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BUSINESS SCHOOL

***How Possessing Particular Personal Skills of Successful
Expatriates Influences Students' and Graduates' Willingness
to Work Abroad***

*Dissertation submitted to the University of Huddersfield (Business School) in partial fulfilment
of the requirements for the degree of BA(Hons) European Business Top-Up*

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How Possessing Particular Personal Skills of Successful Expatriates Influences Students' and Graduates' Willingness to Work Abroad

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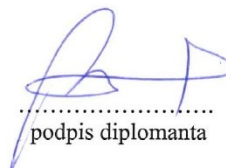
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Abstract

Globalization trend has been sticking around for a while, and will continue into the future as well. Constant pressure on students and graduates makes it even more difficult to find a job, thus having transferable skills that they are able to use in various fields, has become important for employers. Companies have realized, that employing expatriate workforce brings many benefits that they can use to their advantage, to further develop their business and sustain competitive in international market. Being open to new experience, have global set of mind, strong decision-making, or problem-solving skills are only a few of those. It comes in hand with moving abroad to countries one have never been to. But are today's students and graduates ready to be able to keep pace with this fast developing world? Are they willing to, and up to which degree, challenge themselves and live in another culture? What would make them consider working as an expatriate in foreign country? Do they have what is needed to become a global citizen? If they do, do they want to pursue international career?

Pearson's correlation analysis, together with ANOVA Analysis, and Z-Test will be run, depending on partial objectives of the thesis. Also, statistical measurements as mean, standard deviation, as well as further word analysis of some questions will be included. As author of this thesis has spent each year of her university studies in different country, she has gained quite an insight and perception of importance of engaging with various cultures, situations and environment. Also, this foreign experience has been the driving force to further explore this area by choosing it as bachelor's dissertation topic, as well as pursuing future studies and career in international human resource management.

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1 Introduction

Following chapter contains overall justification and background to the research topic with purpose to acquaint the reader with dissertation background. The research question together with aims and research objectives will be mentioned. Lastly, short overview of research structure will be explained.

1.1 Background to the Study and Justification

Globalization is surely the trend that is here now, and will be here in the future. Constant pressure on students and graduates makes it even more difficult to find a job, thus having transferable skills that they are able to use in various fields, has become important for employers. Being open to new experience, have global set of mind, strong decision-making, or problem-solving skills are only a few of those. It comes in hand with moving abroad to countries one have never been to. But are today's students and graduates ready to be able to keep pace with this fast developing world? Are they willing to, and up to which degree, challenge themselves and live in another culture? What would make them consider working as an expatriate in foreign country? Do they have what is needed to become a global citizen? If they do, do they want to pursue international career?

Companies have realized, that employing expatriate workforce brings many benefits that they can use to their advantage, to further develop their business and sustain competitive in international market. Over 90 per-cent of employers consider transversal skills strengthened by study abroad very important (Institute of International Education, 2015).

There will be provided Pearson's correlation analysis, together with ANOVA Analysis, and Z-Test, depending on objectives. Also, statistical measurements as mean, standard deviation, as well as further word analysis of some questions will be included As author of this dissertation has spent each year of her university studies in different country, she has gained quite an insight and perception of importance of engaging with various cultures, situations and environment. Also, this foreign experience has been the driving force to further explore this area by choosing it as bachelor's dissertation topic, as well as pursuing future studies and career in international human resource management.

1.2 Research Question and Objectives

The purpose of this part is to inform reader with main research question and research objectives of this dissertation. The topic has been chosen in accordance with author's opinion on importance of engagement with culturally diverse experience in order to succeed in today world-wide labour market.

The main research question is defined as:

Figure 1 - The Main Research Question

Does possessing particular personal skills of successful expatriate managers influence students' and graduates' willingness to work abroad?

In other words, whether respondents would be willing to work abroad if they have been positively identified with this skill set.

Source: (On Author's Own, 2016).

The main research objectives are defined as:

- *To identify the existence of particular characteristics of successful expatriate managers among students and graduates.*
- *To determine the main motivation factors associated with students' and graduates' willingness to work abroad.*
- *To identify whether students' and graduates' would rather work in European countries, in other countries in the world, or stay in their home country.*
- *To evaluate if earlier foreign experience as an exchange student had impact on respondents' work place choice.*

1.3 Research Structure

This dissertation will be divided into 6 main chapters (Introduction, Literature Review, Research Methodology, Research Results and Analysis, Discussion, and Conclusion) and further supported with related subchapters. Following section (Bibliography) will provide literature sources and supportive visualizations (Appendices, Figures, and Tables).

2 Literature Review

2.1 Introduction

This chapter provides the reader with literary evidence and background to researched topic. The literature review focuses mainly on expatriates, their importance for international businesses and employers, and influence of specific traits and skills on success in global environment. Motivating factors, as well as trends in hiring and choosing candidates in today's fast-paced world will be reviewed in order to understand both sides' perceptions on this topic.

2.2 Expatriates

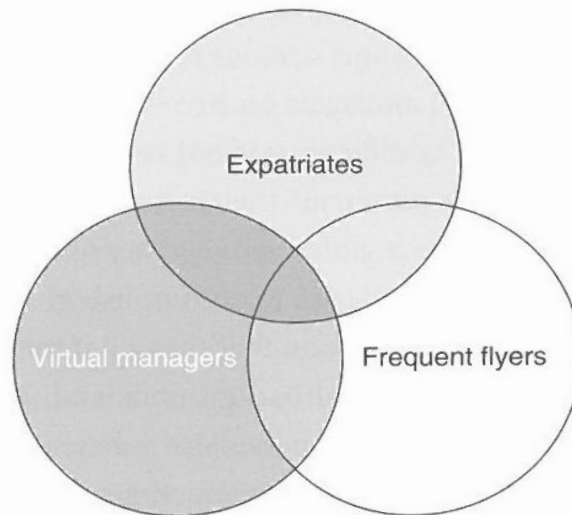
2.2.1 Definitions of Expatriates

In present global economy, the majority of managers deal with various management. Global managers work internationally with and through people of different backgrounds in order to achieve companies' worldwide goals. Some cultural differences might be bigger than others, e.g. China and the U.K., versus China and Japan. In this context must be kept in mind, that global managers have to be distinct from traditional managers (Steers, Nardon and Sanchez-Runde, 2013). In international human resource management literature, expatriates have been studied for a few decades (Konopaske and Werner, 2005).

Steers, Nardon and Sanchez-Runde (2013) define the expatriate, traditionally, as a parent company's manager, who is relocated to various countries to carry out foreign assignments in parent company's interest. This option is often chosen when headquarters need remote control over distant location, when local managers are not suitable, or when parent company wants its managers to develop professionally. However, today, the term "expatriate" or "expat" describes "*any person working in residence in a foreign country*" (Steers, Nardon and Sanchez-Runde, 2013, p45), who lives abroad for long periods of time. Expats usually require deep knowledge of a specific country or region. They are supposed to distribute firm's culture, ensure it is incorporated, and homogenous practices thorough the company are used, so control by headquarters is formed (Gooderham and Nordhaug, 2003).

However, frequent flyers have somewhat similar definition (see also Appendix A), thus there is chance of misunderstanding, though both categories are overlapping, as seen in Figure 2. Frequent flyers are supposed to have wide knowledge of differences in cultures and cultural process in general, due to nature of their work – they often move around the world to carry out different tasks (Steers, Nardon and Sanchez-Runde, 2013).

Figure 2 - Types of Global Assignments



Source: (Steers, Nardon and Sanchez-Runde, 2014, p44).

2.2.2 Skills and Traits Successful Expatriates Possess

MNEs as well as expat assignees are both concerned with success of foreign assignment. Despite that, “*whether an overseas assignment is viewed as a success or failure depends in part on the definition of success*” (Thomas, 2008). Success might mean positive outcome of an international assignment, but also developing human resources in order to prepare them to handle challenges of global enterprise world (Caligiuri and Associates, 2001).

According to Mead (2005) and further stated by Gooderham and Nordhaug (2003), Bormann, Hays, Howard, Ivancevich, Miller and Tung (cited in Thomas, 2008), expatriate manager needs appropriate managerial skills and necessary technical knowledge, supported by a range of personal qualities and competences. These vary, but are not limited to: communication skills, problem solving skills, negotiation skills, being an adaptable learner, be able to integrate with others, be flexible, ability to think in world terms, and be motivated to work and live in foreign culture.

In generally, expatriate employees, especially in leading positions, have to be able to adapt their lifestyles to various cultural backgrounds and have the ability to overcome the culture shock. They need to form a relationship with the environment in which expatriates' needs are satisfied and their social and physical demands are met. Alternatively, able to work with superiors of different culture, hence be culturally sensitive. These managers increase the probability of success in achieving companies' international goals (Thomas, 2008; Wild, Wild and Han, 2005). In other words, they have to be prepared to be relocated and live in unfamiliar cultures. Mead (2005) mentioned, that successful expatriate has positive attitude towards living in the host culture, and excitement towards cultural differences. In situations they have problems with adjusting, they might experience culture shock, causing them feeling homesick, confused, aggravated, irritated, even in a state of depression (Wild, Wild and Han, 2005).

Ross (2011) conducted a study of characteristics of successful expatriates on 200 expatriates. Five hypothesized characteristics were tested, as seen in Table 1.

Table 1 - Five Hypothesized Characteristics that Led to a Successful Expatriate Assignment

Adventurousness	Represents expatriate's desire to have exciting and new experience both at work and in life outside of work, seeking new challenges, preferring autonomy.
Cultural sensitivity	Ability to understand the culture in which they are living and working, to integrate into it, and to understand and learn about people whose cultural background is not the same as expat's.
Curiosity	Is expat's interest in learning about new culture, job and environment.
Flexibility	Depicts the expatriate's willingness to try new ways of doing things.
Open mindedness	Is the expat's ability to look at his new environment with desire to learn about it, and the interest in seeing things differently.

Source: On Author's Own supported by (Ross, 2011; SimilarMinds, 2016; Study.com, 2016).

As moderately or very important to their success, state these characteristics 95 per-cent of respondents. However, before the hypothesized characteristics were exposed, adventurousness was not frequently mentioned as an element of expatriates' success. Results of this study further show that expatriates' success would be increased by executive coaching, e. g. cultural training, language studies, and repatriation, since to more than 90 per-cent of expatriates no coaching had been offered. Thus it can be said, that if extensive coaching was provided, success rate of expatriate assignments would increase as well as international organisations' business (Ross, 2011).

These characteristics and skills repeatedly appear in the works of Mead (2005), Thomas (2008), Wild, Wild and Han (2005), Gooderham and Nordhaug (2003) and others. Arthur and Bennett (1995) conducted a study on expatriates of 26 nationalities and found adaptability, and openness to other cultures as important for individuals' success. Despite research findings by Caligiuri (2000) and Shaffer et al. (2006) do show some degree of relation between personality characteristics and expats' results, no consistent connection has been established due to failure of empirical tests, thus significance has been shifted to individuals' social skills or behaviour, as noted by Furnham and Bochner (1986) and Stening (1979).

2.2.3 Importance of Expatriates to Multinational Companies

The course of the economy in global merit has gradually changed as well as priority of world assignments has increased in past couple of years. Especially during the past two decades when several investigations has been conducted, focusing mainly on the changing strategies of multinational businesses. The purpose of these studies has been to identify strategies of transnational firms, with attention to worldwide learning and innovation, national responsiveness and orientation toward global integration (Bartlett and Beamish, 2011). Researches suggested, that *"the use of expatriates (home country nationals) followed a cycle consistent with the stage of internationalization of the firm"* (Franko, 1973). Franko (1973) also states this pattern was widely spread among both European and U.S. international enterprises. On the contrary, Harzing (2001) argues these patterns have changed over time, as numerous purposes of expatriates have been proposed.

In two out of three cases, expatriate managers were those who have been driving these transnational strategies. The big challenge comes with MNEs' global business expansion while maintaining global competitiveness. This is when expatriates come to use. They have not only been highly involved in distributing best practices, realising global programs, and aligning

functions of the headquarters with their subsidiaries, but more importantly they coordinated transforming organizational cultures (Black, Gregersen and Mendenhall, 1992; Black, Gregersen, Mendenhall and Stroh, 1999). They help with creating a pool of managers who are always ready to go literally anywhere in the world on short notice. These have become extremely important with rising markets in Central and Eastern Europe, Asia, and Latin America (Wild, Wild and Han, 2005). However, expatriate managers are expected to possess high level of local sensitivity, global awareness, and expected to understand cultural diversity within the multinational enterprises along with changing conditions in business (Berthoin Antal, 2001).

Harzing (cited by Gooderham and Nordhaug, 2003) surveyed 25 headquarters of multinationals. She found out that position-filling is the most important function expats have to execute, in the sense of transferring know-how. The second most important function was identified as management development, followed by culture transfer and direct expatriate control.

Strack (2014) claims, that by 2030 we will be facing global workforce shortage in most of our largest economies including China, Canada, Brazil, and Russia. Despite the fact that technology will replace a lot of jobs in the future, new kinds of jobs will emerge. Thus skills which people will need to perform their jobs, will change.

2.2.4 Advantages and Disadvantages of Appointing an Expatriate

Naturally, not all people are suited, or supposed to be in managerial or leading positions as expatriates. Members of multicultural teams offer a couple of advantages to international companies, including wide knowledge of various markets, twenty-four-hour work rotations, and culturally sensitive customer service (Brett, Behfar and Kern, 2006). As mentioned by Scullion (1991), among key advantages belong expatriate's knowledge of company's culture, international reporting structure as well as their ability to teach headquarters' culture to overseas employees. Additionally, Boyacigiller and Alder (1991) comment that by using expatriates, process of communication and coordination between main office and foreign subsidiaries may speed up. Mead and Andrews (2009) further state, that if expatriate manager and headquarters share the same culture, misunderstanding and cultural differences do not exist between them. Also, at critical time, the main office is more likely to influence branch's operations during critical times.

On the other hand, finding people who can actually become successful expatriates might be problematic. Though travelling abroad on business trip or holidays may be enjoyable, everyday life abroad can become stressful, and frustrating. Expat can become successful in one location, while fail in others, hence it creates challenge for managers and their companies to discover the right combination - which kind of person is to fit what kind of foreign assignment (Steers, Nardon and Sanchez-Runde, 2005). Mead and Andrews (2009) mention following disadvantages of expatriate staffing:

- Less opportunities to manage for local staff;
- Expats may not be sensitive enough to local market demand;
- It would take time for expatriate to build local connections;
- Expatriates may simply cost more to reward and train, and more.

