Knowledge Sharing By The Repatriates: Experience From Indian Information Technology (IT) Sector

*Dr.Krishnaveni Muthiah **Dr. B.R.Santosh

ABSTRACT

Mastering the art of knowledge sharing is the need of the hour and can help companies to create a sustainable competitive advantage. Sharing knowledge for competitive advantage requires dissemination of knowledge to other units and co-workers at the correct time and in the right way. This paper deals with how the Indian MNCs manage to integrate repatriates knowledge. To examine this situation, the researcher adopted a questionnaire survey and elicited responses from 155 repatriates selected from five IT companies in Bangalore, India. The independent variables included in the study were workplace professionalism, employee interaction, source credibility, knowledge quality, source recognition, source awareness, supervisor support, organisational climate, promotion of knowledge exchange, knowledge sharing environment and the dependent variable was knowledge sharing environment. A Structural Equation Modeling technique using PLS was used to study the relationship between independent variable and dependent variable. The analysis of the empirical data showed that source credibility and organizational climate were the most significant drivers of knowledge sharing environment.

Introduction

In a highly competitive global economy the capital, technology, raw materials and information are not the limiting factor to increasing globalization. The limiting factor is the caliber of the people in an organization. Competitive global economy requires business to have global leaders and an increased internationally skilled workforce to make best use of all available resources. Repatriates are the obvious choice of resources to help fulfill both needs. Repatriates who have completed their international assignment can help establish and expand global company's international business because they possess information about the international market and understand how the company is perceived internationally.

Repatriates have an irreplaceable role in organizational learning, given that they can accelerate the transfer of knowledge from host countries to headquarters, and vice verse. Repatriates also possess first-hand knowledge of particular cultures and can provide detailed information about specific markets. They also have a better understanding of the working style of corporate headquarters and overseas operations. This knowledge enhances their ability to recognize and evaluate global opportunities

*   Professor, PSG Institute of Management, Tamil Nadu, India. Email :krishnavenimuthiah@psgim.ac.in

**   Associate Professor, Reva Institute of Technology & Management, Bangalore, India. Email: santoshbirur@gmail.com

and threats. By sharing and transferring knowledge with the rest of the organization, repatriates enable companies to learn from their previous international experiences as well as gaining new knowledge, which in turn will enhance the knowledgebase in the whole MNC (Downes and Thomas, 1999). According to Haanes and Fjeldstad (2000) knowledge can be of specific importance to creating a competitive advantage if not only passively available but actively put into actions within the organisation. This thought is also mirrored by Barney and Wright 1998 saying that resources need to be used to generate value (either by increasing sales or decreasing cost) in order to be strategic resources and resource which could possess these characteristics are repatriates thus repatriates, individuals who have completed a global assignment, can be valuable resources for their organizations. Research has clearly indicated that the repatriation process is important for a company: bad repatriation leads to dissatisfaction and the risk of former repatriates quitting (Jassawalla and Sashittal, 2009; Bolino, 2007; Kamoche, 1997, Mäkelä and Suutari, 2009). The company may risk loose valuable knowledge that is not turned into a company-wide asset. The learning, which the repatriates return with, is therefore largely wasted because it is not embedded into the organization (Jassawalla and Sashittal, 2009; Wittig-Berman and Beutel, 2009). Some numbers could illustrate the seriousness of bad repatriation: an estimated 20% to 50% of repatriates are leaving the firm within a year of returning home (Jassawalla and Sashittal, 2009); one fourth left the firm after the same time in the study of US expatriate managers undertaken by Black and Gregersen (1999). In fact, international assignees often perceive that the jobs where they best could utilize their newly acquired competencies often reside outside their present employer (Mäkelä and Suutari, 2009; Stahl et. al, 2009)

Literature Review and the Development of Hypotheses

Repatriation

Repatriation is the last step in the expatriation cycle, (Paik et al., 2002; Riusala and Suutari, 2004) and it involves readjustment and re-entry of international managers and their families back to their home country (Linehan and Scullion, 2002). Hurn (1999) is of the view that the repatriation process should not be seen in isolation, but should be perceived as an ongoing process of career and personal development for the employee, as well as for the organization.

According to Harvey (1982) there are two main reasons for why an organization should be interested in implementing a repatriation process. First, an organization invests time and money in an expatriate and the risk of losing the expatriate when he or she returns home is much higher without a repatriation process. Moreover, valuable experience and knowledge will be lost if the employee decides to leave. The second reason is that if the organization is not dealing with the problems that might occur, the optimistic view of international assignments may decline and other employees may be unwilling to go abroad. Expatriation and repatriation are not two separate processes, rather the former is a beginning and the latter the closure of the same process.

