses were tested by defining mentor type based upon nationality, the overall regression equation was significant when using the number of mentors reported by

expatriates [$F(4, 101) = 3.265, p < .05$], but the number of mentors ($\beta = .233, p > .05$) and the interaction term ($\beta = -.257, p > .05$) were not significant predictors. However, German or not was a unique predictor of cross-cultural adjustment ($\beta = .308, p < .01$). Similar findings were observed when I replaced the number of mentors reported with the sum total calculation for the number of mentors in that the overall regression equation was significant [$F(4, 103) = 3.469, p < .05$], but number of mentors ($\beta = .151, p > .05$) and the interaction term ($\beta = .021, p > .05$) did not emerge as significant predictors. Again, German or not was a unique predictor ($\beta = .305, p < .01$). Thus, Hypothesis 5 was not supported because the number of mentors that an expatriate reports having is not positively associated with his/her cross-cultural adjustment, and Hypothesis 6 was not supported because the relationship between the number of mentors reported by an expatriate and his/her cross-cultural adjustment is not more strongly positive if the mentors represent both home and host country members (see Table 10).

As a supplemental analysis of the relationship between number of mentors and expatriate outcomes, I conducted a *t*-test to examine whether having a mentor at all was related to cross-cultural adjustment. The results revealed that having any kind of mentor or not was not associated with cross-cultural adjustment. That is, expatriates that reported having a mentor ($M = 5.656, SD = .908$) did not report greater levels of cross-cultural adjustment than expatriates without a mentor ($M = 5.554, SD = .837$), [$t(144) = -.568, p > .05$]. Likewise, expatriates that reported having a host country mentor ($M = 5.678, SD = .847$) did not report greater levels of cross-cultural adjustment than expatriates that did not have a host country mentor ($M = 5.696, SD = .866$), [$t(123) = .132, p > .05$]. Furthermore, expatriates that reported having a home country mentor ($M = 5.634, SD = .939$) did not report greater levels of cross-cultural adjustment than expatriates without a home country mentor ($M = 5.762, SD = .628$), [$t(125) = .777, p > .05$].

Table 10 Summary of Results for Hypotheses 5 and 6

Variable	<i>N</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>
Mentor Type Based Upon Where Mentor Lives						
Cross-Cultural Adjustment	105	4, 101	3.331			.013
Dichotomous term representing whether mentors are homogenous or diverse				-.145	-.082	.689
Number of mentors reported				.105	.150	.269
Product term				-.067	-.118	.629
German or not				.533	.307	.001
Mentor Type Based Upon Where Mentor Lives						
Cross-Cultural Adjustment	107	4, 103	3.900			.005
Dichotomous term representing whether mentors are homogenous or diverse				-.413	-.235	.211
Sum total calculation of number of mentors				.075	.130	.476
Product term				.034	.074	.790
German or Not				.856	.439	.000
Mentor Type Based Upon Mentor Nationality						
Cross-Cultural Adjustment	105	4, 101	3.265			.015
Dichotomous term representing whether mentors are homogenous or diverse				.035	.019	.931
Number of mentors reported				.164	.233	.140

Mentor Type Based Upon Mentor Nationality			
Product term			
		-.137	-.257
German or Not		.534	.308
			.001
Mentor Type Based Upon Mentor Nationality			
Cross-Cultural Adjustment	107	4, 103	3.469
			.011
Dichotomous term representing whether mentors are homogenous or diverse			
		-.300	-.166
			.398
Sum total calculation of number of mentors		.087	.151
			.405
Product term		.010	.021
			.941
German or not		.530	.305
			.001

Mentoring Functions

Hypothesis 7 proposed that the degree to which expatriates receive psychosocial support from (a) home country colleagues and (b) host country colleagues would be positively and uniquely related to cross cultural adjustment. Hypothesis 8 stated that the degree to which expatriates receive career development support from (a) home country colleagues and (b) host country colleagues would be positively and uniquely related to cross cultural adjustment. Hypotheses 7 and 8 were tested by regressing cross-cultural adjustment on psychosocial support provided by home country colleagues, psychosocial support provided by host country colleagues, career development support provided by home country colleagues, and career development provided by host country colleagues. Tenure on assignment, a continuous variable measuring time in months on assignment, and German or not, a dichotomous variable used to measure whether the expatriate was a native citizen of Germany, were included as covariates.

Although the overall regression equation was significant [$F(6, 123) = 5.256, p < .01$], Hypotheses 7a, 8a, and 8b were not supported because the psychosocial support from home country colleagues ($\beta = -.078, p > .05$) and the career development supported provided by home country colleagues ($\beta = .144, p > .05$) and host country colleagues ($\beta = .054, p > .05$) were not uniquely related to cross-cultural adjustment. Hypothesis 7b was supported because the psychosocial support provided by host country colleagues was positively and uniquely related to cross-cultural adjustment ($\beta = .184, p < .05$). Tenure on assignment ($\beta = .280, p < .01$) and German or not ($\beta = .174, p < .05$) were also positively and uniquely related to cross-cultural adjustment. Thus, the degree to which expatriates received psychosocial support from host country colleagues was positively and uniquely related to cross-cultural adjustment (see Table 11).

Table 11 Summary of Results for Hypotheses 8 and 9

Variable	<i>N</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>
Cross-cultural Adjustment	129	6, 123	5.256			.000
Home PS				-.114	-.078	.221
Host PS				.283	.184	.029
Home CD				.147	.144	.069
Host CD				.055	.054	.286
German or not				.311	.174	.018
Tenure on Assignment				.019	.280	.001

Note. PS = psychosocial support; CD = career development.

Job Satisfaction

Number of Mentors

Hypothesis 9 proposed that the number of mentors that an expatriate reports having would be positively associated with his/her job satisfaction. Hypothesis 10 stated that the relationship between the number of mentors reported by an expatriate and his/her cross cultural adjustment would be more strongly positive if those mentors represent both home and host country members. Hypotheses 9 and 10 were tested by regressing job satisfaction on the number of mentors, whether the mentors were homogeneous or diverse, and the product term representing the interaction of the number of mentors and whether they were homogeneous or diverse. German or not, a dichotomous variable used to measure whether an expatriate was a native citizen of Germany, was entered as a covariate. Regardless of the manner in which number or type of mentors were defined, Hypotheses 9 and 10 were not supported. When I defined mentor type based upon where the mentor lives, the overall regression equations were not significant when we defined number of mentors based upon number of mentors reported [$F(4, 99) = 1.339, p > .05$] or when I used the sum total calculation of the number of mentors [$F(4, 101) = 1.677, p > .05$]. Further, the number of mentors ($\beta = -.057, p > .05$) and the product term representing the interaction term between number of mentors and whether they were homogenous or diverse ($\beta = .058, p > .05$) were not unique predictors when using number of mentors reported, and the number of mentors ($\beta = -.154, p > .05$) and the product term representing the interaction between number of mentors and whether they were homogeneous or diverse ($\beta = .169, p > .05$) were not unique predictors when using the sum total calculation of the number of mentors. However, in both cases, German or not was a unique predictor ($\beta = .217, p < .05; \beta = .228, p < .05$).

When these hypotheses were tested when defining mentor type based upon mentor nationality, the overall regression equations were not significant when using number of mentors reported [$F(4, 99) = 1.822, p > .05$] or when using the sum total calculation of number of mentors [$F(4, 101) = 1.671, p > .05$]. Further, the number of mentors ($\beta = .092, p > .05$) and the interaction term ($\beta = -.376, p > .05$) were not unique predictors when using number of mentors reported, and the number of mentors ($\beta = -.068, p > .05$) and the interaction term ($\beta = -.022, p > .05$) were not unique predictors when using the sum total calculation of the number of mentors. Again, German or not was a significant predictor in both cases ($\beta = .213, p < .05$; $\beta = .230, p < .05$). Hypotheses 9 and 10 were also not supported when the job satisfaction subscales were used as the dependent variables in place of overall job satisfaction. Thus, Hypothesis 9 was not supported because the number of mentors that an expatriate reports having is not positively associated with his/her job satisfaction, and Hypothesis 10 was not supported because the relationship between the number of mentors reported by an expatriate and his/her job satisfaction was not more strongly positive if the mentors represent both home and host country mentors (See Table 12).

