Université de Montréal

The influence of cross-cultural training and experience

on expatriate adaptation during international assignments

par

Tatiana Rozova

École de Relations Industrielles

Faculté des arts et des sciences

Mémoire présenté à la Faculté des études supérieures
en vue de l'obtention du grade de
Maître ès sciences (M.Sc.)
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Ce mémoire intitulé:

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on expatriate adaptation during international assignments

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Mémoire accepté le: 3 octobre 2001

SUMMARY

Particular interest to expatriate adaptation on the assignment is explained by the globalization of business and the necessity to catch growing opportunities on the international market with the help of qualified and effective human resources. The researchers try to identify the antecedents of successful international assignments (Black, Gregersen, and Mendenhall 1992, Parker and McEvoy 1993) and to provide the evidence of cross-cultural training utility for expatriate adaptation and performance in the host country (Deshpande and Viswersvaran 1992, Earley 1987).

However, according to the literature, only 30-45% of American multinational corporations provide cross-cultural training to their expatriates. The effectiveness of cross-cultural training and its different components as well as its prevalence in Canadian multinational companies remain under-explored. Reported in the literature results concerning the impact of some individual, family-related and host country characteristics on expatriate adaptation are contradictory.

In this study the attempt was made to investigate the importance of cross-cultural training and previous international and cross-cultural experience of expatriates for their adaptation in the host country. The influence of several intermediate factors (personality, demographic, family characteristics and adaptation, job, host country and expatriate community characteristics) on expatriate adaptation

was also examined. The concept of expatriate adaptation was divided into three facets: general, interaction, and work adaptation.

The population of this study was represented by 140 expatriates working for one division of Canadian multinational company. The data was collected between October 2000 and February 2001. Twenty three valid questionnaires were received.

The results demonstrated that cross-cultural training of expatriates was not a commonly used practice and, even when provided, had no, or in some components, had a negative impact on expatriate adaptation. At the same time, cross-cultural training was perceived as important by the expatriates. Previous international and cross-cultural experience were reported by the majority of expatriates. While previous international experience was found to be negatively associated with expatriate adaptation, previous cross-cultural experience had a positive impact on the dependent variable.

Positive family relations, family support, favorable family perception of the relocation, successful family adaptation in the host country and knowledge of the host country predominant language turned out to be the most important antecedents of effective expatriate adaptation. Young age, personal characteristic self-efficacy and greater hierarchical position on the assignment were predictors of a better expatriate adaptation. Longer international assignments were associated with worse expatriate adaptation. Meanwhile, marital status of expatriates, level of education completed

and importance of expatriate community in the host country were not related to any facet of expatriate adaptation. The assumption about positive relationship between expatriate adaptation and expatriate effectiveness on the international assignment was empirically confirmed in this study.

The results of this study contribute to a better understanding of the relationship between expatriate adaptation and expatriate performance on the assignment and mark out the role of some antecedents of successful expatriate adaptation. Though no positive relationship has been found between cross-cultural training and expatriate adaptation the importance of cross-cultural training should not be eliminated. The proper content of training, the right moment of its implantation and corresponding intensity can affect significantly adaptation of expatriates on their first assignment and increase adaptation of those with previous experience of international relocations.

RÉSUMÉ

Dans le contexte actuel, de plus en plus d'entreprises se trouvent sur le marché international. Il leur devient nécessaire d'envoyer des employés à l'international. Or, les employés affectés à l'étranger font face à de nouvelles cultures et à la nécessité d'assurer un bon rendement au pays d'accueil.

Dans la littérature, on peut constater que les recherches consacrées à l'adaptation des expatriés sont abondantes. La majorité des chercheurs s'entendent sur le rôle important de la formation interculturelle dans l'adaptation des expatriés. Cependant, il y a peu d'études empiriques qui montrent l'impact positif de la formation des expatriés sur leur adaptation et leur rendement au pays d'accueil et, par conséquent, qui peuvent convaincre les gestionnaires d'implanter les programmes de formation des expatriés. Les résultats recensés dans les écrits et concernant l'impact des caractéristiques individuelles, familiales et reliées au pays d'accueil sur l'adaptation des expatriés sont souvent contradictoires. Ensuite, les recherches empiriques concernant les effets de la formation interculturelle et de ces différentes pratiques sur l'adaptation des expatriés canadiens sont pratiquement absentes.

Le but de cette recherche est d'examiner l'impact de la formation interculturelle fournie par l'organisation et de l'expérience antérieure (internationale et interculturelle) des expatriés sur leur adaptation lors de l'affectation internationale. D'autres facteurs tels que les caractéristiques individuelles (âge, statut familial, niveau d'éducation complétée, pays d'origine,

caractéristiques personnelles), les caractéristiques familiales (motivation de la famille d'accepter l'affectation, relations et support dans la famille et adaptation de la famille au pays d'accueil), les caractéristiques d'emploi (niveau hiérarchique et durée de l'affectation) et les caractéristiques du pays d'accueil (la distance culturelle entre le pays d'origine et le pays d'accueil) et leurs impact sur l'adaptation des expatriés sont également examinés.

Suite à Black et Stephens (1989), le concept de l'adaptation des expatriés est composé de trois dimensions: l'adaptation générale, l'adaptation aux interactions avec les ressortissants du pays d'accueil et l'adaptation au travail.

Basés sur une enquète menée auprès de vingt trois expatriés appartenant à une division d'une multinationale canadienne, nos résultats montrent que la majorité des expatriés n'ont pas reçu de formation interculturelle. Même pour ceux qui l'ont reçue, la formation interculturelle n'a pas d'impact positif sur l'adaptation au pays d'accueil. Cela peut être dû au contenu inapproprié de la formation interculturelle et/ou à une inadéquation entre les pratiques, les méthodes, la durée et le moment d'implantation du programme.

La particularité du groupe des expatriés (en majorité des professionnels) explique aussi ces résultats. Pour ces expatriés, les connaissances et aptitudes techniques répondent mieux aux exigences de leurs emplois que les acquis sociaux liés aux interactions et développés au cours de la formation interculturelle.

Même si plusieurs expatriés ont bénéficié d'une expérience internationale et interculturelle antérieure seule l'expérience interculturelle est reliée positivement à l'adaptation des expatriés.

La formation interculturelle et l'expérience antérieure doivent être considérées comme complémentaires. La formation interculturelle pourrait compenser l'absence de l'expérience précédente et faciliter davantage l'adaptation des expatriés avec une telle expérience.

En ce qui concerne les caractéristiques individuelles, ce sont les plus jeunes expatriés qui rapportent une meilleure adaptation au pays d'accueil. Parmi les trois caractéristiques personnelles (perséverance, ouverture culturelle et flexibilité) susceptibles d'influencer l'adaptation des expatriés au pays d'accueil seule la persévérance a comme effet de faciliter l'adaptation lors de l'affectation.

Les caractéristiques familiales (volonté de la famille d'accepter l'affectation, relations familiales, support familial et l'adaptation de la famille au pays d'accueil) et la connaissance de la langue du pays d'accueil se sont avérées significativement associées à l'adaptation des expatriés.

Contrairement à nos hypothèses, le statut marital, le niveau d'éducation complétée et la taille de la communauté des expatriés au pays d'accueil n'ont pas d'impact sur l'adaptation des expatriés.

L'association significative positive entre l'adaptation des expatriés et leur performance lors de l'affectation est confirmée. L'adaptation efficace contribue à la performance des expatriés et aussi à leur motivation d'améliorer la performance. Ce résultat a une implication importante parce qu'il démontre l'utilité de l'adaptation des expatriés pour la compagnie.

On peut conclure que dans le cas présent, l'importance de la formation interculturelle des expatriés dans le cadre de l'affectation internationale n'est pas démontrée. Par contre, l'importance de l'expérience interculturelle s'est avérée plus concluante. Les liens entre les caractéristiques individuelles et familiales et l'adaptation des expatriés sont clairement établis.

Cette recherche porte sur une division d'une compagnie multinationale et ces résultats ne peuvent pas être généralisés. Compte tenu du faible nombre de répondants il serait donc important, dans le futur, de reprendre le modèle pour le tester auprès de plusieurs expatriés dans des contextes différents afin de pouvoir eventuellement généraliser les résultats.

CONTENTS

LISTE OF TABLES

LIST OF FIGURES

LIST OF ANNEXES

ACKNOWLEDGEMENTS

INTRODUCTION

The globalization of business is making it more important than ever to understand how multinational corporations can operate more effectively. As the traditional sources of competitive advantage (low production cost, technology, or access to capital) are necessary, but no longer sufficient conditions for success, a major component of this understanding appears to be the field of human resource management, and in particular, the field of international human resource management.

According to a recent estimate, there are over eighty thousand American expatriates working for their firms in more than 130 countries (Ashamalla and Crocitto 1997). However, most American firms have not been successful in providing expatriates with appropriate human resource practices assuring their high performance on international assignments and low turnover rates. Tung (1987) reports a 10 to 20% rate of failure of expatriates within eighty American multinationals. According to figures provided in the review of Borstorff, Harris, Field, and Giles (1997), failure rates range from 15% to 70% and associated costs for each failure range from $ 55 000 to $ 250 000. Failed expatriate adjustments cost North American firms nearly $ 2 billion every year (Deshpande and Viswesvaran 1992). Fifty percent of expatriates who do not terminate their assignments before the term function at a low level of effectiveness. On average, expatriates are three to five

times more expensive than employees with similar positions in the domestic organization (Guy and Patton 1996).

The unsuccessful assignments are costly also for the expatriates' mental and physical health. That is true even for individuals with previously excellent career histories and successful social lives. The problems associated with expatriates failing to adjust during overseas assignments are significant: diminished performance, customer dissatisfaction, lost business opportunities, high associated costs, damaged company reputation, weakened abilities to attract candidates for future assignments, early return of staff, psychological problems, substance-abuse, marital problems, etc. (Black 1988; Black and Gregersen 1990; Black and Mendenhall 1990; Dunbar and Katcher 1990; Earley 1987; Fukuda and Chu 1994; Harris and Moran 1987; Munton 1990; Richards 1996; Searle and Ward 1990; Tung 1988, etc.).

That is why the special concern of multinational companies attempting to compete in an international environment is the effective preparation and development of their expatriates. Cross-cultural training has been suggested as a means to facilitate expatriates' adjustment to the new culture, to assure their effectiveness during overseas assignments, and to obtain desired organizational results (Earley 1987; Mendenhall and Oddou 1986; Tung 1987).

The object of this study is to examine the impact of different cross-cultural training practices as well as previous international and cross-cultural experience of

expatriates on their adaptation on the assignment. In the first Chapter, we will present the review of literature devoted to expatriate adaptation and effectiveness in the host country and factors influencing expatriate adaptation. In Chapter 2, the research context, the research questions, the model and the hypotheses of our study will be presented. The methodology of this study will be described in Chapter 3. The results obtained will be presented in Chapter 4 and interpreted regarding the hypotheses in Chapter 5. In Conclusion, limitations and suggestions for future research will be formulated.

CHAPTER 1. Literature review

In this Chapter, we will review the literature concerning expatriate adaptation in the host country. First, the concept of expatriate adaptation and its components will be explained. Then, the factors influencing expatriate adaptation will be discussed.

1.1.Expatriate adaptation in the host country

In this section, the definition of adaptation will be introduced and the process of adaptation will be described. The relation between expatriate adaptation, culture shock and effectiveness in the host country will be reflected. Then, the criteria of effective expatriate assignments will be enumerated.

1.1.1. Definition.

An expatriate is someone who leaves the country of one's birth or official residence and travels to another country to take up residence and to work there for a limited period of time (Mendenhall and Wiley 1994). The problem of successful expatriation as a multidimensional process has been reflected in many monographs and handbooks (Black, Gregersen, and Mendenhall 1992; Harris and Moran 1987; Landis and Bhagat 1996; Moran and Xardel 1994). In the empirical literature, international assignments are investigated in terms of willingness to relocate (Lowe, Downes, and Kroeck 1999), retention-relevant outcomes (intentions to quit and

organizational commitment) (Black and Gregersen 1990; Feldman and Bolino 1999; Guzzo, Noonan, and Elron 1994), work and general satisfaction (Black and Gregersen 1990; Feldman and Bolino 1999), levels of stress, psychological and physical well-being (Aryee and Stone 1996; Clarke and Hammer 1995; Munton 1990; Munton and West 1995; Redmond and Bunyi 1993; Richards 1996; Searle and Ward 1990; Selmer 1998b), perceived intensity of adjustment to the new culture (Earley 1987; Searle and Ward 1990), socio-cultural adjustment (work adjustment, adjustment with interactions with host nationals and adjustment to the general non-work environment) (Aryee and Stone 1996; Black, Mendenhall, and Oddou 1991; Clarke and Hammer 1995; Searle and Ward 1990; Selmer 1998a), expatriate performance overseas (Clarke and Hammer 1995; Earley 1987), corporate financial performance (Peterson, Sargent, Napier, and Shim 1996), knowledge of international business (Feldman and Bolino 1999), etc.

In spite of a great number of studies devoted to the expatriation process there is no precise definition of what the adaptation is. As reported by many authors, in different studies the concept "adaptation" is used in a variety of ways including psychological mood, favorableness of opinion about host nationals, satisfaction, attitudes, ability to get along with and effectively interact with host nationals, comfort with the new environment, coping with everyday activities, acquisition of culturally appropriate behavior and skills, socialization into an unfamiliar culture, and so on (Black and Mendenhall 1990, 1991; Dawson, Crano, and Burgoon 1996; Hannigan 1990; Searle and Ward 1990, etc.). Concepts of adaptation, cross-cultural adaptation,

acculturation, adjustment, assimilation, effectiveness, accommodation, expatriate socialization and success on a global assignment are often not clearly differentiated and used interchangeably.

According to the majority of scholars, adaptation refers to the process, time and extent of coping with experienced culture shock and modifying one's behaviors in a new culture (Guy and Patton 1996). Anderson (1994), for example, considered cross-cultural adaptation as a cyclical and continuous process of overcoming obstacles and solving problems in the new environment. According to this author, the cross-cultural adaptation is relative and the great majority of adjusters probably fall between the two extremes - who fail and who succeed - making some sort of peace with the local culture. There are as many degrees, kinds, and levels of adaptation as there are situations and individuals adapting.

Adjustment is defined, also, as the degree of psychological comfort felt regarding various aspects of an expatriate host country situation (Black and Gregersen 1991a). Selmer (1998b) and Aryee and Stone (1996), on the contrary, considered expatriate psychological well-being as a consequence of expatriate adjustment which they understood as a special case of work role transition focusing particularly on the change on job status or content while explaining the source of expatriate stress.

There are different understandings of types and dimensions of adjustment in the literature. Some scholars considered expatriate adjustment as a complex notion that includes adjustment to work, adjustment to interacting with host nationals, and adjustment to the general non-work environment (Black, Mendenhall, and Oddou 1991). While others (Caligiuri, Hyland, Joshi, and Bross 1998; Caligiuri, Joshi, and Lazarova 1999), measured expatriate adjustment as a single item though they stressed the necessity to define "success on a global assignment" and to identify which of its three criteria (desire to terminate the expatriate assignment, cross-cultural adjustment and performance on the job) would be investigated. Searle and Ward (1990) proposed to make a distinction between psychological adjustment that deals with subjective well-being and mood states (depression, anxiety, tension and fatigue) and socio-cultural adjustment that relates to the ability to "fit in" interactive aspects of the host culture measured by the amount of difficulty experienced in the everyday life.

In this study, we will use the concepts "adaptation" and "adjustment" as synonyms in order to describe the process of expatriate dealing with everyday activities and acquisition of culturally appropriate behavior in the host country.

1.1.2. Stages of adjustment process

Due to the "U-Curve theory" of adjustment, attributed to Lysgaard (1955), there are four stages of individual's adjustment to the new culture:

1. initial stage (honeymoon stage or period of euphoria) during which an individual is fascinated by the new culture and interprets positively even anxiety and stress;

2. culture shock stage (disillusionment frustration) as an individual must cope with living in the new culture on a day-to-day basis;

3. adjustment and reorientation stage which is characterized by gradual adaptation to the new culture and learning how to behave appropriately. One develops problem-solving skills for dealing with the culture and begins to accept the culture with a positive attitude;

4. mastery or resolution stage is characterized by achieving stable adaptation in being successful while resolving problems and managing the new culture.

Selmer, Torbiorn, and De Leon (1998) described four phases of cross-cultural adjustment (ethnocentric, culture-shocked, conformist and culturally adjusted). During the first phase, the experiences in the host culture are interpreted as deviations from the "correct" behavior, the frame of reference being from the home culture. Next, culture shock is considered as a defensive mechanism that slows down the entry of new cognitive elements from the host country. During the third phase, the applicability of habitual behavior by an individual is reduced and the frame of reference to interpret "exotic" host nationals is changed. The expatriate's behavior

and interpretations become more firmly connected to the host culture rather than the home culture what result in the successful cross-cultural adjustment (the fourth phase). Winkelman (1994) considered adaptation as a final stage of four cultural shock stages.

The length of every stage is arbitrary; it seems to adapt to the length of the expatriation period. People on short assignments of up to three months have reported all these stages within this period while people on long assignments of several years have reported culture shock phase of a year or more before acculturation set in.

The study of Canadian expatriates posted to developing countries conducted by Kealey (1989) showed, however, that only 10% of the sample (277 people) had the traditional U-curve of cross-cultural adaptation. The others showed the following pictures of the phases of adjustment: about 35% of the expatriates reported the straight upward line of adjustment during two years of posting, 30% entered the new culture "on a high" and remained on the same level of the satisfaction till the end of the assignment, another 10% and 15% entered the new country feeling the same and much lower respectively than they did before leaving Canada for the assignment.

1.1.3. Culture shock, adaptation and effectiveness during international assignments

The concept of "culture shock" was first proposed by Oberg (1960) in relation to the negative emotional states experienced by foreigners as a result of contact with a new culture and loss of familiar cues. Today, the concept is used to describe and to explain the nature of psychological and emotional difficulties faced by sojourners.

Culture shock may be very severe. One may experience increasing disappointments, frustrations, tension, depression, isolation, and so on. Many expatriates experience anxieties and mild to serious paranoia and believe that the host nationals are plotting against them and making life difficult for them (Richards 1996). Some authors predicted that experiencing minimal acculturative stress would ease adjustment and performance overseas (Bell and Harrison 1996; Black and Mendenhall 1990; Guy and Patton 1996). Others, on the contrary, viewed stress in the context of a positive transition toward greater cross-cultural effectiveness and considered culture shock as a sign that the expatriate was becoming involved with the foreign culture. Therefore, the conclusion was made that one should not try to eliminate culture shock but try to cope with stress (Walton 1990). Empirical evidence was discovered that at least some people who underwent the most severe stress during the adjustment were among the most competent in transferring skills and knowledge (Kealey 1989; Ruben and Kealey 1979).

All the scholars agree, however, that the concepts of adjustment and performance during international assignments are functionally related. An appropriate adjustment is a necessary condition and a dominant dimension for effective performance. The expatriates who fail to adjust and return early from an assignment or those who adjust incompletely cannot be effective overseas. The empirical investigation of Americans working in Japanese-owned firms in the United States discovered that the greater was the degree of cultural adaptation of Japanese managers, the greater were perceptions of similarity and managerial effectiveness reported by American subordinates (Thomas and Ravlin 1995). Performance was found to be inversely related to individual's perceived need to adjust to a new culture (Earley 1987).

1.1.4. Criteria of effective expatriate assignments

Feldman and Thomas (1992) proposed six criteria to assess the success of expatriate assignments: 1) performing at the level of quality and quantity expected by both home and host of superiors; 2) ability to develop constructive relationships with host national colleagues; 3) enhancement of the expatriate's work-related skills; 4) intent to remain for the length of an assignment; 5) positive job attitudes towards the new assignment in terms of job satisfaction, internal work motivation, and feeling of influence and mastery over the new environment; 6) moderate stress levels.