Knowledge Management

When it comes to defining knowledge, and especially when it comes to the transferability of knowledge, two different forms of knowledge are often acknowledged, namely tacit and explicit knowledge. Tacit knowledge refers to knowledge that is difficult to codify and teach. This type of knowledge is attained trough experience and

observations and not trough formal learning. Explicit knowledge on the other hand refers to knowledge that is much easier to share and formally transmitted through for example blueprints and manuals (Nonaka, 1991).

Another fruitful definition of knowledge has been developed by Bender and Fish (2000). These researchers choose to distinguish between data, information, knowledge and expertise. Huseman and Goodman (1999) describe data as objective facts that describe an event without any judgment, perspective or context. The data will further constitute the raw material for the creation of information. To fully be defined as information, fragments of data must be drawn together, put into a context, added perspective and being delivered to people's minds (Huseman and Goodman, 1999). Knowledge is what the individual will convert the information into by incorporating their own personal experiences and beliefs, contextual information and expert insight (Wiig, 1993; Davenport and Prusak, 1998). What separates knowledge from expertise is that the expertise represents a remotely deeper amount of knowledge in a specific field that has been enriched by extensive experience, training and education, built up from scratch by the individual (Starbuck, 1992; Sveiby, 1997). Through this process individuals build up their own unique knowledge base and expertise (Fahey and Prusak, 1998) that cannot easily be transferred to another part.

Knowledge Management is defined as any structured activity that improves an organization's capacity to acquire, share, and use knowledge in ways that improve its survival and success (Nevis 1995).

In 1993 Peter Drucker, commenting on the manufacturing, service and information sectors said: "We are entering (or have entered) the knowledge society in which the basic economic resource… is knowledge…and where the knowledge worker will play a central role" (Drucker 1993).

Following definition of knowledge management was quoted on Microsoft's web site: "Knowledge management is the use of technology to make information relevant and accessible

wherever that information may reside. To do this effectively requires the appropriate application of the appropriate technology for the appropriate situation. Knowledge management incorporates systematic processes of finding, selecting, organising, and presenting information in a way that improves an employee's comprehension and use of business assets." (From Brown and Duguid 2000)

Knowledge Transfer

Personnel rotation, such as expatriate assignments to other countries, is a key method of transferring knowledge (Nonaka and Takeuchi, 1995). Knowledge is the key resource that firms must acknowledge, manage, and integrate to grow and create sustainable competitive advantage (Gupta and Govindarajan, 2000). As boundary spanners, expatriates mediate between home- and host-country cultures and organizations. In the knowledge society, expatriates and repatriates become exporters, importers and local traders of expertise and knowledge, the most precious resource of all" (Inkson, Arthur, Pringle and Barry, 1997). Exposure to new ideas, experiences, business practices, foreign cultures and markets offers a crucial contribution to the creation of new knowledge that results in competitive advantage (Tallman and Fladmoe-Lindquist, 2002). The

challenge in today's world of global business is 'to innovate by learning from the world' (Doz, Santos and Williamson, 2001).

Despite such potential, repatriate knowledge transfer has yet to capture the attention of multinational enterprises (MNEs) or academics. Although some researcher have identified the valuable knowledge that expatriates acquire overseas (Osland, 1995) very little is known about either the variables that affect repatriate transfer or how the process itself occurs. Firms seldom manage this process consciously or view their acquired knowledge strategically (Hocking, Brown and Harzing, 2004; Riusala and Suutari, 2004; Tsang, 1999). International assignments are increasingly included in developmental programs aimed at gaining a more global business perspective and acquiring valuable global management competencies (Stanek, 2000). Bird's (1994) conceptualization of careers as repositories of knowledge highlights the strategic linkage between the repatriate's potential knowledge contributions and organizations that may see themselves, as knowledge creators (Nonaka, 1991). Thus an expatriate post is not simply another assignment in a progression of positions or jobs, but an opportunity to acquire, create, and transfer valuable knowledge, both upon expatriation and repatriation. Subramaniam and Venkatraman (2001) define overseas knowledge as "knowledge about overseas cultures, markets, products, customers and other local market constituents that is difficult to codify and transfer in a systematic way". Their definition is very context-specific, consistent with others who view expatriate knowledge as both time and place dependent. Fink and Meierewert's (2005) study identifies repatriate knowledge as market specific (know what), personal and job-related management skills (know how) and network skills (know who and know why).