As a supplemental analysis of the relationship between number of mentors and expatriate outcomes, I conducted a *t*-test to examine whether having a mentor at all was related to job satisfaction. The results revealed that having any kind of mentor or not was not associated with job satisfaction. That is, expatriates that reported having a mentor ($M = 70.598, SD = 9.35$) did not report greater levels of job satisfaction than expatriates without a mentor ($M = 69.354, SD = 7.401$), [$t(141) = -.692, p > .05$]. Likewise, expatriates that reported having a host country mentor ($M = 71.925, SD = 8.638$) did not report greater levels of job satisfaction than expatriates that did not have a host country mentor ($M = 70.346, SD = 8.358$), [$t(120) = -1.1020, p > .05$].

Furthermore, expatriates that reported having a home country mentor ($M = 70.895$, $SD = 8.793$) did not report greater levels of job satisfaction than expatriates without a home country mentor ($M = 71.500$, $SD = 7.955$), [$t(122) = .363$, $p > .05$].

Table 12 Summary of Results for Hypotheses 9 and 10

Variable	<i>N</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>
Mentor Type Based Upon Where Mentor Lives						
Job Satisfaction	103	4, 99	1.339			.261
Dichotomous term representing whether mentors are homogenous or diverse				.082	.005	.983
Number of mentors reported				-.407	-.057	.688
Product term				.338	.058	.819
German or not				3.848	.217	.030
Mentor Type Based Upon Where Mentor Lives						
Job Satisfaction	105	4, 101	1.677			.161
Dichotomous term representing whether mentors are homogenous or diverse				-.361	-.020	.918
Sum total calculation of number of mentors				-.904	-.154	.420
Product term				.792	.169	.560
German or not				4.042	.228	.021
Mentor Type Based Upon Nationality						
Job Satisfaction	103	4, 99	1.822			.130
Dichotomous term representing whether mentors are homogenous or diverse				6.176	.333	.150

Mentor Type Based Upon Nationality					
Number of mentors reported			.662	.092	.570
Product term			-2.040	-.376	.205
German or not			3.782	.213	.031
Mentor Type Based Upon Nationality					
Job Satisfaction	105	4, 101	1.671		.162
Dichotomous term representing whether mentors are homogenous or diverse			2.078	.113	.579
Sum total calculation of number of mentors			-.397	-.068	.721
Product term			-.103	-.022	.940
German or not			4.072	.230	.020

Mentoring Functions

Hypothesis 11 stated that the degree to which expatriates receive psychosocial support from (a) home country colleagues and (b) host country colleagues would be positively and uniquely related to job satisfaction. Hypothesis 12 stated that the degree to which expatriates receive career development support from (a) home country colleagues and (b) host country colleagues would be positively and uniquely related to job satisfaction. Hypotheses 11 and 12 were tested by regressing job satisfaction on psychosocial support provided by home country colleagues, psychosocial support provided by host country colleagues, career development support provided by home country colleagues, and career development provided by host country colleagues. Hypotheses 11a and 11b were not supported. Although the overall regression equation was significant [$F(4, 125) = 5.640, p < .01$], the psychosocial support provided by home country colleagues was not positively or uniquely related to job satisfaction ($\beta = -.075, p > .05$).

In addition, even though the psychosocial support provided by host country colleagues was positively related to job satisfaction, it was not uniquely related to job satisfaction ($\beta = .090, p > .05$). Thus, Hypothesis 11 was not supported because the degree to which expatriates receive psychosocial support from home country colleagues is not positively or uniquely related to job satisfaction, and the degree to which expatriates received psychosocial support from host country colleagues was positively, but not uniquely related, to job satisfaction (see Table 13). However, Hypotheses 12a and 12b were supported. The career development support provided by home country colleagues ($\beta = .292, p < .01$) and the career development support provided by host country colleagues ($\beta = .209, p < .05$) were positively and uniquely related to job satisfaction. Thus, Hypothesis 12 was supported because the degree to which expatriates received career development support from home country colleagues and host country colleagues was positively and uniquely related to job satisfaction (see Table 13).

When Hypotheses 11 and 12 were tested using the job satisfaction subscales, slightly different results were observed. When job satisfaction with operations was entered as the dependent variable, Hypotheses 11a, 11b, 12b were not supported. Hypothesis 12a was supported because the career development support from home country colleagues was positively and uniquely related to job satisfaction with operations ($\beta = .195, p < .05$). Hypotheses 11a, 11b, 12a, and 12b were not supported when job satisfaction with coworkers was entered as the dependent variable. Hypothesis 12b, but not 11a, 11b, or 12a, was supported when job satisfaction with the nature of the work was used as a dependent variable as the degree to which expatriates received career development support from host country colleagues was positively and uniquely related to job satisfaction with the nature of the work ($\beta = .256, p < .01$). Psychosocial support from home country colleagues was significantly, albeit negatively, related to job

satisfaction with the nature of the work ($\beta = -.172, p < .05$). Hypotheses 12a and 12b were also supported when satisfaction with communications was explored. The degree to which expatriates received career development support from home country colleagues ($\beta = .280, p < .01$) and host country colleagues ($\beta = .270, p < .01$) was positively and uniquely related to job satisfaction with communications.

Table 13 Summary of Results for Hypotheses 11 and 12

Variable	<i>N</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>
Job Satisfaction	129	4, 125	5.640			.000
Home PS				-1.091	-.075	.228
Host PS				1.379	.090	.180
Home CD				2.966	.292	.002
Host CD				2.152	.209	.015
Job Satisfaction with Coworkers	131	4, 127	1.916			.112
Home PS				-.266	-.067	.247
Host PS				.662	.138	.089
Home CD				.658	.208	.015
Host CD				.043	.014	.446
Job Satisfaction with Operations	130	4, 126	.962			.431
Home PS				-.743	-.142	.095

Variable	<i>N</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>
Host PS				.322	.058	.291
Home CD				.710	.195	.032
Host CD				-.004	-.001	.496
Job Satisfaction with Communications	132	4, 128	7.454			.000
Home PS				-.005	-.001	.496
Host PS				.199	.032	.368
Home CD				1.138	.280	.001
Host CD				1.120	.270	.002
Job Satisfaction with Nature of the Work	131	4, 127	4.196			.003
Home PS				-.742	-.172	.036
Host PS				.395	.076	.223
Home CD				.541	.158	.045
Host CD				.891	.256	.005

Note. PS = psychosocial support; CD = career development.

Intent to Remain for the Duration of the Assignment

Hypothesis 13 proposed that mentoring functions provided by host and home country colleagues would be positively associated with intent to remain for the duration of one's expatriate assignment and this relationship will be mediated by a) organizational socialization, b)

job satisfaction, and c) cross-cultural adjustment. The first step in examining this mediation hypothesis involved investigating whether the mentoring functions provided by home and host country colleagues are related to intent to remain for the duration of the assignment. To do this, intent to remain for the duration of the assignment was regressed on psychosocial support provided by home country colleagues, psychosocial support provided by host country colleagues, career development support provided by home country colleagues, and career development support provided by host country colleagues. German or not, a dichotomous variable used to measure whether the expatriate was a native citizen of Germany, was entered as a covariate. When looking at psychosocial support and career development support only, the results revealed that the overall regression equation was significant [$F(5, 127) = 4.125, p < .01$]. The results also indicated that psychosocial support provided by host country colleagues ($\beta = .204, p < .05$), and the covariate German or not ($\beta = .205, p < .05$), are uniquely related to intent to remain for the duration of assignment.

The next step in testing mediation involved showing that the mentoring functions provided are related to the mediators: organizational socialization, cross-cultural adjustment, and job satisfaction. Since the previous step revealed that psychosocial support provided by host country colleagues is the only mentoring function related to intent to remain for the duration of the assignment, it is only necessary to show that psychosocial support provided by host country colleagues is related to socialization, cross-cultural adjustment, and job satisfaction. Analyses conducted to test previous hypotheses revealed that psychosocial support provided by host country colleagues is positively and uniquely related to socialization ($\beta = .345, p < .01$) and cross-cultural adjustment ($\beta = .184, p < .05$), but not to job satisfaction ($\beta = .090, p > .05$).