Kealey (1989) in his study of effectiveness of Canadian technical advisors assessed six areas of the international assignment that should be examined to determine its success: satisfaction (life and professional), difficulty in adjusting, stress, cross-cultural understanding, contact with host culture, and effectiveness at transferring skills and knowledge to local counterparts.

Nine dimensions were used in a study on the adaptation of international managers working for US multinationals in Asian countries: ability to develop interpersonal relationships with local nationals, ability to work effectively in teams, feeling of depression, satisfaction with international assignment, interest in the local culture, knowledge of host country operations, ability to communicate effectively with local nationals, ability to cope with stress, and ability to train effectively local nationals (Saba and Chua 1998).

1.2. Factors influencing expatriate adaptation.

According to the theoretical frameworks, expatriates differ in the ease and extent of adjustment to the new culture which depends on a great number of variables: personal, demographic, and family characteristics, previous international experience, expectations and perceptions of the assignment, nature of job, cultural distance between home and host countries, and organizational support, particularly, cross-cultural training (Black, Mendenhall, and Oddou 1991; Harris and Moran 1987).

Parker and McEvoy (1993) proposed a model of adjustment with three categories of antecedents - individual, organizational, and contextual. Individual factors include personality, demographic characteristics as well as willingness to go abroad, previous international experience, and work experience. Different organizational practices concerning expatriates fall into the category of organizational factors. Contextual factors include spousal and family adaptation and culture novelty of the host country.

1.2.1. Individual factors.

This category of antecedents includes personality and demographic characteristics as well as willingness to go abroad and previous international and work experience To a certain extent, these factors are within organizational control through selection and training processes. In order to select and train individuals who will function competently in different cultures, it should be determined what factors are important as criteria for successful expatriate assignments.

1.2.1.1. Personality characteristics

The influence of personal characteristics on outcome of international assignments is much stronger than the influence of situational and job factors (Arthur and Bennett 1995; Bell and Harrison 1996; Kealey 1989; Munton and West 1995; Parker and McEvoy 1993; Tung 1987). In the review of literature devoted to this

problem Hannigan (1990) derived three categories into which these factors could be classified: skills, attitudinal factors, and personality traits. If the first two categories are directly related to the training process and the employees can develop appropriate skills and attitudes, personality traits are generally perceived as previously established in individual's life or inherent. We will try to establish the link between personality variables and some adaptation dimensions as reported in different writings on the subject according to this classification.

Skills. Social and communication skills (ability to deal with different communication styles, ability to establish and maintain relationships, ability to deal with communication misunderstandings between self and others, etc.) are frequently mentioned as important factors influencing expatriate success. For example, factor analysis of twenty four personal abilities thought to be important for intercultural effectiveness revealed three dimensions of intercultural effectiveness: the ability to establish interpersonal relations, the ability to communicate effectively, and the ability to deal with psychological stress (Hammer, Gudykunst, and Wiseman 1978).

According to the study of American and French expatriates working respectively in Saudi Arabia and in the United States, there were culture-general and culture-specific abilities facilitating intercultural communication effectiveness: American and French managers agreed on the role of some abilities necessary for effectiveness overseas (for example, ability to deal with unfamiliar situations, with changes in life styles and with communication misunderstandings, and to work with

other people) and differed in their views on the role of some other abilities (for example, ability to deal with stress and with different political systems) (Dean and Popp 1990).

Some authors stressed that expatriates were active participants in their own adjustment process and that the types of individual coping strategies had a significant impact on the amount of expatriate adjustment. For example, the expatriates looking at the positive side of the job and those who tried to get socially integrated into the new work environment were more adapted than those who used psychological withdrawal (fantasizing about what life in another job would be like) or palliative coping (eating, drinking, sleeping, and smoking more than usual to deaden the intensity) (Feldman and Thomas 1992; Feldman and Tompson 1993). It was proposed, while selecting and training the employees for international assignments, to consider their learning orientation: there were individuals who focused on judgment of performance and who would withdraw themselves from the situations that could result in poor performance and those who focused on learning and on the task rather than on their limitations (Porter and Tansky 1999). The last group chose a challenging work assignment, considered difficult situations as possibility to grow and to increase knowledge and skills and, consequently, was expected to adapt more readily for overseas positions.

Attitudes. One of the attitudinal factors that predicts the degree of culture shock is ethnocentrism or, on the contrary, - cultural empathy (cultural sensitivity, open-mindedness, nonjudgmental perspective and social decentering) (Dunbar and Katcher 1990; Redmond and Bunyi 1993). According to Clarke and Hammer (1995), openness towards ideas of others, trust, friendliness, and sensitivity to cultural differences were primary predictors of expatriate effectiveness. Though the empirical relation between ethnocentrism (belief that the values and attitudes held in one's culture are superior to those held by people of other cultures) and cross-cultural adjustment has not been studied enough to make definitive conclusions, the ethnocentric individuals are supposed to exhibit more adaptation problems and less overall success in working abroad (Borstorff, Harris, Field, and Giles 1997; Thomas 1996). Biculturalism (state in which individuals maintain their distinctive cultures while simultaneously interacting with and learning from other cultures) and bicultural life experiences are supposed to facilitate expatriate interaction with host nationals, work and general adjustment (Bell and Harrison 1996).

However, the surprising result was found in the study of Redmond and Bunyi (1993): the stronger the amount of social decentering (ability to understand others and to provide a supporting communication atmosphere) the participants reported, the more likely they were to report a greater amount of stress.

Personality traits. Flexibility, self-monitoring, self-confident maturity, and self-efficacy are cited as personality traits important for understanding of adaptation to the host culture and effectiveness during international assignments (Black and Mendenhall 1991; Black, Gregersen, and Mendenhall 1992; Hannigan 1990; Kealey 1989; Ruben and Kealey 1979; Walton 1990).

Flexibility (or self-monitoring) refers to a general ability to cope and function in unfamiliar surroundings, to adjust expectations so that they are in tune with the reality, to acknowledge the relative nature of personally held views and the inevitability of mistakes, to question and, if necessary, abandon earlier convictions, a lack of prejudice, and respect for other people's opinions (Hannigan 1990; Snyder 1974). The theoretical study of Mendenhall and Wiley (1994) explored the relationships between expatriate adjustment and impression management as a behavioral strategy in one's interactions with host nationals. The more an expatriate tended to present himself in a socially desirable way to others, the more he understood the host culture's "dramaturgy", the more he reduced psychological uncertainty in the different culture and, consequently, the better were his relationships with host nationals and subjective well-being.

Harrison, Chadwick, and Scales (1996) in their study of American expatriates empirically showed that high self-monitors expressed greater degrees of general and interaction adjustment than did low-monitors.

Self-efficacy is defined as an individual's belief that he or she can successfully perform or master the appropriate response to any given situation (Walton 1990). The concept of self-confident maturity may be considered as a synonym of self-efficacy and includes traits such as self-confidence, high self-esteem, energy, optimistic realism, and persistence with flexibility (Hannigan 1990). Individuals with high self-efficacy tend to persist in exhibiting new behaviors and have greater opportunities for receiving feed-back about their acquired skills than those with low self-efficacy.

Harrison, Chadwick, and Scales (1996) found that American expatriates with high general self-efficacy expressed significantly greater degrees of general, interaction, and work adjustment compared with those with low self-efficacy.

There are also empirical studies that did not find significant association between the presence of personal characteristics and cross-cultural adjustment. Cui and Van Den Berg (1991) did not find that such personality traits as patience and flexibility influenced significantly cross-cultural adaptation of American business people working in China.

1.2.1.2. Demographic characteristics

The results concerning age of expatriates are contradictory. Sojourners who were younger adapted better than those who were older (Guy and Patton 1996). On

the contrary, age was found to be positively associated with the capacity to develop interpersonal relations with the host nationals and with ability to train them (Saba and Chua 1998). Worth mentioning that the expatriates of different age groups (under 30, between 30 and 39, and over 39) found the training equally valuable (Brewster and Pickard 1994).

The results concerning the relationship between expatriate gender and adaptation in the host country are also contradictory. According to the review of Guy and Patton (1996), male expatriates adapted better than female sojourners. On the contrary, women expatriates, at least those who worked in Asian countries, seemed to understand better the host country business and to have a greater ability to communicate with their male counterparts (Saba and Chua 1998). Caligiuri, Joshi, and Lazarova (1999) in their study of the predictors of success of female global assignments did not find significant relation between personality characteristics (ability to deal with stress, ability to form relationships with host nationals, and ability to understand behavior of others) and the adjustment of American women-expatriates.

Higher level of education was associated with a higher ability to work in teams and to communicate with local nationals (Saba and Chua 1998).

Expatriate nationality seems to be related to successful adjustment. Several studies of expatriate adaptation found that Americans failed more frequently than

others in global assignments, becoming ineffective at work or returning early (Black and Stephens 1989; Earley 1987). On the contrary, the hypothesis that Americans are less well adjusted to international postings than are expatriates from other countries developed by Parker and McEvoy (1993) was not supported.

According to Kealey (1989), background factors such as age, gender, marital status, education, etc. were minimally influential in determining outcomes overseas. The results of the study of Parker and McEvoy (1993) showed that neither gender nor age were significantly correlated with any of the three facets (work, general, and interaction) of intercultural adjustment.

1.2.1.3. Previous international experience

The previous international experience is considered as one of the factors associated with shorter honeymoon and culture shock stages of adjustment (Black and Mendenhall 1991). The study of American expatriates working in Japan conducted by Black (1988) showed that previous overseas work experience was significantly related to one facet of adjustment, work adjustment. Saba and Chua (1998) found that expatriates with previous international experience developed better communication ability with host nationals, could better train them, better dealt with stress, and had a better knowledge of host country business operations. In the study of student sojourners at American Midwestern University with different amount of intercultural experience, Martin (1987) investigated empirically the relationship

between perceived intercultural competence and sojourn experience. Sojourners with the most intercultural experience (three - twelve months) rated their ability to facilitate communication and awareness of Self and Culture significantly higher than those with no experience or with less than three months experience. However, no significant differences emerged among the groups with different amount of experience on their reported ability in interpersonal flexibility.

According to Brewster and Pickard (1994), there were no significant differences in perception of the use of training between those with and those without previous expatriate experience.

The research of Kealey (1989) revealed that previous overseas experience of Canadian technical advisors working in developing countries, although associated with greater ease in adjustment to the foreign culture, was not predictive of individual effectiveness in the host country as measured by peers and host country colleagues. Black and Gregersen (1991a) found that previous international work experience was not related to work, interaction or general adjustment of American expatriates residing in Pacific Rim countries. The study of 103 expatriate managers discovered that cross-cultural experience was less important for them than the skills of leadership and family support (Withiam 1997). According to Parker and McEvoy (1993), only the correlation between previous international experience and general adjustment was statistically significant.

Greater <u>position in the organization</u> was found to be related to greater cross-cultural adjustment of expatriates, males as well as females (Caligiuri, Joshi, and Lazarova 1999; Feldman and Tompson 1993). Higher position in the host country was related to a better knowledge of business operations, higher ability to deal with stress and to train local nationals (Saba and Chua 1998). Parker and McEvoy (1993) confirmed the hypothesis suggesting a positive association between compensation and work adjustment of expatriates.

1.2.2. Contextual factors

This category of antecedents includes factors related to family/spousal adjustment and culture distance between home and host countries, and is largely beyond direct organizational control, according to Parker and McEvoy (1993).

1.2.2.1. Family/spousal adjustment

This factor deserves special attention as it is found to be one of the most important and frequent reasons of expatriates' premature return or low performance on international assignments (Harvey and Wiese 1998; Tung 1987). In a study of Japanese expatriates working in Hong Kong and Taiwan, Fukuda and Chu (1994) found that family-related problems were ranked first in explaining expatriate failure. Seventy five percent of English expatriates (the majority were married and had at least one child) rated relocation as more than slightly stressful and 40% found it to be

"very" stressful due to losing social support issues, changes in standards of living, finding a new house, problems concerning spousal employment and children's education (Munton 1990).

On the other hand, it was shown that the support from spouse and children had a significant positive effect on the cross-cultural adjustment of American female expatriates working in Europe, Australia and Asia (Caligiuri, Joshi, and Lazarova 1999). In the study of Arthur and Bennett (1995), a family situation was reported by international assignees in different regions of the world as the most important factor contributing to the international success. Married expatriates were more satisfied with their assignments and their jobs and demonstrated greater performance. Younger married workers tended to adjust more readily to job changes than did older and single workers (Feldman and Tompson 1993).

A significant and positive relationship was found between family adjustment and general adjustment of American expatriate managers in Japan and on Pacific Rim global assignments (Black 1988; Black and Stephens 1989; Black and Gregersen 1991a). The empirical study of Caligiuri, Hyland, Joshi, and Bross (1998) showed also that family adjustment was an antecedent to expatriate adjustment to working in the host country. As well, family adjustment turned out to be positively related to expatriate intention to stay on the global assignment (Black and Stephens 1989).

It is necessary to identify the <u>characteristics</u> that can influence family/spousal adjustment. At least three categories of antecedents having the impact on family adaptation can be derived from the review of the literature: antecedents related to the family itself (its structure, spousal employment, her/his mobility, previous international experience, etc.), antecedents related to the assignment (culture novelty of the host country, total time on the international assignment, etc.), and antecedents related to the company policies concerning expatriates' families. The last category of antecedents will be discussed in the special section devoted to the organizational practices influencing family adaptation.

<u>Antecedents related to the expatriate family</u>. Harvey and Buckley (1998) identified four major characteristics of dual-career couples that influenced their willingness to relocate and the probability of international relocation problems which should be considered while selecting and training of expatriates: 1) gender of expatriate; 2) employment status of trailing spouse; 3) stage of career life-cycle; 4) stage of family life cycle.

It was anticipated that there would be a difference in the degree of difficulty of adjustment based on the <u>gender</u> of the trailing spouse. If the trailing spouse is a husband and government restrictions keep him from working in the host country, the family configuration can be changed dramatically provoking failed family adaptation and premature return from the assignment. <u>Career issues</u> of the trailing spouse have an important impact on family adaptation. When the trailing spouse can not find a job

on the assignment, the family unit's ability to adjust is reduced due to psychological and even financial problems. Every member of family unit passes through several stages of career life-cycle: exploration, growth and establishment, maintenance, and decline. The career stages characterized by different professional roles, obligations and expectations of dual-career couples can influence the success of family international relocation. The stages of family life-cycle (bachelor unit, newly married couple, youngest child under six, youngest child over six, etc.) reflect different stages of family development, role overload and, consequently, family adaptation (Harvey and Buckley 1998). Age of children is considered as an important factor of family adaptation. For example, children under thirteen years seem to have less difficulty adjusting to foreign cultures than older children (Black and Mendenhall 1989).

Black and Stephens (1989) and Black and Gregersen (1991b) suggested that spousal previous international experience and her/his motivation to make the transition could be considered as the antecedents of spousal adjustment. The results indicated that favorableness of pre-departure opinion of the spouse was positively related to her/his adjustment while previous international experience was not related to either facet of spousal adjustment.

Caligiuri, Hyland, Joshi, and Bross (1998) and Caligiuri, Joshi, and Lazarova (1999) found that such family characteristics as family support (closeness that family members feel towards each other), family communication (ability to exchange opinions and to resolve conflicts) and family adaptability (ability to accommodate

family rules of functioning as a result of the changing environment) were positively related to family adjustment on the international assignment. Social support within the family was found to be positively related to spousal adjustment to interacting with host nationals (Black and Gregersen 1991b).

Antecedents related to the international assignment. In the empirical studies of Black and Stephens (1989) and Black and Gregersen (1991b) it was found that the novelty of the foreign culture was negatively related to spousal adjustment. A standard of living at least equal to that prior to the international assignment was positively related to spousal general adjustment (Black and Gregersen 1991b).

The hypothesis suggesting that total time in the host country after the first two months (when the "adjustment" phase begins) would be positively related to spousal general and interaction adjustment was empirically confirmed in the study of American expatriates' spouses relocated to European and Asian countries (Black and Gregersen 1991b).

Social interactions with host country nationals (or social support from host country nationals) were positively related to spousal interaction adjustment (Black and Gregersen 1991b).

1.2.2.2. Characteristics of the host country

It is necessary to consider the differences between home and host country when assessing different aspects of expatriate adaptation and choosing training methods. Host country culture, in comparison to that of the home country (cultural distance), level of economic development and extent of political risk may have impact on the willingness to work overseas and on the degree of adaptation (Mendenhall and Oddou 1986; Spradley and Philips 1972). Thus, greater is the difference between the home and the host country, greater is the degree of expatriate adjustment to the new environment. So, cultural toughness should be considered as an important mediating variable to expatriate adaptation.

Hofstede (1980) identified four dimensions of societal values on which country cultures could be differentiated: power distance, uncertainty avoidance, individualism and masculinity. Power distance is a result of human inequality in the society that is formalized in hierarchical boss-subordinate, parent-child, student-teacher, etc. relations. Countries with a low power distance index are characterized by participating decision making, high value of independence and sharing information while countries with a high power distance index put high value on authoritarian style and obedience. Uncertainty avoidance is the extent to which members of a society feel threatened by ambiguous situations. In high uncertainty avoidance index countries there are more rules and regulations designed to minimize uncertainty through the domains of technology, religion and law than in low uncertainty

Zealand, business migrants of Chinese ethnicity from Malaysia adjusted better to the new adopted country than those from Taiwan (Selvarajah 1998).

On the contrary, the empirical study of Ward and Searle (1991) did not find that values discrepancies were a significant variable responsible for adjustment difficulties among international students living in New Zealand. Furthermore, Parker and McEvoy (1993) obtained a surprising result from their empirical study of expatriates (Americans, for the most part) working in different countries: greater degrees of culture novelty were associated with greater, rather than lesser, general living adjustment.

avoidance index countries. Individualism-collectivism reflects the extent to which members of a culture emphasize individual values, initiative and achievement or stress the importance of collective goals. Masculinity-femininity reflects the sex role distribution common in a particular society that is transferred by socialization in families, schools, organizations, and through the media.

In addition to Hofstede's results, one might estimate culture novelty by simply assessing whether the language of the host culture is different from that of individual's home culture and whether learning the language will be a necessity for living and working in the host country. Another aspect in assessing the novelty of the host country is examination of the previous experience of the expatriate: the more experience the individual had, even in the past, with a specific culture, the more he or she is able to utilize those experiences in the present situation (Black and Mendenhall 1989).

In the study of Redmond and Bunyi (1993) it was discovered that the level of stress and the ability to handle it reported by international students attending University in the Midwest United States differed depending of their country of origin: students from Europe and Britain reported the least amount of stress in comparison with those from Eastern cultures. The students from the countries that have the strongest shared heritage, language and culture with the United States also reported the best skills while handling with stress. According to another study, due to a greater similarity in the socio-economic factors and language between Malaysia and New

1.2.3. Organizational factors

These factors are related to organizational characteristics and organizational policies concerning the expatriation/repatriation process. Organizational characteristics can affect expatriate adaptation directly or by influencing the choice of international human resources practices. Organizational policies are controllable by the organization to a considerable extent.