Factors Influencing Repatriates Knowledge Sharing

According to Bonache and Za´rraga-Oberty (2008), there are two main theoretical models specifying the factors affecting knowledge transfer within a MNC; one developed by Kostova (1999) and one by Szulanski (1996). The first-mentioned uses a cross-disciplinary approach and proposes a set of factors affecting the success of transfer, namely social, organizational and individual factors. Social factors refer to the degree to which the norms, cognition and rules are similar in the sending and receiving country. Organizational factors refer to if the firm's culture is supporting learning and innovation, and how compatible the firm's underlying values are to the values proposed by the knowledge transfer. Individual factors include the attitudes of the people participating in the knowledge transfer. Szulanski (1996), on the other hand, conducted a well-cited empirical study on an industry-wide level and identified alternative factors: characteristics of the knowledge transferred, of the source, of the recipient, and of the context in which the transfer takes place all contribute to the difficulty of spreading knowledge in an organization.

Oddou et. al. (2009) state that the ability and willingness of both the repatriate and the staff at the home office are important factors for the knowledge transfer. Moreover, if the sender and the receiver of knowledge have a similar background, the transfer is easier as they have an easier time understanding each other. Also, if the strategic purpose of the international assignment is clear, it is better to gauge the importance of the knowledge (Oddou et. al., 2009). Likewise, Lazarova and Tarique (2005) stress the importance of an organizational fit between the repatriate's career objectives and

the career development opportunities offered by the home office upon return to ensure that the repatriate stays with the firm and that knowledge can be transferred. Lahti and Beyerlein (2000) identified five factors affecting the dissemination of knowledge on an individual level and two factors affecting on an organizational level. On an individual level, the capabilities of the sender and recipient to transfer and receive knowledge their willingness and awareness of the other's experience together with a common frame of reference are factors affecting the knowledge transfer. Furtehr, Lathi and Beyerlein (2000) have stated protectionism by the sender which is defined as a reluctance to share knowledge as a result of rivalry, which firms need to fight in order to enable knowledge transfer. Employee may want to keep knowledge to themselves as this would make them more competitive within their company.

Employee conflict and workplace professionalism guided the development of items reflecting employees' perception of their employee interactions as it pertains to knowledge sharing. Employee interaction refers to an employee's evaluation of their workplace structure and manner in which repatriates share their knowledge with them. For repatriate's knowledge to be perceived as useful employee interactions in general must be on constructive, co-workers should communicate professionally and share knowledge with empathy and understanding. Employee Interaction is an employee's tendency to believe in harmonious employee interactions and that the structure of the organization is conducive for easy access and interaction with colleagues.

Further, knowledge sharing depends on source credibility. According to Steelman et al (2004) refers to an employee's tendency to believe their

colleagues are trustworthy, credible and reliable based on their reputation and work experiences. This implies employees may have expertise in a certain area and others in their workgroup trust them and their expertise. An individual's knowledge of the international project and trust in the repatriate when provided with knowledge are expected to be important factors contributing to an individual's knowledge sharing behaviors.

More importantly the review of literature reveal that knowledge quality is an important factor knowledge sharing. Knowledge quality refers to the value of the content of the knowledge itself. Wu and Wang (2006) define knowledge quality as how good the knowledge management system is in terms of its content. Specifically, they state knowledge quality has the following characteristics: easy to use, understandable, practical, and helpful on the job. An employee's beliefs that repatriate knowledge is detailed, specific and purposeful and therefore perceived as more useful or helpful compared to low quality knowledge. It is concerned with whether the knowledge is useful to the situation, understandable, easy to use, relevant, clear, and provided at the appropriate time.

Also important is the fact that organization must have formal reward system to recognize the knowledge of the repatriates. This dimension refers to the formal rewards system and an employee's tendency to communicate appreciation for repatriates work related input. When employees communicate to repatriates that their knowledge is of worth in the organization repatriates may be more willing to share it. Hence, this dimension assesses the verbal appreciation employees give repatriates for their international knowledge and assistance in the workplace. Borgatti and Cross (2003) are of the view that source awareness is an important factor in

knowledge sharing. Source awareness refers to extent to which employees has a general awareness of who has international experience within the workplace, however there are possibilities when the co-workers might have no idea of employees who completed an international assignment. Further they state that it is necessary for colleagues to be aware of repatriates in the organization before they can participate in knowledge sharing. In addition, they state that once colleagues are aware of knowledge holders the exchange of information among individuals increases.

Contributing to the factors of knowledge sharing Oldham and Cummings (1996) view that supervisor support is important in knowledge sharing. Supervisor support is the degree to which employees perceive their supervisors are supportive of them, show concern for employees' feelings and needs, encourage employees' to discuss their concerns, provide positive and development feedback and facilitate employee skill development. Prior research puts forward that supervisors play a significant role in either allocating important organizational resources or reinforcing the needed attitudes and behaviors for knowledge sharing (Kandadi, 2006).Further in a study done by Syed Aktharsha (2010) recognizing the level of knowledge based on strategic value (i.e., Knowledge resources and Knowledge development) and non-strategic value (i.e., data resources and information resources) are critical for knowledge sharing.