The third step in testing mediation involves examining whether cross-cultural adjustment and organizational socialization are positively and significantly related to intent to remain for the duration of the assignment. Since psychosocial support provided by host country colleagues was not related to job satisfaction, job satisfaction is no longer included in the tests for mediation. To test this relationship, intent to remain for the duration of the assignment was regressed on socialization and cross-cultural adjustment. German or not was entered as a covariate. The results revealed that the overall regression equation was significant [$F(3, 133) = 10.354, p < .01$], and socialization ($\beta = .305, p < .01$) and cross-cultural adjustment ($\beta = .165, p < .05$) are uniquely related to intent to remain for the duration of the assignment.

The final step in testing mediation involves investigating whether the psychosocial support provided by host country colleagues becomes non-significant, and the two mediators remain significant predictors, when intent to remain for the duration of the assignment is regressed on psychosocial support provided by host country colleagues, organizational socialization, and cross-cultural adjustment. Again, German or not was included as a covariate. The overall regression equation was found to be significant [$F(4, 128) = 7.473, p < .01$], with socialization ($\beta = .285, p < .05$) emerging as a unique predictor. Psychosocial support provided by host country colleagues ($\beta = .068, p > .05$) and cross-cultural adjustment ($\beta = .153, p > .05$) were no longer unique predictors of intent to remain for the duration of the assignment. Thus, the results indicate that Hypothesis 13 was partially supported because psychosocial support provided by host country colleagues was positively associated with intent to remain for the duration of the assignment, and this relationship was mediated by the expatriate's socialization (see Table 14).

Table 14 Summary of Results for Hypothesis 13

Variable	<i>N</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>	<i>B</i>	β	<i>p</i>	<i>N</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>	<i>N</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>	
Step 1						Step 2			Step 3						Step 4							
						Host PS																
Intent to Remain for the Duration of the Assignment	132	5, 127	4.125			.002				136	3, 133	10.354			.000	132	4, 128	7.473			.000	
Home PS				-.570	-.145	.078																
Host PS				.845	.204	.020													.269	.068	.216	
Home CD				.196	.072	.231																
Host CD				.354	.128	.091																
Socialization							.258	.45	.000				1.624	.305	.001				1.524	.285	.003	
Cross-Cultural Adjustment							.283	.184	.029				.431	.165	.039				.402	.153	.053	
Job Satisfaction							1.379	.090	.180													
German or Not				.977	.205	.008							.256	.055	.249				.282	.061	.231	

Note. PS = psychosocial support; CD = career development.

Intent to Turnover

Hypothesis 14 stated that mentoring functions provided by host and home country colleagues would be negatively associated with intent to turnover and this relationship will be mediated by job satisfaction. The first step in examining this mediation hypothesis involved investigating whether the mentoring functions provided by home and host country colleagues are related to intent to turnover. To do this, intent to turnover was regressed on psychosocial support provided by home country colleagues, psychosocial support provided by host country colleagues, career development support provided by home country colleagues, and career development support provided by host country colleagues. German or not, a dichotomous variable used to measure whether the expatriate was a native citizen of Germany, was entered as a covariate. When looking at psychosocial support and career development support only, the results revealed that the overall regression equation was significant [$F(5, 124) = 3.582, p < .05$]. The results also indicated that career development support provided by home country colleagues ($\beta = -.209, p < .05$) and host country colleagues ($\beta = -.205, p < .05$) are uniquely related to intent to turnover.

The next step in testing mediation involved showing that the mentoring functions provided are related to the mediator: job satisfaction. Since the previous step revealed that career development support provided by home and host country colleagues are the only mentoring function related to intent to turnover, it is only necessary to show that career development support provided by home and host country colleagues is related to job satisfaction. Analyses conducted to test previous hypotheses revealed that career development support provided by home country colleagues ($\beta = .292, p < .01$) and by host country colleagues ($\beta = .209, p < .05$) are uniquely related to job satisfaction.

The third step in testing mediation involves examining whether job satisfaction is significantly related to intent to turnover. To test this relationship, intent to turnover was regressed on job satisfaction. German or not was entered as a covariate. The results revealed that the overall regression equation was significant [$F(2, 137) = 27.219, p < .01$], and job satisfaction was negatively and uniquely related to intent to remain for the duration of the assignment ($\beta = -.526, p < .01$).

The final step in testing mediation involved investigating whether the career development support provided by home and host country colleagues become non-significant, and job satisfaction remains a significant predictor, when intent to turnover is regressed on career development support provided by home and host country colleagues and on job satisfaction. Again, German or not was included as a covariate. The overall regression equation was found to be significant [$F(6, 120) = 10.223, p < .01$], with job satisfaction ($\beta = -.493, p < .01$) emerging as a unique predictor. Career development support provided by home country colleagues ($\beta = -.074, p > .05$) and career development support provided by host country colleagues ($\beta = -.141, p > .05$) were no longer unique predictors of intent to turnover. Thus, the results indicate that Hypothesis 13 was partially supported because career development support provided by home and host country colleagues was negatively associated with intent to turnover, and this relationship was mediated by the expatriate's job satisfaction (see Table 15).

Table 15 Summary of Results for Hypothesis 14

Variable	<i>N</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>	<i>B</i>	β	<i>p</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>	<i>df</i>	<i>F</i>	<i>B</i>	β	<i>p</i>	
				Step 1			Step 2			Step 3					Step 4					
Intent to Turnover	129	5, 124	3.582			.005				2, 137	27.219			.000	6, 120	10.223				.000
Home PS				.109	.054	.301														
Host PS				-.065	-.031	.379														
Home CD				-.297	-.209	.019	2.966	.292	.002								-.105	-.074	.208	
Host CD				-.289	-.205	.019	2.152	.209	.015								-.197	-.141	.055	
Job Satisfaction												-.070	-.526	.000			-.067	-.493	.000	
German or Not				-.322	-.132	.063						-.069	-.029	.346			-.110	-.046	.278	

Note. PS = psychosocial support; CD = career development.

Table 16 Summary of Key Results Observed

Dependent Variable	Hypotheses	Supported	Unique Predictors
Socialization	1: The number of mentors that an expatriate reports having will be positively associated with his/her organizational socialization on the overseas assignment.	No	<ul style="list-style-type: none"> • Where mentor lives, number of mentors reported <ul style="list-style-type: none"> ○ German or not ($\beta = .294, p < .01$) • Where mentor lives, sum total number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .300, p < .01$) • Mentor Nationality, number of mentors reported <ul style="list-style-type: none"> ○ German or not ($\beta = .298, p < .01$) • Mentor nationality, sum total number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .305, p < .01$)
	2: The relationship between the number of mentors reported by an expatriate and his/her organizational socialization will be more strongly positive if those mentors represent both home and host country members	No	<ul style="list-style-type: none"> • Where mentor lives, number of mentors reported <ul style="list-style-type: none"> ○ German or not ($\beta = .294, p < .01$) • Where mentor lives, sum total number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .300, p < .01$) • Mentor Nationality, number of mentors reported <ul style="list-style-type: none"> ○ German or not ($\beta = .298, p < .01$) • Mentor nationality, sum total number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .305, p < .01$)
	3a: The degree to which expatriates receive psychosocial support from home country colleagues will be positively and uniquely related to organizational socialization.	No	<ul style="list-style-type: none"> • Socialization overall <ul style="list-style-type: none"> ○ German or not ($\beta = .181, p < .05$)
	3b: The degree to which expatriates receive psychosocial support from host country colleagues will be positively and uniquely related to organizational socialization.	Yes	<ul style="list-style-type: none"> • Socialization overall <ul style="list-style-type: none"> ○ Host PS ($\beta = .345, p < .01$) ○ German or not ($\beta = .181, p < .05$) • Socialization to History <ul style="list-style-type: none"> ○ Host PS ($\beta = .270, p < .01$) • Socialization to People <ul style="list-style-type: none"> ○ Host PS ($\beta = .447, p < .01$) • Socialization to Goals <ul style="list-style-type: none"> ○ Host PS ($\beta = .218, p < .05$)

