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The Effect of an International Assignment on the Cultural Adaptation of French Expatriates in Lebanon.

A Thesis Submitted in Partial Fulfillment of the Requirements for the Joint Degree of the Master of Business Administration (M.B.A.) and the Master of Science in International Business (M.I.B.)

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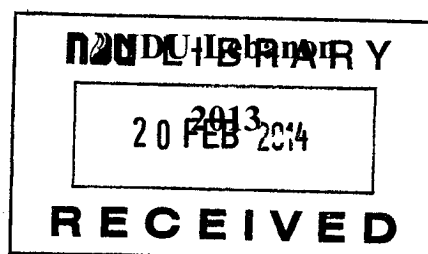
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The Effect of an International Assignment on the Cultural Adaptation of French Expatriates in Lebanon.

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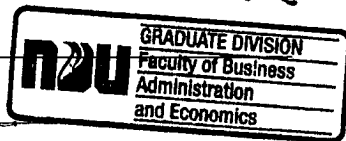**Maroun Nassar**

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DECLARATION

I hereby declare that this Thesis is entirely my own work and that it has not been submitted as an exercise for a degree at any other University.

Maroun Nassar

ABSTRACT

This research study examines the effect of a previous international assignment of French expatriates residing and working in Lebanon, on the relationship between cultural intelligence (CQ) and adaptation measures. The proposed model expands already existing models concerning the relationship of the facets of cultural intelligence - cognitive, meta-cognitive, motivational, and behavioral CQ - and the dimensions of cross-cultural adjustment - interaction, general, and work adjustment - with measures of the willingness to adjust.

Questionnaires have been sent to 200 French expatriates residing and working in Lebanon. 67 were returned duly completed, which is in line with the response rate of similar studies. This research is of importance because it will highlight the main aspects of intercultural adaptation of expatriates; mainly the French expatriates in Lebanon. It is important to note that the French expatriate population residing in Lebanon is the largest compared to those of other European countries.

The findings of this study will contribute to the existing literature in cross-cultural management and will as well be useful for practitioners in the area of hiring international candidates.

The results of our analysis support the findings of Ang. et al.(2003) proving that CQ is positively related to cross cultural adaptation (CCA) and some of the facets of CQ are positively related to the dimensions of adaptability and willingness to adapt.

These findings will allow management of multi-national companies (MNCs) to better select their candidates for international assignments and improve the CQ of their employees.

Keywords: cultural intelligence, previous international experience, cross-cultural adjustment, international assignments, expatriation.

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Chapter1

INTRODUCTION

The effectiveness of international assignments is becoming an important factor for the competitive advantage of many organizations; this is mainly due to globalization that is becoming a permanent feature in today's business environment. Throughout history nations, conquered new territories to increase their resources and expand their field of power. Today the twenty first century is witnessing a different form of market conquest though undoubtedly it has the same objectives which is exploiting new resources and looking for new opportunities. According to the culturalist approach (Demorgon, 2005; D'Iribarne,2000; Hofstede,1994), early in the process of internationalization, firms are facing cultural differences which separate their countries of origin from the countries of location. In view of the fact that, if national cultures influence people's perceptions about what shocks them and what motivates them (D'irbarne, 1989), it is essential to take it into account when deciding to invest in a foreign country.

"Attitudes of respect for other nations' talents and traditions, of fascination with the variety of other worlds, of readiness to revise one's own prejudices, and of adjustment to local tasks and circumstances are the determinants of success in a multi-national company. Kuin (1972: 97); furthermore, these elements are relevant for cross-cultural experiences as shown in the literature. They are summarized in the concept of Cultural Intelligence (e.g. Earley and Ang, 2003; Earley, Ang and Tan, 2006). Researchers have failed to unify the definition to the term "Culture"; therefore, there are various definitions used in a range of different contexts (Kroeber & Kluckholms, 1952; McSweeney,2002).

Individuals have several layers of mental programming which gradually build as they grow and learn (Hofstede G. , 1980). The layers formed in later years have more to do with actions, ways of doing things, and ethics rather than various types of training (Hofstede G., 1980). These layers are the foundation of cultural adaptation.

Undoubtedly, this research tries to add to the existing literature available and relates it to crucial issues like the ability to adapt, willingness to adapt, and the previous

international exposure. In this research we will use international assignment, international exposure and international experience interchangeably.

Furthermore, we will study the relationship between the different facets of cultural intelligence CQ and the dimensions of cross-cultural adaptation. Previous studies have concluded that the expatriates' ability to adjust is partially linked to their level of CQ. On the other hand, the will to adapt remains the major motivator for people to adapt to a certain culture.

Does a previous international experience make it easier for expatriates to adapt to a certain culture? This question, the impact of the previous international experience on adjustment variables, and the role an expatriates CQ has, are answered in this thesis taking as a sample for our study the French expatriated in Lebanon.

This first chapter deals with a general background on the topic into existing literature, the problem statement and research questions, the need and purpose of the study, an international perspective and an overview on the research topic.

1.1- General Background.

1.1.1-Cultural Intelligence "A direct determinant of expatriate adaptation".

It is common for even the most experienced person to go through a period of stress on their first expatriate posting in a new environment. "Culture shock" is the common name of the psychological affliction that results when people become anxious and confused in a strange environment with different customs and beliefs from their own. They experience homesickness, depression, irritability and frustration for an extended period of adjustment.

"Expatriate assignments rarely fail because the person cannot accommodate to the technical demands of the job. [...] They fail because of family and personal issues and lack of cultural skills that haven't been part of the process." (Solomon, 1994: 53) This statement was used by Michael S. Schell, president of Windham International, a New York-based global relocation-management company, to place a big importance on the cultural skills and other personal issues for the success of an international assignment. Business relationships require an understanding and respect of the culture of the host country. Failure to understand cross-cultural issues, and having a

business communication barrier on verbal and non-verbal behaviors, might cause severe problems for expatriates. Therefore, cultural awareness and adaptation are crucial issues for expatriates' success (Solomon, 1994).

From a personal experience as an expatriate and a Human Resources Manager, it is believed to be utterly important to hire individuals not only after assessing their technical skills and professional qualifications but also after testing the level of cultural intelligence and cross-cultural adaptability of a subject candidate. Mendenhall and Oddou (1988) state that candidates for expatriate assignment should be primarily selected for cross cultural adaptability rather than for technical expertise, including the administration of psychological tests to them and their families; which are a major concern for MNC's (Multi-National Corporations) nowadays. Families can be the main cause of a failure of an international assignment; they have a prolonged culture shock period and sometimes a complete absence of the phase of excitement and introduction to new and enjoyable experiences called euphoria and normalization phase. Therefore it is advisable that the whole family be properly trained in cross-cultural behavior before assigning someone to an international assignment.(Agard, J.Y. and Mevel, N., 2010)

Although comparable to intra-organizational adaptation, international adaptation is more complex and thus a wider range of determinants can be analyzed. This thesis deals with cross-cultural adaptability as a main subject, and other major factors that are discussed in both former and recent expatriate literature. Given obvious limitations, we will concentrate on the success of an international assignment, the ability and willingness to adapt, cultural intelligence (CQ), and previous international experience. The latters are factors which have been the subject of earlier research on expatriates' assignments and will be the subjects of our research.

One aspect this research examines is the willingness to adapt, which is a crucial determinant of success for an expatriate assignment. Expatriates might be conscious of their capabilities but might not be willing to put up the extra effort to adapt for different reasons. Research on the willingness to acculturate determined several antecedents ranging from personality to demographic factors.

A major focus of this research lies on the relational skills and intercultural interactions as a crucial determinant of intercultural adaptation (Bhaskar-Shrinivas, Harrison, Shaffer and Luk, 2005). Despite the lack of a specified content of relational skills, Earley's (2002) concept of cultural intelligence describes it "as the ability of a person to make sense of unfamiliar contexts". This gives him/her the ability to integrate in a particular culture. Moreover, it facilitates the adaptation to new cultural settings based on certain components including cognitive, meta-cognitive, motivational and behavioral features. Furthermore, it enables a person to differentiate behaviors produced by the culture from behaviors of certain individuals that are nonconforming and those generally found in human beings. It therefore intends to improve the understanding of intercultural interactions.

Expatriates who have a high cultural intelligence (CQ) tend to adapt more easily to a foreign culture, recent research has focused on relationships of single variables within the concept of CQ and some of its antecedents; out of which we mention cultural distance, family, language, and many others (Templer et al., 2006; Ang, Van Dyne and Koh, 2006; Ang, Van Dyne and Koh, Ng, Templer, Tay and Chandrasekar, 2007). Nevertheless, it has not yet been researched how previous international experience enhances the ability of an expatriate to adapt. It can be presumed that the more exposure to international culture an expatriate has the more chances he has to succeed in an international assignment.

1.1.2-Problem Statement

Schein (2004, p.12) defined culture as "a pattern of basic assumptions-invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration-that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems". According to Earley and Ang (2003), a person's cultural intelligence determines the ability to adapt successfully to new specific cultural values.

This thesis addresses the linkages between different aspects of cultural intelligence-cognitive, meta-cognitive, behavioral and motivational- addressed to as the four facets of CQ, from one side; and the measures of adaptation-work, general and interaction- from the other side; taking the international assignment as main factor.

Following the existing literature, a relationship between CQ and the ability to adapt is present to a different extent with respect to the four facets of CQ. Other variables are also taken into consideration in this research which, on one hand, might be influenced by CQ and, on the other hand, might influence the expatriate's adaptation and the relationship between CQ and adaptability.

"Where there is a will there is a way". If we have the determination to do something, we can always find the path or method to do it, and that has been proven right by previous researches related to our subject (Tamblyn, 2007). The ability and will to adapt are interlinked and would give the expatriate an added advantage, provided he has a high level of cultural intelligence.

Additionally, previous international experience is proposed to have a direct impact on the ability to adapt and a shy impact on the willingness to adapt in a cross cultural environment. At the same time we propose that previous international experience moderates the relationship between CQ and the adjustment variables—used interchangeably with CCA which consists of the variables work, general and interaction. It has been argued that previous expatriate experience will facilitate adjustment to a new expatriate environment (Church, 1982). Torbiorn (1982), however, found that while previous expatriate work experience was related to higher level of adjustment, the amount did not seem to matter: adjustment was not related to the duration of previous experience. Later studies by Black (1988) found that previous overseas work experience was related to work adjustment for expatriates, but not to general adjustment.

1.2- Purpose and Need of the Study

This study adds extra value to the existing literature about CQ and cross-cultural adjustment in several ways. Firstly, it explores in detail the relationships of the different dimensions of CQ with the three facets of adaptability- work, interaction and general. Since CQ is a relatively young concept, these results contribute to enhancing its understanding. Secondly, it focuses on the effect of a previous international experience. It analyzes whether a previous international experience has any influence on the expatriates' willingness and ability to adjust to the host country.

As previously mentioned, expatriates might be able to adjust as well as to develop or increase their CQ. It is expected that the more international experience an individual has the higher the willingness to adjust to a foreign culture. Consequently, willingness to acculturate and the initiation to expatriation are major factors in this research. Questions arise whether French expatriates in Lebanon with previous international experience are more likely to adapt to the culture in Lebanon? On a general level this has special implications for the cross cultural training of expatriates.

Perceptions of training programs are subjective, liable to change with time and according to the needs and area. They are certainly regarded as an important tool to initiate adaptation. Furthermore, there is considerable unanimity in the literature to the effect that an expatriate assignment generally passes through a "honeymoon" stage during which the expatriate observes but does not come to terms with the new environment, followed by a "learning period" during which adjustment takes place (Black and Gregersen, 1991; Gullahorn and Gullahorn, 1963; Torbiorn, 1982).

This learning period is the support that the expatriate will have in the next assignment. This is also discussed in combination with the consideration of the practical impacts of this study. Therefore, the results of this research are thought to be helpful for the development and planning of an expatriate's assignment and whether it is better to choose an employee with previous international assignment experience or not?.