Shaffer and Harrison (1998) mention that lack of preparation for exposure to foreign social surrounding and engaging in international business can lead to larger culture shock, unproductive interactions, incompetence, in some cases even to dysfunctional behaviour. Discussed by Lindsay (1992) and Kolb (1984), there exist ways how to prepare learners for foreign experience without actually exposing them to this environment directly. Among these belong creating cross-cultural interactions and emotional reactions in controlled environment, such as classroom. Through this method they can understand and think about their experience differently than by using passive modes. Baldwin and Ford (1988) further argued that in order to achieve maximum out of learning transfer, the similarity between foreign country interaction and the exercise must be at a very high level.

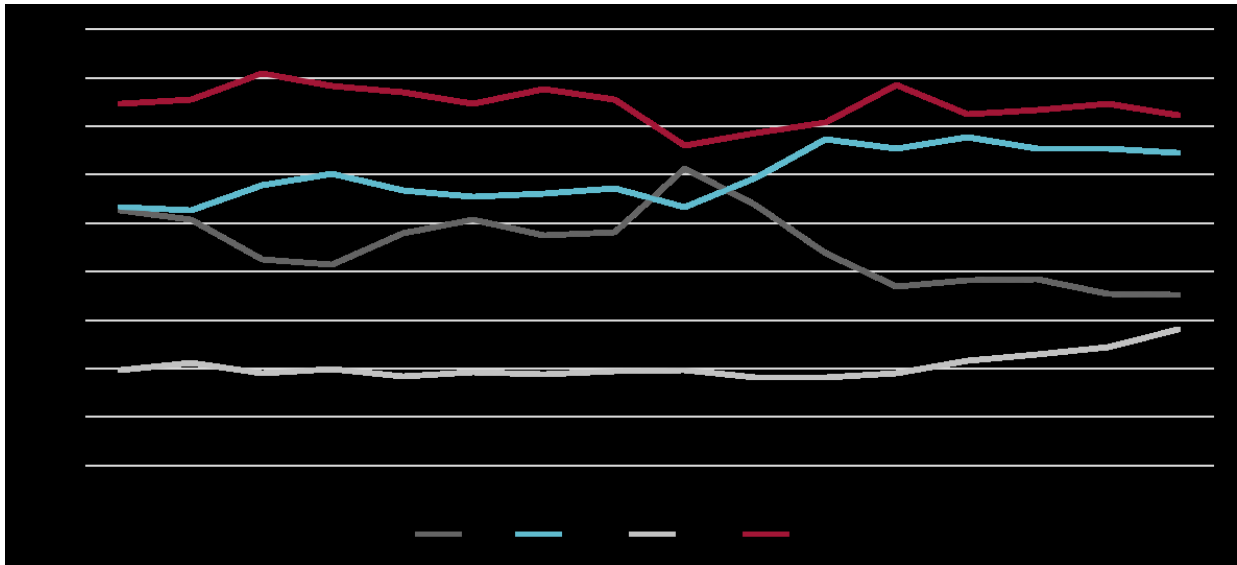
According to research, foreign assignments significantly influence expatriates' families when relocating abroad, thus these problems apply to their families too (Oddou, 2005; Harvey, 1985). When moving abroad, all members of the family go through a curve of adjustment. Expats and their families are moving from the state of competence to incompetence. In the foreign environment, expatriates suddenly do not know the surroundings, very often the spoken language, where to shop for items, are not able to find locations, or to use public transportation (Oddou, 2005). Gooderham and Nordhaug (2003) state, that it is major change for most people, and advice and assistance with housing and school arrangements are minimum what their company can help them with. Company even tries to help the spouse to find a job, educational institution or free time activities. As noted by Steers, Nardon and Sanchez-Runde (2005),

81 per-cent of workers declined working on foreign assignment as an expatriate because of family reasons. Wild, Wild and Han (2005) explain it is in every company's best interest to minimize a chance of culture shock, because it can lead to expatriate failure and high money lost. Unfortunately, according to Black, Mendenhall and Oddou (1991), failure of expatriate assignments is in general seen as high. 16 to 40 per-cent of American expatriate managers return too early, costing their companies approximately 100.000 USD each. Lack of personal satisfaction, failure of work performance, or both are to blame.

For the company, the risk of production delay, potential damage to the firm's image, postponed starting time, lost opportunities, and other hidden losses or failures can consequently cost not only their money, but even reputation (Ashamalla, 1998). Thus taking into consideration substantial financial lost of expatriates' failure and their critical importance of success in growing multinational businesses, firms must understand factors crucial to expats' success (Alder and Bartholomew, 1992; Black, Gregersen and Mendenhall, 1992; Harzing, 1995).

Mentioned by Wild, Wild and Han (2010), "Brain Drain", or departure of highly-skilled and highly-educated workforce from one career, geographical area to another, has become serious problem for many European countries. Experienced employees are trying to break away from poverty by emigrating to wealthier western countries. Though some countries, such as France, initiated official attempt to reverse this (BBC, 2015). Example of employment-based immigration from the European Union to the United States over period of 15 years in Figure 3 shows, the highest percentage of emigrating workers come from western and northern Europe. In 2013, their total number reached 18.000, not taking into consideration other countries in the world where the highly-skilled people flee to (Bruegel, 2015).

Figure 3 - Share of Employment-Based EU to US Immigration, by Region



Source: (Bruegel, 2015).

2.2.5 Reasons for Considering a Foreign Work Assignment

International work assignments are widely seen as excellent opportunity to make money, to learn new things, or to take another step in one's career. For many, it symbolizes personal challenge or more interesting life one can pursue (Steers, Nardon and Sanchez-Runde, 2005; Dowling and Welch, 2005). In 2003, number of employees working worldwide was 54 million, compared to 24 million people working on foreign assignments in 1990, clearly showing that business has become more global, while competition stiffer (Downling and Welch, 2005).

Global survey conducted in 2014 showed, that there exist various reasons why people would head abroad for work. They include, but are not limited to, salary and work experience, learning a new language, improving living standards, better career opportunities, access to better education or health-care system. Exposing their children to different culture has clear reason: parents want their kids to become global citizens, have more opportunities, or pick up foreign languages. But for some respondents it is the challenge of learning a new language, living in different culture, personal experience, or meeting new people. (Jobsite UK, 2012; Strack, 2014). All of these are future reasons why people choose to work in foreign country.

But are there any past reasons that led workers to choose to work abroad? Globaljobbing (2012) mentions that adventurous and curious people who like to travel and want to widen their horizons, often choose to work abroad. On the other hand, people who work in a niche field and are not able to find job at home, often flee from their country in order to work in this specific

circle (Jobs.ac.uk, 2008). Professor Therriault (cited by EURES, 2015) conducted a test on students of University of Florida and discovered, that students who have studied abroad surpassed those who intended to and those who planned to stay where they were, in creative thinking tests. Thus we can say, that they possessed higher level of open-mindedness when they were trying to see problems from various perspectives.

Also, research shows that foreign experience makes people more creative, flexible and complex in thinking, and might make them more successful (Time, 2014). *“People who have international experience or identify with more than one nationality are better problem solvers and display more creativity. What’s more, we found that people with this international experience are more likely to create new business and products and to be promoted”* (Maddux, Galinsky and Tadmor, 2010).

According to Berdan (2009), employers appreciate and look for applicants who show proof of curiosity in their applications. For those who enjoy the foreign experience, are curious about different environment, and enjoy being outside of their comfort zone are more likely to engage in foreign experience. Also (Nemchick, 2016), this can become an ordinary way of life for many, eventually becoming a habitual expatriate, although they can have other reasons: because of diverse ancestors, split sense of ones’ identity, they could be multilingual, or they might feel want to return to the country of their parents. It could be said, that it is person’s inner motivation, something that drives them to go out, experience things, explore the world, and achieve their personal goals (Micklow, 2013).

In conclusion, if people realize that they possess skills necessary to attract foreign employers or to enable them to handle foreign assignments, they can market themselves better and increase their chances to achieve the position.

2.3 Expatriates Recruitment

In 1970’s, whether employees were chosen for international assignment depended highly on their performance in previous similar, domestic jobs (Miller, 1973). However, years later, situation remained almost the same, when technical expertise and knowledge were still used as important selection criteria (Mendenhall, Dunbar and Oddou, 1987). Despite their importance, *“they should not be given undue weighting relative to a person’s ability to adapt to, and function in, another culture”* (Beamish, 2003).

2.3.1 Selecting Successful Expatriates

While group opposing globalisation claims that employees' dislocation steadily lowers income, supporters argue it enhances efficiency and increases wealth in nations, makes labour market in developed nations more flexible, and boosts economies of developing nations. On the other hand, productive, responsible, and highly skilled employees are elementary for success of the multinational company, so international human resource management (IHRM) differs significantly from domestic HRM (Wild, Wild, Han, 2010). Mead (2005) notices, that companies should select their expatriates efficiently and spend not more than expected returns from expat's assignment. Overall, the expatriate is most likely to succeed when:

- He and his spouse are able to adapt to different cultural and physical situation;
- He is competent to do his job and able to handle responsibilities originated by work;
- He has motivation to work abroad, good character and is emotionally mature.

Thus, to pass selections process in firms, they have to possess particular skills and traits (Wild, Wild and Han, 2005), the author discussed in part 2.2.2. While selecting potentially successful candidates, as depicted by Tung (1981) in Appendix B, earlier mentioned skills and traits need to be taken into account. However, the level of importance they are assessed varies, depending on situation.

Also, the size of potential expatriate pool plays important role when choosing the person. Internal pool is usually the first option and brings a couple of advantages. Wild, Wild and Han (2005) explain these managers have already been exposed and engaged with the firm's culture, involved in earlier stages of an international program, supposedly experienced the host country's culture, and acquired important business contacts. However, if selecting is not successful, Mead (2005) suggest the MNE can decide to hire new expat from external labour market. The company can according to Wild, Wild and Han (2005) further choose from:

- Recent university graduates who come from various countries. The company then provide them with intensive training over a year period and assign them back to their home countries. A big plus is their familiarity with aimed market, customs, traditions, and language.

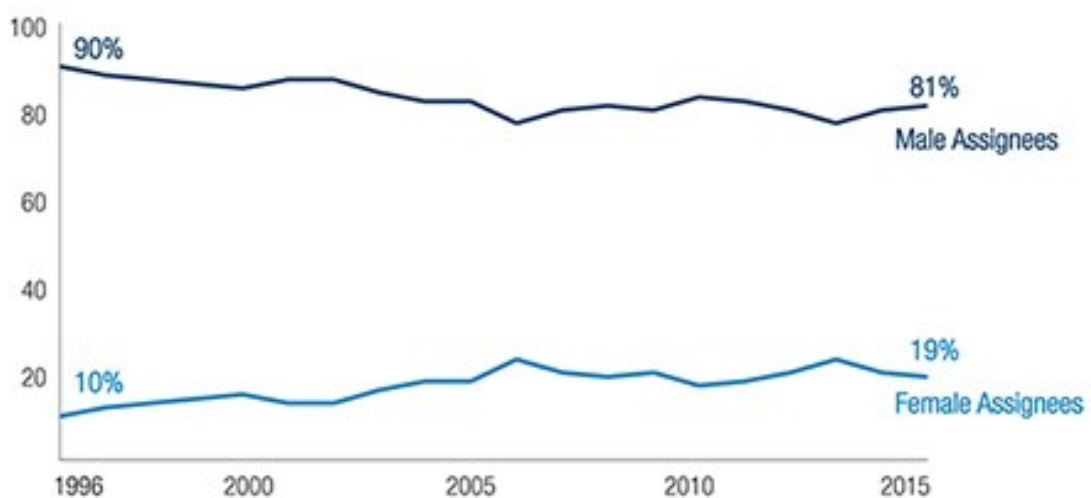
- Local managers, when number of foreign managers is restricted, or understanding the culture is essential requirement.
- Non-managerial employees, if training or specialized skill set is not necessary to execute the job, or if when local employment rate is important for the government.

As mentioned by Wild, Wild and Han (2005), skills and knowledge that are needed to carry out their jobs are normally identified *after* company recruits and selects its employees. Those who lack the necessary knowledge or skills would undertake one of development programs or training, for the sake of minimizing the risk of failure in the future, thus reducing relocating costs. On the contrary, Mead (2005) claims that the organization should hire employees with initial predisposition to work abroad in order to build a favourable organisational structure. His statement support Harris and Brewster (1999), commenting common wrongdoing in multinational firms, when expatriate managers are placed into high positions often without examination of their personal skills. Information about qualities and characteristics, that are likely to make for a successful expat, are insufficient.

2.3.2 Today's Trends in Recruiting and Assigning Expatriates

Even today, when men and women are considered equal, majority of foreign assignments are carried out by men. According to the 2015 Global Mobility Trends Survey conducted by Brookfield Global Relocation Services (2015), the number of international women assignees today represents roughly one fifth of all international assignees, as depicted in Figure 4.

Figure 4 - International Assignees by Gender - 20 Year Trend



Source: (Brookfield Global Relocation Services, 2015).

According to Mead (2005) this trend is due to higher number of men graduates, cultural biases against promoting women, or clients' refusal to make contracts with female appointee. Data shows unmarried women are more likely to "swing" and this is not very appearing company image. On the contrary, women are evenly interested and capable in expatriate work as men. Additionally, young expats have upper hand in lower number of domestic complications as well as advantage of higher energy. Nonetheless, the lack social and professional experience and their learning skills are not necessarily higher.

2.3.3 Future of Expatriates

Economies, individuals and companies will be gradually influenced by looming global workforce shortage. While the most skilled workers will leave their mother countries for better opportunities, their motherlands will be struggling in international competition. Companies will need to think more globally. Motivating, educating, rewarding, developing, and recruiting their employees and strategies to do so will have to be revised. As for individuals, their skills will have to develop more, because better the opportunity, the higher competition among highly skilled overseas applicants. Rivalry will be especially high in companies and economies that reacted fast enough to changes, thus are well-prepared (Strack, Von der Linden, Booker and Strohmayer, 2014).

Because of importance of skilled workers in the next decade, a few questions have arisen: Will they be willing to work abroad? What kind of skills will they possess? A global survey was conducted on more than 200.000 job seekers from 189 countries. About 70 per-cent of participants aged 21 to 30 years answered they would be willing to work abroad. The highest percentage scored France and Netherlands, while countries such as Denmark, Germany and the United Kingdom were the least mobile countries, as can be seen in Figure 5. Most preferred countries to work in were the United States, Canada, Germany, Switzerland, France, and Australia (Strack, 2014).