Dependent Variable	Hypotheses	Supported	Unique Predictors
Socialization	4a: The degree to which expatriates receive career development support from home country colleagues will be positively and uniquely related to organizational socialization.	No	<ul style="list-style-type: none"> • Socialization overall <ul style="list-style-type: none"> ○ German or not ($\beta = .181, p < .05$) • Socialization to Politics <ul style="list-style-type: none"> ○ Home CD ($\beta = .220, p < .05$)
	4b: The degree to which expatriates receive career development support from host country colleagues will be positively and uniquely related to organizational socialization.	No	<ul style="list-style-type: none"> • Socialization overall <ul style="list-style-type: none"> ○ German or not ($\beta = .181, p < .05$) • Socialization to Politics <ul style="list-style-type: none"> ○ Host CD ($\beta = .165, p < .05$) • Socialization to Goals <ul style="list-style-type: none"> ○ Host CD ($\beta = .272, p < .01$)
Cross-Cultural Adjustment	5: The number of mentors that an expatriate reports having will be positively associated with his/her cross cultural adjustment.	No	<ul style="list-style-type: none"> • Where mentor lives, number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .307, p < .01$) • Where mentor lives, sum total number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .439, p < .01$) • Mentor nationality, number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .308, p < .01$) • Mentor nationality, sum total number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .305, p < .01$)
	6: The relationship between the number of mentors reported by an expatriate and his/her cross-cultural adjustment will be more strongly positive if those mentors represent both home and host country members.	No	<ul style="list-style-type: none"> • Where mentor lives, number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .307, p < .01$) • Where mentor lives, sum total number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .439, p < .01$) • Mentor nationality, number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .308, p < .01$) • Mentor nationality, sum total number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .305, p < .01$) ○

Dependent Variable	Hypotheses	Supported	Unique Predictors
Cross-Cultural Adjustment	7a: The degree to which expatriates receive psychosocial support from home country colleagues will be positively and uniquely related to cross cultural adjustment.	No	<ul style="list-style-type: none"> • German or not ($\beta = .174, p < .05$) • Tenure on assignment ($\beta = .280, p < .01$)
	7b: The degree to which expatriates receive psychosocial support from host country colleagues will be positively and uniquely related to cross cultural adjustment.	Yes	<ul style="list-style-type: none"> • Host PS ($\beta = .184, p < .05$) • Tenure on assignment ($\beta = .280, p < .01$) • German or not ($\beta = .174, p < .05$)
	8a: The degree to which expatriates receive career development support from home country colleagues will be positively and uniquely related to cross cultural adjustment.	No	<ul style="list-style-type: none"> • Tenure on assignment ($\beta = .280, p < .01$) • German or not ($\beta = .174, p < .05$)
	8b: The degree to which expatriates receive career development support from host country colleagues will be positively and uniquely related to cross cultural adjustment.	No	<ul style="list-style-type: none"> • Tenure on assignment ($\beta = .280, p < .01$) • German or not ($\beta = .174, p < .05$)
Job Satisfaction	9: The number of mentors that an expatriate reports having will be positively associated with his/her job satisfaction.	No	<ul style="list-style-type: none"> • Where mentor lives, number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .217, p < .05$) • Where mentor lives, sum total number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .228, p < .05$) • Mentor nationality, number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .213, p < .05$) • Mentor nationality, sum total number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .230, p < .05$)

Dependent Variable	Hypotheses	Supported	Unique Predictors
Job Satisfaction	10: The relationship between the number of mentors reported by an expatriate and his/her cross cultural adjustment will be more strongly positive if those mentors represent both home and host country members.	No	<ul style="list-style-type: none"> • Where mentor lives, number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .217, p < .05$) • Where mentor lives, sum total number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .228, p < .05$) • Mentor nationality, number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .213, p < .05$) • Mentor nationality, sum total number of mentors <ul style="list-style-type: none"> ○ German or not ($\beta = .230, p < .05$)
	11a: The degree to which expatriates receive psychosocial support from home country colleagues will be positively and uniquely related to job satisfaction.	No	<ul style="list-style-type: none"> • Job Satisfaction with Nature of Work <ul style="list-style-type: none"> ○ Home PS ($\beta = -.172, p < .05$)
	11b: The degree to which expatriates receive psychosocial support from host country colleagues will be positively and uniquely related to job satisfaction.	No	None
	12a: The degree to which expatriates receive career development support from home country colleagues will be positively and uniquely related to job satisfaction.	Yes	<ul style="list-style-type: none"> • Overall <ul style="list-style-type: none"> ○ Home CD ($\beta = .292, p < .01$) • Operations <ul style="list-style-type: none"> ○ Home CD ($\beta = .195, p < .05$) • Communication <ul style="list-style-type: none"> ○ Home CD ($\beta = .280, p < .01$) • Coworkers <ul style="list-style-type: none"> ○ Home CD ($\beta = .208, p < .05$)
	12b: The degree to which expatriates receive career development support from host country colleagues will be positively and uniquely related to job satisfaction.	Yes	<ul style="list-style-type: none"> • Overall <ul style="list-style-type: none"> ○ Host CD ($\beta = .209, p < .05$) • Nature of Work <ul style="list-style-type: none"> ○ Host CD ($\beta = .256, p < .01$) • Communication <ul style="list-style-type: none"> ○ Host CD ($\beta = .270, p < .01$)

Dependent Variable	Hypotheses	Supported	Unique Predictors
Intent to Remain for the Duration of the Assignment	13: Mentoring functions provided by host and home country colleagues will be positively associated with intent to remain for the duration of one's expatriate assignment and this relationship will be mediated by a) organizational socialization, b) job satisfaction, and c) cross-cultural adjustment.	Partially in that socialization appears to mediate the relationship of psychosocial support provided by host country colleagues on intent to remain for duration	
Intent to Turnover	14: Mentoring functions provided by host and home country colleagues will be negatively associated with intent to leave one's home organization and this relationship will be mediated by job satisfaction.	Partially in that job satisfaction mediates the relationship between career development provided by home and host country colleagues and intent to turnover	

Note. PS = psychosocial support; CD = career development.

CHAPTER FIVE: DISCUSSION

Summary of Findings

The overall purpose of this study was to extend past expatriate mentoring research by 1) investigating the effects of having a mentor and the amount of mentoring provided on expatriate outcomes, 2) exploring the isolated impact of both career development and psychosocial support on expatriate outcomes, and 3) examining the unique impact of mentoring provided by home and host country mentors. The theoretical framework for my hypotheses was Network Diversity Theory (Higgins & Kram, 2001). This theory suggests that the same degree of mentoring will be more valuable if it is received from diverse sources than if it is received from redundant sources. This notion was tested in two ways. First, I investigated whether expatriates benefited from having multiple mentors and whether these benefits were moderated by the diversity of those mentors. Specifically, it was expected that the benefit of having multiple mentors would be greater for those with both host and home country mentors. Second, I investigated whether mentoring functions provided by home and host country colleagues accounted for unique variance in the same expatriate outcomes.

Overall, this study provides evidence that mentoring functions, not the number of mentors, is more strongly related to the expatriate's socialization, job satisfaction, cross-cultural adjustment, intent to remain for the duration of the assignment, and intent to turnover. Specifically, the results revealed that the sheer number of mentors an expatriate reported was not related to expatriate outcomes in that none of the hypotheses proposing that the number of mentors reported by an expatriate would be related to expatriate outcomes was supported. Further, the hypotheses proposing that the relationship between the number of mentors reported

would be even stronger if the mentors represent both home and host country colleagues were also not supported.

Given that none of the hypotheses involving the number of mentors were supported, I conducted a series of *t*-tests to examine whether having a mentor was related to the mentoring functions provided or to the dependent variables. When looking at the dependent variables, having any kind of mentor or not was not associated with any of the dependent variables. That is, expatriates that reported having a mentor did not report greater levels of socialization, cross-cultural adjustment, job satisfaction, intentions to remain for the duration of the assignment, or intentions to turnover. Likewise, expatriates that reported having a home country mentor did not report greater levels of expatriate outcomes. However, expatriates that reported having a host country mentor were more likely to report intentions to turnover than expatriates that did not have a host country mentor. This finding is a bit surprising because, at first glance, it would seem that having a host country mentor would be associated with a greater desire to remain with the organization. However, it is possible that expatriates see the value of having a mentor and are resentful that they did not have a similar type of relationship with someone in the home country. Further, it is possible that because they had a host country mentor, they did not seek out a home country mentor and did not have anyone protecting them, and their interests, in the home country, thus resulting in greater intentions to turnover.