In addition, promotions of knowledge sharing factor involves employees participating in knowledge sharing and should feel safe taking personal risks and are encouraged to propose new ideas, openly discuss problems, and proactively approach work and each other. Promotion of knowledge sharing was expected to be related to an established measure of organizational climate (Lin and Lee, 2005) and negatively related to resistance to change. If the organizational climate is effective the whole organization can share and reuse the knowledge spontaneously and such sharing results in open communication, stimulates new ideas, reinforcing reward system (Vanitha 2008). Thus based on literature review the knowledge sharing environment will be comprised of the following factors: workplace professionalism, employee interaction, source credibility, knowledge quality, source reorganization, source awareness, supervisor support, organizational climate and promotion of knowledge exchange.

Research Gap

The motivation for this research stems from the lack of investigation into the repatriates co-worker knowledge sharing behaviour, and an attempt is made to develop a comprehensive model that would comprise of dominant factors that influence a repatriate's co-worker knowledge sharing behaviour and yet have substantial predictive power. Thus, this research primarily addresses the question: what are the dominant factors influencing an individual's knowledge sharing behaviour.

Conceptual Model and Hypothesis

Based on the above review, the research model for this study is set out in figure 1
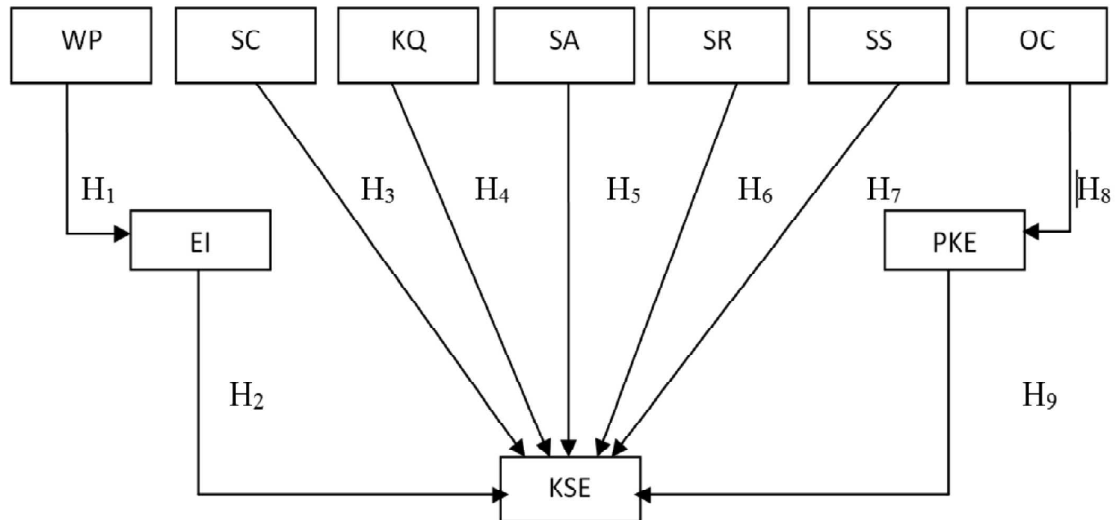

Figure 1: Conceptual framework for knowledge sharing environment

Note: WP: Workplace professionalism; EI: Employee Interaction SC: Source Credibility; KQ: Knowledge quality; SA: Source Awareness; SR: Supervisor Reorganization; SS: Supervisor Support OC: Organizational climate; PKE: Promotion of knowledge exchange; KSE: Knowledge sharing environment

Based on the review of literature and conceptual model the following hypothesis are developed for the study:

H$_1$: Workplace professionalism has a positive effect on employee interaction.

H$_2$: Alignment of workplace professionalism with employee interaction has a positive effect on knowledge sharing environment.

H$_3$: Source Credibility positive correlates on repatriates co-worker knowledge sharing environment.

H$_4$: Knowledge quality positively correlates on the knowledge sharing environment.

H$_5$: Higher the level of source awareness, better is the knowledge sharing environment

H$_6$: Higher the level of recognition more conducive is the knowledge sharing environment.

H$_7$: Higher the level of perceived supervisor support, better is the knowledge sharing environment

H$_8$: Organisational climate has a positive correlation on the knowledge exchange with repatriates co-worker

H$_9$: Organisational climate has a positive effect on the alignment of knowledge promotion with the repatriates knowledge sharing.