Figure 5 - Willingness to Work Abroad, by Country



Source: (Strack, Von der Linden, Booker and Strohmayer, 2014).

To put it in other words: if talented people would want to be a part of the workplace of the future, they would most likely need to find jobs abroad and spend time there, because anything else might hold them back from pursuing their careers (Strack, Von der Linden, Booker and Strohmayer, 2014).

3 Research Methodology

Research methodology serves as a bridge between literature review and the main analysis section of this dissertation. It represents an outline for accomplishing the objectives and answering the research question (Kumar, 2005), therefore following section clarifies the main research question and objectives, explains in details research strategies, and the whole logic of the dissertation.

3.1 Clarification of Research Question

Restating the research question leads to its better understanding and provides the reader with author's planned evaluating methods, and how they match with research question and objectives (Feather, 2013; University of Maryland University College, 2011).

For the purpose of this Bachelor's thesis, one main research question was defined, as initially stated at the beginning:

- ***Does possessing particular personal skills of successful expatriate managers influence students' and graduates' willingness to work abroad?***

In other words, the purpose of this dissertation is to examine whether students and graduates possess skills and characteristics of successful expatriate managers. And when they do, whether it has any impact on their work-related decisions, particularly when choosing location. As explained in the section 2.2.5 of literature review, indicators that earlier mentioned characteristics can lead to wanting to work abroad, exist. Researches (Caligiuri, 2000; Ross, 2011; Shaffer et al., 2006) proved right that enjoying foreign experiences (adventure, culture, language etc.) which support the existence of earlier mentioned traits, lead to their improvement. The author uses appropriate primary data analysis to identify the existence of possible correlation between skills and willingness to work in foreign country.

However, the deepest analysis of students' skills (how they developed, what kind of hidden factors in the past could have influenced their improvement) and country specific preferences will not be researched (although the study distinguishes among home country, neighbouring countries, and different world continents) as the word limit of 15.000 needs to be maintained. This dissertation rather aims to answer whether in today fast-paced world students

and graduates have what is needed to succeed in global labour market, and motivation to do so. Therefore:

- *existence of particular characteristics of successful expatriate managers among students and graduates will be identified,*
- *the main motivation factors associated with students' and graduates' willingness to work abroad will be determined,*
- *whether students' and graduates' would rather work in European countries, in other countries in the world, or stay in their home country will be identified,*
- *if previous foreign experience as an exchange student had impact on respondents' work place choice will be evaluated.*

Data for classifying characteristics, motivation factors, subjects' eagerness to work in other countries, and their previous engagement with foreign culture will be investigated through internet-distributed questionnaire. The survey is primarily aimed at students and graduates from universities in Europe, regardless their nationality. Appropriate answers to these objectives will provide enough data to answer the main research question of this dissertation.

3.2 Research Approach and Method

Saunders et al. (2012) mention three research approaches: deduction, induction, and abduction; Feather (2013) on the other side, leaves out induction. Inductive method is characterized by stating research question, and theories formulations in the end of research, as a result of observations. Abduction moves back and forth between theory and data. Nonetheless, for the purpose of this dissertation, deductive approach has been selected. It originates in theory and moves to data analysis, achieving research objectives and aims (Research Methodology, 2016; Saunders et al., 2012).

Deductive research approach is usually associated with quantitative research method. Thus the author has decided to collect primary data using this research method. It enables to express data in the form of variables, using statistical measures such mean, standard derivation, confidence interval on frequency distribution (Research Methodology, 2016). However, it will be supported by word analysis with regards to previous literature review, in order to understand motivators of working abroad. The data will be processed differently, depending on objectives,

but Pearson's correlation analysis and ANOVA Analysis (commonly used to decide the degrees of correlations; in Objective 1, 4, and main research question) will be used, as well as Z-Test (to determine confidence interval in Objective 1).

Particular method of collecting primary data was chosen as online questionnaire. Because it is easy to distribute to subjects of research without being directly involved, provides quick response, is economical, contains pre-defined answers, and in relatively small amount of time, a large number of responses can be received. Also, collection of wide range of data was important, especially accessing various countries across Europe, in order to reach subjects who are currently abroad (e.g. as an exchange student, since one of the objectives contains this variable). On the contrary, closed-end questions may be disadvantageous to respondents, as suggested answers are offered, but advantage for the author. Also, low response rate, limited answers or poorly answered question, and inability to check truthfulness of the answers goes contra choosing questionnaire as a tool for collecting data (Denscombe, 1998, University of Wisconsin, 2016).

3.3 Sample Group and Data Collection

The purpose of data collection and analysis, in order to answer main research question, is to choose representative sample of respondents. Purposive non-probability sampling method of simple random sampling was chosen for this research. A couple of specific criteria were chosen: 18 to 30 years old, students and graduates from European universities.

Firstly, age limit was chosen in accordance with work- and life-related decisions, subjects make at this point in their life. Then, because the objects of my study are students and graduates, the majority of them finish their studies around this age.

Secondly, since wide spread of various nationalities in Europe and high number of students from outside of Europe, no nationality specification was given, as well as no preferred gender structure. Also, increasing mobility of students due to exchange programs or foreign work placements would be only profitable for the purpose of this dissertation, as its part examines willingness to work abroad.

3.4 Pilot Study

Pilot study was conducted on 10 chosen students and graduates (4 from Tomas Bata University in Zlin, 3 from University of Huddersfield and 3 from other universities in Europe). As recommended by Saunders et al. (2012), pilot test can help to decrease occurrence of problems with understanding, as well as ensure that structure of questions and answers in the questionnaire survey is appropriate and understandable, in order to obtain valid data to work with. After the feedback was received, some questions (related to e.g. place of study or skills assessment) were reviewed and changes were made in sentences' structures to ensure clear understanding.

3.5 Questionnaire Design

In accordance with specified sample group and data collection process, and as mentioned earlier, web-based type of questionnaire was designed using free feature of Google Docs – Google Forms. In the end, link for sharing was conveniently created, enabling easy and fast distribution. However, finding appropriate distribution channels on the internet caused some time cost. Finally, the questionnaire was distributed mainly via social networks, e.g. Facebook (posts in various international groups of University of Huddersfield and Tomas Bata University in Zlin, direct contacting of people acquainted with the author, and further post sharing by author's friends).

After primary testing, online survey was opened to accept responses on 5th April 2016 and closed on 18th April 2016. As seen in Appendix C, the questionnaire was clearly and carefully designed in order to obtain desired and responsive data, in terms of validity and reliability.

Dillman (2009) distinguishes three main types of variables that can be obtained through questionnaire survey – attribute, behaviour, and opinion data. In the following paragraphs, simple overview followed by explanation of different types of variables will be provided. As for attribute variables (Saunders et al., 2012), they represent simple characteristic data such as age, gender and place of study, as seen in Figure 6.

Figure 6 - Example of Attribute Detecting Question

- Where do/did you study? ***
- In my home country
 - Abroad
 - Combination (e. g. exchange student)

Source: (On Author's Own, 2016).

Additionally, behavioural variables show in what kind of situations subjects are engaging now, engaged in the past, or will engage in the future. They contain concrete experience and behaviour (Saunders et al., 2012). Thus, for this type of question, five point Likert scale (Figure 7) was used to assess level of agreement with statements, in order to further determine whether respondents possess skills of successful expatriate managers. Likert scale provides the researcher with appropriate responses to measure attitudes and opinions (McLeod, 2008), in this case, to 5 different characteristics of successful expats which were discussed in part 2 Literature Review. McLeod (2008) further states that this kind of measurement allows to answer in some degree of opinion, hence it is possible to determine, whether some survey participants possess higher level of skills than the others, or none at all. On the other side, they can lie to put themselves in a better light.

Figure 7 - Example of Behaviour Detecting Question

Please mark to what extend you agree with following statements: *

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
I can deal with changing deadlines and priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I stick to the same old ways of doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: (On Author's Own, 2016).

As for opinion data, Saunders et al. (2016) clearly distinguish them from other variables, as they record participants' perception on something, how they think something is true or false. To determine hidden forces or reasons behind students' choice of university (abroad, home, or combination), open-end question in Figure 8 was included.

Figure 8 - Example of Opinion Detecting Question

What were your reasons for choosing the university in this country? *

Your answer

Source: (On Author's Own, 2016).

As can be noticed in Appendix C, closed-end, open-end, Likert scale, and list questions were used in the survey. Age was divided into three categories, namely 18-22 years old, 23-26 years old and 27-30 years old, as there may be differences in answering the main research question according to various age groups of attendants of the research. Outcomes may also vary depending on differences in gender, despite previous finding in literature, that gender does make no difference. In order to simply distinguish between students and graduates, this question was also implemented into the dissertation questionnaire. To find out whether nationality comes into question when drawing conclusions, 5 most probable countries of nationality are stated with option to add other countries, since this research does not strictly differ among nationalities.

In order to decide whether there might have been any previous influence on forming characteristics and skills discussed in this thesis, participants were asked whether they study (or studied) in their home country, abroad, or both (in the case of exchange students). They were further requested to state country (or countries) of their studies, and short reason statement of why they chose that specific country. Next question aims to identify students' and graduates' skills and characteristics associated with foreign experience. Statements are presented as clearly as possible, and with accordance with replies of expatriates in research studies (e.g. Ross, 2011), to be able to identify possession of these skills among subjects of study. Likert five-point scale is used to evaluate these statements.

Following set of three questions focuses on determining the degree of willingness to work abroad by choosing from options e.g. my home country, various world continents, anywhere in

the world, or anywhere except subjects' home country. It further tries to discover preferences of students and graduates, if they were offered a job. Lastly, a group of miscellaneous reasons of motivation were stated and participants were asked to choose up to 5 different answers.

To statistically analyse obtained data, statistical program SPSS is used. Results of the questionnaire are standardized to meet requirements of mentioned program. Exported charts and tables from SPSS Statistics and Microsoft Excel are used.

3.6 Limitations of the Research

Due to some research characteristics of methodology or design, misinterpretation of findings might occur (University of Southern California, 2016). Thus is important to explain any possible constrains and limitations, and keep them in mind before drawing conclusions.

First of all, because answering the questionnaire was voluntary, respondents could choose not to answer (e.g. did not want to participate, lack of time). Due to nature of online survey, personal contact with participants was omitted and the researcher had to trust their correct understanding of questions. Also, some answers might be of low quality.

Another limitation arises from distributing only English version. Even though questions were not formed using high level of English, some people might have felt uncomfortable answering it, if they were not confident with their language skills level.

As can be seen later, Slovak and Czech population of students and graduates is represented quite well. However, as number of subjects from another countries is lower (France and the United Kingdom), or very low (other countries) due to non-random sampling. The results might not represent differences among nations and be generalized to all students and graduates across Europe.

Sample group was selected very randomly – gender nor nationality played role when choosing candidates, both students and graduates could participate without previous assessment of proportion, which might favour particular group when interpreting findings.

Moreover, when determining skills and characteristics of the subjects, more accurate method could have been used. However, due to time constrains and possible complexity of results and analysis, the author made the highest effort to simplify identifying process. Despite

this, data might not be as accurate as they would be if many more detailed questions were asked.

3.7 Ethical Issues

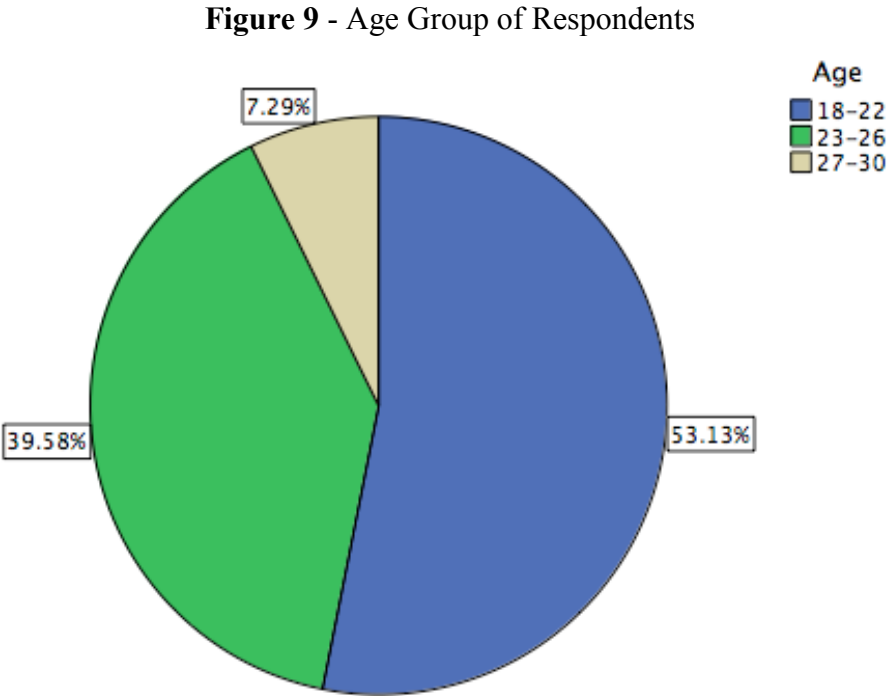
As stated by Trochim (2006), voluntary participation, confidentiality, or anonymity might affect response rate of questionnaire and draw concern of participants. The author ensured that respondents were taking part in research voluntarily, without being and feeling pressured to do so. Confidentiality of all data is guaranteed by anonymous replies to all questions, without providing subject's name, address, or religion. They were informed about it in the beginning of the survey. Additionally, the author is the only person working with obtained data.

4 Research Results and Analysis

Following chapter deals with analysis of the research and findings. In order to answer main research question, the author answers partial objectives. As quantitative approached has been chosen, obtained data were processed using SPSS Statistics software, some diagrams further created using Microsoft Excel and Google Forms.