When looking at mentoring functions provided, the results indicated that having any kind of mentor, whether from the host or home country, is associated with greater career development from both home and host country colleagues. In addition, having a host country mentor is associated with receiving psychosocial support from host country colleagues. Further, expatriates that reported having a home country mentor were more likely to receive career

development support from home country colleagues but less psychosocial support from host country colleagues than expatriates without a home country mentor. This finding seems a bit surprising because it is unclear why individuals without a home country mentor would be more likely to receive psychosocial support from host country colleagues. However, it is possible that in the absence of a home country mentor, the expatriate sought out psychosocial support from many individuals in the host country, providing a potential explanation for the interesting relationship between having a home country mentor or not and psychosocial support from host country colleagues. Ultimately, these results suggest that having at least one mentor is better than having no mentor, even though the incremental benefit of having more than one mentor was not supported.

Although the hypotheses that investigated the relationships between the number of mentors, and the diversity of those mentors, were not supported, many of the hypotheses proposing relationships between expatriate outcomes and mentoring functions provided were supported. For example, psychosocial support provided by host country colleagues was found to be positively and uniquely related to organizational socialization overall, socialization to the organization's history, and socialization to the people. Also, for socialization to organizational politics, career development from both home and host country colleagues was a unique predictor, and career development support provided by host country colleagues was uniquely related to satisfaction with the organization's goals. In addition, for cross-cultural adjustment, psychosocial support from host country colleagues was a unique predictor. Furthermore, career development support from home country colleagues was a unique predictor of all job satisfaction subscales, and career development from both home and host country colleagues was uniquely related to job satisfaction overall and job satisfaction with communication. Also, the relationship

between psychosocial support from host country mentors and intent to remain for the duration of the assignment was mediated by socialization. Finally, career development support provided by home and host country colleagues was negatively and uniquely related to intent to turnover, and this relationship was mediated by the expatriate's job satisfaction.

In addition, the results revealed that host and home country mentors do provide unique mentoring functions that influence expatriate outcomes. For instance, mentoring functions from home and host country colleagues account for unique variance in socialization, job satisfaction overall, job satisfaction with communication, and job satisfaction with the nature of work. Further, career development support provided by home and host country colleagues was uniquely related to intent to turnover via job satisfaction. Thus, these findings indicate that home and host country mentors provide unique mentoring functions to expatriates.

Further evidence for the notion that it is not the sheer number of mentors, but rather the mentoring functions received by expatriates, that influences their overall socialization, adjustment, job satisfaction, intent to remain for the duration of the assignment, and intent to turnover, can be wielded from the correlations between number of mentors and specific mentoring functions. For instance, the correlations between the number of mentors reported and mentoring functions provided are not that high. For instance, the correlations between number of home country mentors and psychosocial support provided by home country colleagues range from .075 to .081, depending upon how you define mentor type, and the correlations between the number of host country mentors and psychosocial support provided by host country colleagues were also low, ranging from .073 to .174. Similar low correlations were observed between the number of mentors and expatriate-specific mentoring functions. The correlations for career development support were higher with the number of home country mentors and career

development provided by home country colleagues ranging from .297 to .331, and the correlations between number of host country mentors and career development provided by host country colleagues ranging from .239 to .364. These low to moderate correlations between the number of mentors reported and specific mentoring functions provided suggest that the expatriates were receiving mentoring functions from people who were not their mentors or had poor mentors that were not providing substantial mentoring functions. Thus, in general, the results suggest that it is not the number of mentors that an expatriate reports that is most important to positive expatriate outcomes. Rather, it is the quality of mentoring functions that the expatriate receives from either their mentors, or other individuals who provide career development and psychosocial support, that is most strongly related to positive expatriate outcomes.

Theoretical Implications

The present study addresses three important gaps in our knowledge about expatriate mentoring. First, prior research on expatriate mentoring has focused solely on the presence or absence of a mentor, ignoring differences in the level of mentoring functions received. In this study, not only did I focus on the number of mentors reported by expatriates, but I also measured the specific mentoring functions provided by home and host country colleagues. The results suggested that home and host country mentors provide unique mentoring functions, and these unique mentoring functions are more strongly related to expatriate outcomes than the number of mentors an expatriate reports having.

The second research gap that was addressed in this study pertains to the differential impact of career development and psychosocial support on expatriate outcomes. It has been well documented in the domestic mentoring literature that mentors can provide different types of

mentoring and that these forms of support differentially affect mentoring outcomes (Allen et al., 2004; Allen et al., 1999; Chao, Walz, & Gardner, 1992; Dreher & Ash, 1990). Yet, in the expatriate mentoring literature, the differential influence of the provision of career development and psychosocial support on expatriate outcomes has not been isolated (Harvey, Buckley, Novicevic, & Wiese, 1999; Harvey & Wiese, 2002; Mezas & Scandura, 2005). In this study, I explored the differential impact of career development and psychosocial support provided by home and host country mentors, and the results revealed that these mentoring functions are uniquely related to expatriate outcomes, thereby confirming the need to look at mentoring functions individually rather than collapsing them into one measure of mentoring provided.

Finally, prior studies of expatriate mentoring have investigated either home (Feldman and Thomas, 1992) or host (Feldman and Bolino, 1999) country mentors, but have not compared the two in the same study. In this study, I investigated not only the relationship between total number of mentors and expatriate outcomes, but I also explored whether expatriates would have more positive expatriate outcomes if they had both home and host country mentors. The results revealed that the mentoring functions provided by home and host country colleagues are uniquely related to organizational outcomes.

In addition to extending the research knowledge of the expatriate mentoring literature, the results also provide support for the tenets of Network Diversity Theory (Higgins and Kram, 2001). Recall that Network Diversity Theory posits that having multiple mentors may not be as important as having multiple, diverse mentors that provide unique mentoring functions. Our results lend support to Network Diversity Theory in that home and host country colleagues provided unique mentoring functions that contributed to expatriate outcomes. Thus, the results from this study indicate that having multiple individuals from diverse social networks may be

more important than having multiple mentors because diverse individuals, in this case home and host country colleagues, provide unique mentoring functions.

In summary, the present study builds upon past research on expatriate mentoring by 1) examining both the effects of simply having a mentor as well as the level of mentoring provided, 2) isolating the impact of both career development and psychosocial support, 3) examining the unique effects of mentoring provided by home and host country mentors, and 4) providing support for the belief that multiple mentoring relationships are more beneficial if the mentors provide unique mentoring functions.

Practical Implications

The results from this study add to the mounting evidence that it is important to encourage mentoring relationships for expatriate employees. Although the number of mentors was not related to expatriate outcomes, the receipt of unique mentoring functions was related to an expatriate's socialization, job satisfaction, cross-cultural adjustment, intent to remain for the duration of the assignment, and intent to turnover. Thus, these results provide further evidence to organizations that providing mentoring to expatriates will increase the expatriate's probability of success and make it more likely that the organization obtains the return on the investment they made in the expatriate employee.

Another practical implication of this study is the message that formal mentoring programs should consider providing expatriates with mentoring support from more than one mentor, not simply either a home or host country mentor. These mentoring programs should be organized so that an expatriate has both types of mentors in order to benefit from the unique mentoring functions provided by these two types of mentors. Further, organizations should be careful to avoid sending the message that an expatriate should cease seeking advice once he/she

has an assigned mentor. Given the results that indicate that expatriates likely receive mentoring functions from individuals other than their mentors, organizations should encourage expatriates to seek out additional mentors and to seek out relationships with individuals outside of their formal mentoring relationships. Even better, the MNCs should organize and support attendance at outside activities, which may facilitate the formation of relationships that could ultimately result in the provision of mentoring functions to the expatriate.