Methodology

To test the hypothesis the researcher adopted a questionnaire survey method to seek responses from repatriated employees in IT companies in Bangalore, India. The researcher used proportionate random sampling and total of 450 repatriates where contacted from five IT companies and of which 155 useable data was collected through questionnaire survey after consistent follow-ups. The data was collected in early 2014. Repatriates knowledge sharing was measured using Bonache et al (2008) instrument. The Instrument consists of 52 items designed to capture the different factors of knowledge sharing environment. Each response was measured using a five-point Likert scale, ranging from 5 = strongly agree to 1 = strongly disagree.

Analysis of Results and Discussion

The Structural Equation Model presented in Figure 1 was estimated using the Partial Least Square (PLS) Latent path model developed by Wold(1982) and implemented by Lohmoller (1989). Here, we have specifically followed PLS approach, as it is a robust method and insensitive to the sample size. Table 1 presents findings from Smart-PLS, where Beta values are the coefficients of regression and t-value are used to decide on the significance. Expectedly, t-value with greater value of regression coefficients is found higher. Following the rule of thumb, t-value greater than two (T>2) is considered as significant, and are used for making decisions on the constructed hypotheses (Table 1). Figure 2 illustrates the resulting structural model, portraying the impact of the variables on knowledge sharing environment.

Table 1 : Factors of knowledge sharing environment - Result of boot strapping

Factors	Hypothesis	â	t-Values	Significance
Workplace professionalism	H_1	-0.171	3.064	Significant
Employee Interaction	H_2	-0.088	1.422	Non-significant
Source Credibility	H_3	+0.191	5.046	Significant
Knowledge quality	H_4	+0.165	3.487	Significant
Source recognition	H_5	+0.042	1.292	Non-significant
Source Awareness	H_6	-0.303	4.812	Significant
Supervisor support	H_7	+0.129	3.086	Significant
Organisational climate				
Promotion of knowledge exchange	$H_8 H_9$	+0.189+0.023	5.3200.718	Significant Non-significant

Conceptual Model Research and Hypothesis

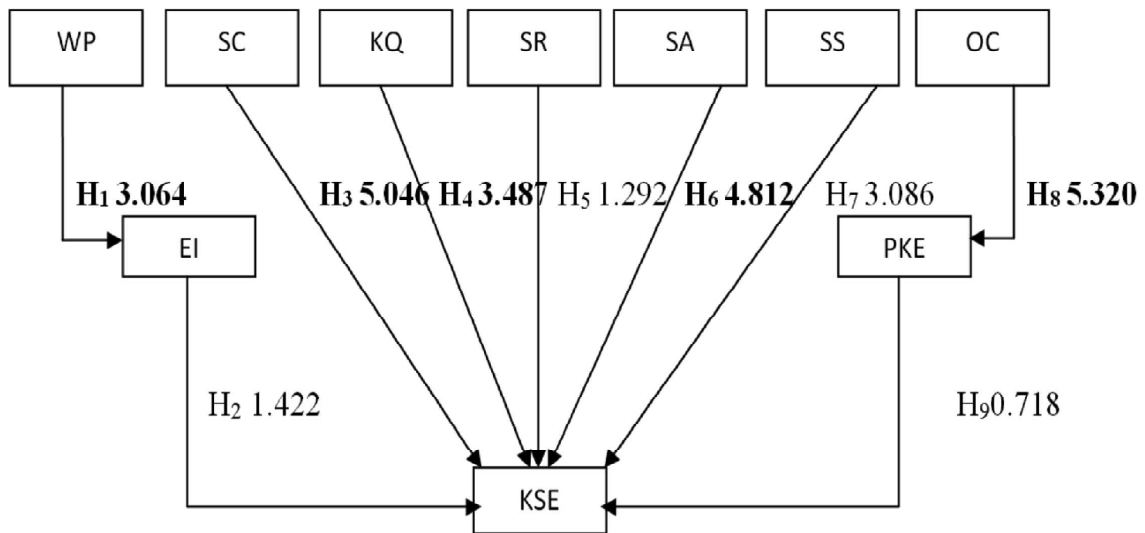The result of the conceptual model in presented in figure 2

Figure 2: Knowledge Sharing Environment Model – SEM Output

Note*:* WP: Workplace professionalism; EI: Employee Interaction; SC: Source Credibility; KQ: Knowledge quality; SA: Source Awareness; SR: Source Recognition; SS: Supervisor Support OC: Organizational climate; PKE: Promotion of knowledge exchange; KSE: Knowledge sharing environment

Results

■ t value for the path workplace professionalism on employee interaction is 3.064, implying positive significant impact of workplace professionalism on employee interaction. Hence H_1 is supported.