4.1 Profile of Respondents

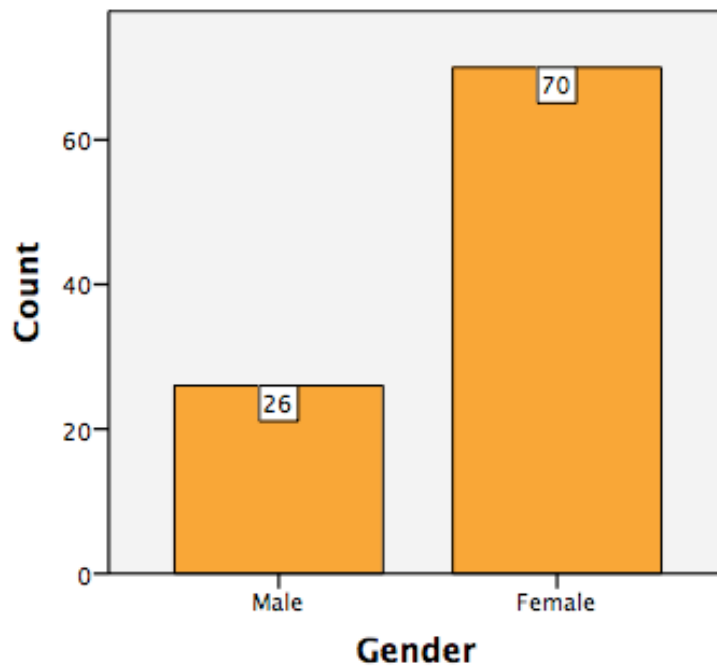
Total number of 96 online questionnaires was collected and accepted for further data analysis. As shown in Figure 9, 53.13% were aged between 18 and 22 years, 39.58% between 23 and 26 years, and only 7.29% of all sample population was 27 to 30 years-old.



Source: On Author's Own in SPSS Statistics

Additionally, only 26 students and graduates were males, in comparison with sample of 70 women (Figure 10). All sample population attends one of the universities in Europe, or graduated from one. This is an important aspect to keep in mind, for further analysis.

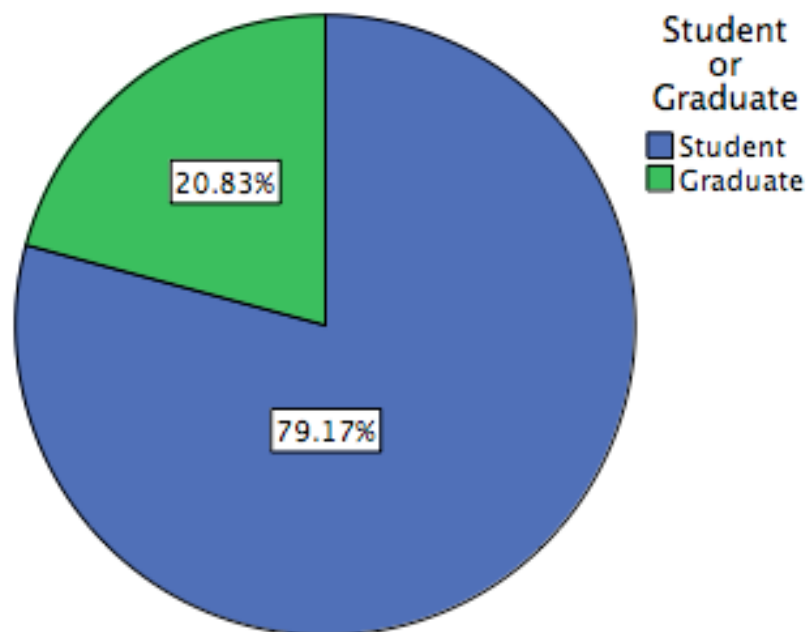
Figure 10 – Gender of Respondents



Source: On Author's Own in SPSS Statistics

The majority of 79.17% of population consists of students still studying at a university, while the rest is represented by graduate females and males (Figure 11).

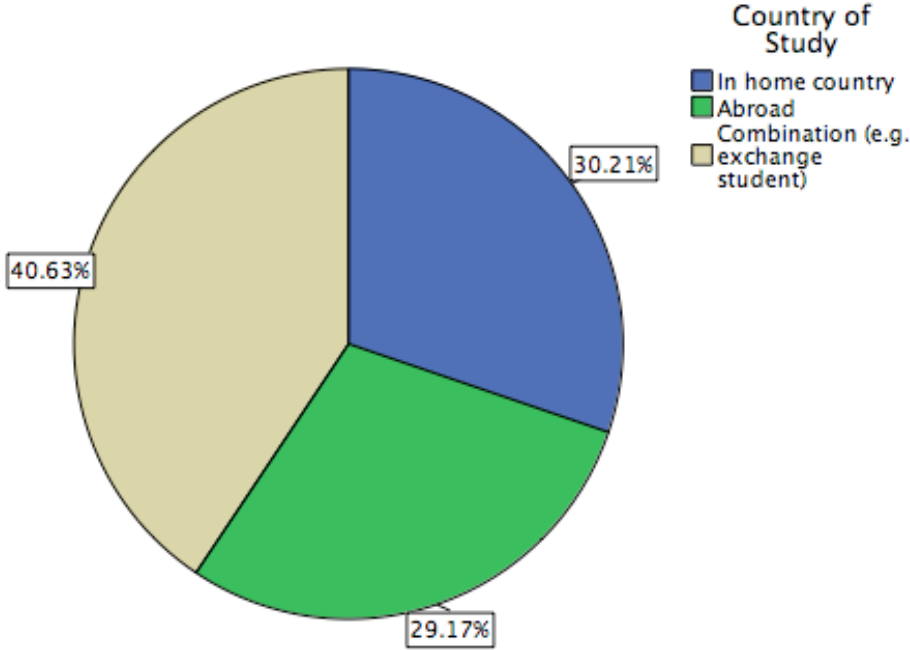
Figure 11 – Student or Graduate



Source: On Author's Own in SPSS Statistics

The proportion, in the case of country where participants study or have studied, is better dispersed, with 40.63% of all males and females experienced a life of an exchange student in another country, embraced by different culture (Figure 12). This number contains students and graduates from universities in their own country (e.g. Slovak student attending university in Slovakia), who during their studies spent a period of time in one, or more foreign countries, as an exchange student (e.g. the same student went for a year to Italy as a part of his studies via Erasmus+, Freemovers, or any other exchange program). 30.21% of all respondents do study, or studied, all their courses at their university in participants' home countries (e.g. Czech graduate who studied all 5 years at one of the Czech universities). The last part, representing 29.17% of female and male students and graduates, who attend, or attended, university, in another country primarily (e.g. Polish student attending a university in the UK). However, in this category, students and graduates whose university is abroad, and they further applied for exchange programs in other countries, are included (e.g. Bulgarian student studies primary in Denmark, but he is adventurous enough to spend his second year of studies as an exchange student in China).

Figure 12 – Country of Study

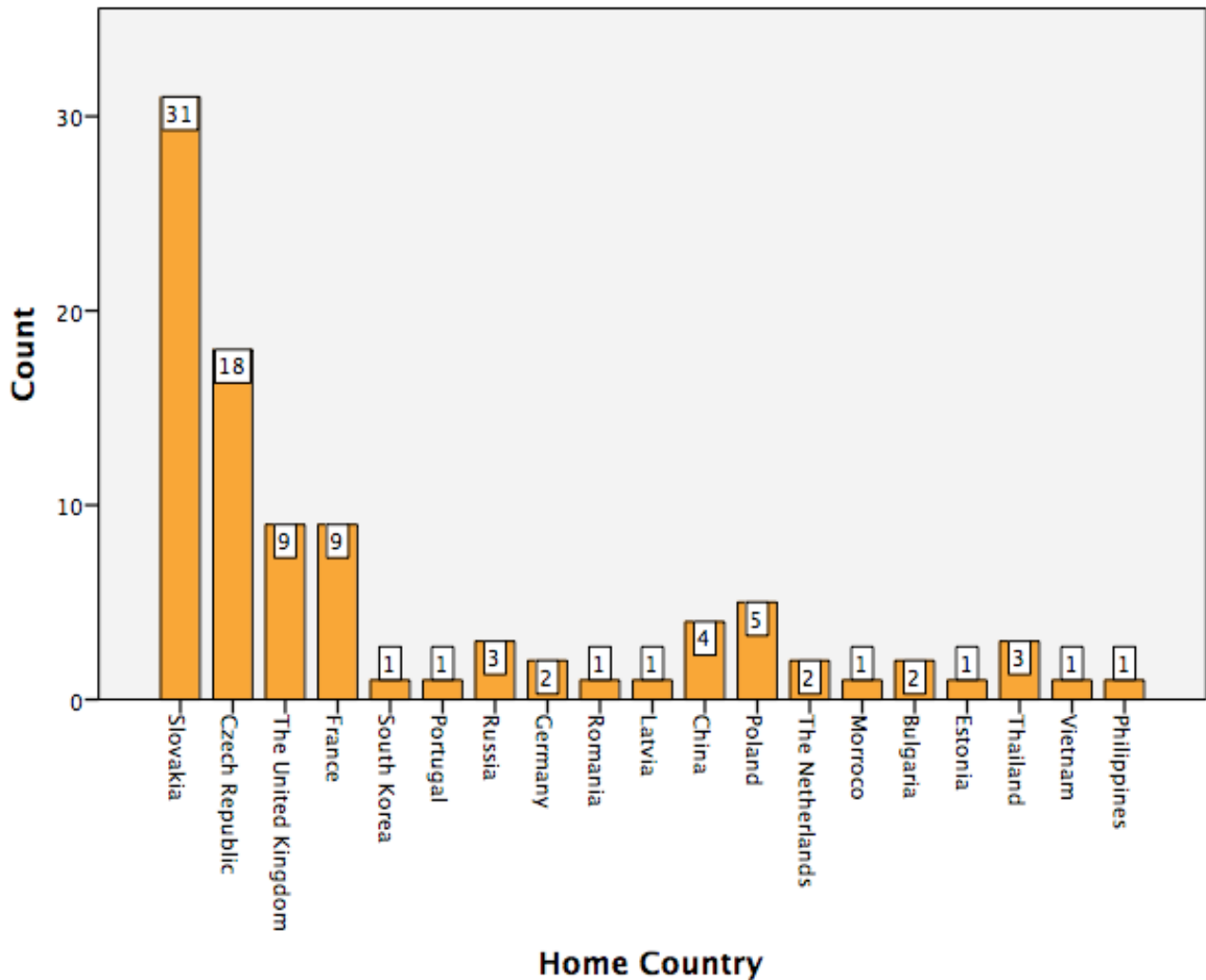


Source: On Author's Own in SPSS Statistics

Together, students and graduates' population studying in Europe was represented by 19 different nationalities. The most common nationality was Slovakia with 31 participants, followed by Czech Republic with 18, United Kingdom and France, 9 from each country. From European countries, Portugal, Germany, Romania, Latvia, Poland, The Netherland, Bulgaria, and Estonia are included as well. Morocco, as the only African country was included. The rest

belonged to Asia, counting South Korea, Russia, China, Thailand, Vietnam, and Philippines. The commonality was caused due to distribution of questionnaire, mainly among Slovaks and Czechs, as they are in direct contact with the author, who is Slovak.

Figure 13 – Nationalities of Participants



Source: On Author's Own in SPSS Statistics

The most common non-home countries, in which respondents study, or studied, was the United Kingdom. The total number of 65 respondents stated that they have studied abroad. 50% of all females, and 38.1% of all men stated that they attend university in the UK, at one point (e.g. full-time student abroad, exchange student). Czech Republic with 14.3% of males and 26.1% of females, and South Korea following with 23.8% of all male, and 13% of women participants (Figure 14).

Various reasons for choosing university in the particular county were mentioned: while for some respondents, family, spouses, friends, or their ancestors played a big role, others wanted to improve their language skills (English, German, French), the university was one of few offering similar study program, they liked the country itself, or because of a higher level of education. Some wanted to attend famous university with good reputation, gain more knowledge in comparison with other universities, to some participants the universities appeared to be interesting and challenging, or financial stability in the future. On the other hand, it seems that some students and graduates decided on their university because they simply wanted to stay in their home country, a few answered they do not even know what was the reason, and for some others because of easy study program. Some very rare reasons appeared, as the university they attended before lost accreditation, thus they had to find another one, or short course duration.

Figure 14 – Studies in Foreign Countries (By Gender

	Gender	
	Male	Female
The United Kingdom	38.1%	50.0%
Czech Republic	14.3%	26.1%
South Korea	23.8%	13.0%
Canada	4.8%	2.2%
France	4.8%	4.3%
Poland	4.8%	0.0%
Germany	9.5%	2.2%
Lithuania	4.8%	0.0%
Norway	4.8%	2.2%
Bulgaria	0.0%	2.2%
Portugal	9.5%	2.2%
The Netherlands	4.8%	0.0%
Italy	4.8%	0.0%
Denmark	9.5%	0.0%
Finland	4.8%	4.3%
Austria	0.0%	2.2%
Sweden	0.0%	2.2%
The United States	4.8%	0.0%

Source: On Author's Own in SPSS Statistics

4.2 Dealing with Main Question and Objectives

As already mentioned at the beginning of this thesis, the main research question was defined:

- ***Does possessing particular personal skills of successful expatriate managers influence students' and graduates' willingness to work abroad?***

For the sake of answering it, following objectives will be resolved:

- *To identify the existence of particular characteristics of successful expatriate managers among students and graduates.*
- *To determine the main motivation factors associated with students' and graduates' willingness to work abroad.*
- *To identify whether students' and graduates' would rather work in European countries, in other countries in the world, or stay in their home country.*
- *To evaluate if earlier foreign experience as an exchange student had impact on respondents' work place choice.*