As mentioned above, previous researches indicate that cultural intelligence is not completely related to the willingness to adapt. Results show that only some of the CQ dimensions are related to some of the dimensions of cultural adaptability. Not all significant relationships found in prior researches could be supported by the findings of this research.

1.3-   International Perspective and Application.

Intercultural adaptation developed as a prominent application of the cross-cultural paradigm, in response to the pressures of globalization. This statement clarifies the nature of our research topic. We will study specifically the adaptation of French

expatriates in Lebanon. This research topic complements previously studied topics that deal with international assignments and cross cultural adaptation.

As organizations globalize, diversity in the work environment continues to grow regardless of the business organization's geographical location. In light of this globalization, there is increased diversity at the work place. This research adding to many others intends to help understand the factors that allow some individuals to be more effective than others when they are in multicultural situations. Nowadays, more than ever, businesses around the world are emerging to facilitate globalization and require a high degree of cultural awareness in their employees, whether they are establishing a global presence or they have a growing diversity of workplace demographics. This is creating a cross-national interdependence, which usually leads to multicultural teams (MCTs) nested at various levels of the organization (Ang and Van Dyne 2008).

1.4-   Structure of the Research in a Brief Overview.

After this introductory chapter, the second chapter focuses on the review of the literature in order to get hold of the current status of research concerning the issues raised in this thesis. This review focuses on highlighting the most crucial findings, related to the research questions.

Additionally, it gives the explanation of the hypotheses derived from the research model (see figure 4). An empirical study has been conducted in order to find answers to the research questions. The methodology and further details and procedures concerning the pilot test of the statistical package and techniques used are explained in chapter three. In the fourth chapter the findings of the descriptive statistics, correlation and regression analysis, and other statistical tests are highlighted and discussed. The fifth and final chapter addresses the main findings, the managerial implications, limitations and suggestions for further enquiry, and the conclusions of this research.

Chapter 2

EXPATRIATE SUCCESS DETERMINANTS

This chapter explores further and deals with the literature available on the topics of Cultural Intelligence, adaptability, willingness to adapt, assignment success, previous international assignment and tenure. Furthermore, this chapter provides the basis for the hypotheses regarding the different relationships and variables.

Earley and Ang (2003) illustrate very clearly the relationship between parts of the variables used in the model that we have adopted for this research. Figures shown below, illustrates the impact of cultural intelligence (see section 2.1) on 'global assignment success' (see section 2.2) and 'general adjustment' (see section2.3). The above variables -Cultural Intelligence, adaptability, willingness to adapt, assignment success, previous international assignment and tenure- are the focus of our interest in this research; therefore we have not mentioned all the variables that can be studied with this model. However, in order to cover our research question, 'previous international assignment' is added as a new variable to our research model (see Section2.4). Other variables like 'general adjustment', 'interaction' and 'work adjustment' in addition to 'willingness to adapt' are included as dependent variables. In the following, we highlighted part of the research method that is relevant to our research and elaborated it to get to the final research model that is shown in chapter 3. This model was elaborated by other researchers using different variables(black and stephens, 1989).

➤ Individual	Family	➤ Host Nation
➤ Personality	Spouse/ Children	Cultural Toughness Novelty

➤ CQ

➤ General

Completion of Global Assignment

Work Performance

Technical /managerial competence	Job Design	Parent Organization/ Local Unit
Individual	Job	Organization

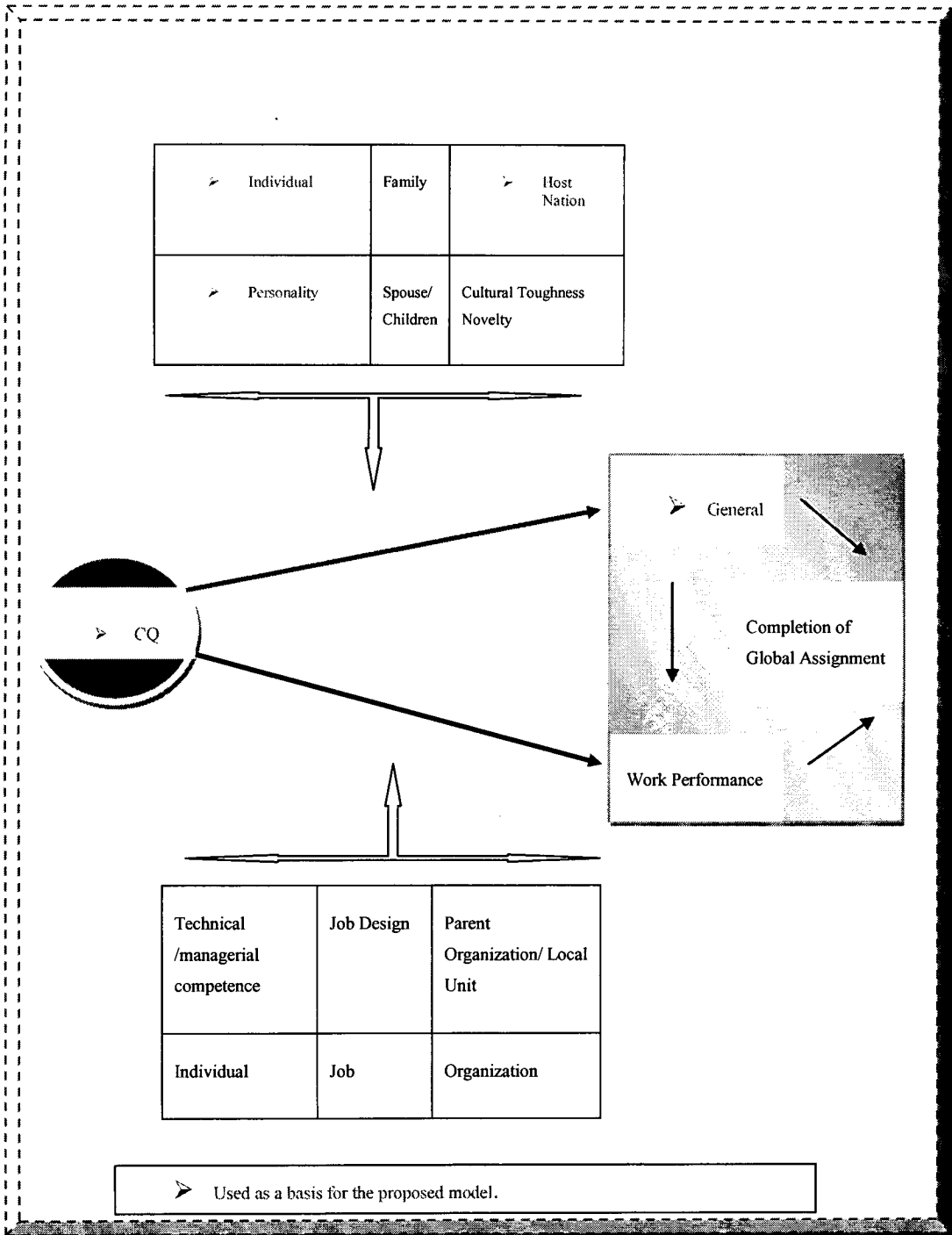➤ Used as a basis for the proposed model.

Figure 1: A multileveled model of CQ and success in global work assignment (Early & Ang, 2003: 212)

2.1- Cultural Intelligence

Taxonomists (scientists working with the classification of organisms) pinned down the scientific definition of the family Acrididae (family of grasshoppers) more than two centuries ago. The power of culture can affect how even a lowly insect is perceived. So it should come as no surprise that the human verbal and physical interactions a person encounters in a foreign business setting are subject to an even wider range of interpretations. Sometimes to the benefit of globalization and internationalization, an outsider comes with a natural ability to interpret someone's unfamiliar and indistinct gestures in just the way that person's compatriots and colleagues would, or even be better at it. We call that *cultural intelligence* or *CQ*.

In a world where crossing boundaries is routine, CQ becomes a vitally important aptitude and skill (Early and Mosakowski 2004). Thus, "Cultural awareness is needed for understanding and appreciating other people's values and behavioral norms; without it foreign assignments involving a very different culture may be an overwhelming challenge" (Baruch, 2002: 39).

Therefore, cultural intelligence proved to be one of the most important aspects and subjects of research, it is crucial to know where CQ comes from and what impact it has on the success of an international assignment. Since increasing globalization makes the CQ skills more relevant throughout organizations, virtually everyone in management and global business situations should focus on possessing this skill (Earley and Ang, 2003). Poor cultural intelligence leads to stereotyping, unnecessary conflict, delays, and decrease of leadership value (Alon and Higgins, 2005), which undoubtedly will lead to failure of the assignment.

Ang and Earley (2006) proposed that future research should focus on antecedents and consequences of CQ. Thus, we have taken this into consideration in this study and we will look into the relationship between a successful assignment and cross-cultural adaptation taking previous international exposure as a main variable. Many would argue the relevance of the ability to do the job and CQ. Therefore, it is very important that we have a closer look at the components and effects of CQ.

CQ is defined as a "multifaceted competency consisting of cultural knowledge, the practice of mindfulness and the repertoire of behavioral skills" (Thomas and Inkson,

2004, pp. 182-183). It is a person's capability to adjust to diverse cultural situations (Ank, VanDyke and Koh, 2006) and effectively adapt to various cultural settings (Ng and Earley, 2006).In other words, CQ is the ability of a person to adjust and adapt to new situations and environments; it consists of four facets including cognitive, meta-cognitive, motivational, and behavioral elements. High CQ individuals use all four in unison (Ang et al., 2004; Ang et al., 2006; Earley& Peterson, 2004; Ng &Earley, 2006).

The Cognitive aspect of CQ refers to how one uses the knowledge of self, the social environment, and the processing of the information (Early and Ang, 2003). It leverages how a person makes sense of inter-cultural experiences, understand cultural knowledge and process it. This includes awareness before and during an inter-cultural encounter and adjusting mental maps when actual experiences differ from expectations or assumptions previously made. Consequently, one knows how and when to act.

The Meta-cognitive facet is defined as an individual's knowledge or control over cognitions that lead to deep information processing (Ang et al., 2004).It is how a person perceives the similarities and differences of cultures. It reflects general knowledge structures and includes the language, the norms and values of social interaction and even religious beliefs.

The Motivational facet reflects the self-concepts, which refers to self-motives of enhancement, efficacy and consistency, and directs and enhances adaptation to new cultural surroundings. It involves a person's interest in learning and functioning in cross-cultural situations (Ang et al., 2004; Ang et al., 2006). In other words, it is a person's interest in experiencing other cultures and interacting with people from different cultures.

The Behavioral facet describes the requirement of possessing in one's repertoire responses needed for a given situation or when required the inhibition of displaying certain behaviors; it is the action aspect of the construct (Earley et al., 2006). It includes a person's ability to demonstrate the appropriate verbal and non-verbal behaviors when interacting with others from a different cultural background (Ang et

al., 2004; Ang et al., 2006; Ng &Earley, 2006), and to generally interact competently with individuals from diverse backgrounds (Thomas, 2006).

The question of measuring abilities, knowledge and capabilities has led to increasing recognition of the importance of different intelligence constructs. We name interpersonal intelligence, emotional intelligence, and social intelligence, each measuring certain kinds of intelligences in a quotient (e.g., EQ or SQ) (Ang et al., 2007). These different intelligence constructs complement each other but do not shy each other. CQ complements IQ (cognitive intelligence). Gardner (1999).