Limitations

Although the study offers information on the relationship between expatriate outcomes and both the number of home and host country mentors and mentoring functions provided by both home and host country colleagues, some caution should be exercised when interpreting results due to some limitations in the study design. The participants used in this study may not be representative of the entire population of expatriate employees. All of the respondents were employed by one large, multinational firm. Therefore, it is questionable whether these results will hold for expatriates in other types of industries or from smaller organizations. In addition, the majority of respondents were male, and it is possible that female expatriates may benefit from different types of mentoring support. However, based upon the demographic data, the respondents seem typical with respect to the average expatriate, with the mean respondent age being 39 years old and average length of assignment duration being 30 months. Further, even though the majority of the respondents were traveling from Germany to the U.S., these respondents represent individuals from many nationalities working in a wide range of host countries. Thus, their experiences are likely to be applicable to a wide range of individuals. Furthermore, even though being a native citizen of Germany was directly related to four of the five dependent variables, it did not change the impact of the mentoring functions on the

expatriate outcomes. Regardless, future studies should attempt to replicate the findings with individuals working in diverse industries, with a broader population of female expatriates, and with a larger proportion of individuals working in host countries other than the U.S. and Germany.

Another potential limitation associated with the respondent sample stems from the fact that the organization is a German-based company. It is impossible to know whether the German or not variable was capturing variance specific to being a German or variance associated with being a member of an organization's home culture. In other words, it is unclear whether the results would have been different, and Americans would have scored higher on the same variables that the Germans did (e.g., socialization, cross-cultural adjustment, job satisfaction, fluency, and intent to remain for the duration), if a US-based organization was used. Thus, future studies should replicate the study to identify whether the effects related to being German or not were the result of nationality or the fact that the organization used happens to be a German-based company.

Another possible limitation of this study involves the cross-sectional design of this study. All of the measures were conducted using one instrument at one time, which prohibits the ability to make causal inferences. An experiment, where access to home and host country mentors is manipulated, is needed to discern whether the mentoring functions provided caused the expatriate outcomes, or if something about the expatriate outcomes made it more likely that the expatriate received the mentoring functions. In future studies, it would be beneficial to conduct a true experiment in order to permit the possibility of making strong causal inferences.

The use of self-report data is another limitation of the study, which is true of most of the domestic and expatriate mentoring literatures. The self-report questionnaire was the sole source

of information, including the outcome data, which raises the possibility of common method bias and the resulting artificial inflation of correlations among study variables. However, the threat of common method bias is reduced in this study as the analysis of the correlation matrix yields several unrelated variables, which indicates that common method variance may not be a major concern. Regardless, future studies should use multiple instruments to collect data from multiple sources, such as the mentors themselves and the expatriate's supervisors, in order to strengthen the validity of the study and to insure that the results observed are not primarily the result of shared method variance.

The nature of the criterion variables used to measure intent to remain for the duration of the assignment and intent to turnover is another potential limitation of this study. In this study, I measured behavioral intentions instead of actual completion of the assignment. Thus, I cannot state with certainty that the individuals are more likely to leave before the completion of their assignment or leave the organization as a whole, again not being able to make a strong causal inference. Thus, the use of longitudinal designs in future studies and the use of independent outcome data to measure actual completion and turnover are encouraged.

The average tenure on assignment of this expatriate population is an additional limitation of the study. The mean duration on assignment was almost two years. Thus, it is possible that the respondents are individuals that have already adjusted to the culture, with most of the individuals experiencing difficulties with adjustment having been already weeded out. That is, the mean of 5.63 reported for cross-cultural adjustment, with a range from 3.18 to 7.00, may have resulted from using a population of individuals that had been on assignment long enough to adjust to the cultural differences. Thus, tenure on assignment may have restricted the range of cross-cultural adjustment, thereby resulting in our findings being conservative estimates of the

actual relationships. Future studies should attempt to gather data from an expatriate population in which many individuals are in the earlier months of their expatriate assignments to see if stronger relationships are observed.

The final limitation to be discussed involves the exploration of individual differences variables. Only two personality variables that may influence expatriate outcomes were measured: openness to experience and locus of control. Past research (Caligiuri, 2000; Johnson et al., 2003; Lievens et al., 2003) has suggested that many other personality and individual differences variables are related to expatriate outcomes. Thus, it would be beneficial for future studies to examine whether additional moderators influence the relationships between mentoring provided and expatriate outcomes.

Conclusion

The goal of this study was to investigate the effects of having a mentor and the amount of mentoring provided on expatriate outcomes, explore the isolated impact of both career development and psychosocial support on expatriate outcomes, and examine the unique impact of mentoring provided by home and host country mentors. In doing so, the results revealed that the number of mentors that an expatriate reported having was not related to the expatriate outcomes of socialization, cross-cultural adjustment, job satisfaction, intent to remain for the duration of the assignment, or intent to turnover. In addition, the results showed that having a diverse group of mentors is not associated with the expatriate outcomes examined. Rather, it is the quality of mentoring functions received by expatriates from both home and host country colleagues that predict expatriate outcomes on overseas assignments. Thus, not only do these results lend support to domestic mentoring theory in that it is important for protégés to receive mentoring functions from diverse individuals, but they also demonstrate to MNCs that

expatriates are more likely to experience positive expatriate outcomes when they are receiving mentoring from both home and host country colleagues because these groups provide unique mentoring functions.

APPENDIX A: INFORMED CONSENT

INFORMED VOLUNTARY CONSENT TO PARTICIPATE

Please read this consent document carefully before you decide to complete this survey.

1. You are being asked to voluntarily participate in a study entitled “Mentoring expatriate employees: The influence of multiple mentors on overseas experiences,” which is being conducted in fulfillment of Lisa Littrell’s doctoral dissertation requirements at the University of Central Florida. You are being asked to complete the on-line survey that follows this informed consent document. Electronic communications are secure, and all data collected from this study will be stored in a locked filing cabinet. Your participation in this project is voluntary. You do not have to answer any question(s) that you do not wish to answer. Please be advised that you may choose not to participate in this research, and you may discontinue the survey at any time without consequence. The purpose of this study is to examine whether having multiple, diverse mentors influences expatriate outcomes on overseas assignments. This questionnaire will take approximately 20-30 minutes.

2. The investigator believes that the risks and discomfort to you are as follows: None

3. You understand that you will receive no direct benefit other than:

- The knowledge that your participation in this study will assist efforts aimed at improving the success of expatriates on overseas assignments.
- A copy of the results (if requested)
- A copy of any publication resulting from the current study (if requested)

4. Your identity will be kept anonymous. Your anonymity will be maintained throughout the electronic survey in that your name will never be requested. Only the research team will have access to your responses, and any data collected will be reported in aggregate form. In doing this, your name will not be reported or linked to the reporting of data in any meaningful way in the reporting of this data or in any subsequent publications. Please print this page if you would like a copy of the consent form for your own personal records.

5. If you have any questions about this study, you should contact the following individuals:

Principal Investigator: Kimberly Smith-Jentsch, Ph.D.

Email: kjentsch@mail.ucf.edu

Co-investigator: Lisa Littrell: 312-544-4477

E-mail: Li981280@ucf.edu

6. I have been informed that my identity will remain anonymous, and all data from this study will be destroyed after the researchers have completed their analyses.

7. This research study has been reviewed and approved by the UCF Institutional Review Board. If I have any questions about my rights in the study, I may contact:

Barbara Ward, UCFIRB Office, University of Central Florida Office of Research, Orlando Tech Center, 12201 Research Parkway, Suite 501, Orlando, FL 32826, 407-823-2901.

8. By clicking the box below, I give my voluntary informed consent to participate in the research as it has been described to me, and I acknowledge receipt of a copy of this form for my own personal records. Furthermore, I acknowledge that I am over 18 years of age and am able to give consent to participate in this study.

I ACKNOWLEDGE THAT I AM 18 YEARS OF AGE OR OLDER, AND I GIVE MY VOLUNTARY CONSENT TO COMPLETE THIS SURVEY.

I DO NOT WISH TO COMPLETE THIS SURVEY.