4.2.1 Identifying Characteristics of Successful Expatriates

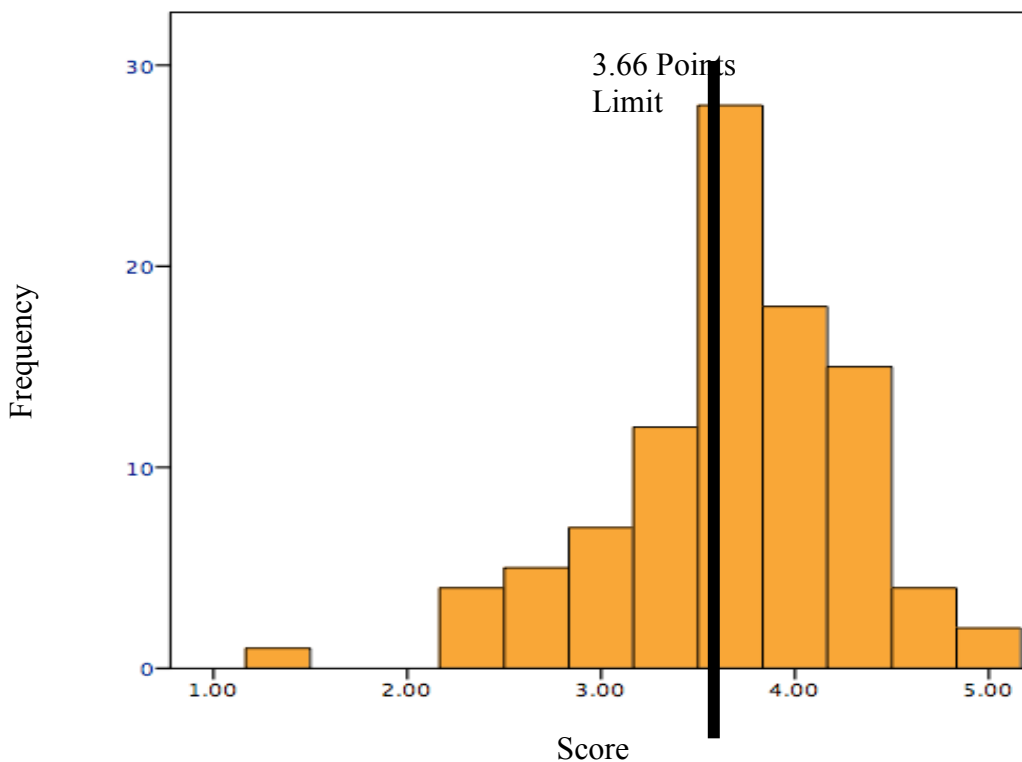
Likert scale answers in question “*Please mark to what extent you agree with following statements*” were assigned values from 1 (for “*Strongly Disagree*”) to 5 (for “*Strongly Agree*”). Questions which were asked in the opposite way (e.g. “*I stick to the same old ways of doing things*”) than the original skill is characterized (e.g. flexibility is described as willingness to try out new practices), values were reversed (1 for “*Strongly Agree*” to 5 for “*Strongly Disagree*”). Thus, the higher the score achieved by respondents, the greater level of particular skill, they likely possess, is. This kind of self-assessment tests are used, when identifying leadership skills (Mindtools, 2016), creativity (Kellogg Graduate School of Management, 2016), or personality (MyPersonality, 2016). The author has decided to use frequency distribution analysis, as Sullivan and Artino (2013) and Carifio & Perla (2008) claim it is more helpful way of interpretation of Likert scale data, rather than using mean. The limit for having a considerably high level of e.g. flexibility, was set at 3.66 (with highest achievable 5) for all tested characteristics. Hence in order to be positively identified as a person who possesses skills of

successful expatriate managers (adventurousness, curiosity, open-mindedness, flexibility, and cultural sensitivity), a participant has to achieve minimum score of 3.66 points, or higher.

4.2.1.1 Adventurousness

As can be seen in Figure 15, frequency distribution is non-symmetric, left-skewed. Total number of people who scored higher than 3.66 is 69 (or 71.9%), with one outlier in lower part of scale. 61,6% of all men, and 72.9% of all women enjoy adventures. 70,6% of subjects from 18 to 22 years old, as well as 79% of students and graduates from 23 to 26 years old proved, taking into consideration previous conditions, that they are indeed adventurous. On the other hand, only 14.3% of respondents aged 27 to 30 years scored high enough to be considered adventurous, because the majority of 57.2% proved their level of adventurousness is mediocre.

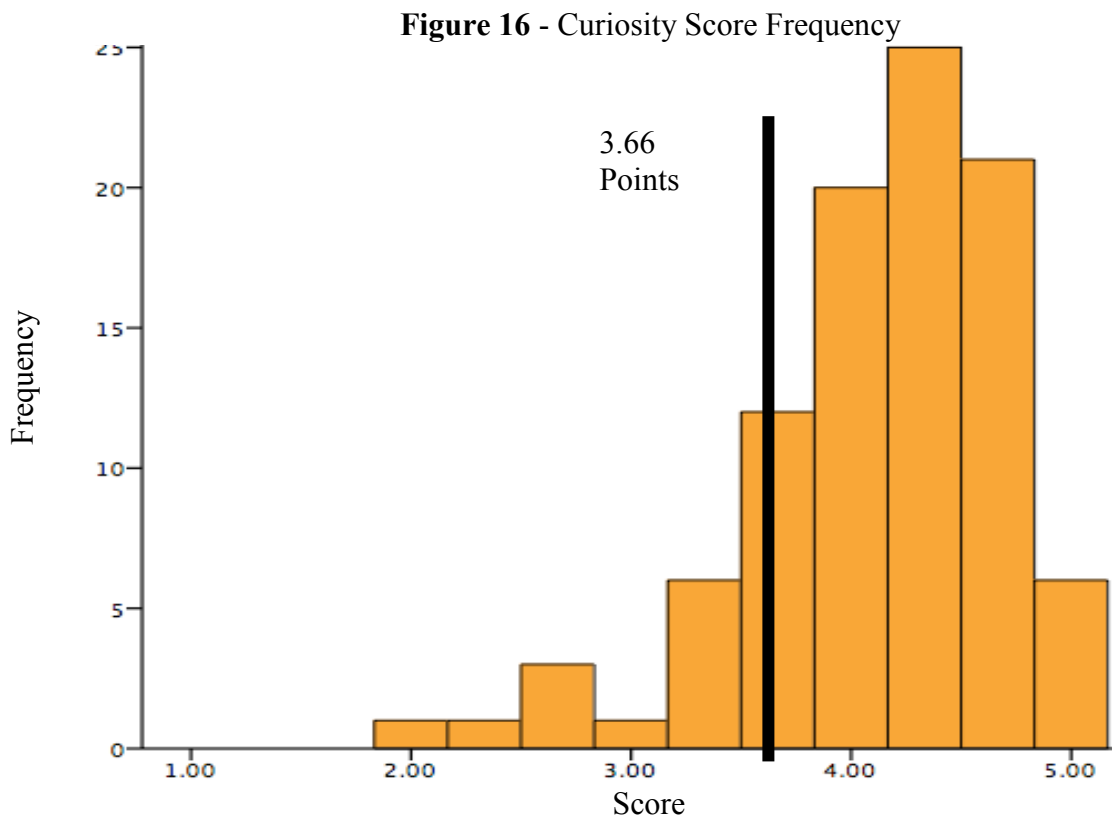
Figure 15 - Adventurousness Score Frequency



Source: On Author's Own in SPSS Statistics

4.2.1.2 Curiosity

In case of curiosity, percentage of participants who scored 3.66 and higher is 87.7%, or 84 people. The majority of people were positively characterized with having over medium, even high, level of curiosity (see Figure 16). Thus, total percentage of 70.6 of students and graduates between 18-22 years, and 73.7% of those between 23-26 years were identified with being curious, while only 14.3% of them aged 27-30 years. If broken down to genders, 88.46% of males and 87.14% of female sample population proved to possess this characteristic.

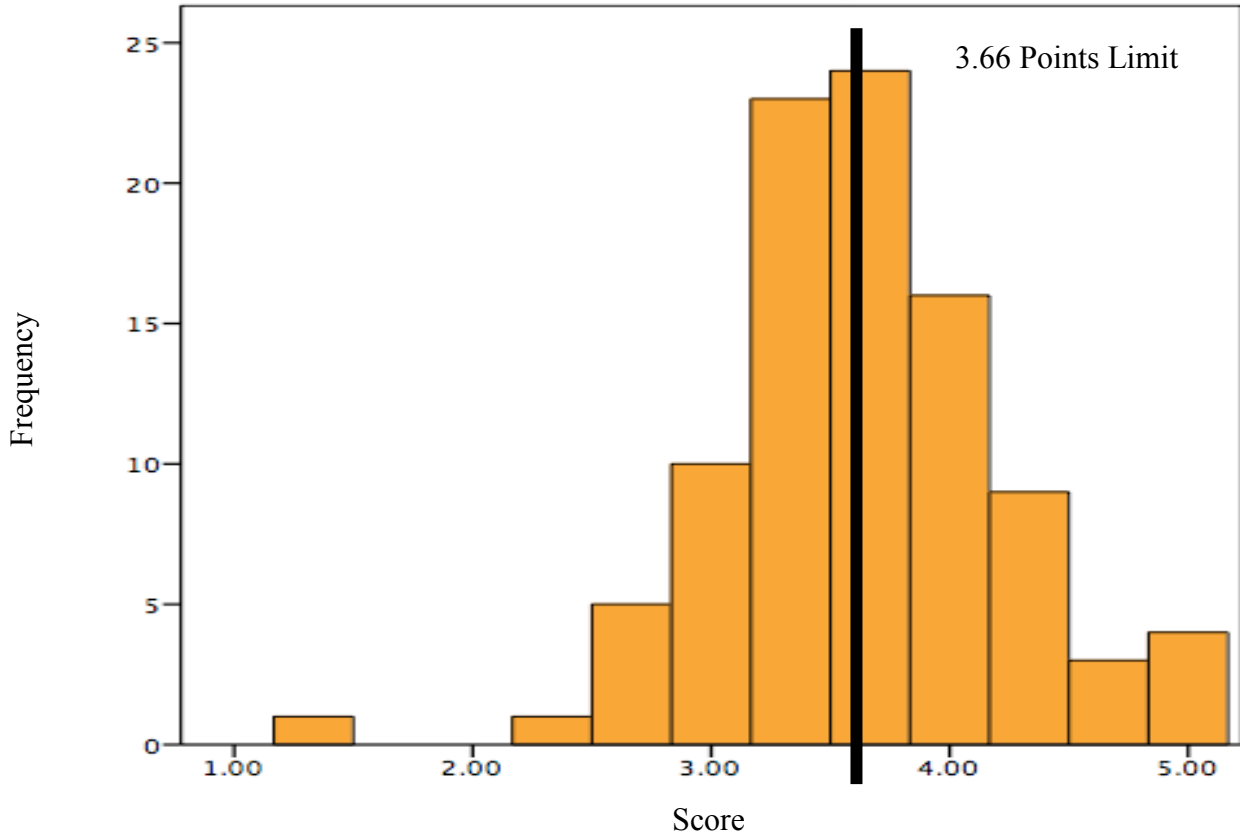


Source: On Author's Own in SPSS Statistics

4.2.1.3 Open-mindedness

Overall, only 58.4% of participants reached score 3.66 or higher to be called “open-minded”. Despite that, according to the graph (Figure 17), 39.6% of sample reached medium score, thus they are trying to understand environment around them and see things differently, but still would need additional training to improve. While 73.1% of men were positively tested to be open-minded, only 52.9% of women proved to be, so in this case there is significant difference. 56.8% of students and graduates between 18 and 22 years, 60.5% between age 23 and 26, and 57.2% of those aged 27-30 years are open-minded.

Figure 17 – Open-mindedness Score Frequency

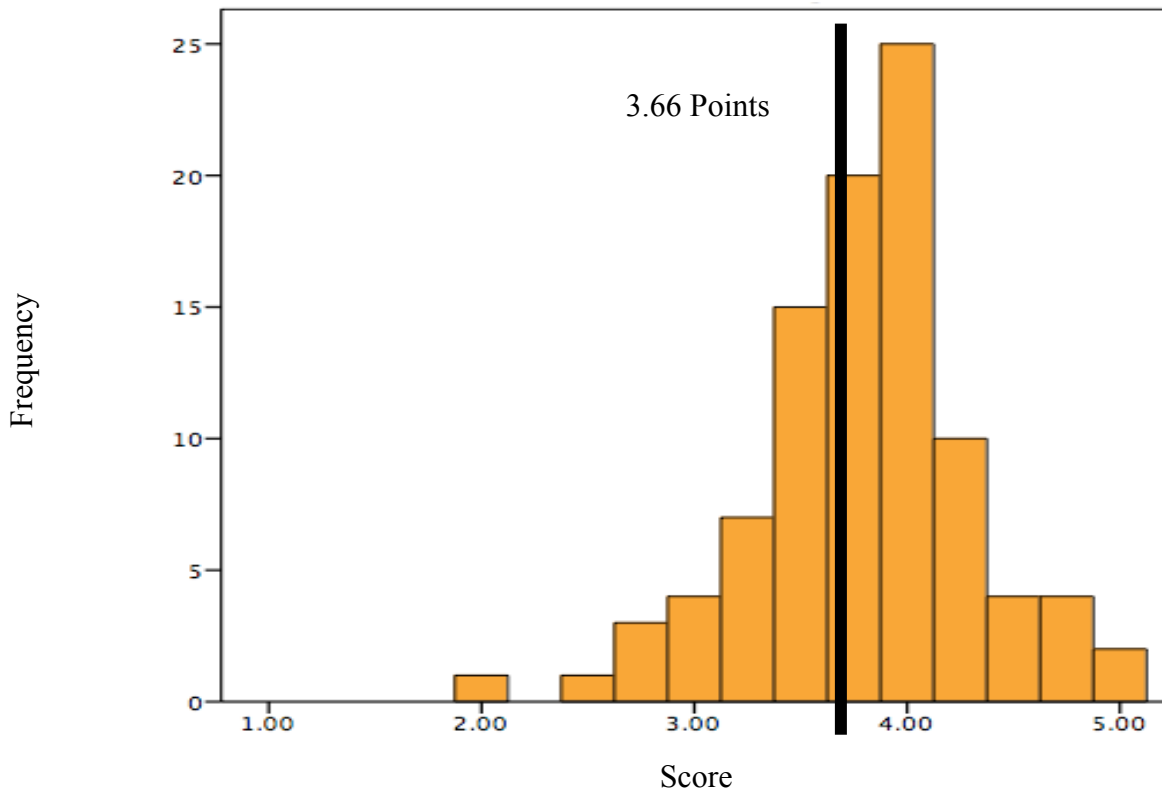


Source: On Author's Own in SPSS Statistics.

4.2.1.4 Flexibility

67.7% of participants obtained score of 3.66 (Figure 18) or higher (76.9% of males and 64.4% of females). Men participants scored better for the second time, (firstly in being open-minded). Only 42.9% of respondents aged 27-30 years seem to be flexible, while 66.8% and 68.4% of those aged 18-22 and 23-26, respectively, were positively tested to be flexible.