To date, no information exists regarding what leads to higher levels of CQ. It is therefore crucial for managers to understand what the antecedents to CQ are in order to incorporate this knowledge into their global business plans. Each of the aspects of CQ would be essential to individuals who are working with people from other cultures. According to Earley and Ang (2003), inter- and intrapersonal skills are a processes of the cognitive function found in the concept of CQ. Nevertheless, CQ is distinct from these diverse forms of intelligence because it is, in contrast to the other intelligence constructs, culture-free, i.e. it is existent across borders and not bound to one particular culture (Ang et al., 2007; Brislin, Worthley and Macnab, 2006). Earley and Peterson (2004), argue that CQ is theoretically distinct from other intelligences, personality traits, and intercultural competencies. This, allows researchers to make predictions about the effects of CQ, based on prior intelligence and personality research. For instance, Brislin et al. (2006) state that although CQ is distinct from social intelligence, it refers to similar sets of abilities and skills.

Social intelligence e.g. refers to the human capacity to interact in a complex social world. Cultural intelligence as well includes the cognition of different cultures as a major part of the construct. Therefore, the proposed relationship to adaptation might be transferable for the part of CQ. Relational skills allow the expatriates to gain experience with what is adequate or inadequate in the host cultures. These can be captured in the framework of Cultural Intelligence (CQ) which facilitates the understanding of intercultural interactions (Earley, 2002; Bhaskar-Shrinivas et al., 2005) and therefore might have an impact on interaction adjustment. Following the research already conducted, which shows empirical support for the relationship between motivational, behavioral CQ and cultural adaptability (Ang et al., 2007;

Templer et al., 2006), the question arise whether CQ in general and each of the facets of CQ are positively related to the different dimensions of cultural adaptability. Black and Mendenhall's (1991) conceptualization of the cross-cultural adaptation process based on social learning theory describes self-efficacy (which is the equivalent of the will to adapt) as an important variable influencing the person's motivation to retain and to reproduce a learned behavior (Black et al., 1992b).

2.2- Previous International Assignment as a Factor of Success.

Hechanovaet al. (2003) carried out a comprehensive meta-analysis that summarizes several research results on expatriate adjustment. The outcome of their research revealed that previous international experience is only a very weak predictor of successful adjustment.

One particular area that might lead to higher levels of cultural intelligence is national cultural exposure, which is defined here as experiences related to a certain region or country; that helps in developing a familiarity or understanding of the norms, values and beliefs of that region. Therefore, exposure to various cultures – where culture can be thought of as an onion where the outer layers represent explicit products of the culture, the middle layer contains the norms and values and the core represents the assumptions about existence (Trompenaars& Hampden –Turner 1998) – allows individuals to become familiar with the products, norms, values and assumptions of a culture.

One can become familiar with the national culture through many means, such as travelling, studying abroad, or even reading about a certain culture. Significant means of gaining international understanding include "encounters with individuals from different cultures, jaunts to overseas customers or suppliers, short visits to international divisions, and long term emersion in a new host culture" (Yamazaki & Kayes 2004: 362) other exposures such as cross cultural marriages would as well improve and facilitate the adaptation levels of individuals when exposed to a certain culture.

Exposure to other cultures allows individuals to ''learn to select and apply the appropriate tools, adapting them when necessary'' (Johnson et al., 2006, p. 534). By interacting in a culture, an individual will be influenced by that culture, which will

influence that individual's level of knowledge and understanding about the culture, and how that differs from his or her own. This interaction will result in developing someone's self-esteem and efficacy in dealing with cultural differences. Phillion (2002) found that an individual can learn much about appropriate behavior by observing and experiencing situations.

Although experience did not have a direct impact on the success on an international assignment, it definitely mattered in distinct and complex ways (Takeuchi, Tesluk, Yun and Lepak, 2005). They concluded that international experience acts as a moderator rather than as an antecedent to expatriates cross cultural adjustment. Below in figure 2, we have included their hypothesis model that we partially used in combination with the model of Early and Ang displayed above in order to come up with our final hypothesis model.
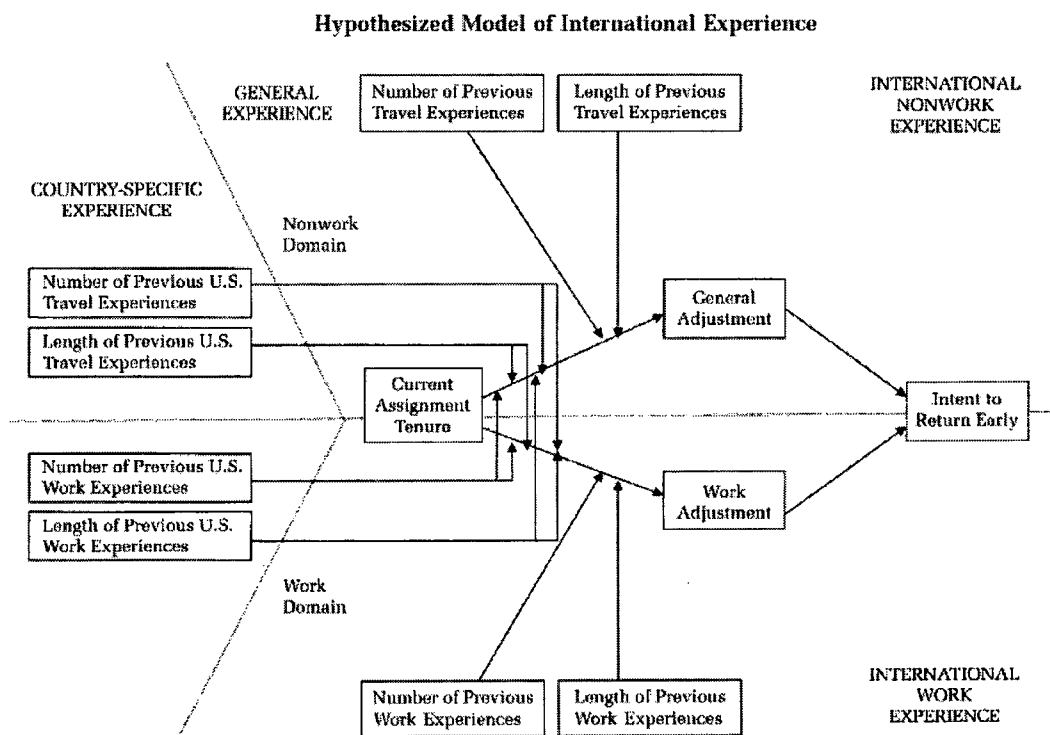

Figure 2: Inspiration model of international experience (Takeuchi, Tesluk, Yun and Lepack; 2005)

2.3- Cultural Adaptation

In this section we will introduce cross-cultural adaptation and discuss the outcomes of that adaptation. Cross-cultural adaptation is a complex process in which a person becomes capable of functioning effectively in a culture other than the one he or she

was originally socialized in. This process is a social cognitive process that would reduce anxiety from the unknown and the differences of cultures. Someone becomes familiar with the behaviors of nationals and get accustomed to their way of living. As people become immersed in foreign cultures their whole being gets affected. The outcomes of cultural adaptation include psychological well-being and satisfaction as well as social competence (Gao and Gudykunst, 1990; Ward and Kennedy, 1992). One way to analyze this is to look at the whole person only, and this is what management researchers in the wake of the Black and Stephens (1989) have done. Another way is to disaggregate the holistic view into its constituent parts to gain a better understanding. This has a long-standing tradition going back to Plato (1989: 436a) who asked whether we "learn with one part of ourselves, feel anger with another, and with yet a third desire the pleasures of nutrition and generation and their kind, or whether it is with the entire soul that we function in each case when we once begin" and decided in favor of the former.

Modern neuroscience also distinguishes a "tripartite amalgam that includes cognition, emotion, and motivation" (LeDoux, 2002, p. 174). In the cross-cultural adaptation literature several authors have used differentiated models. Grove and Torbiorn (1985) developed a model that integrates behavior and cognition. Gudykunst and Hammer (1988) focused on anxiety, emotion, and uncertainty, placing them in the context of cognition. They claimed that variables of adaptation have different impact on uncertainty and anxiety, while some of them are associated with both. Roth's (1997) neuroscience model of consciousness supports the split into behavior, cognition and emotion. "The inability of expatriates to successfully adjust to foreign environments has been cited as one of the most frequent reasons for unsuccessful overseas assignments" (Takeuchi et al., 2005: 85). Therefore, numerous studies in expatriate research focus on the matter of cross-cultural adaptation as one of the main determinants of the success of an international assignment (Bhaskar-Shrinivas, et al., 2005; Mendenhall and Oddou, 1988). Knowing that the adaptability of an expatriate may determine the assignment success, authors and researchers are focusing on discovering antecedents and further consequences of adaptation. This might give organizations the opportunity to select and train expatriates in a better way which would eventually lead to an assignment success.

Cultural adjustment or acculturation has also been defined as the development of change due to the interaction with different cultures (Nguyen and Von Eye, 2002) or fluency in more than one culture (Magana Rocha, Amsel, Fernandez and Rulnick, 1996). Acculturation, specifically, describes one's level of involvement with more than one culture, example: social relationships, language use, and food preferences, among other elements (Magana et al., 1996). When exposed to a new culture people acculturate at different levels; a pattern depicts how fast an individual is adapting to a new culture which would eventually lead to exclusion or integration of the subject to a native culture. As "the cheese is moving" towards globalization through trade, entertainment, currency, and food, acculturation takes on greater importance because it "explicate[s] how exposure to new and different and diverse socio-cultural environments can influence -and be influenced by- psychological changes within the person" (Nguyen and Von Eye, 2002: 202). Whether it is more desirable to favor one culture more than another or to equally appreciate both one's own culture and foreign cultures remains debatable having in mind the positive effect of adaptation on expatriate success (Tamblyn, 2007).

Differences between foreign cultures are sometimes a source of conflict, which can be reduced by the mechanism of adjustment that is achieved through increasing the adjustment outcomes. Discrepancies between the personal expectations and the host culture lead to stress, fostering a coping mechanism in order to decrease the gap between these two factors. Another mechanism is the learning process, which focuses on the acquisition of new information and behavior repertoires in order to function in the foreign environment (Zimmermann, Holman and Sparrow, 2003).

The following two sub-sections deal with the modes, stages, and antecedents of adjustment. Both topics are relevant for the further discussion of the literature and build a basis for the research model and hypotheses construction. The section about modes and stages of adjustment refers strongly to the different dimensions of adjustment used in the model. Antecedents of adjustment are tackled because they build the background for the further discussion about Cultural Intelligence as another determinant of adjustment mainly previous work experience which was discussed earlier.

2.3.1- Modes and Stages of Adjustment

This subsection explains different theories of modes and stages of adjustment. Moreland and Levine (1994) have described five stages of socialisation for the transition that an individual makes between entering and exiting a group: investigation, socialisation, maintenance, re-socialisation and remembrance. The development of these five phases helps us to understand that socialisation simultaneously entails learning, conditioning, adaptation, internalisation and incorporation. The learning period, for example, entails deciphering and sorting, via a trial and error process, the information that the individual has received. Once certain errors are no longer repeated, s/he enters the internalisation phase, i.e. the 'transition' process in which s/he moves from the values, rules and beliefs of the 'collective conscience' to those of the individual conscience. In their studies of socialisation, Berger and Luckmann (1966/86-2008) emphasize that an individual is not a member of a specific society from birth, but by predisposition becomes a member of that society. Thus, they identified a *'primary socialisation'*, achieved by individuals through immersion in their original *'social world'*. After meeting their *"significant others"* individuals take care of socialising each other. For cases where the individual has to cope with a completely new world, Berger and Luckmann (1966) used the concept of *"alternation"* which can be described as a process of *"re-socialization"*. It can be compared with primary socialization *"except that it is considerably more complex and difficult since the original social world of which the individual was a part must be cognitively displaced and destroyed in order to give the person a new social identity"*.