1.2.3.1. Organizational characteristics

Among organizational characteristics we can name, for example, the type of industry, the organizational culture and the organizational size. Industry characteristics include the type of business and the available technology, the nature of the competitors and the extent of change (Schuler, Dowling, and De Cieri 1993). The industry in which a firm is involved determines the level of international competition. In global industries (for example, commercial aircraft, copiers, etc.) the firm's competitive position in one country is significantly influenced by its position in other countries while in multidomestic industries, such as retailing, distribution, and insurance, competition in each country is independent of competition in other countries. According to Schuler, Dowling, and De Cieri (1993), in comparison to multidomestic businesses, in global businesses human resources management is more international in orientation and attention and resources devoted to developing appropriate human resources practices (staffing, appraising, compensating, training

and developing) are considerable. Firms with more years of international experience are reported to have a more diverse set of international human resources practices than those with fewer years of experience.

As reported by Fukuda and Chu (1994), the type of industry could have an impact on expatriate adaptation, particularly on the adjustment to interactions with host nationals. While Japanese expatriate managers working in Hong Kong (for the most part, firms engaged in financial services) and in Taiwan (for the most part, firms engaged in manufacturing) appeared to be having difficulties adjusting to interactions with host nationals, this was especially true for manufacturing firms with a large number of local employees on the payroll. However, Peterson, Sargent, Napier, and Shim (1996) investigating the relationship between corporate expatriate practices and degree of internationalization across 54 of the world's largest companies did not find statistical differences in terms of their industries (manufacturing vs. non-manufacturing).

As for organizational culture, the researchers expect that the organizational culture consistent with the host country's culture would positively affect expatriate adjustment (Parker and McEvoy 1993).

While it was suggested that larger organizational size would have a positive effect on intercultural adjustment, this hypothesis was not empirically confirmed (Parker and McEvoy 1993).

1.2.3.2.Organizational practices

In this section, we will present human resource management practices related
to the international assignments. First, we will introduce the practices concerning the
expatriates in general. Then, for the purposes of our study, the special attention will
be paid to family-related and cross-cultural training practices concerning expatriates
and to the impact of these practices on expatriate adaptation.

a) International human resource management practices

According to the review of the literature, organizational practices concerning
expatriates, such as selection, training, career development, compensation policy, on-
site support, repatriation and family-related practices are critical to the degree of
expatriate adaptation (Guy and Patton 1996; Harvey and Buckley 1998; Klaus 1995;
Oddou 1991; Tung 1987). The empirical relationship was found between expatriates'
subjective evaluations of employer's practices (psychological contract) and
organizational commitment as well as expatriate intention to leave the assignment
before its scheduled completion (Guzzo, Noonan, and Elron 1994). Human resources
practices that can be used to select and develop successful expatriate and global
managers are cited in the review of Pucik and Saba (1998).

Black and Gregersen (1990) emphasized that firms should well determine
goals and responsibilities for expatriate managers and pay special attention to

expatriate <u>job design</u>. These authors, applying the model of general employee turnover to expatriate failure to finish an international assignment, showed empirically that work role clarity as well as overmet job choice (demands of the job on the assignment are greater than expected and expatriates interpret the assignment as a greater challenge) and overmet general expectations (general conditions in the host country turn out to be better than expected) were significantly and positively related to work and general satisfaction. In turn, satisfaction was found to be negatively related to intentions to leave.

The empirical studies of Feldman and Thomas (1992) and Feldman and Tompson (1993) revealed that <u>career development</u> variables (especially long term career plans) were consistently and strongly related to the indices of adjustment measured as psychological well-being of expatriates, overall performance and ability to work with diverse workforce. According to Parker and McEvoy (1993), career development organizational practices were positively associated with expatriate work adjustment, which, in turn, was most closely associated with self-rated job performance. Ineffective corporate policies making it difficult to change over from an expatriate to a domestic career were negatively related to psychological adjustment: those who wanted to return home could have a psychological feeling of being cut off from career opportunities at headquarters (Selmer 1998).

The positive relationship was found between expatriate work adjustment and <u>compensation</u> (Parker and McEvoy 1993).

The empirical study of Caligiuri, Joshi, and Lazarova (1999) confirmed that relocation assistance provided by the company was a significant predictor of cross-cultural adjustment of American women-expatriates.

The study of Feldman and Bolino (1999) showed the importance of on-site mentoring for expatriate socialization. The hypothesis that on-site mentoring (task assistance, social support, career advice and role modeling) during an expatriate assignment is positively related to expatriate socialization and its three outcomes - job satisfaction, intention to finish expatriate assignment and increased knowledge about international business – was confirmed empirically.

The size of expatriate community in the host country is considered as an important variable facilitating cross-cultural adjustment of both expatriates and their families. It is interesting that expatriates and their families in the locations with large and influential communities were more likely to recommend the training program and to find it helpful during the process of adjustment to the new environment (Brewster and Pickard 1994).

Long-term orientation in the human resource practices, mentoring and support systems concerning material well-being, career path and repatriation of expatriates in corporate headquarters are reported as factors contributing to successful performance during international assignments among European and Japanese multinationals (Tung 1987). According to many authors, it is necessary to provide sequential social support

to expatriates and their families during the expatriation process, which includes pre-expatriation, during expatriation and during repatriation phases (Dunbar and Katcher 1990; Harvey 1998; Moore and Punnett 1994; Selmer, Torbiorn, and De Leon 1998).

However, the empirical investigation of Selmer (1998a) did not find a significant association between corporate policy that encourages expatriates to take up successive foreign assignments to create a pool of mobile expatriates and either psychological or socio-cultural dimension of international adjustment. The proposition that the world's largest multinational corporations using "best practices" would show higher corporate financial performance than those firms where these practices were not present was not empirically confirmed neither (Peterson, Sargent, Napier, and Shim 1996).

b) Family-related practices

The American repatriated managers interviewed by Harvey (1998) indicated that during the adjustment to the foreign assignment the focus of support to assist the expatriates should be on the needs of the trailing spouses and their career opportunities more than on the needs of the expatriates themselves. Female spouses, according to Brewster and Pickard (1994) and Fukuda and Chu (1994), experience more severe adjustment problems than male expatriates for several reasons. First, because the expatriate community, for the most part, is male-centered. Then, the wives are faced to new surroundings, new school and health problems. Expatriates

also have a social network with host nationals whereas spouses are more isolated and experience more difficulties establishing a social network. Very often working women are unable to continue working and suffer additional stress while getting used to the housewife's role.

The following family related practices are cited in the literature: seeking the spousal opinion about the international assignment during the selection process, involving the family in a training program, organizing pre-move visits to the host country, providing extended time to adjust to the international relocation, financial support for dual-career couple, orientation to the community in the host country, dual-career mentoring, spousal employment in the company or assistance the trailing spouse in finding a job outside the firm, assistance the expatriate in finding a school for children, professional counseling for expatriate, trailing spouse and family members, adjustment of financial package for the expatriate family after relocation (Black and Gregersen 1991b; Guzzo, Noonan, and Elron 1994; Harvey 1997; Harvey and Wiese 1998; Pucik and Saba 1998).

The impact of some of these practices on spousal/family adaptation was investigated empirically. Pre-move visits to the host country as well as the firm seeking the spousal opinion about taking the international assignment were positively related to spousal general and interaction adjustment and firm-provided cross-cultural training was significantly positively related to spousal general adjustment (Black and Gregersen 1991b).

The surprising result was obtained in the study of Saba and Chua (1998): existence of cross-cultural training programs for spouses and children had a negative impact on expatriate managers' ability to cope with stress. These programs were also found to add to expatriates' feelings of depression. The probable cause of these results, according to the authors, is that cross-cultural training programs were not administered properly or lacked the proper content (Saba and Chua 1998). It is necessary to note that the support addressing family-related problems provided by the multinational companies was frequently criticized by American expatriates (Harvey 1997).

c) Cross-cultural training practices

Training is defined as "any intervention aimed at increasing the knowledge and skills of individuals, so as to help them cope better personally, work more effectively with others, and perform better professionally" (Kealey and Protheroe 1996, 145). The positive influence of cross-cultural training on skill development, adjustment process, realistic expectations, greater job satisfaction, lower rates of early returns and higher performance in the host country has been suggested by Black and Mendenhall (1990), Dawson, Crano, and Burgoon (1996), Harris and Moran (1987); Tung (1987), etc.

The training programs can be analyzed on the basis of goals, content, and methods (Milhouse 1996). The goals of cross-cultural training may be cognitive,

affective, and/or behavioral (access to basic data and information relevant to the host country, acquisition of specific skills and self-development), content - culture general and/or culture specific, and methods - intellectual and experiential. Eighty eight percent of American intercultural communication education and training programs are judged as integrating multidimensional goals, content and process (Milhouse 1996). Different methods and models of cross-cultural training as well as questions concerning the goals, program design, moment to conduct the training, evaluation procedures of training programs and others are discussed by many authors (Harris and Moran 1987; Landis and Bhagat 1996; Ptak, Cooper, and Brislin 1995).

Cross-cultural training methods and training rigor. Black and Mendenhall (1989) proposed a continuum of training methods depending of their rigor and modeling process (symbolic or participative). Symbolic modeling contains in the trainee's observing modeled behaviors by hearing, reading of them or watching them performed while participative modeling demands from the individual verbal or physical participation. The more the cognitive involvement and effort that must be expended by the trainer and the trainee during the training, the higher the training rigor. So films, area briefings, lectures and books as well as "survival-level" language training (factual training) constitute low-rigor training methods. Role modeling, videotaped skill practice, cultural assimilators and moderate language training (analytical training) are considered as more rigorous training methods. Sophisticated cross-cultural simulations, sensitivity and extensive language training (experiential training) represent high-rigor training approaches.

So, the training rigor is measured by the degree of participation of the trainees in the training process. Also the training rigor is measured by the total number of hours spent on the training as well as by the period over which the training is experienced. For example, ten hours of training received over two days are more rigorous than an hour a week for ten weeks (Chadwin, Rogers, and Kim 1995).

Park and Harrison (1993) propose a new approach for enhancing the efficacy of cross-cultural training - transactional analysis. It is one of the psychotherapeutic counseling methods that enhances sensitivity and awareness and helps participants to achieve an adult "ego state". Though psychotherapeutic techniques are considered as the most sophisticated and ambitious, Kealey and Protheroe (1996) stresses that the typical aim of intercultural training today is not to change personalities fundamentally but to "add on" skills necessary for effective adaptation and performance abroad. These authors suggested that today's cross-cultural training encompasses two sets of activities: 1) information-giving activities (practical information on living conditions in the host country, area studies focusing on political, economic, cultural facts about the host country, and cultural awareness information aimed on understanding the host culture in a more personal way); 2) experiential learning activities (the goal of these combined cognitive and behavioral techniques is to acquire intercultural effectiveness skills, for example, stress management, cross-cultural communication, negotiation techniques, relationship-building, etc.).

According to Harrison (1994), the process of cross-cultural training should go from culture general to culture specific. The first stage of such a program is designed to better prepare the trainees for international assignments in general by providing them with better self-assessment and cultural awareness. The second stage is designed to develop abilities necessary for effective interactions within the specific culture (including knowledge acquisition and skills training).

Tu and Sullivan (1994) considered self-preparation of expatriates and their spouses as important means for the preparation for future assignments. According to these authors, the expatriates are final judges of whether they have the willingness, motivation and personal characteristics to become successful on the international assignments.

While choosing the type, the rigor and the length of training for expatriates it is necessary to take into consideration the following factors: recent changes in the world economics and workforce environment (for example, formation of global strategic alliances, growing diversity in the workforce, growing participation of women in managerial ranks, etc.), destination and cultural toughness of the host country, length of stay in the host country, type of involvement in the host culture, marital status and number of children, variables related to the personality of the expatriate, and some others (Brewster and Pickard 1994; Mendenhall and Oddou 1986; Tung 1998).

It is also important to consider the stage of the expatriation process. For example, pre-departure programs should focus on essential information on local conditions (didactic methods) and not on modifications of expatriates' habitual patterns of activity as they are still in their home country. The first personal experiences in the new cultural context upon arrival would generate motivation of the trainees and encourage them to propose many of concerns to be discussed. The purpose of the training on this stage is to lower ethnocentrism and to enhance cultural awareness using the culture-contrast mode of learning. The culture-shock phase is the most appropriate for cross-cultural training and experimentation with new behaviors that could be effective on the job. Here, both didactic and experiential techniques of training are advisable. The interactional mode of learning where the trainees receive the objective feed-back concerning their behavior from host nationals or experienced expatriates should be provided in the conformist phase (Selmer, Torbiorn, and De Leon 1998).

Effectiveness of cross-cultural training and its different methods. According to Kirkpatrick (1967), the effectiveness of cross-cultural program and its different practices should be evaluated on the following criteria: reaction (How well did trainees like the program?), learning (What facts, techniques and principles were learned?), behavior (What changes in behavior resulted from the program?) and results (What are the results in terms of turnover, quality of work, work performance and so on?).

According to Brewster and Pickard (1994), expatriates and their spouses were very positive about the training preparation before the assignment.

The empirical study of Harrison (1992) showed the greater effectiveness (in terms of learning and behavioral measures) of a combined approach of cross-cultural training in comparison with no-training or either cognitive or experiential individual method. The effectiveness of cross-cultural training in promoting cultural awareness and differential effects of didactic and experiential approaches on cultural awareness and trainee reaction in MBA students were investigated empirically by Gannon and Poon (1997). While experientially trained participants reacted more positively to the training program, there were no significant differences among training conditions on the level of cultural awareness.

The interesting results were obtained in the empirical study of Canadian researchers Pruegger and Rogers (1994). The authors predicted that two groups of undergraduate psychology students received experiential learning in the form of the role-playing simulation would undergo positive changes in cross-cultural sensitivity in comparison with the group received the lecture on cultural awareness. It was also hypothesized that all experimental groups would show significantly more change than the comparison group that had not received cross-cultural training at all. Surprisingly, the quantitative analysis failed to confirm both projected differences. However, the qualitative analysis of subjective experiences indicated significantly greater effects of the experiential learning. The authors supposed that when examining changes in

programmed culture assimilator in promoting higher levels of group productivity in medical teams working in Central America and high levels of personal adjustment. It was interesting that this effect was accentuated in the groups with a previous experience in the region.

The empirical study of Caligiuri, Joshi, and Lazarova (1999) confirmed that cross-cultural training was a significant predictor of cross-cultural adjustment of American women-expatriates. The study by Black (1988) discovered the positive relation between pre-departure knowledge and general adjustment of American expatriates living in Japan.

Though cross-cultural training practices were found to be positively associated with a number of adaptation measures, the effect of some of these practices became negative after controlling for demographic variables (previous experience, higher position in the organization and higher education level) (Saba and Chua 1998).

The study of Peterson, Sargent, Napier, and Shim (1996) failed to establish significant relations between two independent variables - the degree of internalization of the multi-national corporations and human resources practices concerning expatriates, on the one hand, and measures of financial corporate performance, on the other hand. Worth mentioning that many American firms participated in the study

considered their training policies as an area for improvement, along with selection and repatriation practices.

Concluding the literature review of organizational practices concerning expatriates, family-related and cross-cultural training practices in particular, we would like to stress that the measurement of the impact of these practices on expatriate adaptation is the ultimate test of a training program's value as it permits to eliminate subjectivity and establish causality between the variables.

Chapter 2. Research context, research question and model of the study

In this Chapter, the research context of the study will be described and the research question and sub-questions will be formulated. Then, the model, the variables and the conceptual framework of this research will be presented. At last, the hypotheses of the study will be formed.

2.1. Research context of the study

The literature review leads us to believe that expatriate adaptation in the host country is an important condition of expatriate performance on the international assignment. That is why multinational companies must develop effective systems of selection of expatriates with appropriate individual and family characteristics and provide necessary training programs that will assure expatriate adaptation to living and working in new cultures.

While in theory many selection criteria for success on international assignments have been identified, in reality in many organizations the selection of relevant expatriates falls under '"coffee-machine system". It means that selection decisions are often taken without clearly defined criteria. Individual preferences of selectors (sometimes even not clear and inconsistent with formal criteria) determine who will be selected for working abroad. According to Harris and Brewster (1999), this system of selection restricts the pool of potential candidates to those well-known

to the selector and does not permit consideration of many important selective factors (for example, family and personal characteristics prior to the transfer).

In turn, cross-cultural training programs strongly recommended by scholars as practices influencing expatriate adaptation and performance are under-estimated by the majority of multinational companies. One of the possible reasons of this situation is that the data concerning the effectiveness of cross-cultural training in its different forms is still not convincing enough.

According to Kealey and Protheroe (1996), the academicians who trust the effectiveness of cross-cultural training fail to provide empirical evidence to support their belief and to quantify the true effect of this training. The evidence of cross-cultural training effectiveness remains inconclusive because many studies use deficient methodologies and have only descriptive character. The results obtained in empirical studies are often contradictory.

Kealey and Protheroe (1996) also emphasized that the research in expatriate adaptation often addresses the phenomenon in a one-dimensional fashion, taking into consideration training programs and ignoring many other variables (personality, demographic and family characteristics, organizational support during the assignment, host country conditions, etc.) that may intervene and determine the influence of training programs on expatriate adaptation and effectiveness on international assignments. That is why in the current context it is not possible to

answer the question about the real causes of expatriate poor or excellent performance in the host country.

The importance of family adaptation and the relationship between family and expatriate adaptation in the host country has been suggested by many researchers, nevertheless there is a lack of empirical studies in the field. The studies identifying effective family-related organizational practices (in particular, cross-cultural training for families) are not numerous.

According to the literature, only 30-45% of the American multinational corporations provided some form of cross-cultural orientation to expatriates (Black, Gregersen, and Mendenhall 1992; Dunbar and Katcher 1990). The training proposed by these firms was not rigorous and the most common practices were such activities as watching films, reading books and talking with people who have lived in the country of assignment. The majority of companies did not include spouses in any offered training. Fifty three percent of surveyed American human resources managers indicated that their company did not provide any assistance to the trailing spouse, and 41% of those interviewed reported an assistance on an *ad hoc* basis to the trailing spouse (Harvey and Buckley 1998). This data is even more illustrative in comparison with the results of survey of European and Japanese firms who offered training for their expatriates in 69% and 57% cases respectively (Tung 1988).

subjective experiences, qualitative methods could elicit effects that remain invisible to quantitative analysis and, thus, both quantitative and qualitative measures should be used in this type of research. Similarly, after failing to confirm the positive relationship between pre-departure training and expatriate adjustment, Black and Gregersen (1991a) emphasized the necessity to measure not only the quantity (number of hours) of training but also its quality.

The unexpected results were obtained in the study of foreign students who participated in a Cultural Orientation Program at a British University. It was found that in comparison with a group without training participating students had more psychological difficulties (McKinlay 1996).

In the research of Earley (1987) a positive correlation was found between two training techniques (area studies and experiential-based interpersonal skills training) and trainees' overseas performance. Similarly, the meta-analysis of the studies devoted to the effectiveness of cross-cultural training conducted by Deshpande and Viswersvaran (1992) showed the strong positive effect of cross-cultural training on cross-cultural skills development, adjustment and job performance of expatriates and could convince the top managers that there are substantial economic returns on these programs for the organization. However, these authors treated cross-cultural training as an undifferentiated entity and did not try to identify more precisely the different impacts of different types of such training. O'Brien, Fiedler, and Hewett (1971) reported the strong support provided for the hypothesis concerning the efficacy of a

Over 65% of repatriates in the study of Derr and Oddou (1991) reported the absence of training in preparation for their international assignments. Of those who received training, only 26% said the training effectively prepared them to perform their job well. Fifty nine percent of expatriates reported that the job expectations and information given before the assignment were inconsistent with the information received while on the international assignment. The study conducted by the International Development Center in the Asian region and reported by Hailey (1996) highlighted the fact that few local staff felt that preparatory cross-cultural training had made any difference to incoming expatriates.

The extent to which cross-cultural training practices are spread in Canadian multinational corporations and its effectiveness for expatriates' adaptation can be considered as under-explored. There are only few empirical studies investigating the process of international preparation of Canadian expatriates and particularities of their adaptation and performance in the host countries (Kealey 1989; Pruegger and Rogers 1994).