APPENDIX B: DEBRIEFING FORM

Debriefing Form

You participated in a study that was designed to investigate the effects of having multiple, diverse mentors on expatriate outcomes. Mentoring is one international human resource strategy that can reduce the failure rates of expatriates, provide the expatriates with the support they need before, during, and after expatriate assignments, and may reinforce the critical skills that were taught during cross-cultural training. In this study, the primary objective was to explore whether having a home and a host country mentor will influence the expatriate's adjustment, work socialization, job satisfaction, intent to finish the expatriate assignment, and intent to remain with the organization upon return. The results from this study will produce information that can be used to design and implement more successful expatriate mentoring programs.

As researchers, we cannot do our work without your help so please know that your participation was valued and greatly appreciated! If you would like to discuss your experiences as an expatriate, or if you would like to learn more about the study's purpose and findings, please contact Lisa Littrell at (317) 418-1610 or Li981280@ucf.edu. Thank you again for your participation!

APPENDIX C: SOCIALIZATION MEASURE

Original Socialization Scale Measure from
Chao et al. (1994)

Please indicate on the scale from 1-5 the extent to which you agree or disagree with the following statements regarding your experience on your expatriate assignment.

		Strongly Disagree	Disagree	Neither Agree/Nor Disagree	Agree	Strongly Agree
1. I have learned how things “really work” on the inside of this organization.		1	2	3	4	5
2. I know very little about the history behind my work group/department. (reverse)		1	2	3	4	5
3. I would be a good representative of my organization.		1	2	3	4	5
4. I do not consider any of my coworkers as friends. (reverse)		1	2	3	4	5
5. I have not yet learned “the ropes” of my job. (reverse)		1	2	3	4	5
6. I have not mastered the specialized terminology and vocabulary of my trade/profession. (reverse)		1	2	3	4	5
7. I know who the most influential people are in my organization.		1	2	3	4	5
8. I have learned how to successfully perform my job in an efficient manner.		1	2	3	4	5
9. I am not familiar with the organization’s customs, rituals, ceremonies, celebrations. (reverse)		1	2	3	4	5

		Strongly Disagree	Disagree	Neither Agree/Nor Disagree	Agree	Strongly Agree
10. I am usually excluded in social get-togethers given by other people in the organization. (reverse)		1	2	3	4	5
11. The goals of my organization are also my goals.		1	2	3	4	5
12. I have not mastered this organization's slang and special jargon. (reverse)		1	2	3	4	5
13. Within my work group, I would be easily identified as "one of the gang".		1	2	3	4	5
14. I know the organization's long-held traditions.		1	2	3	4	5
15. I do not always understand what the organization's abbreviations and acronyms mean. (reverse)		1	2	3	4	5
16. I believe that I fit in well with my organization.		1	2	3	4	5
17. I do not always believe in the values set by my organization. (reverse)		1	2	3	4	5
18. I understand the specific meanings of words and jargon in my trade/profession.		1	2	3	4	5
19. I have mastered the required tasks of my job.		1	2	3	4	5
20. I understand the goals of my		1	2	3	4	5

organization.						
		Strongly Disagree	Disagree	Neither Agree/Nor Disagree	Agree	Strongly Agree
21. I would be a good resource in describing the background of my workgroup/department.		1	2	3	4	5
22. I have not fully developed the appropriate skills and abilities to successfully perform my job. (reverse)		1	2	3	4	5
23. I do not have a good understanding of the politics in my organization. (reverse)		1	2	3	4	5
24. I understand what all the duties of my job entail.		1	2	3	4	5
25. I would be a good example of an employee who represents my organization's values.		1	2	3	4	5
26. I am not always sure what needs to be done in order to get the most desirable work assignments in my area. (reverse)		1	2	3	4	5
27. I am usually excluded in informal networks or gatherings of people within this organization. (reverse)		1	2	3	4	5
28. I have a good understanding of the motives behind the actions of other people in the organization.		1	2	3	4	5
29. I am familiar with the history of my organization.		1	2	3	4	5

		Strongly Disagree	Disagree	Neither Agree/Nor Disagree	Agree	Strongly Agree
30. I understand what most of the acronyms and abbreviations of my trade/profession mean.		1	2	3	4	5

APPENDIX D: CROSS-CULTURAL ADJUSTMENT MEASURE

Original Cross-Cultural Adjustment Measure from Black & Stephens (1989)

Please indicate on the scale from 1-7 how adjusted you are to each of following aspects of your expatriate assignment.

		Not adjusted at all						Very well adjusted
1. How adjusted are you to socializing with host nationals?		1	2	3	4	5	6	7
2. How adjusted are you to interacting with host nationals on a day-to-day basis?		1	2	3	4	5	6	7
3. How adjusted are you to interacting with host nationals outside of work?		1	2	3	4	5	6	7
4. How adjusted are you to speaking with host nationals?		1	2	3	4	5	6	7
5. How adjusted are you to the living conditions in the host country in general?		1	2	3	4	5	6	7
6. How adjusted are you to your housing conditions?		1	2	3	4	5	6	7
7. How adjusted are you to the food in your host country?		1	2	3	4	5	6	7
8. How adjusted are you to shopping in your host country?		1	2	3	4	5	6	7
9. How adjusted are you to the cost of living in your host country?		1	2	3	4	5	6	7
10. How adjusted are you to the entertainment/recreation facilities and opportunities in the host country?		1	2	3	4	5	6	7

		Not adjusted at all						Very well adjusted
		1	2	3	4	5	6	7
11. How adjusted are you to the health care facilities in your host country culture?								

APPENDIX E: JOB SATISFACTION MEASURE

Original Job Satisfaction Survey Measure from
Spector (1985)

Please indicate on the scale from 1-6 the extent to which you agree or disagree with the following statements describing your experience on your expatriate assignment.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. Many of our rules and procedures make doing a good job difficult. (reverse)	1	2	3	4	5	6
2. My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
3. I have too much to do at work. (reverse)	1	2	3	4	5	6
4. I have too much paperwork. (reverse)	1	2	3	4	5	6
5. I like the people I work with.	1	2	3	4	5	6
6. I find I have to work harder at my job because of the incompetence of people I work with. (reverse)	1	2	3	4	5	6
7. I enjoy my coworkers.	1	2	3	4	5	6
8. There is too much bickering and fighting at work. (reverse)	1	2	3	4	5	6
9. I sometimes feel my job is meaningless. (reverse)	1	2	3	4	5	6
10. I like doing the things I do at work.	1	2	3	4	5	6
11. I feel a sense of pride in doing my job.	1	2	3	4	5	6
12. My job is enjoyable.	1	2	3	4	5	6
13. Communications seem good within this organization.	1	2	3	4	5	6

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
14. The goals of this organization are not clear to me. (reverse)	1	2	3	4	5	6
15. I often feel that I do not know what is going on with the organization. (reverse)	1	2	3	4	5	6
16. Work assignments are not fully explained. (reverse)	1	2	3	4	5	6

APPENDIX F: INTENT TO REMAIN FOR THE DURATION OF THE ASSIGNMENT
MEASURE

Original Intent to Remain for the Duration of the Assignment Measure from Feldman & Thomas (1992) and Caligiuri (2000)

Please indicate on the scale from 1-5 the extent to which you agree or disagree with the following statements.

		Strongly Disagree				Strongly Agree
1. I fully intend to see my current job through to its conclusion		1	2	3	4	5
2. If this assignment had no effect on my career, I would terminate this assignment now.		1	2	3	4	5
3. I hope that I will be asked to return home early.		1	2	3	4	5

APPENDIX G: INTENT TO TURNOVER MEASURE

Original Intent to Turnover Measure from Smith-Jentsch et al. (2000)

Please indicate on the scale from 1-6 the extent to which you agree or disagree with the following statements.