These authors specify that socialization always takes place within the context of a specific social structure. Thus, a *"successful socialization"* will be characterised by a high degree of symmetry between the objective and the subjective reality. On the other hand, a *"failed socialization"* will show a full asymmetry between both realities. Black (1988) found empirical evidence that there are different dimensions of adjustment when he discovered that expatriate managers not only adjust to the general environment, but also to two other facets. Firstly, the adjustment to the general environment is the degree of comfort with general living conditions, such as climate, health facilities and food. Secondly, the interaction with host-country nationals has been measured and, thirdly, work adjustment describes the adjustment

to performance standards, job and supervisory responsibilities (Black and Stephens, 1989; Robie and Ryan, 1996). These three types of adjustment were included in our research to serve their purpose. Further, Black (1988) indicated that certain variables were related to adjustment to the general environment while other variables were only related to adjustment to the work. Therefore, he forms the concept of the multidimensionality of international adjustment with its three dimensions of adjustment (Black, 1988; Black and Stephens, 1989. Black, 1990). The antecedents of adjustment are pointed out by Black, Mendenhall and Oddou (1991). They outline different determinants of the degree of adjustment concerning both the individual and non-work related factors.

Although expatriates may expect to confront cultural differences, they may not anticipate the number of dimensions on which their host environment will diverge from their home countries (Van Vianen et al., 2004). Van Vianen et al. (2004) have found that there are surface- and deep-level differences in adjustment which distinguish between easily visible dissimilarities (characteristics such as food, housing conditions or climate) and dissimilarities in basic values (beliefs and values) respectively. The results indicate that if expatriates are confronted with easily visible cultural differences, adaptation to their new living conditions is difficult. The different modes of adaptation are divided into three groups. The first one is adjustment to intercultural interactions which includes assimilation, separation, marginalization, and integration. Secondly, the modes of work adjustment are replication, absorption, determination, and exploration. Finally, the adjustment to living conditions implies the modes of change, and maintenance. These adjustment mechanisms, however, have rarely been subject of empirical research (Zimmerman et al., 2003).

Another theory which breaks up the process of adjustment in several time-related stages is the U- curve theory of adjustment (Lee, 2005). In their research of adjustment stages, Agard and Mevel(2010) have used the U-curve framework to describe the cross-cultural adjustment process of expatriation of managers. They explain, quoting several authors, that in the course of their survey focusing on executive expatriation, several answers to socialization gradation emerged, using diverse approaches. The first approach exposes the psychological theories behind the

acquisition of social adjustment skills, while the second approach depicts managerial theories presenting different adjustment curves, i.e. U, J, and W-curves to the executives' new foreign cultural environment. Where the "U" curve represents the four stages of adaptation, the "J" curve represents a failure of adaptation and the subject is stuck in the second phase, while the "W" represents a successful adaptation in the host country and a re-adaptation when the subject is back to his/her home country.

Whether from a psychological perspective applied to migrant integration (Cohen Emerique, 1980) or a managerial perspective applied to the corporate environment, there have been numerous studies of the path -'curve'- followed by the socialisation process. For a long time researchers have used the 'U-Curve' to describe the adaptation process (Lysagaard, 1955; Oberg, 1960; Kealey, 1990; Bhaskar-Shrinivas et al., 2005).

This general 'U-curve' model details phases of intercultural adaptation. The X-axis represents time, the Y-axis the individual's perceived level of satisfaction -harmony with the surroundings. The curve is generally broken down into four phases of varying durations. The first, called the 'euphoria' or 'honeymoon' period, it is the period where an expat is living a new dream and is not confronted with the differences as a reality these can be equated to 'travel fever'. The second phase, 'culture shock', expresses the disillusionment the person has. The third phase referred to as "adjustment" is a learning phase for the expatriate. The fourth and final stage is mastery and it is the stage where individuals become completely acculturated. The figure 3 below represents the 4 stages of a U-curve model.

Culture Shock   Recovery

WELL-
BEING

Arrival   Settling In   End of First
                                      Year
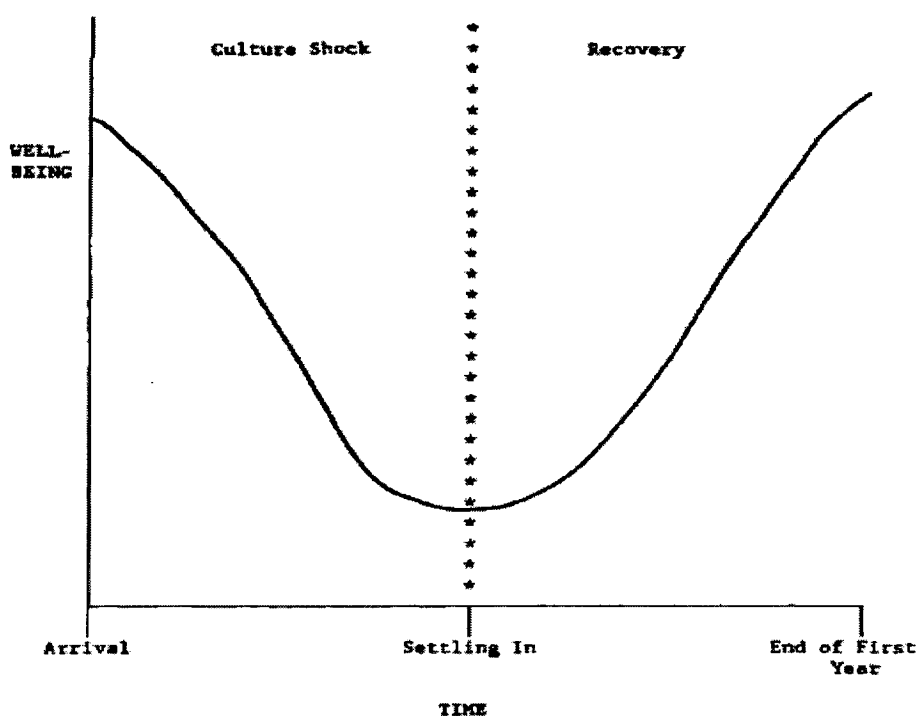
TIME

Figure 3: Generalised U-curve of adjustment over time

However, inconsistency in methodological approaches makes it difficult to generalize the results (Black and Gregersen, 1991). Knowing that, time-related intervals cannot be determined exactly. Nonetheless, taking the existence of these stages and modes in consideration we would assume that not only an international assignment would affect the adaptation of an expatriate, but also the length of the tenure, the more time an individual spends in a foreign country, the more adaptable he becomes. The knowledge and the actual experience of these stages are assumed to relate to Cultural Intelligence, adaptability, and willingness to adjust.

2.3.2- Antecedents of Cultural Adaptation

Many authors have focused on the factors which influence cross-cultural adjustment (e.g., Arthur and Bennett, 1995; Baker and Ivancevich, 1971; Black et al., 1991; Black and Stephens, 1989; Harvey, 1995; McEvoy and Parker, 1995; Yamazaki and Kayes, 2004). Despite the multitude of variables each literature studied, cultural adaptation has common important antecedents. Still, one can point out that there is a high uncertainty regarding international adjustment (Black, Mendenhall and Oddou, 1991). There are several facets for cultural adjustment that are studies in expatriate research; these facets can be internal or external. Internal factors like the expatriate's

personality, relational skills, emotional intelligence and motivation, as well as external factors like cultural novelty, cross-cultural training and prior international assignments may determine cross-cultural adaptability (Bhaskar-Shrinivas et al., 2005; Gabel, Dolan and Cerdin, 2005; Gong and Chang, 2007; Lee, 2005; Takeuchi, Tesluk, Yun and Lepak, 2005; Van Vianen, Kristof- Brown and Johnson, 2004). According to Bhaskar-Shrinivas et al. (2005), Cultural Intelligence can also be compared to relational skills -which might be part of interpersonal intelligence-. Relational skills allow the expatriates to gain experience with what is adequate or inadequate in the host cultures. These can be captured in the framework of Cultural Intelligence (CQ) which facilitates the understanding of intercultural interactions (Earley, 2002; Bhaskar- Shrinivas et al., 2005) and therefore might have an impact on interaction adjustment. As individuals, we are all different; people perceive situations in different ways and accordingly place judgment erroneously or in a correct way. Consequently, each individual perceives the elements of a host country culture in a different way. Should the dimensions of perception be strong, our skills can reduce the uncertainty associated with the foreign environment. It is worth mentioning that in Caligiuri's (2000) opinion the impact of cultural novelty diminishes after the first two years. However, Selmer (2006a) has not found any association to adjustment variables regarding cultural novelty or the difference in culture. In his view, it seems that it is as difficult (or easy) for business expatriates to adjust to a foreign location with a low cultural novelty referred; to as cultural difference, as to one with a high cultural one (Selmer, 2006a). Other determinants of cross-cultural adjustment were tested by Lee and Liu (2006). They found a statistically significant linear relationship between the independent variables job satisfaction, family support, learning orientation, organization socialization and cross-cultural training, and the dependent variable cross-cultural adjustment. Furthermore, they point out the important role of job satisfaction and organization socialization, which concludes that expatriates who were satisfied with their job in the host country and were better socialized were likely to adjust more effectively cross-culturally.

So far no research studies were able to point out the importance of a single determinant or factor. As mentioned earlier, literature points towards some common important antecedents but determines individual factors as well (Black, Mendenhall

and Oddou, 1991). Culture novelty is a factor that influences the adaptability, or personal characteristics of the expatriates and the host country nationals (HCNs). It determines the success or failure of cross-cultural adaptation. Keeping in mind the different determinants, this study focuses on the experience that an individual has had and how it relates to the adaptation on the three dimensional factors; general (history, culinary, driving …), work and interaction with the host country nationals HCN's.

2.4- Willingness to Adapt

After having identified the cultural adaptation and its outcome we will now introduce the willingness to adapt. Individuals' decision to adapt in a new environment is affected by different factors which will not be discussed in details for the time being. In our search for literature we found that not many researchers have done work with regard to the motivational factors affecting individuals' decisions about adaptation; therefore, the variable willingness to adapt is rarely to be found. In order to get hold of argumentative results, which point towards a line of argumentation in this study, we used the existing literature related to refugees and immigrants' adaptation. It has to be noted that although expatriates, immigrant and refugees have similarities, they, differ on dimensions as economic considerations, reasons for going abroad etc.; this certainly will affect the willingness and the ability to adapt. Nevertheless, demographic factors- age, sex, education level, income level, occupation and marital status- , which are reported to be the most important ones for successful adaptation, are quite alike (Smither and Rodriguez-Giegling, 1982). Earlier, Redfield et al. (1936) were clear about the importance of "continuous first-hand contact" between individuals of different cultures as the essential ingredient of acculturation. Change in cultural patterns remains a requirement in order to acculturate those groups; however, Redfield et al. (1936) held that acculturation did not imply that assimilation would develop automatically.

Nearly 20 years later, another group of social scientists under the auspices of the American social science research council headed by Gabriel Almond, expanded on the Redfield et al. model of acculturation by adding a psychological dimension to the process of acculturation. They added a new term called "psychological acculturation" which refers to the changes an individual experiences as a result of being in contact

with other cultures or participating in the acculturation that one's cultural or ethnic group is undergoing (Graves, 1967). Psychological acculturation often involves affective, behavioral and cognitive changes, in the individual, in what have been termed the "ABC's of acculturation"–affective, behavioral and cognitive changes- by Ward (2001) while Berry summarizes these ABCs as behavioral shifts and acculturative stress (Berry 1997; Berry & Sam 1997. David. L.Sam 2006).

Acculturative change may be the consequence of direct transmission. It may be resulting from non-cultural causes, such as ecological or demographic modifications induced by a certain culture. It may be delayed, as with internal adjustments following upon the acceptance of unknown traits or patterns, or it may be a reactive adaptation of traditional modes of life. Its dynamics can be seen as the selective adaptation of value systems, the processes of integration and differentiation, the generation of developmental sequences, and the operation of role determinants and personality factors. (Social Science Research Council, 1954, p. 974).