Figure 18 – Flexibility Score Frequency

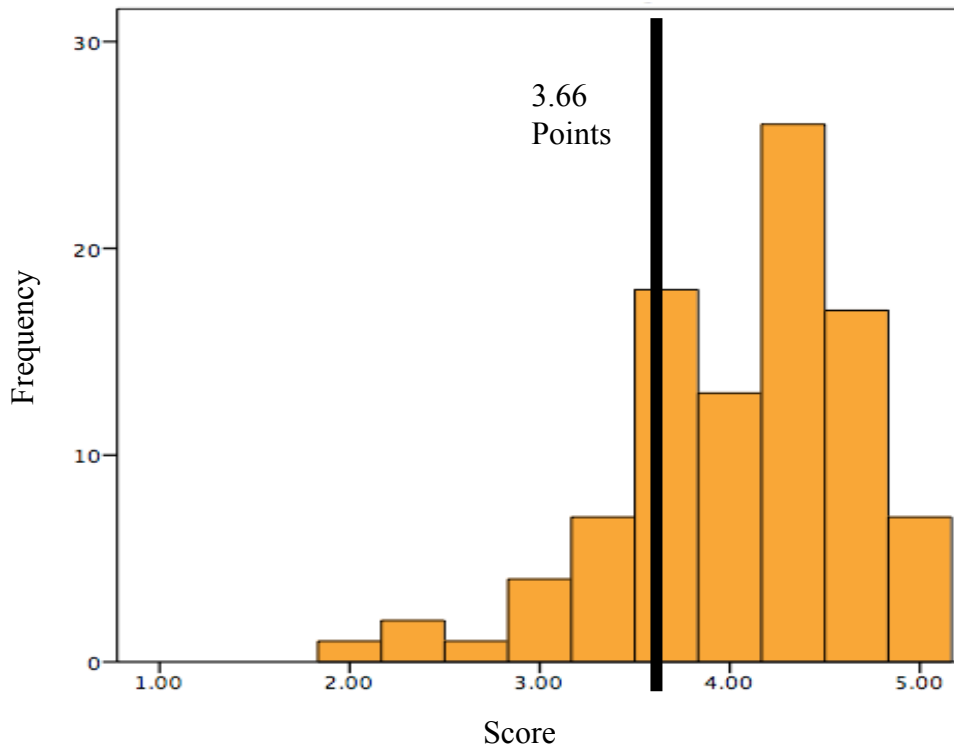


Source: On Author's Own in SPSS Statistics

4.2.1.5 Cultural Sensitivity

The second highest score (Figure 19) was achieved in being culturally sensitive – 84.4%. 80.8% of all females and 85.8% of all males in the sample scored 3.66 or higher, thus considering earlier mentioned conditions, they are culturally sensible. The lowest score was, once again, achieved by group of 27-30-years-old student and graduates, while group 18-22 years obtained 82.3% and group 23-26 years even 92.1%.

Figure 19 – Cultural Sensitivity Score Frequency



Source: On Author's Own in SPSS Statistics

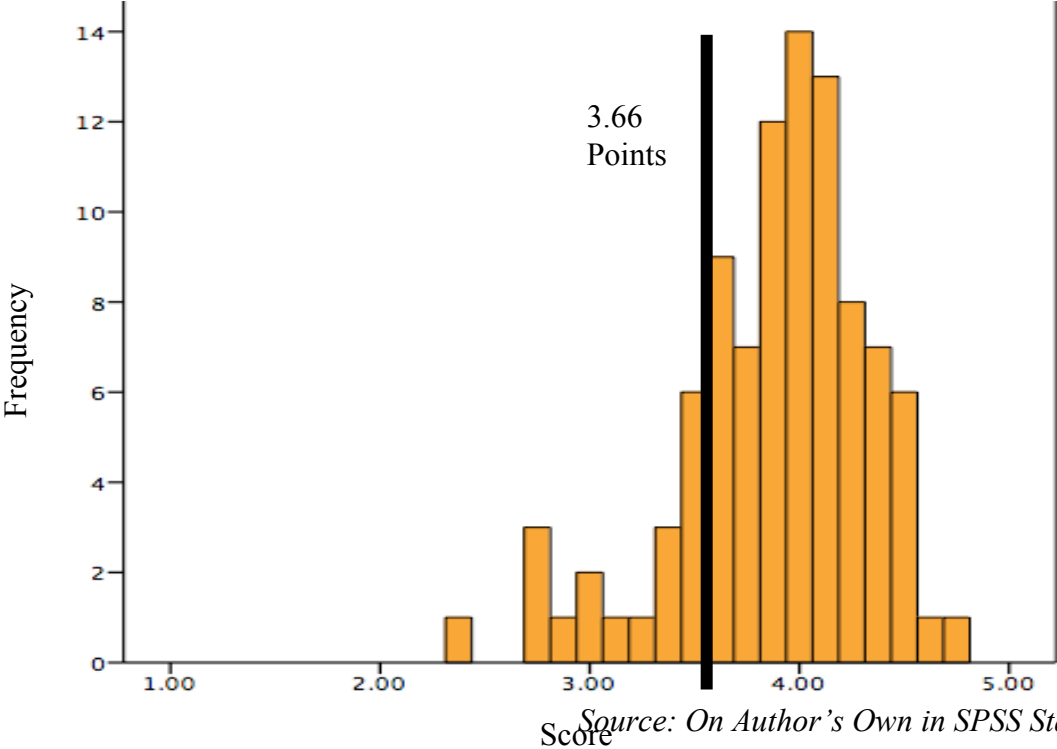
4.2.1.6 Comparison of Data

To sum up the previous analysis of skills data, Figure 20 shows overall scores on all questions related to skills assessment in frequency graph (for data table see Appendix D). As the author wants to determine whether students and graduates possess discussed skills and characteristics, confidence interval for the data needs to be computed. Since confidence interval is based on mean and standard deviation, these were computed by SPSS Statistics (Table 2). Z-Test was used, since the sample data group was 96. Mean, and actual success rate is 3.8542 points (or 77.08%), then lower bound 3.7778 points (75.56%) and upper bound 3.9306 points (78.61%), and minimum requirement for success is 3.66 points (73.2%) Therefore it can be said, with 90% of confidence that success rate is between 75.56% and 78.61%. Or if said in other way, 90% of all students and graduates who were positively identified with possessing skills of expatriates, scored between 75.56% and 78.61%.

Pearson test was used to determine the level of correlation; the output can be seen in Figure 21. Results with two asterisks (**) have a statistically significant linear relationship ($p < .001$ for a two-tailed test). Also, the relationships are positively correlated in all cases, which can be interpreted as they tend to increase together (e.g. in the case of flexibility and

adventurousness, the more is person flexible, the more likely he is adventurous as well). For the level of correlation ($.3 < |r| < .5$), it can be said they are moderately associated. Higher level of correlation ($.5 < |r| < .7$), strong positive relationship exists. Considering male and female population, women achieved overall success rate 70%, while males slightly more – 76.92%/

Figure 20 – Skills Set Score Frequency



Source: On Author's Own in SPSS Statistics

Table 2 – Skills Score Statistics

	Statistic	Std. Error
Mean	3.8542	.04599
90% Confidence Interval for Mean		
• Lower Bound	3.7778	
• Upper Bound	3.9306	
5% Trimmed Mean	3.8799	
Median	3.9375	
Variance	.203	
Std. Deviation	.45057	
Minimum	2.38	
Maximum	4.75	
Range	2.38	
Interquartile Range	.56	
Skewness	-.904	.246
Kurtosis	1.003	.488

Source: On Author's Own in SPSS Statistics

Figure 21 – Levels of Correlation Among Skills

		Adventurousness	Curiosity	Open-mindedness	Flexibility	Cultural Sensitivity
Adventurousness	Pearson Correlation	1	.469**	.372**	.611**	.544**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	96	96	96	96	96
Curiosity	Pearson Correlation	.469**	1	.377**	.521**	.526**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	96	96	96	96	96
Open-mindedness	Pearson Correlation	.372**	.377**	1	.516**	.336**
	Sig. (2-tailed)	.000	.000		.000	.001
	N	96	96	96	96	96
Flexibility	Pearson Correlation	.611**	.521**	.516**	1	.420**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	96	96	96	96	96
Cultural Sensitivity	Pearson Correlation	.544**	.526**	.336**	.420**	1
	Sig. (2-tailed)	.000	.000	.001	.000	
	N	96	96	96	96	96

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

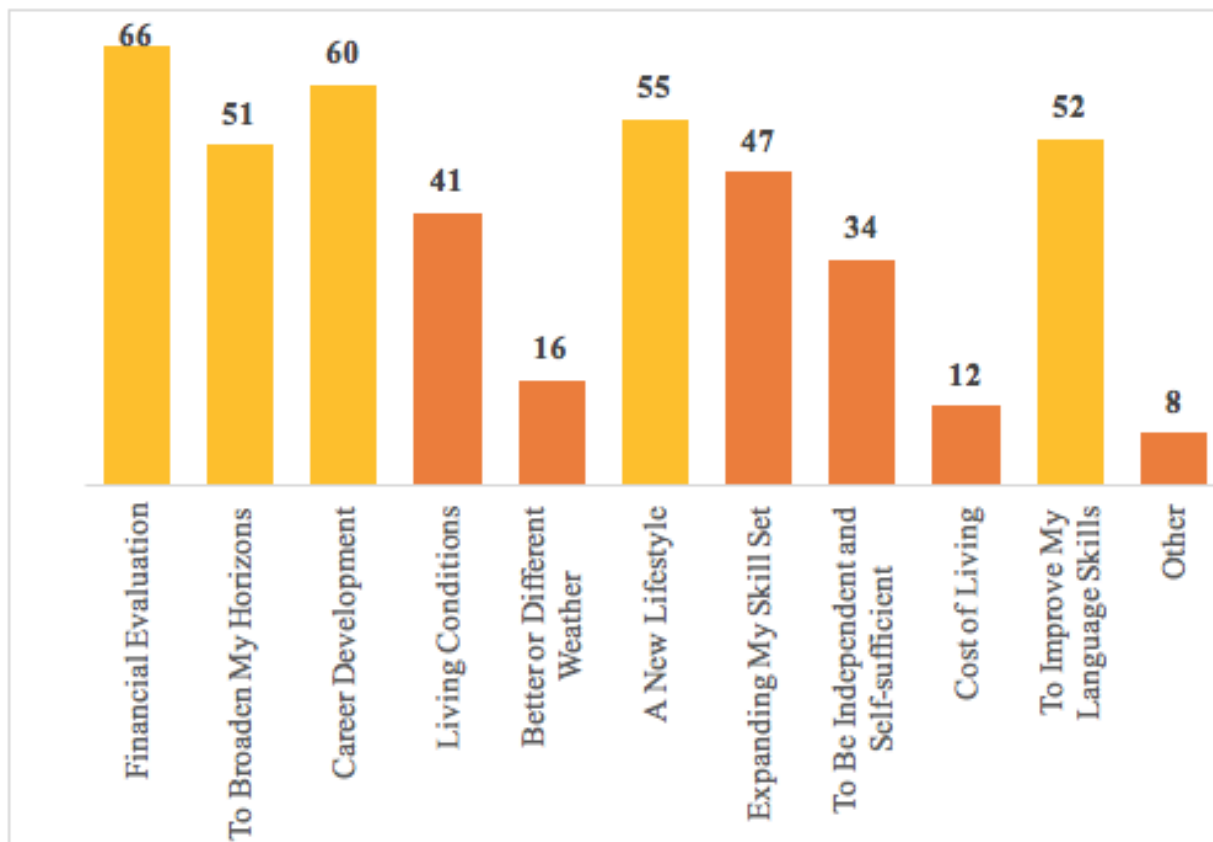
Source: On Author's Own in SPSS Statistics

4.2.2 Main Factors Motivating Student and Graduates to Work Abroad

Subjects of study were asked to mark up to 5 different motivating factors when deciding whether to work abroad. As can be seen in Figure 22, 66 people out of 96 (66.67%) saw importance in financial evaluation, followed by career development with 86.96% of votes. Surprisingly, a new lifestyle appears to be significant factor for 57.29% of respondents, while improving one's language skills is important for 54.16%, and the last out of five highly scored was want to broaden personal horizons. Work-related motivators scored first, but it is interesting to see, that young people are also concerned about personal development and enhancement. Only 8 respondents market other reasons, including following: to fulfil one's dream, to get to know the culture and different people, to travel a lot, to experience a change in life and enrich soul, or because of other people, such as partner or friends working abroad. Further statistics, provided in Table 3 and Table 4, show that these preferences apply to all age groups and both genders.

Various motivating factors were discussed in literature review, and the results of the study proved the theory right: working abroad is widely seen as opportunity to financial gain and professional career development, however there are clearly factors that make people want a change of lifestyle, perfect their language abilities or experience new things.

Figure 22 - Factors which Motivate Students and Graduates to Work Abroad



Source: On Author's Own in Microsoft Excel

Table 3 – Motivating Factors Influencing Students' and Graduates' Willingness to Work Abroad (By Gender)

	Gender	
	Male	Female
Financial Evaluation	61.5%	71.4%
To Broaden My Horizons	61.5%	50.0%
Career Development	65.4%	61.4%
Living Conditions	30.8%	47.1%
Better or Different Weather	19.2%	15.7%
A New Lifestyle	53.8%	58.6%
Expanding My Skill Set	57.7%	45.7%
To Be Independent and Self-sufficient	34.6%	35.7%
Cost of Living	15.4%	11.4%
To Improve My Language Skills	50.0%	55.7%
Other	15.4%	5.7%

Source: On Author's Own in SPSS Statistics

Table 4 – Motivating Factors Influencing Students’ and Graduates’ Willingness to Work Abroad (By Age)

	Age		
	18-22	23-26	27-30
Financial Evaluation	72.5%	65.8%	57.1%
To Broaden My Horizons	56.9%	42.1%	85.7%
Career Development	66.7%	63.2%	28.6%
Living Conditions	39.2%	47.4%	42.9%
Better or Different Weather	13.7%	21.1%	14.3%
A New Lifestyle	52.9%	65.8%	42.9%
Expanding My Skill Set	47.1%	47.4%	71.4%
To Be Independent and Self-sufficient	43.1%	23.7%	42.9%
Cost of Living	11.8%	15.8%	0.0%
To Improve My Language Skills	56.9%	52.6%	42.9%
Other	7.8%	5.3%	28.6%

Source: On Author’s Own in SPSS Statistics

4.2.3 Preferred Countries to Work In

In this question, the author asked about first, second, and third choice of participants, where would they want to work if they were offered a job (Appendix C). European countries (Table 5) chose 92.3% of men, and 77.1% of female population sample. As all participants study, or studied, at one of European universities, it is understandable. But since reasons for choosing these states were not asked for, underlying reason such as ancestors, multilingualism, or feel to return to country where their parents come from, cannot be identified.