The lack of empirical data is even more evident for another category of Canadian expatriates - incoming expatriates. Incoming expatriates represent a group of specialists of different origins who are recruited and employed by Canadian multinationals in the other countries and who come in Canada to work by contracts. The head office of their company is situated in Canada, nevertheless incoming

expatriates are foreigners in Canada and have to adapt to its culture. In this sense further we will mean Canada as their "host country".

The reasons to conduct this study are following:

1) there are not enough empirical studies measuring the effectiveness of cross-cultural training programs, in general, and different training models, in particular;

2) there are not enough empirical studies measuring the effect of different variables (personal and demographic characteristics, previous international and cross-cultural experience, etc.) that can influence expatriate adaptation, the data received is often contradictory;

3) there is a lack of empirical studies of the impact of family-related issues on family and, consequently, on expatriate adaptation;

4) prevalence and effectiveness of cross-cultural training practices in Canadian multinationals remain under-investigated.

2.2. Research question and sub-questions of the study

The research question of our study can be formulated as following:

What is the importance of cross-cultural training and previous international and cross-cultural experience for adaptation of expatriates working for one division of Canadian multinational company?

The research question of this study contains several **sub-questions**:

1) What are the cross-cultural training practices provided for expatriates?

2) How efficient is provided cross-cultural training in enhancing expatriate adaptation?

3) What is the perceived importance of cross-cultural training practices for expatriate adaptation?

4) How do individual characteristics, in particular previous cross-cultural and international experience, influence expatriate adaptation?

5) How do host country characteristics influence expatriate adaptation?

6) What is the relationship between expatriate adaptation and performance on the assignment?

Family-related issues also add several sub-questions to the research question of the study:

7) How adapted is expatriate family during the assignment?

8) What is the influence of family characteristics and family adaptation on expatriate adaptation?

2.3. Model of the study

The model of this study is presented in Figure I.

Figure I. Model of the study.

Independent variables
*Cross-cultural training of expatriates
◆ Type (practices and methods)
◆ Rigor
◆ Stage
◆ Perceived importance
*Previous international experience
*Previous cross-cultural experience

Dependent variable
Expatriate adaptation
◆ General adaptation
◆ Adaptation to interactions with host nationals
◆ Job adaptation

Expatriate Performance

Intermediate variables
◆ Demographic characteristics
◆ Personality characteristics
◆ Family characteristics
◆ Family adaptation
◆ Job characteristics
◆ Host country characteristics
◆ Expatriate community in the host country

2.4. Variables and conceptual framework of the study

The independent variables of this study are following: cross-cultural training provided for incoming expatriates, expatriate previous international experience and cross-cultural experience.

Following components of the variable "cross-cultural training" will be examined: type of cross-cultural training (practices and methods), rigor of cross-cultural training (its intensity and number of hours of training received), stage of expatriation when cross-cultural training has been received, and perceived importance of cross-cultural training practices, methods, rigor and stage for expatriate adaptation (Table I).

Table I. Conceptualization of the independent variable "cross-cultural training".

Component of the independent variable	Dimension
☐Practice ☐Method	■Goal and content ■Intellectual ■Experiential (Black and Mendenhall 1989; Harrison 1994; Milhouse 1996)
☐Rigor of cross-cultural training	■Intensity ■Number of hours of training (Chadwin, Rogers, and Kim 1995)
☐Stage of expatriation when training was received	• Before the departure • After the arrival • During the assongment (Selmer, Torbiorn, and De Leon 1998)
☐Perceived importance of cross-cultural training	• Practice • Method • Rigor • Stage (Earley 1987)

The second independent variable of this study is previous international experience that could be received by expatriates while living or working abroad ever in life before the current assignment (Black and Mendenhall 1991; Kealey 1989). The other independent variable is previous cross-cultural experience related to particular cross-cultural components such as dealing with culture clashes, managing culture shock, building business relationships, awareness of the host country laws, etc. All these components are included in the question N 4 of the questionnaire.

The dependent variable of this study is expatriate adaptation in Canada (the host country). While measuring expatriate adaptation we will use the components of adaptation proposed by Black and Stephens (1989) (Table II).

Table II. Conceptualization of the dependent variable "expatriate adaptation".

Dependent variable	Component	Dimension
■ Expatriate adaptation	● General adaptation	• Living conditions in general; • Housing conditions; • Food; • Shopping; • Cost of living; • Entertainment/recreation facilities and opportunities; • Health care facilities.
	● Adaptation to interactions with host nationals	• Socializing with host nationals; • Interacting with host nationals on a day-to-day basis; • Interacting with host nationals outside of work.
	● Job adaptation	• Specific job responsibilities; • Performance standards and expectations; • Supervisory responsibilities.

As one of our research questions concerns the relationship between expatriate adaptation and performance, expatriate effectiveness on the assignment will be examined as well. As performance measures, we combined those proposed by Black and Porter(1991), Earley (1987), Feldman and Thomas (1992) and Saba and Chua (1998). Fifteen measures have been used in this study: expatriate ability to get along with others, ability to get required assignments on time, quality of performance, ability to develop constructive relationships with host national colleagues, etc. (all the measures are included in the question N 15 in the enclosed questionnaire).

As far as the intermediate variables, for the purpose of this study we limited ourselves to several variables that are considered as the most important for expatriate adaptation and performance in the host country by the majority of researchers. **The intermediate variables** of this study are following: personality characteristics (self-monitoring, self-efficacy and cultural sensitivity), job characteristics (hierarchical position and length of the current assignment), demographic characteristics (age, education, origin, family status), family characteristics (spousal mobility to relocate, family relations and family support), family adaptation to the new culture, characteristics of the new culture (culture difference between home and host countries) and size of the expatriate community in the host country. The conceptualization of the intermediate variables is presented in Table III (page 56).

Table III. Conceptualization of the intermediate variables.

Intermediate variable	Component
■ Personality characteristics	▶ Self-efficacy (Harrison, Chadwick, and Scales 1996)
	▶ Self-monitoring (Harrison, Chadwick, and Scales 1996)
	▶ Cultural sensitivity (Dunbar and Katcher 1990; Redmond and Bunyi 1993)
■ Demographic characteristics	▶ Age (Guy and Patton 1996; Saba and Chua 1998)
	▶ Education completed (Saba and Chua 1998)
	▶ Origin (Bell and Harrison 1996; Parker and McEvoy 1993)
	▶ Marital status (Arthur and Bennett 1995; Caligiuri, Joshi, and Lazarova 1999)
■ Family characteristics	▶ Spousal mobility to relocate (Borstorff et al. 1997)
	▶ Family relations (Caligiuri, Hyland, Joshi, and Bross 1998)
	▶ Family support (Caligiuri, Hyland, Joshi, and Bross 1998)
■ Family adaptation to the host country	▶ General adaptation ●Living conditions in general; ●Housing conditions; ●Food; ●Shopping; ●Cost of living; ●Entertainment/recreation facilities and opportunities; ●Health care facilities. ▶ Adaptation to interactions with host nationals ●Socializing with host nationals; ●Interacting with host nationals on a day-to-day basis; ●Speaking with host nationals. (Black and Stephens 1989; Saba and Chua 1998)
■ Job characteristics	✔ Hierarchical position ✔ Length of the current assignment (Black and Gregersen 1991a; Feldman and Tompson 1993; Saba and Chua 1998)
■ Characteristics of the host culture	●Culture toughness ●Language toughness (Black and Mendenhall 1989; Mendenhall and Oddou 1986; Redmond and Bunyi 1993)
■ Expatriate community in the host country	Importance of the expatriate community (Brewster and Pickard 1994)

2.5. Hypotheses of the study

The hypotheses of this study formulated on the basis of the literature review are following:

1. Cross-cultural training has a positive impact on expatriate adaptation (Black and Mendenhall 1990; Tung 1987, etc.);

2. Different conditions of training programs (practices, methods, rigor and moment of conducting the training) determine different impacts on expatriate adaptation (Earley 1987; Harrison 1992; Pruegger and Rogers 1994; Selmer, Torbiorn, and De Leon 1998);

3. Cross-cultural training (whether received or not) is perceived as important by expatriates (Earley 1987);

4. Previous international experience is positively related to expatriate adaptation (Bell and Harrison 1996; Black and Mendenhall 1991; Martin 1987; Parker and McEvoy 1993; Saba and Chua 1998);

5. Previous cross-cultural experience is positively related to expatriate adaptation (Black and Mendenhall 1991; Saba and Chua 1998);

6. Young expatriates adapt better to the host country than do older sojourners (Feldman and Tompson 1993);

7. Married expatriates adapt better to the host country than do single assignees (Feldman and Tompson 1993);

8. More years of education completed by expatriates are associated with better expatriate adaptation on the international assignment (Saba and Chua 1998);

9. Personality characteristics (self-efficacy, self-monitoring and cultural sensitivity) are positively related to expatriate adaptation (Black, Gregersen, and Mendenhall 1992; Dunbar and Katcher 1990; Harrison, Chadwick, and Scales 1996; Kealey 1989);

10. Family characteristics (greater spousal motivation to accept a relocation, positive family relations and support) are favorable factors for expatriate adaptation in the host country (Harvey and Buckley 1998; Black and Stephens 1989);

11. Better family adaptation in the host country is associated with better expatriate adaptation on the assignment (Black 1988; Black and Stephens 1989; Caligiuri, Hyland, Joshi, and Bross 1998; Fukuda and Chu 1994);

12. More time spent on the current assignment better will be expatriate adaptation (Black and Gregersen 1991a);

13. Greater hierarchical position on the international assignment is associated with higher level of adaptation (Feldman and Tompson 1993; Saba and Chua 1998);

14. Greater culture and language toughness of the host country is associated with more difficult expatriate adaptation (Brewster and Pickard 1994; Redmond and Bunyi 1993; Selvarajah 1998);

15. The larger the expatriate community in the host country the better the expatriate adaptation during the assignment (Brewster and Pickard 1994).

We assume that expatriate adaptation on the assignment is functionally and positively related to expatriate performance in the host country. Consequently, antecedents to better adaptation are important to take into consideration when enhancing expatriate effectiveness on the assignment.

CHAPTER 3. Methodology of the study

In Chapter 3, the level of analysis, the unit of analysis and the population of the study will be determined. Then, the research approach, the instrument of the observation and the operational framework of the study will be introduced. Finally, the methods of analysis of the results will be presented.

3.1. Level of analysis, unit of analysis and population of the study

The level of analysis of the study is a division of one Canadian multinational company. This company has been chosen because of a great number of incoming expatriates of different origins working for it.

The unit of analysis of this study is an incoming expatriate living in Canada and working for the company.

The population of the study includes all the incoming expatriates (total –140 expatriates) working for the company.

3.2. Research approach and instrument of the study

In this study we will use the descriptive and explicative research approaches. Descriptive approach permits to present the prevalence and types of cross-cultural training practices provided for incoming expatriates by the multinational company. Explicative research approach permits examination and qualitative analysis of the effectiveness of cross-cultural training practices and their impact on expatriate adaptation, the relationship between expatriate adaptation and performance on the assignment, as well as the role of some intermediate variables.

In this study the indirect observation will be used. For the purposes of this study we developed a questionnaire (see Appendix I). The chosen instrument of research has the following advantages. First, numerous expatriates can participate in the study. It is even more important taking into consideration the fact that the expatriates are not easily available for personal meetings. Then, a certain level of confidentiality of answers is assured. Finally, respondents have some time for reflection before answering the questions.

The questionnaire contains five parts covering all the components, dimensions and indicators of independent, dependent and intermediate variables and permitting to measure the interrelations between them. Taking into consideration different origins of our respondents we sent two versions of the questionnaire (English and French) to every participant.

3.3. Measurement of the variables of the study

The indicators used to measure the <u>independent variables</u> (cross-cultural training, previous international and cross-cultural experience received by expatriates are presented in Table IV (page 63).

Table IV. Measurement of the independent variables.

Component of the independent variable	Dimension	Indicator
■Type of cross-cultural training	✔ Practice *Access to basic data and information relevant to the host country; *Acquisition of appropriate skills (language, communication skills, dealing with stress, etc.) ✔ Method *Intellectual; *Experiential.	*Dealing with culture clashes; *Managing culture shock; *Major differences between the home and the host cultures; *Awareness of the host country laws; etc. For all indicators, see question N 4 in the enclosed questionnaire. ▲ Area briefings; ▲ Readings and audio-visual materials; ▲ In-depth training; ▲ Role playing; ▲ Mentor in the host country; ▲ Mentor in the home country; ▲ On-site training.
■Rigor of cross-cultural training	• Intensity • Number of hours of training	▲ Less than a week training; ▲ A week (about 20 hours); ▲ 1-4 weeks (20to 80 hours) ▲ Several weeks (80 to 180 hours); ▲ Several months.
■Stage of expatriation when the training was received		✔ Before the departure ✔ After the arrival on the assignment ✔ Both ✔ Follow-up training while in the host country.
■Perceived importance of cross-cultural training practices, rigor, stage and methods	▼ Practice ▼ Method ▼ Rigor ▼ Stage	7-point Likert-type scale (1-very low importance 7-very high importance)
■Previous international experience	♦International assignments in the past ♦Length of working abroad ever in life ♦Length of living abroad	Number of previous international assignments; Number of months Number of months
■Previous cross-cultural experience		*Dealing with culture clashes; *Managing culture shock; *Major differences between the home and the host cultures; *Awareness of the host country laws; etc. (See question N 4 in the questionnaire).

The scale used to measure the <u>dependent variable</u> - expatriate adaptation on the international assignment (general adaptation, adaptation to interactions with host nationals and work adaptation)- consists of a seven-point Likert-type format. A similar scale was used to measure expatriate performance in the host country.

The indicators used to measure the <u>intermediate variables</u> of the study (personality, demographic, family characteristics and family adaptation as well as job, host country and expatriate community characteristics) are presented in Table V on the page 65.

Table V. Measurement of the intermediate variables.

Intermediate variable	Component	Indicator
Personality characteristics	☐ Self-efficacy ☐ Self-monitoring ☐ Cultural sensitivity	7-point Scale of Sherer and Maddux (1982) 7-point Scale of Snyder and Gangestad (1986) 7-point Scale of Kelley and Whatley (1992)
Demographic characteristics	☐ Age ☐ Education completed ☐ Origin ☐ Marital status	✔ Secondary ✔ College ✔ BA or BS ✔ Masters degree ✔ Ph.D • Nationality at the birth ✔ Married/single ✔ Number of children assisting an expatriate on his current assignment
Family characteristics	♦ Spousal mobility to relocate ♦ Family relations ♦ Family support	7-point Likert-type scale
Family adaptation to the host country	• General adaptation • Adaptation to interactions with the host nationals	7-point Likert-type scale
Job characteristics	Hierarchical position Length of the current assignment	*Upper management *Middle management *Lower management *Professional/technical Number of months
Characteristics of the host culture	Language toughness	7-point Likert-type scale
Presence of the expatriate community in the host country		▼ Large ▼ Moderate ▼ Small

3.4. Methods of analysis of the results

In this study we will use quantitative non-parametric analysis of the results (the statistical program SPSS). This method of analysis permits to establish significant statistical correlations between the independent and the dependent variables and to verify the hypotheses concerning the influence of the moderator variables on expatriate adaptation. Three types of quantitative analysis of the data received by the questionnaires will be conducted: descriptive, bivariate and multivariate.

First, the descriptive analysis will help us to identify the most significant dimensions of expatriate adaptation. Next, using the bivariate analysis we will investigate what type of cross-cultural training had an impact on expatriate adaptation's measures. Finally, the multivariate analysis will be used to evaluate cross-cultural training effectiveness in enhancing expatriate adaptation after controlling for individual, organizational and contextual characteristics.

CHAPTER 4. Presentation of the results of the study

In this chapter, we will introduce the results of the study obtained in the completed questionnaires and treated with the statistical program SPSS. The rate of responses will be reported first. Then, with the help of descriptive and bivariate analysis, the variables of the study will be described statistically and the relationships between them will be established. We planned to conduct multivariate analysis in order to establish the relationship between the independent and the dependent variables after controlling for the intermediate variables. But insufficient empirical data obtained made it impossible to conduct this type of analysis.

4.1. Rate of responses

The data of the present study was obtained between October 2000 and February 2001. In October 2000, we sent 140 questionnaires to the expatriates working for one division of the multinational company. As it was mentioned above, all the expatriates were recruited all over the world and had the contracts of employment in Canada (Quebec). Forty one persons came from abroad (Brazil, France, New Zealand, United Kingdom, United States of America, etc.) and the rest of the population were Canadians from different provinces. One month later we made a recall.

Twenty questionnaires have been received, including three non-completed questionnaires. Worth mentioning that in two cases of returned non-completed questionnaires the expatriates reported the difficulty of answering the questions because they did not consider that our study concerned them. One of the respondents was from Ontario and that is why he felt that most of the questions were inapplicable to him. Though the other respondent was from the United Kingdom he also found it difficult to see the relevance of the questions to his experience. Two questionnaires remained undelivered because of address changes. In January 2001, we made a second recall and obtained six more questionnaires. The rate of responses is presented in Table VI.

Table VI. Rate of responses.

	Number of questionnaires
Sent questionnaires	140
Received questionnaires	26
Rate of responses	18.6%

4.2. Descriptive data

First of all, the descriptive analysis permits presentation of the respondents' profile. Secondly, with the aid of the descriptive analysis we will measure the level of expatriate adaptation and performance during the international relocation. Finally, we will present the cross-cultural training practices provided for the expatriates by their company and expatriate previous international and cross-cultural experience.

The majority of the expatriates (83%) have Bachelor or Masters degree education completed (Table VIII).

Table VIII. The level of education of the expatriates.

Variable	Value	Frequency	Percent	Number of valid cases
Level of education completed	Secondary (1) High school(College) (2) BA or BS (3) Masters or MBA (4) Ph.D. (5)	1 2 11 8 1	4.3 8.7 47.8 34.8 4.3	23

The respondents of our study are of nine different home countries. The majority of the expatriates (nine expatriates) are from Canada (39.1 %). Six expatriates (26.1%) are from the United Kingdom, two - from the United States of America, and the rest of the respondents represent each one country (Table IX).

Table IX. Home country of the expatriates.

Variable	Value	Frequency	Percent	Number of valid cases
Home country of the expatriates	Canada United Kingdom USA Taiwan Algeria Argentina Brazil Australia France	9 6 2 1 1 1 1 1 1	39.1 26.1 8.7 4.3 4.3 4.3 4.3 4.3 4.3	23

Expatriate proficiency in the predominant language of the host country (French in case of Quebec) of the respondents was measured on a 7-point Likert-type scale (from 1-no proficiency at all till 7-excellent proficiency). As it shown in Table

4.2.1. Respondents' profile (the intermediate variables)

In this paragraph, a social-demographic profile of our respondents will be presented as well as their personality and family characteristics. Then, expatriate job characteristics will be drawn up.

4.2.1.1. Demographic characteristics

All respondents are men. The average age of the respondents is 38.7 years though 12 respondents (54.5%) are between 31 and 37 years old. The great majority of the expatriates (82.6%) have a spouse or companion on the assignment and 52% of them had at least one accompanying child on the assignment (Table VII).

Table VII. Age, family status and number of accompanying children of the expatriates.