Social contacts, knowledge of the majority language, length of time in the new country, living away from other expat home country nationals, level of education, and age are only some influencing factors for a successful acculturation (Goldlust and Richmond, 1974). Smither and Rodriguez-Giegling (1982) studiedin their research the differences between the approach of demographic variables such as age and level of education, and personality factors on refugees' willingness to acculturate. Their research came to a conclusion that Vietnamese refugee's personality factors are stronger than demographic factors in predicting a willingness to acculturate. The willingness to adapt can also be compared to the willingness to try and learn new behaviors, mentioned by Earley and Ang (2003). In their opinion, behaviors can become in line with the country's culture through persistence over time. Persistence is necessary for the acquisition of new skills and so is a person's aptitude to determine these new skills. A person with a high CQ has an aptitude to determine desired new behaviors and how to learn them (Earley and Ang, 2003). Furthermore, IrjaPietilä (2010)highlighted the motivational factors among the long-term and short-term immigrants and her findings are presented in the table 1and 2below. In these tables Irja explains the different factors that motivate or impair the motivation of expatriates to adapt to a new socio-cultural environment and divides

them into psycho-motivational factors and sociocultural factors. These factors contributed partially in the re-structuring of the questionnaire that was the base of our research.

Concluding this section, it can be seen that many factors which are part of the CQ concept influence the willingness to adapt. The interest in different cultures, the capability, and cognitive ability to see certain differences among them, as well as the personality factors of the individuals have an impact on whether they are willing to acculturate or not. Consequently, it is assumed that CQ has an impact on the willingness to adapt.

Table 1: Factors increasing motivation to adapt (I.Pietila, 2010, 155)

Factor	Motivating issue of the short-term sojourners	Motivating issue of the long-term immigrants
Psycho-motivational factors		
Love	Good feeling Positive attitude Motivation rises	Good feeling My main reason for coming to Finland
Own attitude	I can survive I can manage everyday situations I have a positive attitude	
Understanding	Understanding of some cultural practices	Interpretation is quite accurate Confidence Choice of various cultural practices
Sociocultural factors		
International students	Friends are mostly international students Experiencing international atmosphere Doing lots of activities together The main socialising group Making friends	
Social contacts, Finnish friends	Explaining things Learning about the culture Visiting Finnish families Experiencing traditions	Independence Enhancing their understanding Sharing Fun and continuity Acceptance
Falling in love with a Finn, family	Getting to know a Finn Meeting his or her friends Meeting his or her relatives New visions and goals for the future	The main reason to come to Finland for most My spouse/boyfriend/girlfriend is in Finland My children are here My home and my life is here Acceptance

Table 2: Factors impairing motivation to adapt (I. Pietila, 2010, 156)

Factor	Impairing motivation for short- term sojourners	Impairing motivation for long-term immigrant
Psycho-motivational factors		
Temporary nature of stay	I do not need to adapt I am leaving soon I am here only temporarily	
Feeling lonely	I do not have anyone to talk to I miss my friends	
Unstable future	Where are we going to settle down? Will this be the same the rest of my life? Can I find a job on my own field?	
Stress experiences	I have to study hard I have no time to adapt Lectures are not interactive enough	Unstable situation with my work I cannot use my professional capacities
Socio-cultural factors		
No social contacts with Finns "The absent Finns"	Finns do not participate Finns do not approach Finns do not start making contacts Finns are by themselves I cannot practice my Finnish	Too few contacts with Finns Too few Finnish friends Finns do not start making contacts Finns do not even greet you Finns are too much on their own
Finish language skills	I cannot use my skills but I do not care	I am not able to express everything I am dependent on other people Sometimes I feel like an outsider It prevents me reading novels or poems in Finnish

2.5- Research Model

In the coming chapter a simplified version of the research model is shown. Later on in the same chapter the research model is detailed in order to illustrate the hypotheses

described in chapter three. The research model has been split up into two parts to facilitate the demonstration of the proposed relationships. The first one considers the question what impact the previous international assignment has on expatriate's different dimensions of adaptability -general, work and interaction?

It furthermore, illustrates graphically the proposed moderating effect of the international experience on the relationship between the facets of CQ and the dimensions of adaptability (see Figure 4, chapter 3).

The second model displays the question of what impact the previous international assignment have on the willingness to adjust to the culture of the host country?. This model, moreover, depicts the proposed moderating effect of the previous international exposure on the relationship between the facets of CQ and the willingness to adapt.

Chapter3

PROCEDURES AND METHODOLOGY

This research is based on a cross-sectional, descriptive study of French expatriates residing and working in Lebanon; it analyzes the effects of a previous international assignment on the cultural adaptation of French expatriates in Lebanon. This method is found most suitable as it serves the purpose and gives the opportunity to collect a decent amount of data from a sizeable population in an economical way (Saunders, Lewis and Thornhill, 2003). It is conducted in order to examine the moderating influence of any previous international assignment on the relationship of the independent variable (cultural intelligence)and the dependent variables -ability to adapt and willingness to adapt- of the proposed model (see Figures 1, 2, and 4). The procedures and methodology described in the following chapter. This will include an explanation on the measures that have been used, the variables, dependent and independent, how the data has been gathered, the statistical package, what characteristics the different samples have, and an analysis of the data.

3.1- Hypotheses:

From the literature stated in the previous chapter we will formulate hypothesis about the impact of the international assignment on the variables of our research question and presented in figures 4and 5and 6below.

Consequently, in the following simplified model (see Figure 4); these proposed relationships are demonstrated to introduce the general question of this research. The research questions which underlie this model are:

Q1: What impact does the international experience have both on the French expatriate's different dimensions of adaptability -general, work and relationship-and on the willingness to adjust to the Lebanese Culture?

Q2: Does the previous experience moderate the relationship between the different facets of cultural intelligence -Cognitive, Meta-cognitive, Motivational and Behavioral cultural Quotients-and these above mentioned aspects of adaptation?
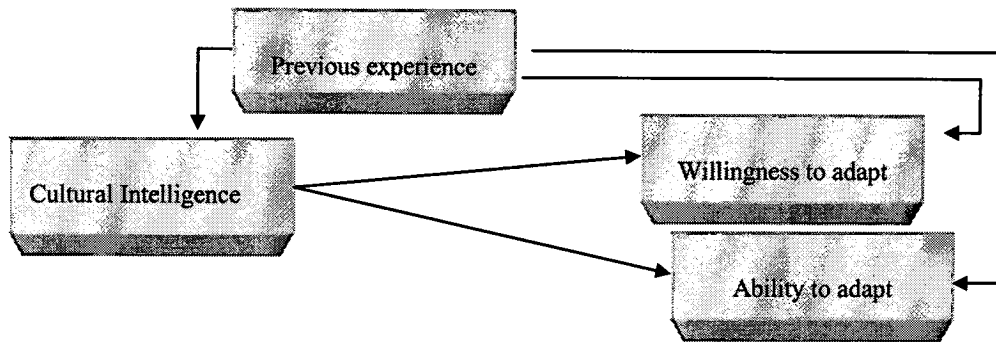
Figure 4: Simplified research method

The extended models in which the detailed or specific relationships between the different dimensions of the variables are illustrated in detail -which at the same time represent the hypotheses-are shown inFigures5and 6. In order to approach the research questions, they are further broken down into several sub-questions, which later represent the sub-hypotheses of this research. Several direct and moderating relationships between the following four main variables are proposed.

a. To what extent are the four facets of CQ (cognitive, meta-cognitive, behavioral, and motivational) related to the different types of adjustment?

b. To what extent are the four facets of CQ (cognitive, meta-cognitive, behavioral, and motivational)related to the willingness to adapt?

c. Does the previous international assignment experience of an expatriate moderate the relationship between the different dimensions of Cultural Intelligence (cognitive, meta-cognitive, behavioral, and motivational) and the ability to adapt?

d. Does the previous international assignment experience of an expatriate moderate the relationship between the different dimensions of Cultural Intelligence(cognitive, meta-cognitive, behavioral, and motivational) and the willingness to adapt?

e. Is the previous international assignment experience directly related to the different types of adaptability (work, general, interaction)?

f. Is the previous international assignment experience directly related to the willingness to adapt?

As already mentioned in the introduction, the four facets of CQ are cognitive, meta-cognitive, behavioral, and motivational CQ. The ability to adapt and the previous international assignment experience will be split up into the three dimensions called interaction, general and work adjustment.

Theoretically, one of the most powerful individual variables that determine persistence in effort is the individual's belief in control or self-efficacy (Black et al., 1992a, p. 749). A person with high self-efficacy will be less likely to give up when he or she encounters adaptation problems referred to as persistence in the previous chapter. Therefore, withdrawal will become less likely and positive adaptation outcomes will become more likely. The general assumption, however, is that Cultural Intelligence is a prerequisite for cross-cultural adjustment (Earley and Ang, 2003). Based on the precedents, a positive relationship is proposed between cultural intelligence and the will to adjust to a new culture from one side and the ability to adjust to this new culture from the other side. Hence we draw the following Hypotheses:

Hypothesis 1: Cultural Intelligence is positively related to the ability to adapt to a cross cultural situation.

CQ describes the capability to adapt effectively to new cultural contexts. Individuals considered having a high CQ are more willing to adapt to a foreign culture than low CQ individuals. The willingness to change socialized verbal and non-verbal behaviors, one's values, and way of thinking, the working environment, structures and processes requires a high degree of personal and professional courage and willingness to take the challenge. As an expatriate becomes more capable to spot the differences in cultures, appreciating their cultural heritage and accepting the nuances of this culture knowing how to interact with nationals, he/she will be more willing to adapt. Since the willingness to adapt implies a certain willingness to try and learn new behaviors, it can be presumed that CQ has an influence on the willingness to adapt. As a person with a high level of CQ has an aptitude to determine desired new behaviors and how to learn them (Earley and Ang, 2003), he/she might be more

disposed to use this aptitude in order to acculturate. We therefore can formulate the following hypothesis:

Hypothesis 2: Cultural Intelligence is positively related to the willingness to adapt to a cross cultural environment.
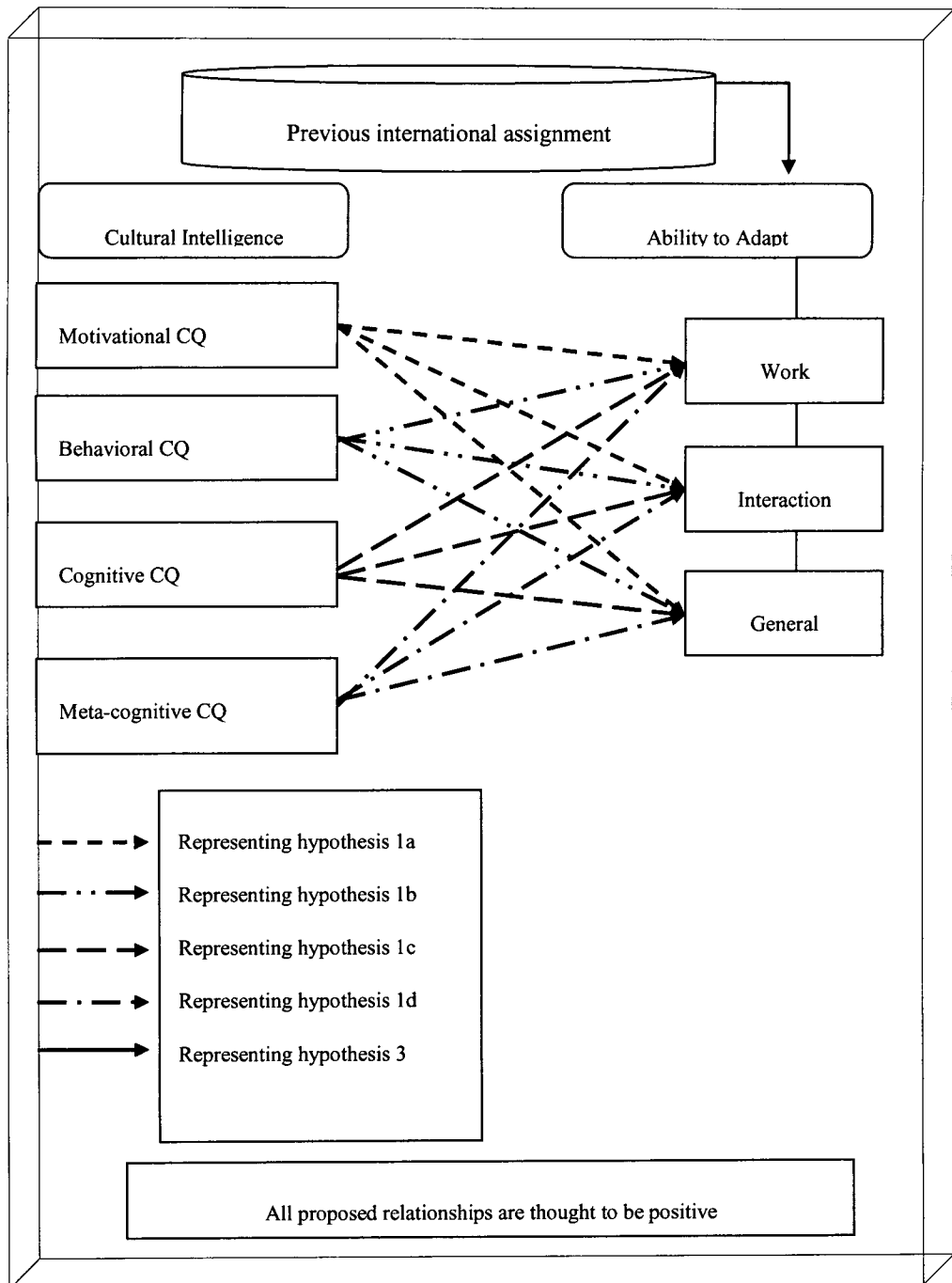
Figure 5: Detailed research method- ability to adapt
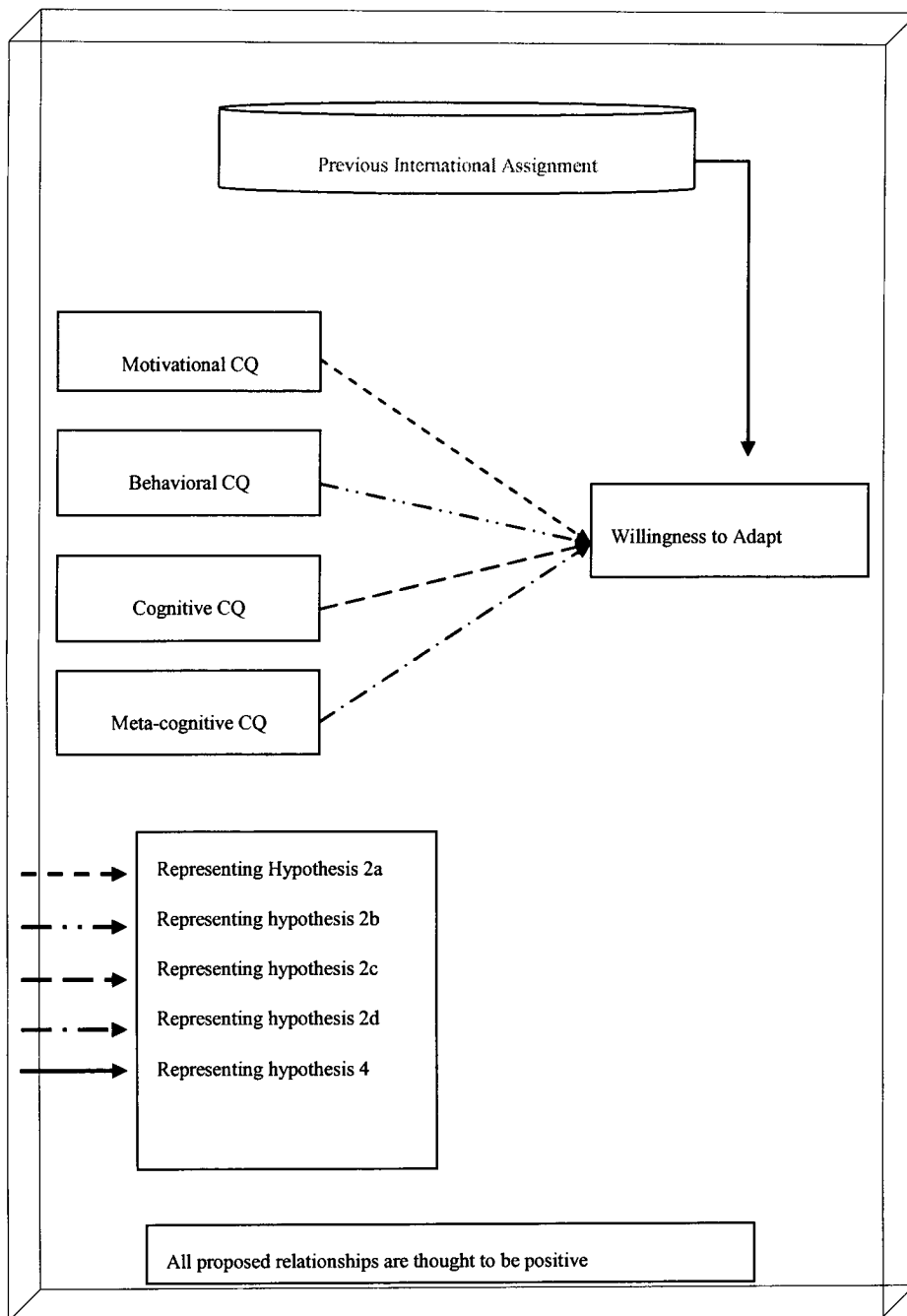
Figure 6: Detailed research method- willingness to adapt

Early and Ang (2003) regarded motivational CQ as one of the facets of CQ and a key element in the adaptation to new cultural environments. Ang et al. (2007), who have studied broadly the relationship of CQ to other variables, concluded that CQ predicts cultural judgment, decision-making, and task performance. More importantly, CQ

increases one's understanding of these performance outcomes over and above demographic characteristics, general cognitive ability, emotional intelligence, and openness to experience. In addition to that, Ang et Al (2007) found that motivational and behavioral CQ are related to general adjustment in a sample of executives with international work scope. According to Templer et al, (2006) an individual cultural knowledge is channeled into guided actions in a new cultural environment triggered by motivational CQ. Individuals who have the capability to adapt their verbal and nonverbal behavior to fit specific cultural settings have a flexible repertoire of behavioral responses that enhances their task performance in culturally diverse settings. Thus, intercultural interaction becomes an easy task for individuals with high CQ.

To complete our research we have studied the relation of CQ to the adjustment variables: The results of previous studies, point out that motivational behavioral CQ are related to all three adjustment dimensions -interaction, work, and general adjustment-. Templer et al. (2006) have as well conducted a research which focused on the motivational facet of CQ as the independent variable and its impact on the three dimensions of cultural adaptation. He described motivational CQ as an individual's extent of interest and the drive to adapt to new cultural surroundings. The findings demonstrate the value of motivational CQ in cross-cultural adjustment even when realistic information on job and living conditions of the international assignment is acquired (Templer et al., 2006). As Templer et al. (2006) and Ang et al. (2007) have already shown motivational CQ is positively related to all three facets of cross-cultural adaptation, this thesis follows this approach and posits a positive relationship.

Hypothesis 1a: Motivational CQ is positively related to these dimensions of the ability to adapt: general, work, and interaction adjustment.

Extroverted individuals who are interested in experiencing other cultures and feel confident that they can interact with people who have different cultural backgrounds might be more willing to adjust in culturally diverse situations. Culturally intelligent

people create a new mental framework for understanding what they experience and see in an environment other than the one they originally were socialized to. This is referred to as the higher order thinking. Without this higher-order thinking the interest in a foreign culture and the interaction with the host nationals is less likely to happen and one does not make an effort to adapt. according to Tan (2004),motivation is the inner drive that triggers the desire in individuals to do things, it's an element strongly needed in setting and attaining goals. Research shows that individuals can influence their own levels of motivation and self-control. Therefore it is believed that motivation is part of an individuals will. Consequently, we hypothesize the below:

Hypothesis 2a: Motivational CQ is positively related to the willingness to adapt.

CQ is influenced by individual and collective experiences and its dimension of cognition -cultural knowledge and understanding- impacts on cultural judgment and decision making. The Behavior Model of B.J Foggs (2012) shows that three elements must converge at the same moment for a behavior to occur: motivation, Ability, and Trigger. When a behavior does not occur, at least one of those three elements is missing. Therefore, according to the research, motivation dimension is believed to influence behavior. It has also already been mentioned that the behavioral facet is positively related to all three dimensions of adaptation (Ang et al., 2007). Fulfilling the requirement of having the capability to adapt to verbal and nonverbal behaviors which are appropriate for different cultures, a person is more able to adapt. Selmer (2006b) supports that language ability as one part of the behavioral dimension is positively related to the three dimensions of cultural adaptation. If a person does not have this repertoire of capabilities, a high CQ gives him/her the ability to acquire such behaviors (Earley and Ang, 2003). As discussed previously, openness to change being a higher order motivational domain of values stimulates the self-direction types of values which consist of our behaviors (Schwartz 1992).In the same context, Elton Mayo (1956) suggested that motivation is considered a goal-oriented behavior. It is the underlying motive that arouses and directs our behavior towards a goal. In short he pointed that there are three major categories of motives: biological, stimulus, and learned social motives. (Asproni,2004)

The social motives are behaviors such as achievement, power, affiliation, and other social experiences. These social motives give individuals the possibility to adapt regardless of the general work or relationship level of adjustment, this leads to the following hypothesis:

Hypothesis 1b: Behavioral CQ is positively related to general, work and relationship adjustment.

The self-direction types of values as mentioned by Schwartz (1992) include among many values the value of "being daring". When an individual knows to express himself verbally as well as non-verbally in line with the host culture standards, it becomes easier for that individual to adapt to a foreign culture. Therefore, a person who already possesses these capabilities is more willing and more open to change and try new experiences. In that case adaptation requires less effort than for someone who must learn this particular knowledge in order to be able to adapt. From there we can suggest the following hypothesis.

Hypothesis 2b: Behavioral CQ is positively related to the willingness to adapt.

According to an influential view in contemporary cognitive science, many human cognitive capacities are innate. The primary support for this view comes from 'poverty of the stimulus' (POTS) arguments. In general, such arguments are not proven scientifically, therefore considered weak when we realize how many aspects the cognitive development has. Consider the ease with which humans acquire languages, makes it easier to attribute psychological states ('folk psychology'), gain knowledge of biological kinds ('folk biology'), or come to understand basic physical processes ('folk physics').(Cf. Laurence and Margolis, 2001.).

As the cognitive aspect of CQ describes a person's knowledge about what one should do and how things are to be done in a cross-cultural setting -the physical process- it can be expected that this form of capability enhances the ability to adapt. Earley and Ang (2003) consider cognitive CQ as a prerequisite for cross-cultural adaptation, as it is considered to be the reservoir of knowledge and individual needs

to interact. The ability to develop the assimilated information of an individual and to translate it into desired behavioral processes proposes the following thesis:

Hypothesis 1c: Cognitive CQ is positively related to general, work and interaction adjustment.

Cognitive CQ determines how a person perceives the information acquired, makes sense of inter-cultural experiences and reflects the processes individuals use to acquire and understand cultural knowledge. Individuals that are willing to adapt would spend more time to reflect on the learned behaviors in order to process them in a correct way. This gives the expatriate the ability to rethink his/her own culturally determined behaviors and helps to realize the appropriateness of adaptation.

Hypothesis 2c: Cognitive CQ is positively related to the willingness to adapt.