■ t value for path alignment of employee interaction is 1.422, implying non-significant impact on repatriate's co-worker knowledge sharing environment. Hence H_2 is rejected.

■ t value for the path source credibility is 5.046, implying positive significant impact of source credibility on knowledge sharing environment. Hence H_3 is supported.

■ t value for the path knowledge quality is 3.487, implying positive significant impact of knowledge quality on knowledge sharing environment. Hence H_4 is supported.

■ t value for the path source recognition is 1.292, implying non-significant impact on repatriate's co-worker knowledge sharing environment. Hence H_5 is rejected.

■ t value for the path source awareness is 4.812, implying positive significant impact of source awareness on knowledge sharing environment. Hence H_6 is supported.

■ t value for the path supervisor support is 3.086, implying positive significant impact of superior support on knowledge sharing environment. Hence H_7 is supported.

■ t value for the path organizational culture is 5.320, implying positive significant impact of organizational culture on knowledge sharing environment. Hence H_7 is supported.

■ t value for the path promotion of knowledge exchange is 0.718, implying non- significant impact on repatriate's co-worker knowledge sharing environment. Hence H_9 is rejected

Discussion

The findings of the study suggests different aspects of organizational climate are critical drivers of knowledge sharing with t value for the path organizational climate at 5.320, implying positive significant impact of organizational climate on promotion of knowledge exchange. Further, the result reveals that source credibility has a significant positive effect on knowledge sharing environment with t value for the path source credibility at 5.046, implying positive significant impact of source credibility on knowledge sharing environment.

In addition factors like workplace professionalism with t value of 3.064, supervisor support with t value of 3.086, knowledge quality with t value of 3.487 and source awareness with t value of 4.812 was found to be significant.

However no support was found for hypothesis two (i.e., Alignment of workplace professionalism with employee interaction has a positive effect on knowledge sharing environment) hypothesis five (i.e., higher the level of recognition more conducive is the knowledge sharing environment) and hypothesis nine (i.e., Organisational climate has a positive effect on the alignment of knowledge promotion with the repatriates knowledge sharing) indicating there was a no significant relationship between alignment of workplace professionalism, level of recognition, alignment of knowledge promotion and knowledge sharing environment.

Implications for practice

Knowledge sharing is an important and tangible issue for an organization to seize and must be will controlled. Therefore, organisation should create a **culture** in which knowledge is valued

across the business and enhance the organizational climate to capture efficiently the benefits of innovation-supportive culture. Organisations should enhance different aspects of organizational climate which is critical driver of knowledge sharing, such as reward systems linked to knowledge sharing, open leadership climate, and top management support.

Also important is the fact that sender must be regarded high. Trustworthiness and reputation of the communicator is very critical for the receiver to believe in the information. Further, organisation should develop versatile feedback mechanisms to gather the knowledge. Also important is the fact that recipient must be aware of knowledge availability for which organisations must ensure transparent open communication, so source awareness can enhance knowledge sharing. Further, organisation under study must promote knowledge exchange by rewarding and promoting the employees with useful knowledge which translates into accelerated individual and organizational learning and innovation

Conclusion

This study shows that source credibility and organizational climate are critical drivers for knowledge sharing and provides the practitioners with insight into which areas of the knowledge transfer system should be concentrated for effective knowledge sharing because leveraging the knowledge of repatriates can result in competitive advantage.

Reference

- Barney, Jay B. & Wright, Patrick M. (1998): On becoming a strategic partner the role of human resources in gaining competitive advantage. Human Resource Management, Vol.37, no.1, pp. 31-46

- Bender, S. & Fish, A. (2000), The transfer of knowledge and the retention of expertise: the continuing need for global assignment, Journal of knowledge management, Vol 4, no. 2.

- Brown, J. S. and P. Duguid (2000). The Social Life of Information. Boston, Massachusetts, Harvard Business School Press.

- Bird, A. (1994) Careers as repositories of knowledge: A new perspective on boundary less careers. Journal of Organizational Behavior, Vol.15, no.4, pp. 325–344 available at http://www3.interscience.wiley.com/journal/113475006/abstract

- Bolino, M. C. (2007). Expatriate assignments and intra-organizational career success: Implications for individuals and organizations.Journal of International Business Studies, Vol. 38 pp.819–835.

- Bonache and Za´rraga-Oberty (2008), "Determinants of the success of international assignees as knowledge transferors: a theoretical framework", The international journal of Human Resource Management, Vol.19, no.1, pp.1-18.