Variable	Value	Frequency	Percent	Mean	Std. Deviation	Number of valid cases
Age of expatriates	30-35 years 36-40 41-45 46-50 >50	8 5 4 4 1	36.4 22.7 18.2 18.2 4.5	38.72	6.720	22
Marital status of expatriates	Single With a spouse	4 19	7.4 82.6			23
Number of accompanying children	0 1 2 3	10 5 4 2	43.5 21.7 17.4 8.7			21

X, 61% of the expatriates considered their knowledge of French as high enough (rates 5, 6 and 7 on the scale). The Mean on the scale is 4.522 and Std.Dev.=1.831. However, more than one third of the respondents marked poor knowledge of the predominant language.

Table X. Expatriate proficiency in the predominant language of the host country.

Variable	Value	Frequency	Percent	Number of valid cases	Mean	Std. Dev.
Language proficiency	1	1	4.3	23	4.522	1.831
	2	3	13			
	3	4	17.4			
	4	1	4.3			
	5	7	30.4			
	6	3	13			
	7	4	17.4			

4.2.1.2. Expatriate community in the host country

As the expatriate community characteristic is strongly related to the expatriate country of origin we consider it as the intermediate variable and present it in the paragraph "Respondents' profile".

All but two respondents (52.2%) estimated that their community in the host country was large enough to influence significantly their living or at least considered it as visible (39.1%). One of the expatriates characterizing the community as insignificant or non-existent was Brazilian while, surprisingly, the other was Canadian. The data is presented in Table XI (page 72).

Table XI. Expatriate community in the host country.

Expatriate community in the host country	Frequency	Percent	Number of valid cases
Large	9	52.2	23
Medium	12	39.1	
Small	2	8.7	

4.2.1.3. Personality characteristics

For the purposes of this study we have chosen three personality characteristics commonly cited in the literature as antecedents of expatriate success on the assignment: self-monitoring (flexibility or ability to adapt one's behavior to external factors), self-efficacy (level of self-confidence concerning one's ability to fulfil tasks), and cross-cultural sensitivity (openness to differences and new cultures). Larger scores on the 7-point scales correspond to a greater presence of these personality characteristics (Table XII).

Table XII. Personality characteristics.

Personality characteristic	Mean	Std.Deviation	Minimum	Maximum	Number of valid cases
Self-monitoring	3.560	.737	1.780	4.670	23
Self-efficacy	5.448	.679	4.220	7.0	23
Cross-cultural sensitivity	5.067	.576	4.280	6.130	23

The lowest mean was obtained on self-monitoring personality characteristic. The maximum score on self-monitoring scale is almost equal to the minimum scores of the other two personality characteristics' scales. Self-efficacy, on the contrary, was

the most important expatriate personality feature. Cross-cultural sensitivity can be also considered as an important characteristic of expatriate personality profile.

4.2.1.4. Family characteristics

Family characteristics include spousal perception of move, family relations, family support and family adaptation. While 65 % of the spouses worked in the home country, only 1 spouse (5.6%) is reported to work while on the current assignment. In general, on the 7-point Likert-type scale, family perception of relocating was positive (Mean=5.375) as well as family relations and family support (Mean=5.118 and Mean=5.529 respectively) (Table XIII). Worth attention, however, that in one case family relations were characterized as "very negative". The total number of cases on these variables is nineteen that corresponds to the number of married expatriates (Table VII).

Table XIII. Family perception of move, family support and family relations.

Variable	Mean	Std.Deviation	Minimum	Maximum	Number of valid cases
Family perception of the move	5.375	1.204	3	7	16
Family relations	5.118	1.616	1	7	17
Family support	5.529	1.281	3	7	17

It was found that family adaptation in the host country (measured on the 7-point scale) was the best in the spheres of food and shopping (Table XIV, page 74). The same time, health care facilities, cost of living as well as socializing with host

nationals, interacting with host nationals and speaking with host nationals were found to be more difficult to adjust to.

Table XIV. Family adaptation in the host country.

Variable	Mean	Std.Deviation	Number of valid cases
Food	6.059	.659	17
Shopping	6.000	.612	17
Living conditions in general	5.471	1.125	17
Housing conditions	5.412	1.583	17
Entertainment/recreation facilities and opportunities	5.353	1.222	17
Speaking with host nationals	5.176	1.237	17
Cost of living	4.941	1.298	17
Interacting with host nationals on a day-to-day basis	4.941	1.298	17
Socializing with host nationals	4.824	1.237	17
Health care facilities	4.647	2.029	17
Overall family adaptation	5.282	.857	17

In average, the mean of family adaptation was 5.282. So, expatriate families were adapted well enough to the international assignment.

4.2.1.5. Job characteristics

The expatriates experienced an average of nineteen months on the current assignment. The mean tenure with the company was six years. Almost half of the expatriates (45.4%) had two years or less tenure with the company. The same time, five expatriates (22.7%) have been working for the company for more than ten years. The tenure with the company and the length of the current assignment are presented in Table XV (page 75).

Table XV. Tenure with the company and length of the current assignment.

Variable	Value	Frequency	Percent	Mean	Std.Deviation	Number of valid cases
Tenure with the company (in years)	1-2 2-4 4-6 6-8 8-10 >10	10 3 1 1 2 5	45.4 13.6 4.5 4.5 9 22.7	6.1	5.94	22
Length of the current assignment (in months)	2-3 4-6 7-12 13-18 19-24 25-36 >36	3 2 4 4 2 6 1	13.6 9 18.2 18.2 9 27.2 4.5	19.0	13.44	22

The majority of respondents (82.6%) held lower management and professional positions before the assignment. One expatriate was a student before the current assignment. One person held upper management position before and on the assignment (Table XVI).

Table XVI. Expatriate positions before and on the current assignment.

Variable	Value	Frequency	Percent	Number of valid cases
Position held before the relocation	upper management middle management lower management professional/technical student	1 2 3 16 1	4.3 8.7 13.0 69.6 4.3	23
Position held on the current assignment	upper management middle management lower management professional/technical	1 3 2 17	4.3 13.0 8.7 73.9	23

In seventeen cases (74%), the position held on the current assignment was of the same level that the position held before the relocation. Three expatriates reported

the lower level of the present position in comparison with the previous position and three respondents were promoted on the assignment.

4.2.2. Expatriate adaptation (the dependent variable) and performance

According to Black, Gregerson, and Mendenhall (1992), there are three facets or three dimensions of expatriate adaptation to be considered: general adaptation to non-work environment, adjustment to interactions with the host nationals, and work adaptation. We conducted the factor analysis on expatriate adaptation which yielded three adaptation dimensions corresponding to those derived by these researchers and explaining 79.23% of the variance (the results of the factor analysis are presented in Annex II). Consequently, the dependent variable "expatriate adaptation" was sub-divided into three variables: general adaptation, adaptation to interactions with host nationals, and job adaptation. The respondents were asked to evaluate their adaptation on the 7-point scale, from 1=maladjusted till 7=very well-adjusted (Table XVII).

Table XVII. Expatriate general adaptation.

General adaptation	Mean	Std. Deviation	Minim um	Maxi Mum	Number of valid cases
Food	5.636	1.255	3.0	7.0	22
Shopping	5.522	1.201	3.0	7.0	23
Entertainment/recreation facilities and opportunities	5.364	1.136	3.0	7.0	22
Housing conditions	5.261	1.356	2.0	7.0	23
Living conditions in general	5.174	1.557	1.0	7.0	23
Cost of living	4.609	1.777	1.0	7.0	23
Health care facilities	4.435	1.996	1.0	7.0	23
Overall general adaptation	5.156	1.267	2.430	7	22

In average, the expatriates were well adapted to food, shopping and entertainment facilities. Health care facilities were found to be slightly more difficult for adaptation.

As far as expatriate adaptation to interactions with host nationals, the most troublesome sphere reported was interacting with host nationals outside of work (Table XVIII). Three expatriates (13%) described themselves as absolutely maladjusted to this aspect of living.

Table XVIII. Adaptation to interactions with host nationals.

Adaptation to interactions with host nationals	Mean	Std. Deviation	Minim um	Maxi mum	Number of valid cases
Interacting with host nationals on a day-to-day basis	4.913	1.203	3.0	7.0	23
Socializing with host nationals	4.478	1.592	1.0	7.0	23
Interacting with host nationals outside work	3.870	1.604	1.0	7.0	23
Overall adaptation to interactions with host nationals	4.420	1.327	2.0	7.0	23

Job adaptation was rated high enough: there were no means less than 5.261, and the rate 2 (minimum) was reported only in one case. The respondents reported the less problems in adaptation to specific job responsibilities and performance standards (Table XIX, page 78).

Table XIX. Expatriate job adaptation.

Job adaptation	Mean	Std. Deviation	Minim um	Maxi mum	Number of valid cases
Specific job responsibilities (self-rated)	5.565	.945	4.0	7.0	23
Performance standards and expectations (self-rated)	5.565	.843	4.0	7.0	23
Supervisory responsibilities (self-rated)	5.261	1.214	2.0	7.0	23
Total job adaptation	5.464	.897	4.0	7.0	23

Concerning expatriate performance evaluated by their supervisors, there are no means less than 5.087 reported and for the majority of the components the minimum score reported (on the 7-point scale) is 4. The results reflecting different components of job performance in descending order as well as total performance are presented in Table XX (page 79).

The highest means were obtained in the following components of expatriate performance: quality of performance (6.043), depth of knowledge and skills in your functional area of work (5.957), and skill at analyzing problems and reaching practical solutions (5.826). Among the components with the lowest means reported were effectiveness at transferring management, business or technical expertise to the local colleagues (5.091) and effectiveness at building relationships with host country business partners (5.087).

Table XX. Expatriate performance.

Components of expatriate performance	Mean	St.Dev.	Minimum	Maximum	Frequency of max. score	Number of valid cases
Quality of performance	6.043	.825	4	7	7	23
Depth of knowledge and skills in your functional area of work	5.957	.767	4	7	5	23
Skill at analyzing problems and reaching practical solutions	5.826	.650	4	7	2	23
Ability to get along with others	5.783	.795	4	7	3	23
Effectiveness of meeting job objectives	5.739	.752	4	7	2	23
Ability to get required assignments completed on time	5.652	.714	4	7	2	23
Responsiveness to changes in the skills required in the job	5.565	.896	3	7	2	23
Ability to communicate clearly and accurately with local colleagues	5.522	.898	4	7	2	23
Ability to communicate clearly and accurately with colleagues in general	5.522	.994	4	7	4	23
Ability to develop constructive relationships with host national colleagues	5.435	.992	3	6	16	23
Motivation to improve your work quality	5.391	.941	3	7	1	23
Patience when providing local nationals with instructions and training	5.348	.885	3	7	1	23
Breadth of knowledge of the company's host country business environment	5.174	.887	3	6	10	23
Effectiveness at transferring management, business or technical expertise to the local colleagues	5.091	1.151	1	6	9	22
Effectiveness at building relationships with host country business partners	5.087	1.164	1	6	10	23
Overall performance	5.527	.616	3.7	6.3		22

So, expatriate performance on the assignment was high enough, according to their supervisors.

4.2.3. Previous international and cross-cultural experience and cross-cultural training (the independent variables)

In this section, we will report the data related to expatriate previous international and cross-cultural experience. Then, the results concerning cross-cultural training provided for the expatriates will be presented. Finally, the perceived importance of cross-cultural training, provided or not, will be considered.

4.2.3.1. Previous international experience

Twenty two per cent of the expatriates reported being on their first international assignment. But all respondents had a previous international experience received while working or living abroad (studies, accompanying the family, etc.). The majority of respondents with a previous experience of international assignments (78%) had one, two or three international assignments. Four expatriates (17.4%) reported that they had four or more international relocations in the past. Ninety six per cent of expatriates (all but one) had the chance to work outside their home country before the current assignment. But one person with 264-months relocations in the past, they spent an average of twenty one months working abroad ever in life. About 74% of the respondents had lived outside their native country ever in life. It is interesting that there are almost no missing data on all the variables related to the international experience. The data is represented in Table XXI, page 81.

Table XXI. Previous international experience of the expatriates.

Variable	Value	Frequency	Percent	Mean	Std.Dev.	Number of valid cases
Number of previous international assignments	0 1 2 3 4 5 7 10	5 5 3 6 1 1 1 1	21.7 21.7 13.0 26.1 4.3 4.3 4.3 4.3	2.391	2.426	23
Chance to work outside one's home country ever in life	Yes No	22 1	95.6 4.3			23
Length of working abroad (in months)	0 1-6 7-12 13-24 25-36 37-48 49-60 >60	1 5 2 4 3 3 1 3	4.5 22.7 9 18.2 13.6 13.6 4.5 13.6	38.18	56.379	22
Chance to live abroad ever in life	Yes No	17 6	73.9 26.1			23
Length of living abroad (in months)	0 1-6 7-12 13-24 25-36 37-48 49-60 >60	6 3 1 3 2 3 1 4	26.1 13 4.3 13 8.7 13 4.3 17.4	42.26	64.3	23

4.2.3.2. Previous cross-cultural experience

The results show that a great number of the expatriates who answered the appropriate questions had prior cross-cultural experience in many areas (Table XXII, page 83). Among cross-cultural components, the best known by previous experience

were dealing with culture clashes (76.2% of the respondents had this kind of experience), managing lifestyle changes due to the relocation (75%), working with local nationals as business partners and managing culture shock (both reported in 70% cases), typical pattern of adjustment in host country (68.4%), understanding host culture religious environment (66.7%), major differences between the home and the host cultures (65.2%), and building business relationships (65%). Less present in expatriate previous experience were the following cross-cultural components: mastering differences in conducting meetings (45%), proficiency in predominant language (38.1%), and acquiring crisis resolution skills suitable in the host country (31.6%).

4.2.3.3. Cross-cultural training practices

a) Cross-cultural training practices versus experience

We were interested whether the expatriates had received appropriate cross-cultural training in accordance with their international assignment and/or had previous experience in cross-cultural components. We also asked the respondents about the perceived importance of different cross-cultural training practices to the success of their relocation (whether they received this kind of training or not). The surprising result obtained is that only a few respondents reported receiving cross-cultural training. For the most part, the expatriates reported previous experience in different cross-cultural components (Table XXII, page 83).

Table XXII. Cross-cultural training/experience and perceived importance of cross-cultural training practices.

Cross-cultural training practices/experience	Value	Frequency	Percent	Number of valid cases	Perceived importance of the practice Mean	Std.Dev.	Number of valid cases
Language training	No training, no experience	5	23.8	21	5.652	1.555	23
	Training received	5	23.8				
	Prior experience	8	38.1				
	Both	3	14.3				
Major differences between the home and the host cultures	No training, no experience	3	14.3	21	5.000	1.706	23
	Training received	3	14.3				
	Prior experience	15	65.2				
	Both	0					
Managing culture shock	No training, no experience	4	20	20	4.864	1.726	22
	Training received	2	10				
	Prior experience	14	70				
	Both	0					
Managing lifestyle changes due to the relocation	No training, no experience	3	15	20	4.864	1.754	22
	Training received	2	10				
	Prior experience	15	75				
	Both	0					
Cross-culture tips on how to relate with local nationals	No training, no experience	6	31.6	19	4.857	1.711	21
	Training received	2	10.5				
	Prior experience	11	57.9				
	Both	0					
Dealing with culture clashes	No training, no experience	3	14.3	21	4.826	1.669	23
	Training received	2	9.5				
	Prior experience	16	76.2				
	Both	0					

Item	Category	Count	Percentage	Total	Mean	SD	N
Building business relationships	No training, no experience	4	20	20	4.810	1.778	21
	Training received	3	15				
	Prior experience	13	65				
	Both	0					
Expectations of local customers	No training, no experience	5	25	20	4.810	1.778	21
	Training received	2	10				
	Prior experience	12	60				
	Both	1	5				
Working with local nationals as business partners	No training, no experience	4	20	20	4.810	1.861	21
	Training received	2	10				
	Prior experience	14	70				
	Both	0					
Awareness of the host country laws	No training, no experience	3	15	20	4.682	1.887	22
	Training received	4	20				
	Prior experience	13	65				
	Both	0					
Mastering differences in conducting meetings	No training, no experience	8	40	20	4.591	1.817	22
	Training received	3	15				
	Prior experience	9	45				
	Both	0					
Dealing effectively with the host country government	No training, no experience	6	31.6	19	4.571	2.014	21
	Training received	3	15.8				
	Prior experience	10	52.6				
	Both	0					
Acquiring crisis resolution skills suitable in the host country	No training, no experience	9	47.4	19	4.450	1.959	20
	Training received	4	21.1				
	Prior experience	6	31.6				
	Both	0					
Competing by playing politics in addition to the use of usual business practices	No training, no experience	7	38.9	18	4.316	1.974	19
	Training received	2	11.1				
	Prior experience	9	50				
	Both	0					

Typical pattern of adjustment in host country	No training, no experience	4	21.1	19	4.316	1.529	19
	Training received	2	10.5			
	Prior experience	13	68.4			
	Both	0				
Use of referent power (personal connections) versus use of legitimate power (hierarchical) in management	No training, no experience	6	33.3	18	4.294	1.759	17
	Training received	2	11.1			
	Prior experience	9	50			
	Both	1	5.6			
Understanding host country religious environment	No training, no experience	5	23.8	21	4.182	1.918	22
	Training received	2	9.5			
	Prior experience	14	66.7			
	Both	0				

The most commonly reported cross-cultural training practices provided by the company were: language training (reported in 38.1% cases, including 23.8% cases with the training received and 14.3% cases with reported both training and experience), acquiring crisis resolution skills suitable in the host country (21.1% cases), awareness of the host country laws (20%), and use of referent power versus use of legitimate power in management (16.6%). On the contrary, dealing with culture clashes and understanding host country religious environment were the least provided cross-cultural training practices (each reported in 9.5% cases). Such cross-cultural practices as managing culture shock, managing lifestyle changes due to the relocation, and working with local nationals as business partners were present in 10% cases only.

In its turn, cross-cultural experience was the most present in the areas: dealing with culture clashes (76.2% cases), managing life style changes due to the relocation (75% cases), managing culture shock and working with local nationals as business partners (both reported in 70% cases). Prior experience in acquiring crisis resolution skills suitable in the host country was the less reported (31.6% cases).

There were also the components where an important number of the expatriates had neither cross-cultural training nor experience. Nine expatriates (47.4%) had nether training nor experience in acquiring crisis resolution skills suitable in the host country, eight expatriates (40%)) did not receive training or experience in mastering differences in conducting meetings, seven respondents (38.9%) reported absence of

training or experience in competing by playing politics in addition to the use of usual business practices, six respondents (33.3%)) were not experienced or trained in use of referent power versus use of legitimate power, six expatriates (31.6%) were not aware of how to relate with local nationals or how to deal effectively with the host country government.

It should be mentioned that both cross-cultural training and previous experience were reported only in relevance with three cross-cultural components. Three expatriates (14.3%) had both language training and experience, one person (5%) was aware of expectations of local customers and one person (5.6%) had training and experience in the area "use of referent power versus use of legitimate power in management".

b) Perceived importance of cross-cultural training practices

The expatriates were asked to evaluate the importance of cross-cultural practices for the success of their assignment, whether they received this training or not. In general, the expatriates estimated cross-cultural training as important to their success on the assignment (there are no means lower than 4.182). However, in two cases, all cross-cultural training practices were considered being of "very low importance" to the success on the international assignment.

The most important cross-cultural practice according to the expatriates was language training: 61% of them considered this kind of training as being of "very high importance" (points 6 and 7 on the 7-point scale and Mean=5.652). Cross-cultural training practice "understanding host country religious environment" was considered as the less important (Mean=4.182). Typical pattern of adjustment in host country was also considered as less important than the other cross-cultural practices (Mean 4.316). One possible explanation is that 66.7% and 68.4% of respondents respectively had prior experience in these components.