In the cross-cultural adaptation literature cultural novelty has played an important role for a long time (e.g. Simmel, 1987; Schuetz, 1944; Nash, 1967; Black et al., 1991; Taylor and Napier, 1996a; Aryee et al., 1996). Hofstede's research on differences in values has influenced the field for a quarter of a century (Hofstede, 1980, 1984, 1992; Hofstede and Bond, 1984, 1988). In its wake other researchers have contributed their own versions of cultural difference measures (Trompenaars, 1993; Javidan and House, 2001). Research has indicated a negative influence of cultural novelty on adaptation outcomes (Black and Stephens, 1989; Black and Gregersen, 1991c)and that cultural novelty as a variable has no association to adjustment variables. Consequently, expatriates adjust to a foreign location with a low cultural novelty as easily or as difficult as to one with a high cultural one (Selmer, 2006a). Nevertheless, awareness remains the most important factor for individuals to adapt to a new cultural environment.

The meta-cognitive facet describes this understanding and includes knowledge about all basic concepts of a foreign culture as values, norms and rights (Earley and Ang, 2003). Without this knowledge a person would not be able to adapt as it is impossible to adapt to something one does not know or one is not aware of.

Comparable to cognitive skills, cultural adjustment also requires a set of highly complex meta-cognitive skills (Earley and Ang, 2003). Although research has indicated a negative influence of cultural novelty on adaptation outcomes (Black and Stephens, 1989; Black and Gregersen, 1991c),this relationship is not always consistent. In a repatriation study, Black and Gregersen (1991a, p. 689) found no association between the novelty of the culture in the foreign location and any of three facets of adaptation for expatriate employees or their spouses. Cultural novelty does not seem to have an impact on adjustment; it is proposed that the knowledge of such differences does foster international adjustment.

Hypothesis 1d: Meta-cognitive CQ is positively related to general, work, and interaction adjustment.

Consciousness has been defined as being purposeful, strong-willed, and determined, as well as being capable of controlling impulses prudently, reliably and in conformity with the situation (Costa & McCrae, 1992; Hogan, 1992).Conscientious individuals strive for achievement, take initiative in solving problems and are thorough in their work (Witt, Burke, Barrick, & Mount, 2002).

Caligiuri (2000) cites studies of personality and performance in the domestic arena that have established a relationship between conscientiousness and work performance (Barrick& Mount, 1991)Day & Silverman (1989).In her study of expatriates, she identified a similar positive link between the trait and supervisor-rated performance of expatriates. If we want to place consciousness in the context of CQ we find that it is related to the meta-cognitive factor of CQ. Meta-cognitive CQ refers to one's knowledge and control over cognitions. It consists of the cognitive strategies that are used to acquire and generate coping strategies (Ng & Early, 2006). The meta-cognitive facet of CQ focuses on the expatriate's consciousness about cultural diversity and not it's actual existence. Ang et Al (2004) further states that meta-cognitive CQ is the individuals' cultural conscious and awareness.

Selmer's (2006a) initial proposition of cultural novelty proposes a negative relation to adjustment, he also assumes that the higher the cultural novelty, the more difficult the adaptation. Similarly, the expatriate assumes to overcome the obstacle of cultural

diversity as the meta-cognitive facet of CQ gives the expatriate the knowledge about all these differences. Despite the contradiction in findings we assume that meta-cognitive CQ is positively related to an expatriate's willingness to adapt.

Hypothesis 2d: Meta-cognitive CQ is positively related to the willingness to adapt.

Despite the negative relationship found between prior international assignment and cross cultural adaptation in Malaysia (Subramaniam et al, 2010) we assume that when individuals go abroad, they learn what is and is not an appropriate behavior in their new environment and learn the basics of the language. This indicates that cultural exposure can positively impact developing a cultural understanding. The level of an individual's exposure may be based on 1- the amount of time spent outside an individual's country of citizenship; 2-whether the time spent was in one or more countries; 3- whether the countries visited were culturally distinct from each other or the person's native country; and 4- the extent to which an individual chooses to experience the local culture during a visit. All the above mentioned aspects need a trigger which is the exposure itself. Cultural exposure is therefore multidimensional, and entails many potential components. From there we assume the following third major hypothesis:

Hypothesis 3: A previous international assignment has a positive relationship with the expatriate's ability to adapt generally, to work and interact within the host culture.

Developing an understanding of another culture is gained from experiences in that culture; it is thought that this, will eventually lead to a deeper understanding of a culture's norms(McNulty &Tharenou, 2004; Puccino, 2007). During long-term foreign stays-generally longer than a year-a person can gain a fairly complex cultural understanding via multiple cues provided by observing others and their reactions (Earley& Peterson, 2004). Although it is acknowledged that the depth of an individual's exposure may vary based on the experience he or she has had in another culture, research suggests that through extensive exposure to another culture an

individual may develop a better understanding of that culture, especially since there appears to be a ubiquitous relationship between cultural influence and intercultural contact (Chen & Isa, 2003). An individual learns from these experiences that intercultural encounters differ from normal experiences, in that they challenge a person's assumptions and thinking (Earley& Peterson, 2004). Exposure to other cultures allows individuals to "learn to select and apply the appropriate tools, adapting them when necessary" (Johnson et al., 2006, p. 534). Self-confidence is beyond someone's control; however, it is possible to control it when we are exposed to experiences that give us the needed knowledge. Therefore, we assume that individuals are more willing to adapt when they are exposed to the culture concluding the following hypothesis:

Hypothesis 4: A previous international assignment is positively related to the willingness to adapt.

Managing relations and knowledge of the environment are required competencies from individuals to succeed in an international assignment. Human Resources professionals are looking for culturally savvy employees who can dynamically meet the challenges of serving a diverse customer base at home and abroad. Naturally, high CQ employees are not only more effective cross-culturally but also are more adaptable and innovative as they go about tasks within their own cultural context (D. Livermore 2011:14).

Our research study does not include the success of an assignment as a main variable; but the latter was added in the questionnaire for a matter of completeness, since, many authors consider assignment success as the ultimate dependent variable in their studies in expatriate management (e.g., Caligiuri, 2000; Earley and Ang, 2003 (see Figure I); Selmer, 2006a; Takeuchi et al., 2005). Focusing on the distinction of determinants of expatriate success, different approaches come to the force. Work and non-work related factors as well as family context variables (Shaffer and Harrison, 1998), communicational ability (Holopainen and Björkman, 2005), and other factors as extra-cultural openness and adaptability (Arthur and Bennett, 1995) have been determined to be related to expatriate success.

Empirical research supports a positive association between the adjustment of expatriates and their work performance (e.g., Caligiuri, 1997; Kraimer et al., 2001; Parker and McEvoy, 1993). Takeuchi et al. (2005) refer to studies of Caligiuri (2000) and Shaffer and Harrison (1998) stating that one of the most frequent reasons for unsuccessful oversea assignments is the inability of expatriates to successfully adjust to foreign environments. Ones and Viswesvaran (1997) have also observed that expatriates who are unable to adjust to the work and life in a host country are unlikely to perform well. Erbacher, D'Netto and España (2006) consider personal and situational antecedents of expatriate success.

Physical -age, race, marital status...- and emotional -objectives, self-perception...- personal factors and characteristics of an individual affect the expatriate's ability to adjust in a new environment. However, only willingness to relocate is significantly associated with the dependent variable expatriate success. Clarke and Hammer (1995) have found that in particular the interpersonal or social skills, which specifically point to the importance of the ability to communicate, predict intercultural effectiveness and also adjustment. Selmer (2006a), however, thinks that the theoretical link between expatriate adjustment and performance is conceptually unclear. Additionally, Holopainen and Björkman (2005) see difficulties relating the relevance of cross-cultural adjustment to successful task performance. They argue that a high level of adjustment is certainly positive for the employee, but if it does not guarantee good performance, it can by no means indicate that an assignment would be successful from the company's point of view. Consequently, they question the causal relationship of adjustment and success, although, poor adjustment has been identified as a cause behind expatriations ending in failures (Tung, 1982) and adjustment has been suggested to impact both performance and the completion of an assignment (McEvoy and Parker, 1995). Nevertheless, the relationship between adjustment and performance is in their view not clear. It might be worthwhile to reinstate the hypotheses and Sub-hypotheses mentioned above for clarity reasons:

H1: Cultural Intelligence is positively related to the ability to adapt to a cross cultural situation.

1a- Motivational CQ is positively related to general, work and interaction adjustment.

1b- Behavioral CQ is positively related to general, work and interaction adjustment.

1c- Cognitive CQ is positively related to general, work and interaction adjustment.

1d- Meta-Cognitive CQ is positively related to general, work and interaction adjustment.

H2: Cultural Intelligence is positively related to the willingness to adapt to a cross-cultural environment.

2a- Motivational CQ is positively related to the willingness to adapt.

2b- Behavioral CQ is positively related to the willingness to adapt.

2c- Cognitive CQ is positively related to the willingness to adapt.

2a- Meta-Cognitive CQ is positively related to the willingness to adapt.

H3: A previous international assignment has a positive relationship with the expatriates ability to adapt generally, to work and interact within the host country.

H4: A previous international assignment is positively related to the willingness to adapt.

3.2-Measures

We have adopted different measures to describe the variables which are needed to test the proposed model. All measures are self-reported results of a questionnaire filled out by participating French expatriates in Lebanon.

The independent variables (facets of cultural intelligence) and dependent variables, (adaptability and willingness to adapt) are measured on an ordinal Likert scale. These rating scales allow respondents to indicate their attitudes by checking how strongly they agree or disagree with the constructed statements, ranging from totally positive to totally negative toward the attitudinal object (Zikmund, 2000). Although Likert scales give the possibility to rate and sum up different items, Likert scales are a form of summative scales which are subject to certain kinds of bias and error (Balnaves and Caputi, 2001). Therefore, special focus lies on the reliability and validity tests of the items (Balnaves and Caputi, 2001; Greving, 2006).

The previous international assignment and most of the control variables, like age, education and others are rated on a category scale; it is considered to be a more sensitive measure than a scale with only two response categories. Merely, gender and education (for French expatriates) are measured with the help on a nominal or a simple attitude scale. Numbers are assigned to the single answers given, e.g., gender: female=0, male=1.

3.2.1-Measures of Cultural Intelligence as an Independent Variable.

The multidimensionality of the concept of CQ is reflected in the questionnaire items as well. Ang et al. (2007) have developed a cultural intelligence scale (CQS), which follows the division of CQ in the four distinct dimensions: motivational, behavioral, cognitive and meta-cognitive CQ. It measures CQ using the 20-item scale of the four-factor CQ scale. This has already been used by Ang et al. (2007) in order to predict the impact of the different CQ dimensions on intercultural effectiveness outcomes and by Templer (2006) limited to the work with motivational CQ and adaptability. The CQS has excellent reliabilities-all exceeding 0.7-and incremental as well as predictive validity (D. Livermore; 2011, 29, 30). The inventory includes six items for cognitive CQ, four items for meta-cognitive CQ, five for motivational CQ, and five for behavioral CQ. The same scale is being used at the cultural intelligence center website; developed by Lynn Van Dyne (2007). These items have been rephrased and amended in order to make the questionnaire shorter and adapt it to the Lebanese context. French expatriates were asked to select the response that best describes their capabilities concerning the single variables on a scale from 1=strongly agree to 5=strongly disagree (see questionnaire in the appendix; Ang, et al., 2007). A list of the items is given in Table 3. In order not to bias the answers of the respondents, no information has been given concerning the particular content of these four questions. Since the wording of a question may influence the respondent's answer tendency to a certain extent, which can have a dramatic effect on the results (Balnaves and Caputi, 2001), not all items have been used and others have been rephrased for simplification purposes and/or to be relevant to the Lebanese culture.