- Borgatti, S.P. and Cross, R. (2003), A relational view of information sharing and learning in social networks. Management Science, Vol.49: 432-445.

- Black, J. Stewart, Morrison, Allen J. & Gregersen, Hal B. (1999): Global Explorers: the next generation of leaders. London: Routledge.

- Dale Neef, (1999) "Making the case for knowledge management: the bigger picture", Management Decision, Vol. 37 no: 1, pp.72 – 78

- Davenport, T. and L. Prusak (1998). Working Knowledge: how organizations manage what they know. Boston, Harvard Business School Press.

- Downes,M., & Thomas,A.S.(1999). Managing overseas assignments to build organisatinal knowledge. Human Resource Planning. Vol.22, no.4, pp.33-48.

- Doz, Y., Santos, J., & Williamson, P. (2001). From global to metanational: How companies win in the knowledge economy. Boston: Harvard Business School Press.

- Drucker, P. (1993). Post-Capitalist Society. Oxford, Butterworth Heineman

- Fahey, L., & Prusak, L. (1998). The eleven deadliest sins of knowledge management. California Management Review, Vol.40, no.3, pp.265-275

- Fink, G. & Meierewert, S. (2005). "The use of repatriate knowledge in organizations". Human Resource Planning, Vol.28 no.4, pp. 30-36, available at

- http://www.allbusiness.com/legal/laws-government-regulations-employment/860987-1.html

- Gupta, A. K. & Govindarajan, V. 2000. Knowledge Flows Within Multinational Corporations. Strategic Management Journal. Vol.21, 473-496

- Haanes, Knut & Fjeldstad, Oystein (2000): Linking Intangible Resources and Competition. European Management Journal, Vol.18, no.1, 52-62

- Harvey, M. C. (1982). The other side of foreign assignments: Dealing with the repatriation dilemma. Columbia Journal of World Business, Vol.17, no.1,pp.53-59.

- Husemann, R.C. & Goodman, J.P. (1999), Leading with Knowledge: The Nature of Competition in the 21st Century, Sage, California.

- Hurn,Brian J.(1999) Repatriation –the toughest assignment of all, Industrial and Commercial Training, Vol.31, No.6,p. 224-228.

- Hocking, J. B., Brown, M., & Harzing, A. W. 2004. A knowledge transfer perspective of strategic assignment purposes and their path-dependent outcomes. International Journal of Human Resource Management, Vol.15, no.3, pp.565–586 available at http://www.informaworld.com/smpp/content~db=all~content=a713702686

- Inkson,K., Arthur,M.B., Pringle,J. and Barry,S., 1997. Expatriate Assignment versus Overseas Experience: Contrasting Model of International Human, Journal of world Business, Vol.32 no.4, 351-368

- Jassawalla, A. R., & Sashittal, H. C. (2009). Thinking strategically about integrating repatriated managers in MNCs. Human Resource Management, Vol.48, no.5, pp.769-792.

- Kandadi, R.K. (2006) 'Knowledge Management in Distributed Organisations: A Meta-Level Framework, Thesis (Ph.D), University of Bolton, 2006.

- Kamoche, Ken (1997): Knowledge creation and learning in international HRM. The International Journal of Human Resource Management, Vol.8, no.3 pp. 213-225.

- Kogut and Zander (1992). Knowledge of the Firm, Combinative Capabilities, and the Replication of technology, Organization science: A Journal of the Institute of management science, Vol. 3, no.3, pp. 383-397.

- Kostova T (1999) Transnational transfer of strategic organizational practices: A contextual practice. Academy of Management Review Vol.24, no.2, pp.308–324.

- Lazarova and Tarique (2005), Knowledge transfer upon repatriation, Journal of world Busniess, Vol.40, no.4, pp.361-373

- Lahti, RK & Beyerlein, MM (2000), Knowledge Transfer and Management Consulting: A Look at "The Firm", Business Horizons, pp. 65-73

- Lee,C.H (2005), "A study of underemployment amond self-initiated expatriates', Journal of world Business, Vol.40 no.2, pp.172-87.

- Lohmoller, J.(1989), Latent Variable Path Modelind with Partial Least square, Physica-Verlag, Heidelberg.

- Margaret *Linehan*, Hugh *Scullion*, (*2002)* Repatriation of female executives: empirical evidence from Europe", Women in Management Review, Vol. 17, no. 2, pp. 80-88

- Makela, K., & Suutari, V. (2009). Global careers: A social capital paradox International Journal of Human Resource Management, 20(5), 992-1008Europe, Women in Management Review, Vol.17,no.2,P.80-88.