Table 5 – Preferred Countries to Work In (By Gender)

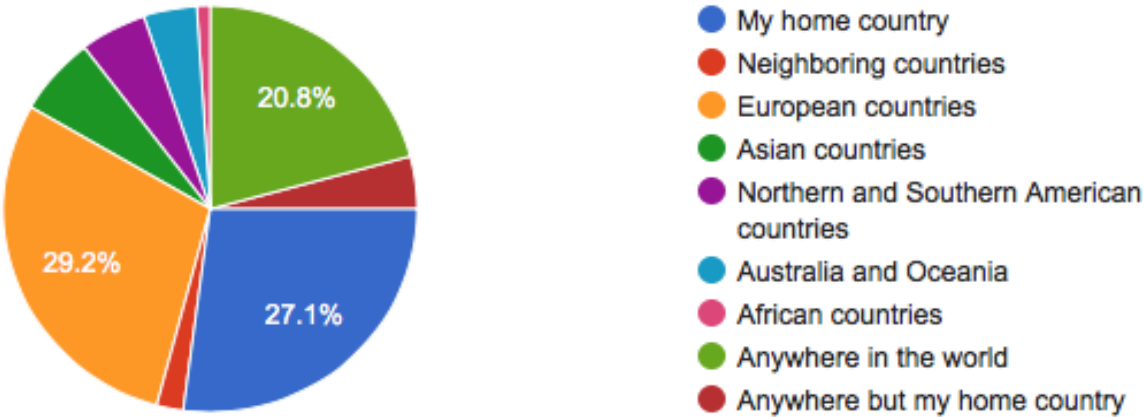
	Gender	
	Male	Female
My Home Country	30.8%	58.6%
Neighboring Countries	15.4%	35.7%
European Countries	92.3%	77.1%
Asian Countries	26.9%	22.9%
Northern and Southern American Countries	34.6%	38.6%
Australia and Oceania	26.9%	21.4%
African Countries	3.8%	5.7%
Anywhere in the World	42.3%	21.4%
Anywhere But My Home Country	15.4%	5.7%

Source: On Author’s Own in SPSS Statistics

However, there are only 30.8% males and 58.6% of females willing to stay in their home country to work, which is the background of this thesis, positive outcome. Both genders do not mind working abroad. All graduates and 76.3% of students would accept offer in their home countries, while 75% and 82.9% respectively, in European countries. Other favourite destinations would be American countries, followed by the whole world, and then in Australia.

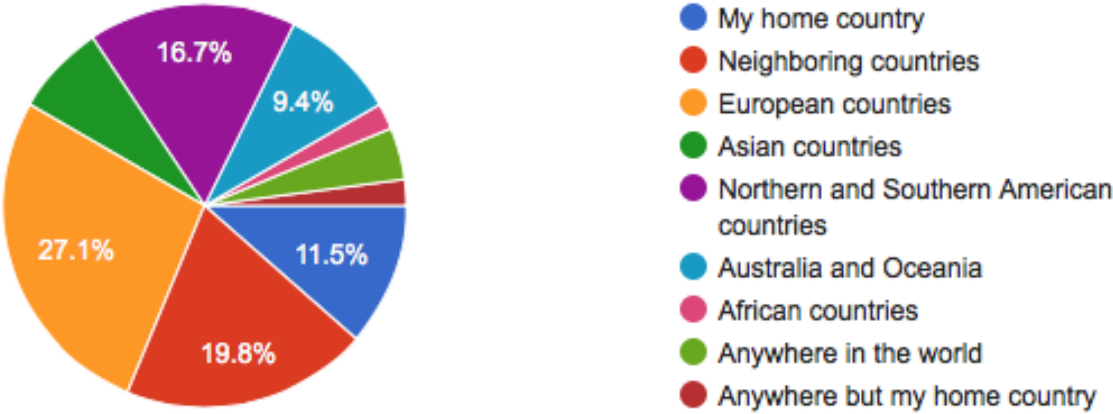
If taken look at the whole sample without categorizing, the first choice of respondents would be Europe, then their home country, and anywhere in the world. (Figure 23). For the second choice, the most popular were again European countries, followed by neighbouring and American states (Figure 24). Lastly, third choice answers were more fragmented than previous (Figure 25), but we can recognize that the highest preferred countries are still European.

Figure 24 – First Choice in Choosing the Country to Work In



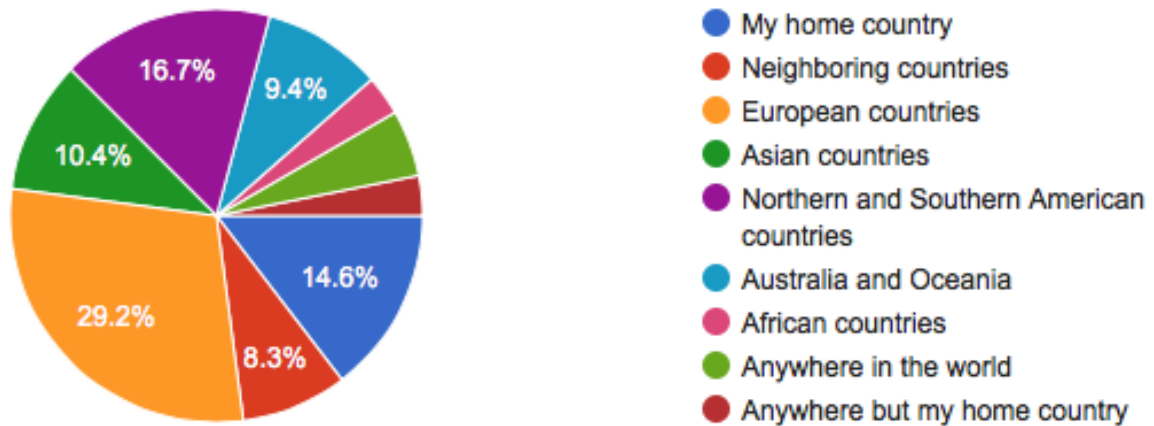
Source: On Author's Own in Google Forms

Figure 23 - Second Choice in Choosing the Country to Work In



Source: On Author's Own in Google Forms

Figure 25 – Third Choice in Choosing the Country to Work In



Source: On Author's Own in Google Forms

4.2.4 Impact of Previous Foreign Exchange Student Experience on Choice to Work Abroad

To explore the influence of previous experience as an exchange student on choosing the country to work in, Pearson correlation analysis is used.

Firstly, because all questionnaire respondents at some point marked foreign countries, the correlation analysis was run only on their first choice, because it is their priority (Table 6). As the correlation level lies in interval (.3 < |r| < .5), moderate level of positive correlation exists between these two variables, with significance level of .01 when performing two-tailed test. In other words, students and graduates who experienced different cultures are likely to choose to work abroad as well.

Table 6 – Pearson Correlation (Foreign Experience and First Choice to Work Abroad)

		1st Choice to Work Abroad	Foreign Experience
1st Choice to Work Abroad	Pearson Correlation	1	.416**
	Sig. (2-tailed)		.000
	N	96	96
Foreign Experience	Pearson Correlation	.416**	1
	Sig. (2-tailed)	.000	
	N	96	96

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

Source: On Author's Own in SPSS Statistics

Secondly, correlation between second choice and previous foreign exchange experience was calculated (Table 7). As correlation is slightly negative (-.094) and close to zero, exchange experience did not have any significant influence when choosing second option. The explanation may lay in very high number of respondents who chose this option. More common in this case were neighbouring countries, but unfortunately, they have to be considered as being “foreign”, no home countries.

Table 7 – Pearson Correlation (Foreign Experience and Second Choice to Work Abroad)

		2nd Choice to Work Abroad	Foreign Experience
2nd Choice to Work Abroad	Pearson Correlation	1	-.094
	Sig. (2-tailed)		.361
	N	96	96
Foreign Experience	Pearson Correlation	-.094	1
	Sig. (2-tailed)	.361	
	N	96	96

Source: On Author’s Own in SPSS Statistics

In conclusion, previous engagement in foreign exchange program has moderate level of impact when choosing country to work. On the other hand, if more choices are offered, the correlation is very low, almost non-existent.

4.2.5 Does Possessing Particular Personal Skills Influences Students’ and Graduates’ Willingness to Work Abroad?

To answer the main research question, the author considered the results of previous analyses, ran Pearson’s correlation analysis on data as well as One-way ANOVA Analysis to determine the levels of correlation. Also, because of the results in Table 7, when no correlation between previous foreign experience and second choice of countries to work abroad in was found, test was run only for participants’ first choice.

As can be seen in Table 8, correlation coefficient is 0.557**, which belongs into interval ($.5 < |r| < .7$). It represents strong positive relationship between two variables – skills possession and the first choice when choosing country abroad. It can be said, according to statistical and

correlation analyses, that decision to work abroad is highly influenced by possessing skills of expatriate managers.

To see how the sample size is divided into two categories (those, who chose position abroad as their first choice versus those, who did not), and proportion of achieved scores in these two categories, let us have a look at Figure 26. There are only two variables in the left part “Yes” part of the table, but apart from that, nothing unusual is observed, thus the author proceeded with further analysis.

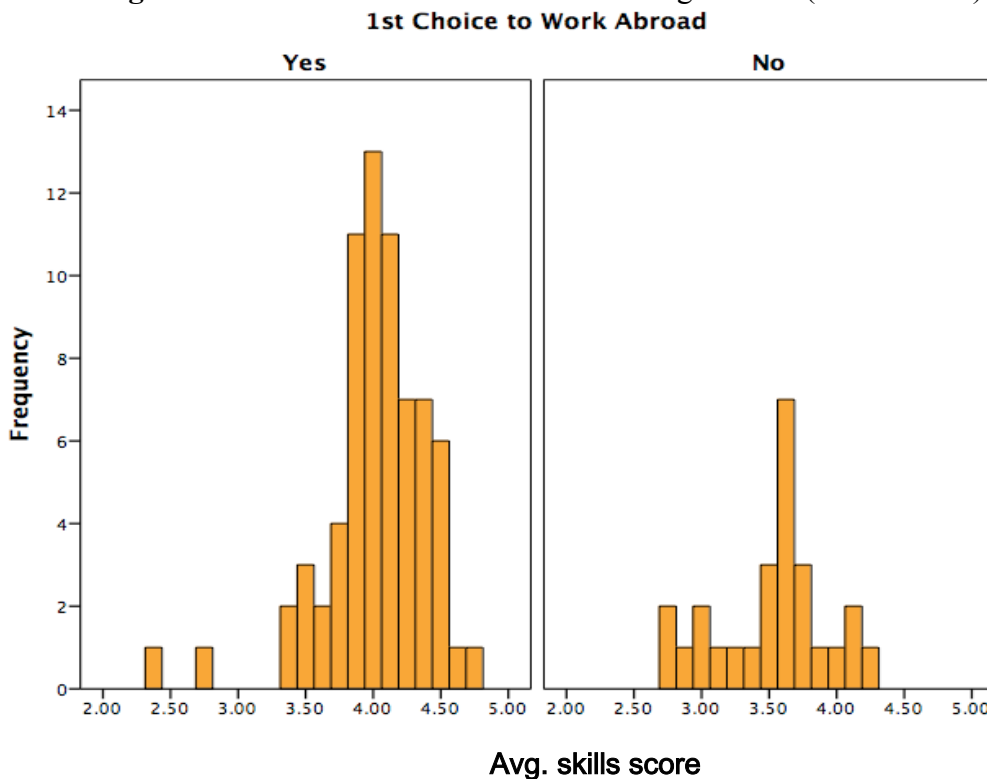
Table 8 – Pearson’s Correlation (Possession of Skills and First Choice to Work Abroad)

		1st Choice to Work Abroad	Skills Possession
1st Choice to Work Abroad	Pearson Correlation	1	.557**
	Sig. (2-tailed)		.000
	N	96	96
Skills Possession	Pearson Correlation	.557**	1
	Sig. (2-tailed)	.000	
	N	96	96

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

Source: On Author’s Own in SPSS Statistics

Figure 26 – Possession of Skills and Working Abroad (First Choice)



Source: On Author’s Own in SPSS Statistics

Descriptive statistics data, such as mean, standard deviation, standard error, confidence interval were automatically computed (Table 9). To actually be able to interpret results, ANOVA table was generated (Table 10).

Table 9 – Descriptives – ANOVA Analysis

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Yes	70	3.9929	.38609	.04615	3.9008	4.0849	2.38	4.75
No	26	3.4808	.40147	.07873	3.3186	3.6429	2.69	4.19
Total	96	3.8542	.45057	.04599	3.7629	3.9455	2.38	4.75

Source: On Author's Own in SPSS Statistics

Table 10 – ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.972	1	4.972	32.646	.000
Within Groups	14.315	94	.152		
Total	19.286	95			

Source: On Author's Own in SPSS Statistics

As determined by one-way ANOVA ($F(1,94) = 32.646, p = .000$), with confidence interval of 95%, there was significant difference between groups. On average, students and graduates who marked as their first choice one of foreign countries, scored 3.99 points, with standard deviation .38609, on skills-assessing questions, thus they were positively identified as possessing important expatriate skills. On the other hand, participants who chose as their first destination to work in their home country, achieved 3.48 points in average, with standard deviation .40147, hence they did not meet the criteria and statistically, they do not have important skills of expatriate managers. If the populations' means are exactly the same, there is 0.0% chance that differences we observe in our sample will be found.

Table 11 – Willingness to Work Abroad and Gender

		1st Choice to Work Abroad			
		Yes		No	
		Gender		Gender	
		Male	Female	Male	Female
Skills Possession	Yes	19	42	1	7
	No	4	5	2	16

Source: On Author's Own in SPSS Statistics

Lastly, the number of men and women, possessing skills and want to work abroad can be seen in Table 11. It represents 73.07 percent of all male participants, while only 60% of females

with skills are willing to work abroad. After running both test, in order to decide whether correlation between possessing skills of successful expatriate managers plays any role when choosing to work abroad (first choice), it can be said that both came out positive. Pearson's correlation test as well as ANOVA Analysis statistically proved that correlation between earlier mentioned factors do exist.

5 Discussion

5.1 Influence of Particular Personal Skills on Students' and Graduates' Willingness to Work Abroad

In today fast-paced world, working globally has become standard for international corporations. Hence as world-wide employers, they want to hire the best people possible, with minimum risk of failure. Five personal skills which existence among students and graduates were tested are: adventurousness, curiosity, open-mindedness, flexibility, and cultural sensitivity. The majority of students and graduates from European universities were positively identified with possessing these skills. However, the test was run on the whole set of skills, not on each independently, so the statement that participants possess the whole set of skills, is only partially true.