		Strongly Disagree					Strongly Agree
1. I have thought about leaving my organization.		1	2	3	4	5	6
2. I have sought opportunities to leave my organization.		1	2	3	4	5	6
3. I will be working at my organization 2 years from now. (reverse)		1	2	3	4	5	6

APPENDIX H: MENTORING FUNCTIONS MEASURE – CAREER DEVELOPMENT AND
PSYCHOSOCIAL SUPPORT

Original Mentoring Functions Survey measure from
Scandura & Ragins (1993) and Scandura (1992)

A mentor is an influential individual possessing advanced experience and knowledge who is committed to providing support, direction, and feedback regarding career plans and interpersonal development in order to support to your career. Your mentor may or may not be in your organization, and he/she may or may not be your immediate supervisor. Based upon this definition of a mentor...

1. How many people do you currently consider to be your mentor(s)?	
2. How many of the individuals that you currently consider to be a mentor are native citizens of your home country and also work in a home country office of your organization ?	
3. How many of the individuals that you currently consider to be a mentor are native citizens of your home country but work with you in the host country office of your organization?	
4. How many of the individuals that you currently consider to be a mentor are native citizens of your home country but do not work in your organization at all?	
5. How many of the individuals that you currently consider to be a mentor are native citizens of the host country and work in a home country office of your organization ?	
How many of the individuals that you currently consider to be a mentor are native citizens of the host country and work with you in the host country office of your organization ?	
How many of the individuals that you currently consider to be a mentor are native citizens of the host country but do not work in your organization at all?	

Please indicate on the scale from 1-5 the extent to which you agree with the following statements regarding interactions you have had with host and home country individuals that contributed to your professional development. To be specific, I am referring to any and all individuals from your home and host country who have influenced your professional development. This includes your mentor but also extends to other people that you interact with that you may not consider to be a “mentor” per say but do provide you with support from time to time.

When responding to questions regarding “home country colleagues” please consider any and all individuals currently living in your home country with whom you interact professionally.

When responding to questions regarding “host country colleagues” please consider any and all individuals currently living in the host country with whom you interact professionally.

		Strongly Disagree				Strongly Agree
Psychosocial Support						
I share personal problems with host country colleagues.		1	2	3	4	5
I share personal problems with home country colleagues.		1	2	3	4	5
I have host country colleagues who I consider to be friends.		1	2	3	4	5
I have home country colleagues who I consider to be friends.		1	2	3	4	5
I socialize with host country colleagues.		1	2	3	4	5

		Strongly Disagree				Strongly Agree
I socialize with home country colleagues.		1	2	3	4	5
I exchange confidences with host country colleagues.		1	2	3	4	5
I exchange confidences with home country colleagues.		1	2	3	4	5
I try to model my behavior after host country colleagues.		1	2	3	4	5
I try to model my behavior after home country colleagues.		1	2	3	4	5
I have professional colleagues in my host country with whom I discuss questions or concerns regarding feelings of competence, commitment to advancement, relationships with peers and supervisors, or work/family conflicts.		1	2	3	4	5

		Strongly Disagree				Strongly Agree
I have professional colleagues in my home country with whom I discuss questions or concerns regarding feelings of competence, commitment to advancement, relationships with peers and supervisors, or work/family conflicts.		1	2	3	4	5
I have professional colleagues in my host country who share personal experiences with me as an alternative perspective to my problems.		1	2	3	4	5
I have professional colleagues in my home country who share personal experiences with me as an alternative perspective to my problems.		1	2	3	4	5

		Strongly Disagree				Strongly Agree
I have professional colleagues in my host country who convey empathy for the concerns and feelings I have regarding my expatriate assignment.		1	2	3	4	5
I have professional colleagues in my home country who convey empathy for the concerns and feelings I have regarding my expatriate assignment.		1	2	3	4	5
Career Development						
I have host country colleagues who take a personal interest in my career.		1	2	3	4	5
I have home country colleagues who take a personal interest in my career.		1	2	3	4	5

		Strongly Disagree				Strongly Agree
I have host country colleagues who devote special time and consideration to my career.		1	2	3	4	5
I have home country colleagues who devote special time and consideration to my career.		1	2	3	4	5
I have been placed in important assignments by host country colleagues.		1	2	3	4	5
I have been placed in important assignments by home country colleagues.		1	2	3	4	5
I have received coaching from host country colleagues.		1	2	3	4	5
I have received coaching from home country colleagues.		1	2	3	4	5
I receive professional advice regarding promotional opportunities from host country colleagues.		1	2	3	4	5

		Strongly Disagree				Strongly Agree
I receive professional advice regarding promotional opportunities from home country colleagues.		1	2	3	4	5
I have host country colleagues who help me coordinate my professional goals.		1	2	3	4	5
I have home country colleagues who help me coordinate my professional goals.		1	2	3	4	5
Expatriate-specific Mentoring Items Developed by the Author						
Host country colleagues have helped me to understand what is considered culturally acceptable behavior in this particular country.		1	2	3	4	5

		Strongly Disagree				Strongly Agree
Home country colleagues have helped me to understand what is considered culturally acceptable behavior in this particular country.		1	2	3	4	5
Host country colleagues have provided me with feedback on the appropriateness of my behavior given the cultural norms of this particular country.		1	2	3	4	5
Home country colleagues have provided me with feedback on the appropriateness of my behavior given the cultural norms of this particular country.		1	2	3	4	5
I have vented my frustrations regarding adjustment to this culture with host		1	2	3	4	5

country colleagues.						
		Strongly Disagree				Strongly Agree
I have vented my frustrations regarding adjustment to this culture with home country colleagues.		1	2	3	4	5

APPENDIX I: MENTORING FUNCTIONS MEASURE – OPEN-ENDED QUESTIONS

Please describe the most beneficial support you have received from a professional colleague in your host country. Please describe the event, who provided the mentoring, the specific type of information relayed or key action taken by this individual, and the benefit you gained from this specific mentoring experience.

Please describe the most beneficial support you have received from a professional colleague in your home country. Please describe the event, who provided the mentoring, the specific type of information relayed or key action taken by this individual, and the benefit you gained from this specific mentoring experience.

APPENDIX J: OPENNESS TO EXPERIENCE

Original Openness to Experience Measure from the International Personality Item Pool

Please indicate on the scale from 1-5 the extent to which these statements accurately describe you.

		Very Inaccurate				Very Accurate
1. I believe in the importance of art.		1	2	3	4	5
2. I have a vivid imagination.		1	2	3	4	5
3. I tend to vote for liberal political candidates.		1	2	3	4	5
4. I carry the conversation to a higher level.		1	2	3	4	5
5. I enjoy hearing new ideas.		1	2	3	4	5
6. I am not interested in abstract ideas. (reverse)		1	2	3	4	5
7. I do not like art. (reverse)		1	2	3	4	5
8. I avoid philosophical discussions.(reverse)		1	2	3	4	5
9. I do not enjoy going to art museums.(reverse)		1	2	3	4	5
10. I tend to vote for conservative political candidates.(reverse)		1	2	3	4	5

APPENDIX K: LOCUS OF CONTROL

Original Locus of Control Measure from the International Personality Item Pool – Levenson
(1981)

Please indicate on the scale from 1-5 the extent to which you agree or disagree with the following statements.

		Strongly Disagree				Strongly Agree
		1	2	3	4	5
1. I believe that success depends on ability rather than luck.		1	2	3	4	5
2. I believe that unfortunate events occur because of a lack of bad luck.		1	2	3	4	5
3. I believe that the world is controlled by a few powerful people. (reverse)		1	2	3	4	5
4. I believe in the power of fate.(reverse)		1	2	3	4	5
5. I believe that some people are born lucky.(reverse)		1	2	3	4	5

APPENDIX L: CONTROL VARIABLE MEASURES

Please respond to the following questions by typing in your answers in the space provided below each question.

1. Age	
2. Gender	
3. How long have you been working for your current organization?	
4. At what age did you first travel overseas?	
5. How many times have you been overseas, including both business and personal trips?	
6. What is your native country?	
7. In what country are you currently working?	
8. How long, in months, have you been on your current expatriate assignment?	
9. How many months is your expatriate assignment scheduled to last?	
10. If the host country language is different than your native language, are you able to speak the host country language fluently?	
11. How many prior expatriate assignments have you worked on?	
12. In which countries have you worked?	
13. For each of your prior expatriate assignments, how long did you remain on the assignment?	
14. For each of your prior expatriate assignments, did you choose to leave the assignment before the intended end date?	

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