Use of referent power (personal connections) versus use of legitimate power (hierarchical) in management and competing by playing politics in addition to the use of usual business practices were also perceived as less important (means 4.294 and 4.316 respectively). It is possible that the expatriates on professional and technical positions do not consider these skills compulsory for the success of their assignment. It is interesting that perceived importance of cross-cultural training in the area "acquiring crisis resolution skills suitable for the host country" was lower (Mean 4.450) in comparison with the other practices. The same time, the largest number of the expatriates (nine persons or 47.4%) reported absence of training or prior experience in this sphere.

c) Cross-cultural training intensity, stage of training and their perceived importance

Regarding cross-cultural intensity, the majority of the expatriates reported no training at all (47% of the expatriates) or a less than a week training received (52.9%. One-week training was reported by six respondents (33.3%). One person received 1-4 weeks training and two expatriates reported several weeks training.

The expatriates perceived one-week and 1-4 weeks training as the most important to their success on the assignment (the Mean=4.333 for both, Std.Dev.=1.988 and 2.060 respectively). On the contrary, a several-months training was rather perceived negatively (the Mean=2.800, Std.Dev.=2.098) (Table XXIII).

Table XXIII. Training intensity, stage of training and their perceived importance.

Variable	Value	Frequency	Percent	Number of valid cases	Perceived importance		
					Mean Sur 7	Std.Dev.	N of valid cases
Training intensity	Less than a week	9	52.9	17	3.500	2.378	14
	One week	6	33.3	18	4.333	1.988	15
	1-4 weeks	1	7.1	14	4.333	2.060	12
	Several weeks	2	15.4	13	3.727	2.370	11
	Several months	0			2.800	2.098	10
Stage of cross-cultural training	Before the departure	5	21.7	23	5.050	2.259	20
	After the arrival in the host country	4	19	21	4.765	1.921	17
	Both	1	4.8	21	5.063	2.081	16
	Follow-up training while in the host country	2	10	20	4.611	1.650	18

As regards the moment of conducting cross-cultural training, only five (21.7%) respondents had been prepared for the assignment before their departure, four (19%) respondents - after their arrival in the host country, one expatriate (4.8%) received the training before and on the assignment, and two respondents (10%) had follow-up training while on the assignment (Table XXIII, page 89).

All the stages of training (before the departure, after the arrival, both previous methods, follow-up training in the host country) were perceived as important to expatriate success

d) Cross-cultural training methods and their perceived importance

Cross-cultural training methods reported are presented in Table XXIV (page 91). The most commonly reported were on-site training (in 35% of cases) and area briefings (23.8% cases). The least reported was a mentor in the home country (no one reported this method). It could be explained regarding the particularity of the studied case – the company for which the expatriates worked was situated in the host country.

Table XXIV. Cross-cultural training methods.

Method	Frequency	Percent	Number of valid cases	Perceived importance of the method		
				Mean	Std.Deviation	N/valid cases
Sessions with instructor	2	9.5%	21	4.421	1.924	19
On-site training	7	35%	20	4.278	1.487	18
Area briefings	5	23.8%	21	4.150	1.899	20
Mentor in the host country	3	15%	20	4.056	1.765	18
Readings and audio-visual materials	3	15%	20	3.947	1.682	19
Mentor in the home country	0	0	20	3.389	1.819	18
Role playing	1	5%	20	3.222	1.768	18

The methods perceived as the most important (on the 7-point scale) were sessions with instructor (Mean=4.421, Std.dev.=1.924) and on-site training (Mean=4.278, Std.dev.=1.487). Perceived as the less important were role playing (Mean=3.222, Std.dev.=1.768) and mentor in the home country (Mean=3.389, Std.dev.=1.819).

4.3. Bivariate analysis

In this paragraph we will present the results of non-parametric (Spearman) analysis used to measure interrelations between the variables of this study. The results will be presented into three blocks: correlation among the independent variables and expatriate adaptation, correlation among the intermediate variables and expatriate adaptation, and correlation among expatriate adaptation and expatriate performance in the host country.

4.3.1. Cross-cultural training and experience and expatriate adaptation

4.3.1.1. Cross-cultural training and expatriate adaptation

Hypothesis 1 stated that cross-cultural training would have a positive impact on expatriate adaptation. The statistical analysis revealed three cross-cultural training practices significantly related to expatriate adaptation (Table XXV page 93). Surprisingly and unexpectedly, the relationships between training in areas major differences between the home and the host cultures, dealing effectively with the host country government and acquiring crisis skills suitable for the host country and expatriate job adaptation were negative. Less training received – better was job adaptation. No significant association was found between any cross-cultural practice and general adaptation and adaptation to interactions to the host nationals. Hence, Hypothesis 1 was not supported.

Table XXV. Cross-cultural training and expatriate adaptation.

Cross-cultural training	General adaptation	Adaptation to interactions with the host nationals	Job adaptation
	Spearman R		
Dealing with culture clashes	-.0342	.1034	-.3631
Managing culture shock	-.0617	.0622	-.4158
Major differences between the home and the host cultures	-.0158	.1163	-.5086*
Awareness of the host country laws	.0697	-.0143	-.1719
Building business relationships	.-1220	.1933	-.2114
Dealing effectively with the host country government	-.1225	.0985	-.4941*
Cross-culture tips on how to relate with local nationals	-.0859	.1156	-.4068
Expectations of local customers	-.0228	.1151	-.4145
Working with local nationals as business partners	-.0617	.1239	-.3548
Acquiring crisis skills suitable for the host country	-.1788	.2152	-.6134*
Competing by playing politics in addition to the use of usual business practices	-.0750	-.1134	-.4912
Mastering differences in conducting meetings	-.1399	.1409	-.4226
Managing lifestyle changes due to the relocation	-.0187	.0941	-.3596
Understanding host country religious environment	-.0412	.1867	-.3542
Typical pattern of adjustment in the host country	-.0683	.1142	-.3470
Language training	.2809	.2812	-.0592
Use of referent power versus use of legitimate power in management	.0650	.0984	-.2994

***$p<0.001$, *$p<0.01$, *$p<0.1$

No significant association was found between cross-cultural training rigor, methods and stage and any facet of expatriate adaptation. Consequently, the results did not demonstrate support for Hypothesis 2 according to which different conditions of training programs determine different impacts on expatriate adaptation (besides discovered negative effect of three cross-cultural practices on expatriate adaptation).

4.3.1.2. Previous international and cross-cultural experience and expatriate adaptation

We hypothesized that previous international experience and previous cross-cultural experience would be positively associated with expatriate adaptation on the current assignment (Hypotheses 4 and 5). The bivariate analysis revealed that among the variables related to previous international experience (number of previous assignments, chance to work or to live abroad ever in life and length of working and staying abroad) only number of previous assignments was associated – and this association was negative - with expatriate adaptation to interactions with the host nationals (Table XXVI).

Table XXVI. Previous international experience and expatriate adaptation.

Previous international experience components	General adaptation	Adaptation to interactions with the host nationals	Job adaptation
	Spearman R		
Number of previous international assignments	-.3478	-.4091*	-.3147
Chance to work abroad ever in life	-.2241	-.1778	-.1468
Length of working abroad	-.0378	-.2193	-.0655
Chance to live abroad ever in life	.2015	.0225	.2121
Length of living abroad	.0604	-.2403	-.1056

***p<0.001, **p<0.01, *p<0.1

Surprisingly, but fewer international assignments in the past, better was expatriate adaptation to interactions with locals in the host country. So, hypothesis 4 was rejected.

Concerning cross-cultural experience, only its three components (major differences between home and host cultures, dealing effectively with the host country government and acquiring crisis skills suitable for the host country) were found to be positively associated with expatriate job adaptation (Table XXVII). Therefore, partly, Hypothesis 5 was confirmed.

Table XXVII. Cross-cultural experience and expatriate adaptation.

Components of cross-cultural experience	General adaptation	Adaptation to interactions with the host nationals	Job adaptation
	Spearman R		
Dealing with culture clashes	.0342	-.1034	.3631
Managing culture shock	.0617	-.0622	.4158
Major differences between the home and the host cultures	.0158	-.1163	.5086*
Awareness of the host country laws	-.0697	.0143	.1719
Building business relationships	.1220	-.1933	.2114
Dealing effectively with the host country government	.1225	-.0985	.4941*
Cross-culture tips on how to relate with local nationals	.0859	-.1156	.4068
Expectations of local customers	.0774	-.2740	.2153
Working with local nationals as business partners	.0617	-.1239	.3548
Acquiring crisis skills suitable for the host country	.1788	-.2152	.6134*
Competing by playing politics in addition to the use of usual business practices	.0750	.1134	.4912
Mastering differences in conducting meetings	.1399	-.1409	.4226
Managing lifestyle changes due to the relocation	.0187	-.0941	.3596
Understanding host country religious environment	.0412	-.1867	.3542
Typical pattern of adjustment in the host country	.0683	-.1142	.3470
Language training	-.1712	.0686	.3842
Use of referent power versus use of legitimate power in management	-.0559	.1411	.4868

***p<0.001, **p<0.01, *p<0.1

4.3.2. Expatriate profile and expatriate adaptation

We investigated influence of demographic, personality, family, job, and expatriate community characteristics on expatriate adaptation on the assignment. The results are presented in Table XXVIII. Only origin of the expatriates was excluded from the analysis because of the insufficient variance of the data.

Table XXVIII. Demographic, personality, family, job, host country and expatriate community characteristics and expatriate adaptation.

Intermediate variables	General adaptation	Adaptation to interactions with the host nationals	Job adaptation
	Spearman R		
Age	-.3311	-.2638	-.4315*
Marital status	.1480	.0783	.0702
Number of accompanying children	.0010	.2973	.0722
Highest education level completed	.2457	.1534	.1859
Proficiency in the host country language	.5134*	.6540***	.1230
Expatriate community in the host country	.0414	-.1459	-.0668
Self-monitoring	-.2154	.0744	-.0979
Self-efficacy	-.1263	.6049**	.1215
Cross-cultural sensitivity	-.0656	.2485	.0707
Family perception of the move	.6273**	.3535	.0399
Family relations	.6579**	.4947*	-.0877
Family support	.5471*	.5287*	-.0874
Family adjustment (summarized variable)	.7467***	.4674*	-.0828
Length of the current assignment	.2487	-.4026*	.-3317
Current position	-.2485	-.4053*	-.0758

***p<0.001, **p<0.01, *p<0.1

The results confirmed our suggestion that the young age of the expatriates would be positively correlated with job adaptation on the assignment (Hypothesis 6).

Marital status, number of accompanying children as well as education completed were not associated with any facet of expatriate adaptation. Consequently, Hypotheses 7 and 8 were not supported. Among personality characteristics, only self-efficacy was found to influence significantly expatriate adaptation to interactions with the host nationals (Hypothesis 9).

As predicted (Hypotheses 10 and 11), all family characteristics (family perception of move, family relations, family support, and family adaptation) were significantly related to expatriate general adaptation. All variables but family perception of move were associated with better adaptation to interactions with host nationals.

We hypothesized that more time spent on the current assignment would be associated with better expatriate adaptation (Hypothesis 12). However, length of the current assignment turned out to be inversly related to adaptation to interactions with the host nationals.

The results supported Hypothesis 13 according to which greater hierarchical position on the assignment would be associated with higher level of adaptation. It was found that the expatriates on managerial positions during the assignment were significantly better adapted to interactions with the host nationals.

Prediction that greater culture difference and language toughness would result in more difficult adaptation (Hypothesis 14) was confirmed. More proficient were expatriates in the language of the host country, significantly better was their general adaptation and adaptation to interactions with the host nationals.

The importance of expatriate community in the host country did not seem to have impact on three adaptation measures (Hypothesis 15 rejected).

4.3.3. Expatriate adaptation and performance

We proposed that expatriate adaptation would be functionally and positively related to expatriate effectiveness on the assignment. The results of bivariate analysis are presented in Table XXIX (page 99). Seven dimensions (among fifteen) of expatriate performance were significantly related to one or another facet of expatriate adaptation. Ability to get required assignments completed on time, depth of knowledge and skills in one's functional area of work, effectiveness in meeting job objectives, and responsiveness to changes in the skills and knowledge required in the job turned out to be positively associated with expatriate job adaptation. Breadth of knowledge of the company's host country business environment and motivation at undertaking continuous incremental steps to improve one's work quality were significantly and positively related to expatriate general adaptation. Effectiveness at transferring management, business or technical expertise to the local nationals was positively related to expatriate adaptation to interactions with the host nationals.

Consequently, statistical analysis confirmed our suggestion concerning positive relationship between expatriate adaptation and performance.

Table XXIX. Expatriate adaptation and expatriate performance.

Expatriate performance rated by supervisor	General adaptation	Adaptation to interactions with the host nationals	Job adaptation
	Spearman R		
Ability to get along with others	.1341	.0439	.3303
Ability to get required assignments completed on time	-.1374	.2373	.3927*
Quality of performance	-.0629	.1992	.2668
Ability to develop constructive relationships with host national colleagues	.2720	.2652	.2390
Breadth of knowledge of the company's host country business environment	.4998*	.2908	.2849
Effectiveness at building relationships with host country business partners	.2428	.2828	.0706
Depth of knowledge and skills in your functional area of work	-.2004	.1993	.4997*
Effectiveness in meeting job objectives	.0185	.1649	.5244**
Responsiveness to changes in the skills and knowledge required in the job	.1608	.3015	.3660*
Motivation at undertaking continuous incremental step to improve your work quality	.3598*	.2554	.2069
Ability at communicating clearly and accurately with colleagues in general	-.0041	.2995	.1612
Patience when providing local nationals with instructions or training	.2888	.2207	.1299
Ability at communicating clearly and accurately with local colleagues	.1148	.2478	.2471
Effectiveness at transferring management, business or technical expertise to the local nationals	.1956	.5255*	.2476
Skill at analyzing problems and reaching practical solutions	.0650	.0266	.0375

***p<0.001, **p<0.01, * p<0.1

CHAPTER 5. Discussion of the results of the study

The purpose of this research was to investigate the role of cross-cultural training and previous international and cross-cultural experience in expatriate adaptation. The study also tested the extent to which demographic, personality, family, job, host culture, and expatriate community in the host country characteristics affected expatriate adaptation. As the factor most often considered important to employers is performance, we examined also the relationship between expatriate adaptation and performance on the assignment.

5.1. Importance of cross-cultural training for expatriate adaptation

The results of our study do not demonstrate the importance of cross-cultural preparation for expatriate adaptation in the host country. In its three areas (major differences between the home and the host cultures, dealing effectively with the host country government, and acquiring crisis skills suitable for the host country), cross-cultural training had even a negative impact (*$p < 0.1$) on expatriate job adaptation. This unexpected finding can be explained, first of all, by the fact that cross-cultural training could be administered at the wrong time or/and by inappropriate methods. Probably, less than a week or a week training and on-site method of training, most commonly reported, were not proper in this case. Then, it is possible that the right combination of practices, methods, intensity and moment of conducting the training,

assuring its positive impact on expatriate adaptation had not been achieved in the studied case.

Finally, the content of the proposed training could be maladjusted to the profile and the needs of the expatriates holding, for the greatest part, professional positions on the assignment. Psychosocial skills compulsory for managerial positions and promoted in cross-cultural training are less pertinent for employees on technical and professional positions where job knowledge and technical skills are probably more important.

The fact that cross-cultural training was reported only by a few respondents still supports very popular opinion that expatriates who are well selected do not need any special preparation as they are already "good" to fulfil their job responsibilities abroad. So, cross-cultural training is viewed as a waste of time and money by the employer and, consequently, paid little attention to. In its turn, the presence of previous international and cross-cultural experience is usually considered as a sufficient criteria for expatriate success on the international assignment, and the question about some additional training is not raised.

In spite of a lack of statistical evidence concerning positive association between cross-cultural training and expatriate adaptation, all cross-cultural training practices were highly evaluated by the expatriates and viewed as important for their

adaptation on the assignment. The highest rating of importance was attributed to language training.

We are convinced that appropriate and rightly conducted cross-cultural training is an influential antecedent to expatriate adjustment, and this antecedent is to a large extent within organizational control (which is not the case for many other antecedents).

5.2. Previous international and cross-cultural experience and expatriate adaptation

Contrary to our expectations, the only facet of previous international experience (number of international assignments in the past) was found negatively related to expatriate adaptation to interactions with the host nationals ($*p<0.1$). One possible explanation is that the respondents with less prior experience overestimated their adaptation to interactions with the local nationals, meanwhile those who experienced more assignments in the past developed more strict criteria of evaluation and reported more realistic rating of their adaptation or even underestimated it.

Though a great number of expatriates reported cross-cultural experience, only its three components (major differences between the host and the home cultures, dealing effectively with the host country government, and acquiring crisis skills suitable for the host country) were found to influence positively expatriate job

adaptation. These results show that the presence of previous international and cross-cultural experience can not be regarded as an absolute guarantee of successful expatriate adaptation in the new cultural environment.

5.3. Demographic, personality, family, job and expatriate community characteristics and expatriate adaptation

Age. Younger expatriates reported best job adaptation (*p<0.1) meanwhile any association between expatriate age and two other facets of adaptation was not revealed. Worth mentioning that 59% of the respondents were between 30 and 40 years old.

Marital status and family characteristics. Contrary to the data reported in many studies and to our expectations, marital status was not associated to any facet of expatriate adaptation. However, for married expatriates, all family characteristics were significantly positively related to general adaptation and adaptation to interactions with the host nationals. Family perception of the move and family relations (**p<0.01), family support (*p<0.1) and family adjustment (***p<0.001) determined to a great extent expatriate general adaptation. Family relations (*p<0.1), family support (*p<0.1) and family adjustment (*p<0.1) affected significantly adaptation to interactions with the host nationals. It means that the quality of family relations and family adaptation contributed to expatriate adaptation in the host country rather than the fact of being with a spouse or without. Family factors should

be strongly recommended to take into consideration while selecting expatriates. We want to stress that though family adaptation was found to influence remarkably expatriate adaptation in the host country, family-related cross-cultural training practices were almost absent in the studied case.

Level of education. The level of education completed made no difference to any dimension of expatriate adaptation. Once more, this result is possibly due to the fact that the majority of our respondents (73,9%) held professional positions on the assignment. Differences between levels of education completed may be eliminated in expatriates holding the same level professional positions.

Personality characteristics. Among three personality characteristics suggested to contribute to expatriate adaptation only self-efficacy was strongly associated (**$p<0.01$) with adaptation to interactions with the host nationals. Self-monitoring and cross-cultural sensitivity did not turn out to be significant antecedents to adaptation in expatriates holding professional positions. Worth reminding that in literature, these characteristics are suggested as necessary for expatriates on managerial positions.

Host country characteristics. Toughness of the host country measured by the difficulty of learning and understanding the host country language led us to find that the proficiency in the host country predominant language was a key element in the

ability to adjust to non-work environment (*p<0.1) as well as to interactions with the host nationals (**p<0.01).

Expatriate community characteristic. The size of expatriate community in the host country, contrary to our proposition, had no impact on expatriate adaptation. Maybe this result can be better understood if one takes into consideration the host country itself. Canada (and Quebec, in particular) is a multicultural society where expatriates of all origins can find compatriots and therefore, do not need formal community.

Job characteristics. Length of the assignment. Length of the current assignment was negatively related (*p<0.1) to adaptation to interactions with the host nationals. Our concern is that 59% of the expatriates seemed to be on culture shock stage of the adjustment (from two to eighteen months on the current assignment). On this stage, when illusions and euphoria have gone, individuals must cope with everyday life and adaptation to interactions with the host nationals is its important dimension. As far as position held on the assignment, the expatriates on managerial positions on the assignment were better adapted to interactions with the host nationals (*p<0.1). It is evident that the very nature of managerial positions demand more interpersonal contacts and, consequently, better developed interpersonal skills than do professional positions where technical components are much more important.