- Nevis, E.C. (1995). Understanding Organizations as Learning Systems. Sloan Management Review, Vol.36, pp.73-85

- Nonaka, I. (1991), The knowledge-creating company, Harvard Business Review, November-December, pp. 96-104

- Nonaka, I., & Takeuchi, H. 1995. The knowledge-creating company. New York: Oxford university Press available at

- http://www.oup.com/us/catalog/general/?cp=24297&view=usa&ci=0195092694

- Oddou, G., Osland, J.S., & Blakeney, R.N. (2009) Repatriating knowledge: variables influencing the "transfer" process. **Journal of International Business Studies, Vol** 40, pp.181–199.

- Oldham, G.R. & Cummings, A. (1996). Employee creativity: personal and contextual factors at work. Academy of Management Journal Vol.39, pp.607-634.

- Osland, J. 1995. The adventure of working abroad: Hero tales from the global frontier. San Francisco, CA: Jossey-Bass

- Paik, Y., Segaud, B., & Malinowski, C. (2002). How to improve repatriation management: Are motivations and expectations congruent between the company and expatriates? International Journal of Manpower, Vol.23, no.7, pp.635-648 available at

- http://www.emeraldinsight.com/journals.htm?issn=0143-7720&volume=23&issue=7&articleid=848356&show=abstract

- Riusala, K. & Suutari, V. (2004), International knowledge transfer and expatriates, Thunderbird International Business Review, Vol 46, pp. 743-770.

- Syed Aktharsha (2010) 'A theory of knowledge Management', Journal of Contemporary Research in Management, Vol.5, no.3 pp. 65-80.

- Starbuck, W.H. (1992) 'Learning by knowledge-intensive firms' Journal of Management Studies, Vol. 29, no 6, 713-740.

■ Stahl, G. K., Chua, C. H., Caligiuri, P., Cerdin, J. L., & Taniguchi, M. 2009. Predictors of turnover intentions in learning-driven and demand-driven international assignments: The role of repatriation concerns, satisfaction with company support, and perceived career advancement opportunities. Human Resource Management, Vol48, no.1, pp.89-109

■ Stanek, M. 2000. The need for global managers: A business necessity. Management Decision, Vol.38, no.3, pp. 232–242 avalable at.

■ http://www.emeraldinsight.com/journals.htm?articleid=865138&show=html

■ Steelman, L. A., Levy, P. E., & Snell, A. F. 2004. The feedback environment scale (FES): Construct definition,measurement, and validation. Educational and Psychological Measurement, Vol.64, no.1, pp.165–184.

■ Subramaniam, M., & Venkatraman, N. 2001. Determinants of transnational new product development capability: Testing the influence of transferring and deploying tacit overseas knowledge. Strategic Management Journal, vol. 22, no.4, pp.359–378 avalable at. http://www.citeulike.org/user/derchao/article/4051960

■ Sveiby, K-E. (1997), The New Organizational Wealth: Managing and Measuring Knowledge-based Assets, Berrett-Koehler Publishers, San Francisco, CA.

■ Szulanski, G 1996, Exploring internal stickiness: Impediments to the transfer of best practice within the firm, Strategic Management Journal Vol. 17, pp. 27-43

■ Tallman and Fladmoe-Lindquist, (2002), "Internationalization, globalization, and capability-based strategy", California Management review, Vol.45, no.1, pp.116-135.

■ Tsang, E. (1999). "The knowledge transfer and learning aspects of international HRM: an empirical study of Singapore MNC´s". International Business Review, Vol. 8, no. 5, pp. 591-609 available at

■ http://www.ingentaconnect.com/content/els/09695931/1999/00000008/00000005/art00021

■ Ursula *wittig-berman*, nicholas j. *Beutel.2009.* Analysis of the international of international assignments and the career management of repatriates: the boundary less career concept available at: www.scribd.com/.../analysis-of-international-assignments-and-the *boundary less concept*

■ Vanitha.P and Sadashivan (2008), 'Knowledge Management portal and its effectiveness towards organizational competitiveness', Journal of Contemporary Research in Management, Vol.3, no.4 pp.101-110.

■ Wold.h (1982), Soft Modeling: the basic design and some extension" Systems under direct observation, Part II, North Holland Press, North-Holland, Amsterdam, Vol.1,pp.1-54.

■ Wiig, K, (1993), "Knowledge management foundations. Thinking about thinking: how people and organizations create and use knowledge", Arlington TX, Schema press Vol.2, pp.8-23.

■ Wu, J.H., & Wang, Y.M. (2006). Measuring KMS success: a respecification of the DeLone and McLean's model. Information & Management, Vol.43, no.6, pp.728-739.