Differences among testes for curiosity, and cultural sensitivity, are very small, when distinguishing among men and women. One of the explanations may be *“because so much of our cultural identity is developed out of awareness, becoming truly aware of the powerful and significant effects of culture on our personalities is not easy”* (Georgetown University, 2016). In fact, these two characteristics come together, even proved with Pearson's correlation, when these two variables achieved correlations of .544 with level of significance 0.01 for a two-tailed test. It is all about wanting to learn something new, understand new culture, be eager to explore the world, and enjoy it all.

Overall, each one of characteristics was proved, by Pearson's correlation test, to positively influence each other. Despite the fact, that they can influence each other negatively, students and graduates who are in possession of these skills, or even in their part, should definitely take time in order to develop them further. Even though they would not be confident about everything, language studies, cultural training, or other skills or characteristics enhancement coaching would help them to achieve even higher level of awareness. Results of study (Ross, 2011) also proves, that coaching increases expatriates' success on foreign assignments, because it helps them improve those areas they need when working abroad.

As flexibility was positively defined as one of the factors for individual's success, it needs to be stated, that only two thirds of all participants in the research possess it at considerably high level. In this case, women's results were actually worse than men's. Because

females traditionally take care of their family, children, in some cases relatives, overall perception is that there exists some kind of attachment to their home. Also, even nowadays, women are being refused to make deals with clients, due to cultural biases (Mead, 2005). Despite that, they did only a bit worse than men, when identifying successful expats' skills. Exactly 70% of all females and 76.92% of all males were proved to possess the characteristics, while 73.07% of males both possess the skills and the willingness to work abroad, as they were choosing the first country. On the contrary, the same applies for only 60% of women in the sample. As mentioned by Mead (2005), women are evenly interested and as capable as men when carrying out foreign assignment, but the research proved, that despite the fact that women are as skilled as men, the number of those who actually want to work within different state is lower than those of men. Also, when having a look at the data, females preferred working in Europe, their home country and states in the neighbourhood, and then American countries were chosen. While men marked working in Europe the most as well, they were more brave to explore, as their second and third choice was the whole world, and America.

Naturally, many motivation factors exist, and everybody assigns them they weight they want them to have. As the results of this bachelor's thesis determined, the main motivator for students and graduates is financial evaluation, followed by career development. Those are certainly important factors when considering future, however, the author was pleased to see, that personal interests are included, as the next three most mentioned motivating factors were: broadening one's horizons, improving one's language skills, and changing lifestyle. These three are also related to successful expatriates' skills and characteristics – being adventurous, and culturally sensible.

With the spread of state- or European-Union-funded exchange programs and more and more affordable travelling, the students can study literally anywhere in the world. The future impact on employability and job mobility is not only that *“young people who study or train abroad not only gain knowledge in specific disciplines, but also strengthen key transversal skills which are highly valued by employers”* (European Commission, 2014). Despite the fact that there were no findings in this thesis' research, that foreign mobility enhances main transferable skills, the author was able to identify, that foreign experience positively influences willingness to work abroad in the future. This finding aligns with the results of European Commission (2014) research, that *“more than 85% of Erasmus students study or train abroad to enhance their employability”*.

Taken into consideration the results of Pearson's correlation analysis and ANOVA analysis, it can be stated, that we have statistically proved the existence of relationship between possessing skills, which form the core of successful expatriate manager, and willingness to work abroad. In near decades, skilled and intelligent work-force will be needed, and despite the differences among today's and possible future skills, transferable skills that are individuals able to use in different fields are important even now.

6 Conclusion

This chapter has been considered as the closing, last section of this dissertation thesis. Therefore, research objectives will be repeated and a brief overview of findings will be provided.

The trend of globalization has been around the world for a while now, and it will surely remain in the future as well. Companies are trying to hire the best workforce, with the lowest rate of failure, because they can lose a lot. At the same time, graduates are struggling with finding a job. For that reason, having transferrable skills which can be used across many fields are gaining significance, because employers are looking for people, who possess these skills. Be excellent in decision-making or problem solving, having open mind to welcome new experience, and others. On the other hand, to be willing to travel comes together. Because of this and personal experience, the author had seen the true importance of these transferrable, global skills, with regards to willingness of today's students and graduates to work abroad.

There was provided identification of five important skills of successful expatriate managers (curiosity, open-mindedness, cultural sensitivity, adventurousness, and flexibility) on the questionnaire sample, and the statistical research proved, that students and graduates indeed possess them. It was further decided on which motivator factors are the most common among students and graduates, when considering working abroad. They included financial motivation, career development and advancement, improving language skills, broadening horizons, and an excitement of changing lifestyle. Furthermore, the findings of this thesis proved, that sample of students and graduates would prefer to work in Europe, rather than somewhere else, although among women population sample, their home country was popular. It was evaluated, that previous experience as an exchange student in foreign country, had moderate level of positive impact on the first choice of country for work. Lastly, research question has been answered as being true, as positive correlation between possessing personal skills of successful expatriate managers, and willingness of students and graduates to work abroad, had been found.

Topic of this dissertation is of personal interest of the author, as she wants to pursue future studies and career in international human resource management.

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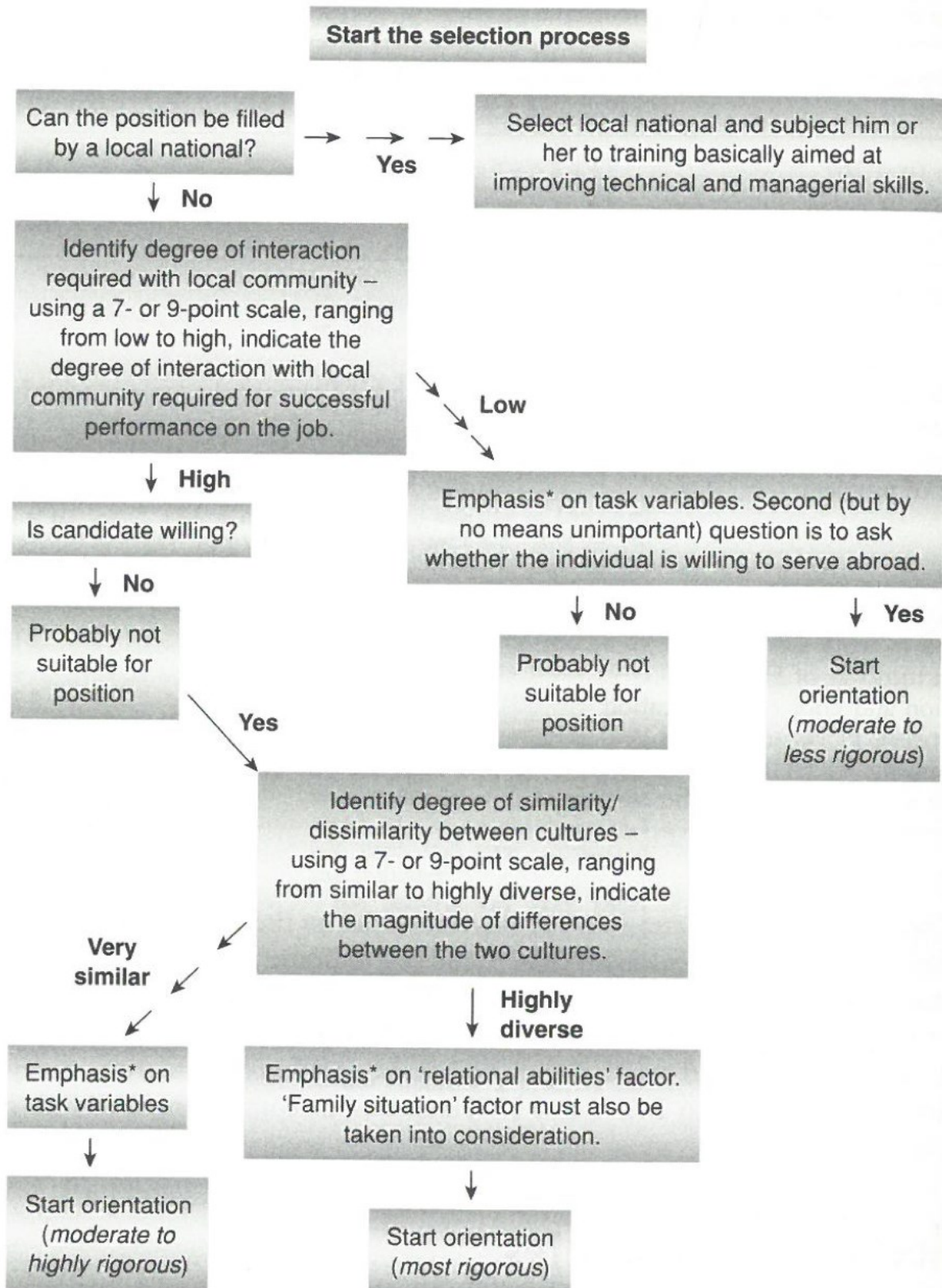
8 Appendices

Appendix A - Characteristics and Challenges of Global Managers

Characteristics and management challenges	Expatriates	Frequent flyers	Virtual managers
Principal management focus	Long-term face-to-face management, where managers are either assigned to reside in a foreign country to oversee company operations or hired to bring special expertise to a foreign firm.	Short-term face-to-face management, where managers with particular expertise (e.g., project management, financial controls) are flown in to plan, implement, or control specific operations.	Virtual (or remote) technical management in specialized areas (e.g., logistics, IT), where managers perform most of their tasks and responsibilities via information networks and digital technologies.
Degree of cultural embeddedness and technological dependence	High cultural embeddedness; low technological dependence.	Moderate cultural embeddedness and technological dependence.	Low cultural embeddedness; high technological dependence.
Primary mode of communication and interaction	Largely face to face.	Balance of face to face and virtual.	Largely virtual.
Key success factors for working across cultures	Typically requires deep knowledge of the culture(s) and culture–business relationships where they live and work; bilingual or multilingual skills important; understanding global issues – not just local ones – is also critical.	Typically requires moderate understanding of cultural differences and dynamics in general and culture business relationships around the globe; multilingual skills important; deep understanding of global issues critical.	Typically requires at least a modest understanding of cultural differences and variations in business practices around the globe, although a deeper understanding is preferred; multilingual skills often useful.
Typical cultural challenge (global management myopia)	<i>Regional myopia</i> : overemphasis on local or regional issues and business practices at the expense of global issues and overall corporate objectives.	<i>Global myopia</i> : overemphasis on global issues and overall corporate objectives at the expense of local customs and business practices.	<i>Technological myopia</i> : ignorance of the impact of cultural differences on the local uses, misuses, and applications of communication and information technology.

Source: (Steers, Nardon and Sanchez-Runde, 2014, p44).

Appendix B - The Selection Process



Source: (Gooderham and Nordhaug, 2003, p306).

How possessing particular personal skills of successful expatriates influences students' and graduates' willingness to work abroad

Thank you for your time and taking part in this survey. It focuses on opinions of students and graduates from European universities between 18 and 30 years old, determining their personal skills and connection of these with their willingness to work abroad.

My name is Michaela Polackova and I am in the last year of European Business studies at University of Huddersfield. I use this questionnaire to help me finish my dissertation thesis. Answering following questions will take you up to 5 minutes.

Confidentiality: your identity and all responses will be kept confidential. Your name will not be recorded and you will remain completely anonymous.

*Required

How old are you? *

- 18-22 years old
- 23-26 years old
- 27-30 years old

Are you male or female? *

- Male
- Female

Are you a student or a graduate? *

- Student
- Graduate

What is your nationality? *

- China
- Czech Republic
- France
- Slovakia
- United Kingdom
- Other: _____

Where do/did you study? *

- In my home country
- Abroad
- Combination (e. g. exchange student)

If you study/studied abroad, or if you spent time as an exchange student abroad, in which country/countries do/did you study?

- Other: _____

What were your reasons for choosing the university in this country? *


Your answer _____

Please mark to what extent you agree with following statements: *

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
I am open to new and different practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the way of my life at home and I do not want to change it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am constantly challenging myself to try something new	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am in a new environment, I try to understand it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to understand how things work to minimise my frustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I adapt quickly to changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I stick to the same old ways of doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am eager to explore the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can deal with changing deadlines and priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have an outgoing personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am afraid of failure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I moved to a country which language I do not speak, I would find it exciting to learn it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would enjoy living in a different culture and learn about it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I think ideas from my country are the best	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not interested in learning about various topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I moved abroad, I would try to understand the country's culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If I were offered a job, I would be willing to work in... (please choose what would be your 1st choice): *

Choose 

If I were offered a job, I would be willing to work in... (please choose what would be your 2nd choice): *

Choose 

If I were offered a job, I would be willing to work in... (please choose what would be your last choice): *

Choose 

Which of following factors would motivate you to work abroad? Please choose up to 5 answers. *

- Financial evaluation
- To broaden my horizons
- Career development
- Living conditions
- Better or different weather
- A new lifestyle

- Expanding my skill set
- To be independent and self-sufficient
- Cost of living
- To improve my language skills
- Other: _____

SUBMIT



100%: You made it.

Appendix D – Skills Score Frequency

Score	Frequency	Percent	Valid Percent	Cumulative Percent
2.38	1	1.0	1.0	1.0
2.69	1	1.0	1.0	2.1
2.75	2	2.1	2.1	4.2
2.88	1	1.0	1.0	5.2
2.94	1	1.0	1.0	6.3
3.00	1	1.0	1.0	7.3
3.06	1	1.0	1.0	8.3
3.19	1	1.0	1.0	9.4
3.31	1	1.0	1.0	10.4
3.38	2	2.1	2.1	12.5
3.44	2	2.1	2.1	14.6
3.50	4	4.2	4.2	18.8
3.56	7	7.3	7.3	26.0
3.63	2	2.1	2.1	28.1
3.69	3	3.1	3.1	31.3
3.75	4	4.2	4.2	35.4
3.81	7	7.3	7.3	42.7
3.88	5	5.2	5.2	47.9
3.94	6	6.3	6.3	54.2
4.00	8	8.3	8.3	62.5
4.06	5	5.2	5.2	67.7
4.13	8	8.3	8.3	76.0
4.19	4	4.2	4.2	80.2
4.25	4	4.2	4.2	84.4
4.31	5	5.2	5.2	89.6
4.38	2	2.1	2.1	91.7
4.44	3	3.1	3.1	94.8
4.50	3	3.1	3.1	97.9
4.56	1	1.0	1.0	99.0
4.75	1	1.0	1.0	100.0
Total	96	100.0	100.0	x