5.4. Expatriate adaptation and expatriate performance

The important finding of this study is confirmation of positive relationship between expatriate adaptation and expatriate effectiveness on the assignment. Each facet of expatriate adaptation contributed to particular components of performance on the assignment. Better general adaptation assured more knowledge of the company's host country business environment (*$p < 0.1$) and motivation at undertaking continuous incremental steps to improve work quality (*$p < 0.1$). Effective adaptation to interactions with the host nationals contributed to effectiveness at transferring management, business or technical expertise to the local nationals (*$p < 0.1$). Job adaptation, in its turn, positively influenced ability to get required assignments completed on time (*$p < 0.1$), depth of knowledge and skills in expatriate functional area of work (*$p < 0.1$), effectiveness in meeting job objectives (**$p < 0.01$), and responsiveness to changes in the skills and knowledge required in the job (*$p < 0.1$). So, successful expatriate adaptation had a positive impact on expatriate performance and also on expatriate motivation to improve the quality of work. This result leads to consider expatriate adaptation as an important condition of expatriate performance on the assignment and to believe that developing and implanting of special training programs addressing expatriates can enhance their adaptation, and therefore, their efficacy in the host country.

CONCLUSION

Though there are many of studies devoted to expatriate adaptation and its antecedents (among them - cross-cultural training), in reality only 30% of American multinational companies conduct such training. Less is known about the extent to which this kind of expatriate preparation is spread among Canadian multinational corporations.

In this research, we tried to summarize the data reported in the literature and to investigate empirically the prevalence of cross-cultural training in the division of one Canadian multinational company and its role in expatriate adaptation and performance. We also examined several individual and contextual characteristics considered as the most influential for expatriate adaptation, on the one hand, and questionable, on the other hand.

Our research was a case study and it had an exploratory character. Its contribution is that it reflected some human resource practices developed in the studied company. Though we were unable to gather enough data to conduct multivariate analysis and to provide exact results regarding all proposed hypotheses, we can still observe several tendencies concerning the impact of cross-cultural training and some other factors on expatriate adaptation.

First of all, cross-cultural training was not a commonly-used human resource practice in the studied case. Even when provided, it was not so effective as it could have been because of a lack of the proper content, methods, intensity and moment of conducting or compatibility of all these components.

Secondly, previous international and cross-cultural experience was positively perceived regarding expatriate adaptation. But this experience should not be viewed as a substitution for cross-cultural training. Selecting expatriates depending on their previous international and cross-cultural experience will prevent promising candidates without such experience from international assignments and will limit company's global opportunities for long term. We think that appropriate cross-cultural preparation could affect positively adaptation and performance of expatriates without any previous experience and as well increase efficacy of adaptation of those with such experience.

This study contributed to acknowledgement of the importance of family characteristics and language proficiency for expatriate adaptation reported in other studies. Meanwhile, the results concerning some demographic (young age), personality (self-efficacy), job (less time on the current assignment) factors as well as the results reflecting the relationship between cross-cultural training and expatriate adaptation do not coincide with the data reported by some other authors. Our concern is that these results should be interpreted regarding professional positions of the expatriates.

Another contribution of our research is the demonstration of the relationship between expatriate adaptation and performance that permits understanding of the utility of expatriate adaptation and measures to undertake to assure the best adaptation in the host country.

Limitations and future research

Though we did our best to respect scientific rigor, our research, as all studies, is not free of some shortcomings.

It concerns, first of all, the insufficient number of responses that determined the use of non-parametric statistics and did not make it possible to reveal statistically strict relationships. Another shortcoming of this study is the instrument of observation. The questionnaire used for the purposes of our research covers many aspects of expatriate adaptation. The extensiveness of the questionnaire could decrease expatriate attention to the questions of particular interest for our research and expatriate motivation to give though out answers.

Another concern is that, in concordance with the framework of our study, only opinions of expatriates themselves were considered. In future, it might be of interest to compare levels of self-reported expatriate adaptation with ratings made by family members. Expatriate self-evaluation of performance on the assignment can be considered as rather subjective than objective data as well. It might be valuable to

gather supervisors' opinions and/or some objective indicators (number of items produced, number of contracts concluded, etc.) on the item "expatriate performance" in addition to expatriate perception of their supervisors' evaluation. In future, we suggest to enlarge the research framework and to envisage documentary research and/or interviews.

Our study permitted to reflect the existence and the effectiveness of cross-cultural training in one division of Canadian multinational company. Therefore, since human resource management differs from one company to another, the obtained results are true only for the studied company and should not be generalized. Future research should expand the sample and include several multinational companies in order to test the model of the study and to compare the prevalence and the relative effectiveness of cross-cultural training practices.

In future studies, it would be interesting to examine the particular antecedents of adaptation of expatriates on professional positions as well as to propose special cross-cultural training components adapted to the needs of this category of employees.

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ANNEX I

Questionnaire on Human Resource Management Issues

in International Mobility

Université
de Montréal

École
de relations industrielles

Questionnaire

on
Human Resource Management
Issues in International Mobility

Research Team

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1 **Who was involved in selecting you for your current assignment?**

After having answered the yes or no question, please rate the importance of each practice to the success of your relocation, whether you had access to such a practice or not.

Do you consider the practice important to the success of your relocation?

Very low importance   Very high importance

Please circle the right answer

1a Your current supervisor   Yes **No**   1 2 3 4 **5** 6 7
You have not been selected by your current supervisor. However, you consider that this practice would have had an important influence on the success of your relocation

PART I: RELOCATION PRACTICES

1 **Who was involved in selecting you for your current assignment?**

Do you consider the practice important to the success of your relocation?

				Very low importance						Very high importance
		Please circle the right answer								
1a	Your current supervisor	Yes	No	1	2	3	4	5	6	7
1b	A human resource representative	Yes	No	1	2	3	4	5	6	7
1c	Colleagues	Yes	No	1	2	3	4	5	6	7

2 **Did the following components constitute part of your relocation program?**

2a	Pre-assignment look-see trip	Yes	No	1	2	3	4	5	6	7
2b	Assistance with location of a new home	Yes	No	1	2	3	4	5	6	7
2c	General personal services (translation)	Yes	No	1	2	3	4	5	6	7
2d	Social events	Yes	No	1	2	3	4	5	6	7
2e	Orientation to community	Yes	No	1	2	3	4	5	6	7
2f	Counselling services	Yes	No	1	2	3	4	5	6	7
2g	Provision of extended time to adjust to international relocation	Yes	No	1	2	3	4	5	6	7
2h	Reimbursement for tax return preparation	Yes	No	1	2	3	4	5	6	7
2i	Tax equalization	Yes	No	1	2	3	4	5	6	7
2j	Relocation assistance from a specialized firm	Yes	No	1	2	3	4	5	6	7
2k	Car location at arrival	Yes	No	1	2	3	4	5	6	7
2l	Moving of your furniture	Yes	No	1	2	3	4	5	6	7

2 Did the following components constitute part of your relocation program?

		Please circle the right answer		Very low importance						Very high importance
2m	Financial assistance for lease or mortgage cancellation	Yes	No	1	2	3	4	5	6	7
2n	Trip home to finalize the selling of the house	Yes	No	1	2	3	4	5	6	7
2o	Domestic staff (excluding child care)	Yes	No	1	2	3	4	5	6	7
2p	Extended work week payment	Yes	No	1	2	3	4	5	6	7
2q	Adjustment to the financial package after relocation	Yes	No	1	2	3	4	5	6	7
2r	Home leave	Yes	No	1	2	3	4	5	6	7
2s	Currency protection	Yes	No	1	2	3	4	5	6	7
2t	Household furnishing allowance	Yes	No	1	2	3	4	5	6	7
2u	Foreign service premium	Yes	No	1	2	3	4	5	6	7
2v	Temporary living allowance	Yes	No	1	2	3	4	5	6	7
2w	Goods and services differential	Yes	No	1	2	3	4	5	6	7
2x	Children's education allowance	Yes	No	1	2	3	4	5	6	7
2y	Housing differential	Yes	No	1	2	3	4	5	6	7
2z	Transportation differential	Yes	No	1	2	3	4	5	6	7

3 Are you or will you be provided with the following practices?

3a	Information on changes that have taken place in the *home* office via inter-office mails, e-mail, video-conference, *home* office newsletter, etc.	Yes	No	1	2	3	4	5	6	7
3b	Career planning assistance (i.e., a job search was initiated for you prior to your repatriation)	Yes	No	1	2	3	4	5	6	7
3c	Brief trips back to the *home* office for a temporary short-term project	Yes	No	1	2	3	4	5	6	7
3d	Participation in *home* office annual meetings either physically or via video-conference	Yes	No	1	2	3	4	5	6	7
3e	Mandatory annual visits to the *home* office so as not to be out of sight	Yes	No	1	2	3	4	5	6	7
3f	A garanteed job upon my return to the home office	Yes	No	1	2	3	4	5	6	7
3g	A repatriation program	Yes	No	1	2	3	4	5	6	7
3h	A suitable position upon my return	Yes	No	1	2	3	4	5	6	7

4 Were you <u>trained</u> in, or did you have prior <u>experience</u> in the following cross-cultural components?

		Training	Experience	Very low importance						Very high importance
4a	Dealing with culture clashes	☐	☐	1	2	3	4	5	6	7
4b	Managing culture shock	☐	☐	1	2	3	4	5	6	7
4c	Major differences between the home and the host cultures	☐	☐	1	2	3	4	5	6	7
4d	Awareness of the host country laws	☐	☐	1	2	3	4	5	6	7
4e	Building business relationships	☐	☐	1	2	3	4	5	6	7
4f	Dealing effectively with the host country government	☐	☐	1	2	3	4	5	6	7
4g	Cross-culture tips on how to relate with local nationals	☐	☐	1	2	3	4	5	6	7

4 **Were you <u>trained</u> in, or did you have prior <u>experience</u> in the following cross-cultural components?**

Do you consider the practice important to the success of your relocation?

		Training	Experience		Very low importance						Very high importance
4h	Expectations of local customers	☐	☐		1	2	3	4	5	6	7
4i	Working with local nationals as business partners	☐	☐		1	2	3	4	5	6	7
4j	Acquiring crisis resolution skills suitable for the host country	☐	☐		1	2	3	4	5	6	7
4k	Competing by playing politics in addition to the use of usual business practices	☐	☐		1	2	3	4	5	6	7
4l	Mastering differences in conducting meetings	☐	☐		1	2	3	4	5	6	7
4m	Managing lifestyle changes due to the relocation	☐	☐		1	2	3	4	5	6	7
4n	Understanding host country religious environment	☐	☐		1	2	3	4	5	6	7
4o	Typical pattern of adjustment in host country	☐	☐		1	2	3	4	5	6	7
4p	Language training	☐	☐		1	2	3	4	5	6	7
4q	Use of referent power (personal connections) versus use of legitimate power (hierarchical) in management	☐	☐		1	2	3	4	5	6	7

5 **In general, what was your cross-cultural training intensity?**

Do you consider the practice important to the success of your relocation?

		Please circle the right answer		Very low importance						Very high importance
5a	Less than a week (about 4 hours)	Yes No		1	2	3	4	5	6	7
5b	A week (about 20 hours)	Yes No		1	2	3	4	5	6	7
5c	1 - 4 weeks (20 to 80 hours)	Yes No		1	2	3	4	5	6	7
5d	Several weeks (80 to 180 hours)	Yes No		1	2	3	4	5	6	7
5e	Several months	Yes No		1	2	3	4	5	6	7

6 **Did you have training...**

6a	Before your departure	Yes No		1	2	3	4	5	6	7
6b	After your arrival in the host country	Yes No		1	2	3	4	5	6	7
6c	Both	Yes No		1	2	3	4	5	6	7
6d	Follow-up training while in the host country	Yes No		1	2	3	4	5	6	7

7 **What were the training methods?**

7a	Area briefings	Yes No		1	2	3	4	5	6	7
7b	Readings and audio-visual materials	Yes No		1	2	3	4	5	6	7
7c	In-depth training (sessions with an instructor)	Yes No		1	2	3	4	5	6	7
7d	Role playing	Yes No		1	2	3	4	5	6	7
7e	Mentor in the host country	Yes No		1	2	3	4	5	6	7
7f	Mentor in the home country	Yes No		1	2	3	4	5	6	7
7g	On-site training	Yes No		1	2	3	4	5	6	7
7h	I had no training at all	Yes No		1	2	3	4	5	6	7
7i	Other:	Yes No		1	2	3	4	5	6	7

8 For your current assignment...

8a Is your performance being appraised

if no, please skip to question 9   Yes   No   1 2 3 4 5 6 7

if yes, does the performance appraisal system evaluate you on the following skills?

8b	Tolerance for ambiguity and uncertainty	Yes	No	1 2 3 4 5 6 7
8c	Self-motivation / Initiatives	Yes	No	1 2 3 4 5 6 7
8d	Adaptability to the new culture	Yes	No	1 2 3 4 5 6 7
8e	Adaptability to the new work responsibilities	Yes	No	1 2 3 4 5 6 7
8f	Skills at transferring your management or technical expertise to the local national	Yes	No	1 2 3 4 5 6 7

9 For your current assignment ...

A mentor can be either _formally_ or _informally_ designated by the employer to assist you in personal and professional matters

Do you consider the practice important to the success of your relocation?

Very low importance   Very high importance

Please circle the right answer

9a Is someone serving as your **home** office mentor?
(This question applies to expatriate employees or in case of a temporary transfer)   Yes   No   1 2 3 4 5 6 7

If No, please skip to question 10

If yes, please answer the following questions about who is serving as your mentor:

9b	A former expatriate who had previously worked in the same host country	Yes	No	1 2 3 4 5 6 7
9c	A home office staff who has at least of a Director or Vice-president status	Yes	No	1 2 3 4 5 6 7
9d	A home office staff who is at the same level as you	Yes	No	1 2 3 4 5 6 7
9e	A home office department whose primary responsibility is to serve as mentor for the international staff	Yes	No	1 2 3 4 5 6 7
9f	Your home office supervisor	Yes	No	1 2 3 4 5 6 7

Does your home office mentor provide you with the following?

9g	Update on the politics and daily activities occurring at the home office	Yes	No	1 2 3 4 5 6 7
9h	Solicit your opinions on issues or decisions made at the home office that affects your career	Yes	No	1 2 3 4 5 6 7
9i	Advise on work related matters	Yes	No	1 2 3 4 5 6 7
9j	Advise on non-work related matters	Yes	No	1 2 3 4 5 6 7
9k	Help in voicing your concerns to the home or host office when necessary	Yes	No	1 2 3 4 5 6 7

10 For your current assignment ...

10a Is someone serving as your office mentor at the current location?   Yes   No   1 2 3 4 5 6 7

If No, please skip to question 11

If yes, please answer the following questions about who is serving as your mentor:

10b	A more experienced expat peer at the host location from your country	Yes	No	1	2	3	4	5	6	7
10c	A more experienced expat superior (not your supervisor) from your country	Yes	No	1	2	3	4	5	6	7
10d	A suitable local national peer	Yes	No	1	2	3	4	5	6	7
10e	A suitable local national superior (not your supervisor)	Yes	No	1	2	3	4	5	6	7
10f	A more experienced expat peer who is not from your country	Yes	No	1	2	3	4	5	6	7
10g	A more experienced expat superior (not your supervisor) not from your country	Yes	No	1	2	3	4	5	6	7
10h	Your supervisor at the host country	Yes	No	1	2	3	4	5	6	7

Does your host office mentor provide you with the following?

10i	Advice on work related matters	Yes	No	1	2	3	4	5	6	7
10j	Advice on non-work related matters	Yes	No	1	2	3	4	5	6	7
10k	Assistance at local networking	Yes	No	1	2	3	4	5	6	7
10l	Activities to socialize with other expats	Yes	No	1	2	3	4	5	6	7
10m	Activities to socialize with local nationals	Yes	No	1	2	3	4	5	6	7

PART II: ADAPTATION TO THE NEW ENVIRONMENT

11 Indicate how much you disagree or agree with the following statements

Please circle the right answer

Totally disagree   Totally agree

11a	The purpose of this assignment is expertise transfer	1	2	3	4	5	6	7
11b	This assignment is part of a career development plan	1	2	3	4	5	6	7
11c	The purpose of this assignment is management development	1	2	3	4	5	6	7
11d	The purpose of this assignment is management control of the local subsidiary	1	2	3	4	5	6	7
11e	This assignment is considered as a promotion	1	2	3	4	5	6	7
11f	I took this assignment to fulfil a personal objective	1	2	3	4	5	6	7
11g	The purpose of this assignment is to improve my quality of life	1	2	3	4	5	6	7
11h	I took this assignment for the future of my children	1	2	3	4	5	6	7

12 How adjusted are you to the following parts of your new environment?

1. Maladjusted: unhappy; dissatisfied

↕

7. Very well adjusted: enthusiastic, happy,

maladjusted   very well-adjusted

Please circle the right answer

12a	Living conditions in general	1	2	3	4	5	6	7
12b	Housing conditions	1	2	3	4	5	6	7
12c	Food	1	2	3	4	5	6	7
12d	Shopping	1	2	3	4	5	6	7
12e	Cost of living	1	2	3	4	5	6	7
12f	Entertainment/recreation facilities and opportunities	1	2	3	4	5	6	7
12g	Health care facilities	1	2	3	4	5	6	7
12h	Socializing with host nationals	1	2	3	4	5	6	7
12i	Interacting with host nationals on a day-to-day basis	1	2	3	4	5	6	7

12 *How adjusted are you to the following parts of your new environment?*

		maladjusted					very well-adjusted	

Please circle the right answer

12j	Interacting with host nationals outside of work	1	2	3	4	5	6	7
12k	Specific job responsibilities	1	2	3	4	5	6	7
12l	Performance standards and expectations	1	2	3	4	5	6	7
12m	Supervisory responsibilities	1	2	3	4	5	6	7

13 *How satisfied are you with the following parts of the international assignment?*

		Very dissatisfied						Very satisfied

Please circle the right answer

13a	General job satisfaction	1	2	3	4	5	6	7
13b	Satisfaction with pay	1	2	3	4	5	6	7
13c	Satisfaction with coworkers	1	2	3	4	5	6	7
13d	Satisfaction with supervision	1	2	3	4	5	6	7
13e	Satisfaction with job security	1	2	3	4	5	6	7
13f	Satisfaction with growth opportunities	1	2	3	4	5	6	7
13g	Satisfaction with my career development	1	2	3	4	5	6	7
13h	Satisfaction with job's challenges	1	2	3	4	5	6	7
13i	Overall job performance	1	2	3	4	5	6	7
13j	Knowledge of international business	1	2	3	4	5	6	7
13k	Ability to work with a culturally different workforce	1	2	3	4	5	6	7

14 *How adjusted are you to the new assignment?*

		Needs a lot of improvement						Major strength

Please circle the right answer

14a	Ability to deal with stress	1	2	3	4	5	6	7
14b	Ability to deal with different political systems	1	2	3	4	5	6	7
14c	Ability to deal with pressure to conform	1	2	3	4	5	6	7
14d	Ability to deal with social alienation	1	2	3	4	5	6	7
14e	Ability to deal with financial difficulties	1	2	3	4	5	6	7
14f	Ability to effectively deal with different communication styles	1	2	3	4	5	6	7
14g	Ability to effectively work with other people	1	2	3	4	5	6	7
14h	Ability to effectively deal with different social customs	1	2	3	4	5	6	7

15 *How is your performance regarding the following items rated by your supervisor?*

		Needs a lot of improvement						Major strength

15a	Ability to get along with others	1	2	3	4	5	6	7
15b	Ability to get required assignments completed on time	1	2	3	4	5	6	7
15c	Quality of performance	1	2	3	4	5	6	7
15d	Ability to develop constructive relationships with host national colleagues	1	2	3	4	5	6	7
15e	Breadth of knowledge of the company's host country business environment	1	2	3	4	5	6	7
15f	Effectiveness at building relationships with host country business partners	1	2	3	4	5	6	7
15g	Depth of knowledge and skills in your functional area of work	1	2	3	4	5	6	7

15 *How is your performance regarding the following items rated by your supervisor?*

		Needs a lot of improvement						Major strength
15h	Effectiveness in meeting job objectives	1	2	3	4	5	6	7
15i	Responsiveness to changes in the skills and knowledge required in the job	1	2	3	4	5	6	7
15j	Motivation at undertaking continuous incremental step to improve your work quality	1	2	3	4	5	6	7
15k	Ability at communicating clearly and accurately with colleagues in general	1	2	3	4	5	6	7
15l	Patience when providing local nationals with instructions or training	1	2	3	4	5	6	7
15m	Ability at communicating clearly and accurately with local colleagues	1	2	3	4	5	6	7
15n	Effectiveness at transferring management, business or technical expertise to the local nationals	1	2	3	4	5	6	7
15o	Skill at analyzing problems and reaching practical solutions	1	2	3	4	5	6	7

16 *Indicate how much you disagree or agree with the following statements*

Please circle the right answer

		Totally disagree						Totally agree
16a	I have feelings of influence and mastery over the new environment	1	2	3	4	5	6	7
16b	I am seriously considering returning early to my home country	1	2	3	4	5	6	7
16c	I am happy with my overall performance	1	2	3	4	5	6	7
16d	My level of stress is very high	1	2	3	4	5	6	7
16e	I am satisfied with my skill acquisition	1	2	3	4	5	6	7
16f	I have positive feelings towards my new assignment	1	2	3	4	5	6	7
16g	It would take little change in my present circumstances to cause me to consider asking to leave this present assignment	1	2	3	4	5	6	7
16h	Most of the time, I feel bored	1	2	3	4	5	6	7
16i	I have lost weight since the assignment	1	2	3	4	5	6	7
16j	I have headaches since the assignment	1	2	3	4	5	6	7
16k	I have stomach distress since the assignment	1	2	3	4	5	6	7

PART III: PERSONAL OPINIONS

17 *Indicate how stressful you find the following components of your international assignment*

		Very stressful						Not at all stressful
17a	Starting a new job	1	2	3	4	5	6	7
17b	Moving away from your family	1	2	3	4	5	6	7
17c	Losing social ties	1	2	3	4	5	6	7
17d	Spouse losing social ties	1	2	3	4	5	6	7
17e	Establishing new relationships at work	1	2	3	4	5	6	7
17f	Children losing social ties	1	2	3	4	5	6	7
17g	Disruption to family/home	1	2	3	4	5	6	7
17h	Winding up your old job	1	2	3	4	5	6	7
17i	Finding the right house	1	2	3	4	5	6	7
17j	Buying/selling house	1	2	3	4	5	6	7
17k	Problems for spouse's employment	1	2	3	4	5	6	7
17l	Disruption to children's education	1	2	3	4	5	6	7
17m	New organizational culture	1	2	3	4	5	6	7

17 *Indicate how stressful you find the following components of your international assignment*

		Very stressful						Not at all stressful
17n	Requirements of new position	1	2	3	4	5	6	7
17o	Lack of training to perform adequately	1	2	3	4	5	6	7
17p	Performance appraisal process	1	2	3	4	5	6	7
17q	Lack of job performance	1	2	3	4	5	6	7
17r	Disruption to career	1	2	3	4	5	6	7
17s	Disruption to trailing spouse's career	1	2	3	4	5	6	7
17t	Altered family financial status	1	2	3	4	5	6	7
17u	Role strain between work/family	1	2	3	4	5	6	7
17v	Marital satisfaction	1	2	3	4	5	6	7
17w	Family satisfaction/stress	1	2	3	4	5	6	7
17x	Degree of difference in host country's culture	1	2	3	4	5	6	7
17y	Changes in standards of living	1	2	3	4	5	6	7

18 *Use the following scale to estimate the average amount of readjustment you felt you needed for living in the new culture in comparison to the changes you had expected to make*

		Very little readjustment						A great deal of readjustment
18a	The type of food eaten	1	2	3	4	5	6	7
18b	How punctual most people are	1	2	3	4	5	6	7
18c	Ideas about what offends people	1	2	3	4	5	6	7
18d	The language spoken (assume you have only limited ability in that language)	1	2	3	4	5	6	7
18e	How ambitious people are	1	2	3	4	5	6	7
18f	Personal cleanliness of most people	1	2	3	4	5	6	7
18g	The general pave of life	1	2	3	4	5	6	7
18h	The amount of privacy I would have	1	2	3	4	5	6	7
18i	My own financial state	1	2	3	4	5	6	7
18j	Type of recreation and leisure time activities	1	2	3	4	5	6	7
18k	How parents treat children	1	2	3	4	5	6	7
18l	The sense of closeness and obligation felt among family members	1	2	3	4	5	6	7
18m	The amount of body contact such as touching or standing close	1	2	3	4	5	6	7
18n	The subjects which should not be discussed in normal conversation	1	2	3	4	5	6	7
18o	The number of people of your own race	1	2	3	4	5	6	7
18p	The degree of friendliness and intimacy between unmarried men and women	1	2	3	4	5	6	7
18q	How free and independent women seem to be	1	2	3	4	5	6	7
18r	Sleeping habits	1	2	3	4	5	6	7
18s	General standard of living	1	2	3	4	5	6	7
18t	Ideas about friendship - the way people act and feel towards friends	1	2	3	4	5	6	7
18u	The number of people of your religious faith	1	2	3	4	5	6	7
18v	How formal or informal people are	1	2	3	4	5	6	7
18w	Your own opportunities for social contacts	1	2	3	4	5	6	7
18x	The degree to which your good intentions are misunderstood by others	1	2	3	4	5	6	7
18y	The number of people who live in the community	1	2	3	4	5	6	7
18z	Ideas about what is funny	1	2	3	4	5	6	7
18aa	Ideas about what is sad	1	2	3	4	5	6	7
18bb	How much friendliness and hospitality people express	1	2	3	4	5	6	7
18cc	The amount of reserve people show in their relationships with others	1	2	3	4	5	6	7

19 *Indicate how false or true you find the following statements about yourself*

Certainly always false — Certainly always true

	Statement	1	2	3	4	5	6	7
19a	I find it hard to imitate the behavior of other people	1	2	3	4	5	6	7
19b	At social gatherings, I do not attempt to do or say things that others will like	1	2	3	4	5	6	7
19c	I can only argue for ideas which I already believe	1	2	3	4	5	6	7
19d	I can make impromptu speeches even on topics about which I have almost no information	1	2	3	4	5	6	7
19e	I guess I put on a show to impress or entertain others	1	2	3	4	5	6	7
19f	I would probably make a good actor	1	2	3	4	5	6	7
19g	In a group of people, I am rarely the center of attention	1	2	3	4	5	6	7
19h	In different situations and with different people, I often act like a very different person	1	2	3	4	5	6	7
19i	I am not particularly good at making other people like me	1	2	3	4	5	6	7
19j	I am not always the person I appear to be	1	2	3	4	5	6	7
19k	I would not change my opinions (or the way I do things) in order to please someone or win their favour	1	2	3	4	5	6	7
19l	I have considered being an entertainer	1	2	3	4	5	6	7
19m	I have never been good at games like charades or improvisational acting	1	2	3	4	5	6	7
19n	I have trouble changing my behaviour to suit different people and different situations	1	2	3	4	5	6	7
19o	At a party, I let others keep the jokes and stories going	1	2	3	4	5	6	7
19p	I feel a bit awkward in public and do not show up quite as well as I should	1	2	3	4	5	6	7
19q	I can look anyone in the eye and tell a lie with a straight face	1	2	3	4	5	6	7
19r	I may deceive people by being friendly when I really dislike them	1	2	3	4	5	6	7

20 *Indicate how much you disagree or agree with the following statements*

Please circle the right answer

Totally disagree — Totally agree

	Statement	1	2	3	4	5	6	7
20a	I speak only one language	1	2	3	4	5	6	7
20b	The way other people express themselves is very interesting for me	1	2	3	4	5	6	7
20c	I enjoy being with people from other cultures	1	2	3	4	5	6	7
20d	Foreign influence in our country threatens our national identity	1	2	3	4	5	6	7
20e	Others' feelings rarely influence decisions I make	1	2	3	4	5	6	7
20f	I cannot eat with chopsticks	1	2	3	4	5	6	7
20g	I avoid people who are different from me	1	2	3	4	5	6	7
20h	It is better that people from other cultures avoid one another	1	2	3	4	5	6	7
20i	Culturally mixed marriages are wrong	1	2	3	4	5	6	7
20j	I think people are basically alike	1	2	3	4	5	6	7
20k	I have never lived outside my own culture for any great length of time	1	2	3	4	5	6	7
20l	I have foreigners come to my home on a regular basis	1	2	3	4	5	6	7
20m	It makes me nervous to talk to people who are different from me	1	2	3	4	5	6	7
20n	I enjoy studying about people from other cultures	1	2	3	4	5	6	7
20o	People from other cultures do things differently because they do not know any other way	1	2	3	4	5	6	7
20p	There is usually more than one good way to get things done	1	2	3	4	5	6	7
20q	I listen to music from another culture on a regular basis	1	2	3	4	5	6	7
20r	I decorate my home or room with artifacts from other countries	1	2	3	4	5	6	7

20 *Indicate how much you disagree or agree with the following statements*

Please circle the right answer

20s	I feel uncomfortable when in a crowd of people	1	2	3	4	5	6	7
20t	The very existence of humanity depends upon our knowledge about other people	1	2	3	4	5	6	7
20u	Residential neighbourhoods should be culturally separated	1	2	3	4	5	6	7
20v	I have many friends	1	2	3	4	5	6	7
20w	I dislike eating foods from other cultures	1	2	3	4	5	6	7
20x	I think about living within another culture in the future	1	2	3	4	5	6	7
20y	Moving into another culture would be easy	1	2	3	4	5	6	7
20z	I like to discuss issues with people from other cultures	1	2	3	4	5	6	7
20aa	There should be tighter controls on the number of immigrants allowed into my country	1	2	3	4	5	6	7
20bb	The more I know about people, the more I dislike them	1	2	3	4	5	6	7
20cc	I read more national news than international news in the daily newspaper	1	2	3	4	5	6	7
20dd	Crowds of foreigners frighten me	1	2	3	4	5	6	7
20ee	When something newsworthy happens I seek out someone from that part of the world to discuss the issue with	1	2	3	4	5	6	7
20ff	I eat ethnic foods at least twice a week	1	2	3	4	5	6	7

21 *Indicate how much you disagree or agree with the following statements*

21a	When I make my plans, I am certain I can make them work	1	2	3	4	5	6	7
21b	One of my problems is that I cannot get down to work when I should	1	2	3	4	5	6	7
21c	If I can't do a job the first time, I keep trying until I can	1	2	3	4	5	6	7
21d	When I set important goals for myself, I rarely achieve them	1	2	3	4	5	6	7
21e	I give up on things before completing them	1	2	3	4	5	6	7
21f	I avoid facing difficulties	1	2	3	4	5	6	7
21g	If something looks too complicated, I will not even bother to try it	1	2	3	4	5	6	7
21h	When I have something unpleasant to do, I stick to it until I finish it	1	2	3	4	5	6	7
21i	When I decide to do something, I go right to work on it	1	2	3	4	5	6	7
21j	When trying to learn something new, I soon give up if I am not initially successful	1	2	3	4	5	6	7
21k	When unexpected problems occur, I don't handle them well	1	2	3	4	5	6	7
21l	I avoid trying to learn new things when they look too difficult for me	1	2	3	4	5	6	7
21m	Failure just makes me try harder	1	2	3	4	5	6	7
21n	I feel insecure about my ability to do things	1	2	3	4	5	6	7
21o	I am a self-reliant person	1	2	3	4	5	6	7
21p	I give up easily	1	2	3	4	5	6	7
21q	I do not seem capable of dealing with most problems that come up in life	1	2	3	4	5	6	7
21r	It is difficult for me to make new friends	1	2	3	4	5	6	7
21s	If I see someone I would like to meet, I go to that person instead of waiting for him or her to come to me	1	2	3	4	5	6	7
21t	If I meet someone interesting who is hard to make friends with, I'll soon stop trying to make friends with that person	1	2	3	4	5	6	7
21u	When I am trying to become friends with someone who seems uninterested at first, I don't give up easily	1	2	3	4	5	6	7
21v	I do not handle myself well in social gatherings	1	2	3	4	5	6	7

21 **Indicate how much you disagree or agree with the following statements**

		Totally disagree						Totally agree
21w	I have acquired my friends through my personal abilities at making friends	1	2	3	4	5	6	7

22 **Indicate how much you disagree or agree with the following statements**

Please circle the right answer

		Totally disagree						Totally agree
22a	I feel certain about how much authority I have	1	2	3	4	5	6	7
22b	Clear, planned goals exist for my job	1	2	3	4	5	6	7
22c	I know I have organized my time properly	1	2	3	4	5	6	7
22d	I know what my responsibilities are	1	2	3	4	5	6	7
22e	I know exactly what is expected of me	1	2	3	4	5	6	7
22f	Explanations are clear of what has to be done	1	2	3	4	5	6	7

PART IV: FAMILY ISSUES

Please skip to part V, if you have no family members accompagnying you on this assignment

23   **Did your spouse or family experience the following?**

Do you consider the practice important to the success of your relocation?

Please circle the right answer

				Very low importance						Very high importance
23a	Employment opportunity assistance for trailing spouse	Yes	No	1	2	3	4	5	6	7
23b	Financial and time support for dual-career couple's commuter desires	Yes	No	1	2	3	4	5	6	7
23c	Income replacement for trailing spouse for a designated time	Yes	No	1	2	3	4	5	6	7
23d	Support staff for family during international relocation	Yes	No	1	2	3	4	5	6	7
23e	Professional counselling for trailing spouse and family members	Yes	No	1	2	3	4	5	6	7
23f	Assistance locating schools for children	Yes	No	1	2	3	4	5	6	7
23g	Child-care providers	Yes	No	1	2	3	4	5	6	7
23h	Spousal employment in the same firm	Yes	No	1	2	3	4	5	6	7
23i	Cross-cultural training for your spouse	Yes	No	1	2	3	4	5	6	7
23j	Cross-cultural training for your school-age children	Yes	No	1	2	3	4	5	6	7
23k	Language training for your spouse	Yes	No	1	2	3	4	5	6	7
23l	Language training for your school-age children	Yes	No	1	2	3	4	5	6	7
23m	A suitable person (another spouse, friend, etc.) who acts as a guide for your spouse to the local culture and language	Yes	No	1	2	3	4	5	6	7

24 *How adjusted is your family to the living in the local country?*

1. Maladjusted: unhappy; dissatisfied
↕
7. Very well adjusted: enthusiastic, happy,

		maladjusted			very well-adjuste
	Please circle the right answer				
24a	Living conditions in general	1 2 3 4 5 6 7
24b	Housing conditions	1 2 3 4 5 6 7
24c	Food	1 2 3 4 5 6 7
24d	Shopping	1 2 3 4 5 6 7
24e	Cost of living	1 2 3 4 5 6 7
24f	Entertainment/recreation facilities and opportunities	1 2 3 4 5 6 7
24g	Health care facilities	1 2 3 4 5 6 7
24h	Socializing with host nationals	1 2 3 4 5 6 7
24i	Interacting with host nationals on a day-to-day basis	1 2 3 4 5 6 7
24j	Speaking with host nationals	1 2 3 4 5 6 7

25 *Characterize the following perceptions*

		Very negative	Very positiv
	Please circle the right answer		
25a	Your family perception of the move	1 2 3 4 5 6 7
25b	Your family relations	1 2 3 4 5 6 7
25c	Your family support	1 2 3 4 5 6 7

PART V: RESPONDENT'S PROFILE

26   Age _____ years

27   Gender   □ Female   □ Male

28   Marital Status   □ Single   □ With a spouse or a companion

29   Highest education level completed
□ Secondary
□ High school
□ BA or BS
□ Masters or MBA
□ Ph.D.

30   Tenure with the company _____ years

31   Home country (Nationality) _____

32   Host country (country of assignment) _____

33   Spouse or companion's occupation in the home country   _____

34   Does your spouse or companion's work in the host country   □ Yes   □ No

35   How many children accompanied in your relocation?   _____

36   How long have you been on the current assignment?   _____months

37   Number of times you have been on international assignments   _____

38

38a   Have you had the chance to work outside your home country?   □ Yes   □ No

38b   For how long?   _____years

     _____months

39

39a   Have you lived in a foreign country before (studies, accompany the family, etc...)?   □ Yes   □ No

39b   For how long?   _____years

     _____months

40   Position you held before the relocation

- □ Upper Management
- □ Middle Management
- □ Lower Management
- □ Professional/technical
- □ Other:_____

41   Position you are presently occupying

- □ Upper Management
- □ Middle Management
- □ Lower Management
- □ Professional/technical
- □ Other:_____

42   *Characterize the following...*

	Very low						Very high
42a Frequency in which your work requires you to interact with local nationals	1	2	3	4	5	6	7
42b Your knowledge level of the new country's culture	1	2	3	4	5	6	7
42c Your knowledge level of the new country's business environment	1	2	3	4	5	6	7

43 How proficient are you in the predominant language of the host country?

None 1 2 3 4 5 6 7 **Excellent**

44 *Characterize your community in the host country*

☐ **Large**
(large enough to influence the type and availability of foods and shopping facilities, schools and recreation opportunities)

☐ **Medium**
(visible, but not large enough to modify the local environment significantly)

☐ **Small**
(insignificant or non-existent)

Our sincerest gratitude for taking the time and the effort to complete this questionnaire.

Please insert the survey in the joined envelope and return it via mail

ANNEX II

FACTOR ANALYSIS

OF THE DEPENDENT VARIABLE

EXPATRIATE ADAPTATION

Table XXX. Total explained variance of the components of expatriate adaptation.

Compo nent	Initial values			Sum of squares for the rotation		
	Total	%of the variance	Accumuled %	Total	%of the variance	Accumuled %
1	6.000	46.157	46.157	5.075	39.039	39.039
2	2.347	18.057	64.214	2.772	21.319	60.358
3	1.952	15.015	79.229	2.453	18.871	79.229
4	.728	5.601	84.830			
5	.646	4.970	89.800			
6	.386	2.970	92.771			
7	.315	2.420	95.190			
8	.254	1.952	97.143			
9	.149	1.148	98.291			
10	9.584E-02	.737	99.028			
11	5.873E-02	.452	99.480			
12	4.756E-02	.366	99.846			
13	2.008E-02	.154	100.000			

Method of extraction: Analysis of principal components

a

Table XXXI. Matrice of components after the rotation

	Component		
	1	2	3
ADJUSC	.905	4.334E-02	.121
ADJUSD	.903	.233	6.331E-02
ADJUSB	.858	.285	1.860E-02
ADJUSE	.839	-8.921E-02	.224
ADJUSA	.838	.336	8.293E-02
ADJUSG	.768	-3.211E-02	-4.192E-02
ADJUSF	.742	.452	5.714E-02
ADJUSJ	.215	.886	.137
ADJUSH	.271	.865	4.349E-02
ADJUSI	-2.509E-02	.849	9.521E-02
ADJUSK	-1.574E-02	-4.011E-02	.898
ADJUSL	.160	.186	.897
ADJUSM	.108	.137	.855

Method of extraction: Analysis of principal components.
Method of rotation: Varimax with normalization of Kaiser.
a. The rotation converged in 5 iterations.