Table 3: Measures of cultural intelligence (Ang et al, 2007)

VARIABLE	ITEMS
Cognitive CQ (knowledge)	• I know the legal and economic systems of other cultures. • I know the values and religious beliefs of other cultures. • I know the marriage systems of other cultures. • I know the arts and crafts of other cultures. • I know the rules (e.g., grammar) of other languages. • I know the rules for expressing non-verbal behaviors in other cultures.
Meta- Cognitive CQ (strategy)	• I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds. • I am conscious of the cultural knowledge I apply to cross-cultural interactions. • I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me. • I check the accuracy of my cultural knowledge as I interact with people from different cultures.
Motivational CQ (Drive)	• I enjoy interacting with people from different cultures. • I enjoy living in cultures that are unfamiliar to me. • I am confident that I can socialize with locals in a culture that is unfamiliar to me. • I am confident that I can get accustomed to the shopping conditions in a different culture. • I am sure I can deal with the stresses of adjusting to a culture that is new to me.
Behavioral CQ (Action)	• I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it. • I change my non-verbal behavior when a cross-cultural situation requires it. • I use pause and silence differently to suit different cross-cultural situations. • I vary the rate of my speaking when a cross-cultural situation requires it. • I alter my facial expressions when a cross-cultural interaction requires it.

3.2.2- Measures of Ability to Adjust as a Dependent variable.

Black and Stephens (1989) cross-cultural adjustment questionnaire has been used by several researches and -has proved to be successful. Therefore, we used his 14- items scale as a base for our questionnaire construct; which is distributed as follows, seven items to measure for general adjustment, four items measure interaction adjustment, and three items measure work adjustment. For the matter of completeness additional items have been added in order to cover the widest cultural area possible. Firstly, items from the Expatriate Adjustment Competency Questionnaire (Nicholls, Mitchell and Bourne, 2002) have been used to extend the cross-cultural adjustment scale. Secondly, items which have been used by Caligiuri (2000) to test the general cultural adaptation have been added. Thirdly, the adjustment modes and behaviors have been used as a basis for further items (Zimmermann, Holman and Sparrow, 2003). However, the construct that is presented has been modified one more time in order to facilitate the questionnaire and to make it suitable for the Lebanese culture as well as to serve its purpose as it is the case with the other two scales.

Table 4: Measures of ability to adapt (Black and Stephens 1989)

Variable	Items
Interaction Adjustment	- I am able to demonstrate the proficient use of the local language and communicate with locals. - I have the ability to adjust to working with host-country nationals outside the work. - I am able to interact with host country nationals on a day to day basis. - I am able to socialize in general with the host country nationals.
Work Adjustment	- I am able to adjust and perform specific job responsibilities. - I am able to adjust to the performance standards and expectations. - I am able to perform my supervisory responsibilities.
General	I am able to adjust to the living conditions in General.

Adjustment	- I am able to adjust to the housing conditions. - I am able to eat the food of the host country. - I am able to adjust to the shopping culture in the host country. - I am able to adjust to the cost of living in the host country. - I am able to adjust to the entertainment/ recreation facilities of the host country. - I am able to adapt to the healthcare facilities in the host country.

3.2.3-Measures of Willingness to Adapt as a Dependent Variable.

As put by Clermont (2012) "Social change is the result of a rational will of individuals and on another scale social changes occur from an unconscious act". (Le changement social est le résultat d'une volonté rationnelle des individus et dans une deuxième mesure le changement social résulte également d'un acte non réfléchis).Part of cognitive flexibility is the individual's willingness to be flexible and adapt to situations (Wiemann 1977, Paulhus& Martin 1988, Duran 1992, Martin and Rubin 1995,).In this study we have chosen to use a scale developed by Selmer (2004) for the purpose of measuring the willingness of adaptation of expatriates-with a reversed polarity i.e. the results are positive when the respondent disagrees. This scale contains seven items demonstrating the unwillingness to adapt, developed by Selmer in 2004.The items of this scale were modified like the other two scales in order to make the questionnaire shorter. Consequently, some items have been deleted or merged while others were rephrased. The questions presented in table 5mainly treat the expatriate's unwillingness to change and adapt. It was used in order to check the concentration of the participants and make sure that the survey is not being filled without the required attention. Participants are asked to indicate, on a scale of 1 strongly agree to 5 strongly disagree how unwilling they are to; for example, celebrate holidays of the host country, in this case Lebanon.

Table 5: Measures of unwillingness to adjust (Selmer, 2004)

Variables	Items
Unwillingness to Adjust	• I do not see the point in trying to pretend that I am someone which I am really not. • I would feel uneasy trying to be a local when I am not. • I would feel dishonest if I tried to act and behave as the locals do. • I have no problem with following the old saying: "when in Rome, do as the Romans do". • I do not feel deceitful adjusting my normal behavior to local standards. • Although I know a lot about the local culture, I try not to let it influence my behavior. • I feel bad to try to hide my personality before other people.

3.2.4-Measures of Previous International Assignment as the Main Moderating Variable.

The previous international assignment is identified by a two-item question concerning the previous experience of the French expatriates. Since the previous international assignment might be in different forms, a question is added to determine the exact type of experience. International training and exposure questions are added as well in order to identify their partial effect. This goes in line with prior expatriate research (e.g., Takeuchi, 2005) in which current assignment is measured and the number of months since an expatriate has arrived in his current assignment is one of the control variables.

3.2.5-Control Variables

As seen in the literature review, multiple factors have been identified that have an impact on cultural adjustment and the willingness to adapt. In order to get the unadulterated results for the proposed model, it is controlled for several factors.

A- Gender: Sinangil and Ones (2003) focus in particular on the gender differences in expatriate job performance. One of their results can directly be applied to the impact of gender on adaptability. However, they do not find any gender difference in adjustment to foreign business practices. Nevertheless, other variables determining job performance in this research can also be related to other facets of adjustment. Communication skills, which are closely related to interaction adjustment, for instance appeared to favor women. The variable 'gender' is included on a nominal scale (variable: female = 1 and male = 2).

B- Prior international experience: Many researchers have considered prior international work and living experience as a determinant of cross-cultural adaptation. Nevertheless, the results of these studies are inconsistent. Taveggia and Nieves Gibboney (2001) find that prior international experience -as part of the uncertainty reduction principle- does not appear to facilitate expatriates' affective adjustment to their host countries. Torbiorn (1982) also finds that the exact length of a previous international assignment is not related to international adjustment. Black (1988), however, has found significantly positive relationships between length of international work experience and work adjustment. Parker and McEvoy (1993) have also found a positive relationship between international living experience and general adjustment, but not between such experience and work adjustment. A moderating effect has been found by Takeuchi et al. (2005). They come to the conclusion that past international experience moderates the relationship between current assignment tenure and general and work adjustment.

C- Pre-departure training. "The empirical literature gives strong support to the proposition that cross-cultural training has a positive impact on cross-cultural effectiveness." (Black et al., 1991: 293) Nevertheless, another research concluded that quantity and types of cross cultural training do not appear to facilitate expatriates' affective adjustment to their host countries (Caligiuri, 2000; Taveggia and Nieves Gibboney, 2001)

D- Age. Templer et al. (2006) find a positive relationship between age and work adjustment, but not to the other facets of cross-cultural adjustment. Consequently, the variable 'age' is included on a ratio scale in intervals of the participant's age under 25, 26-35, 36-45, and above 46 years.

E- Current assignment duration. As already mentioned above, many researchers have found an impact of current assignment tenure on adjustment. Particularly Takeuchi et al. (2005) have found a positive relationship between current assignment tenure and work, and general adjustment.

3.3-Methodology Used

The study involved hypothesis testing to examine the strength of the relationship between the variables being investigated. It was designed as a correlational field study with no manipulation. The data collection method was a self-administered questionnaire this method utilizes a standardized set or list of questions given to individuals, the results of which can be consistently compared and contrasted. Care was taken in the design of the questionnaires to ensure clarity and relevance.

The participants, as previously explained, were French expatriates residing in Lebanon excluding Lebanese naturalized. The respondents to the 200 distributed questionnaires constitute our sample which includes 67 French expatriates, out of which 40 (59.7%) are males and 27 (40.3%) females.

3.3.1-Data and Instrumentation.

As mentioned above the data collection method was a self- administered questionnaire the most common method of generating primary data. The questionnaires were distributed to participants at the Centre Culturel Français, the French embassy and some French schools and at the Association des Français a l'Etranger. The questionnaire stipulated the voluntary nature of participation and completion of the survey, and assured participants of confidentiality and anonymity. The criteria were that only French natives were entitled to participate in this survey; excluding the Lebanese who acquired the French nationality. The questionnaires were completed at the convenience of the participants between the 1st and the 20th of April 2012. Despite the fact that the self-administered questionnaire was time consuming, it was chosen because first of all it secures anonymity for respondents who were disclosing personal information and second because it is an efficient way to collect data.

3.3.2-Pilot Test

We have tested our questionnaire by using a small sub-sample made of 5 questionnaires distributed to French expatriates. This pretest was for the purpose of determining the appropriate procedure to collect the data for the main study. Another reason was to check the design elements of the questionnaire, the sequence and the wording of the elements. A third reason was to check the average time individuals would take to fill the questionnaire, and it was around 8.6 minutes. After field feedback, reported errors were corrected accordingly.

3.3.3-Statistical Package and Framework of Data Analysis.

The data was filled manually and processed with SPSS 15. In order to compute the data we have developed new variables which were necessary in order to work with the data which were computed from various items of the questionnaire. In order to proceed and analyze the data gathered we have used several techniques and run several tests in order to examine the hypotheses. In order to demonstrate the validity and items reliability, Cronbach Alpha was calculated. On another hand the means and standard deviations and descriptive statistics have been run as well.

For each hypothesis a regression analysis was conducted, each of them consisted of the corresponding variables.

3.4-Conclusion.

As discussed in the previous chapter, we have used the four-factor model of Ang et al (2007) to measure cultural intelligence. While we used as a basis for our questionnaire the 14 items of Black and Stephens (1989) in order to study the adjustment of expatriates, the items of willingness to adapt were based on Selmers (2004) measures of unwillingness to adapt, using the reverse polarity. The control variables were discussed and explained previously as well.

The following chapter describes the data collected and administered with SPSS15; it presents the findings of the various correlations and regression analyses.

Chapter4

FINDINGS

In this chapter, the results of the data analysis are demonstrated. By order the processing of the variables is discussed before the reliability testing. An overall distribution of the data is presented in an illustration of the descriptive statistics and the characteristics of the sample. Then, the correlation analysis is performed and its findings presented and we will finish with the actual regression tests that will be discussed extensively in order to support or reject the hypothesis.

4.1- Variables

With the creation of the questionnaire all items regarding the dependent and independent variables were set to have the same values (1-5). Additionally, the values for control variables were set as well following the characteristics mentioned above. Consequently, except for the reverse scaling of one item (willingness to adjust) no changes concerning the value of the items had to be made after exporting the results of the surveys. Further, the different items reporting for the particular variables of the CQ and adjustment facets, and the willingness to adjust had to be summarized and represented in new variables. Hence, the average of the results of the respective items was calculated and saved as a new variable, which then was used for further data analysis. However, it has to be noted that prior to the construction of the different variables which include multiple items, a reliability test had to be performed. These are illustrated in the following section.

4.2- Reliability

Since the homogeneity of the items has to be measured to assess the quality of an instrument, internal consistency estimates were computed by means of Cronbach's alpha for the different scales of the CQ facets, the adaptability dimensions and the willingness to adjust scale. A common rule is to expect alpha values of 0.7 as a minimum requirement (Himme, 2006). The final alpha values for the scales used in this research are shown in Table 6. In order to keep all our alpha values at the

acceptable level of 0.7, we had to remove one item from the questionnaire of willingness to adapt to raise the alpha value of the scale as explained below.

Table 6: Reliability table (Chronbach Alpha)

Variable	Number of items	Cronbach Alpha
Cognitive CQ	4	0.81
Motivational CQ	4	0.82
Behavioral CQ	2	0.80
Meta Cognitive CQ	4	0.80
Interaction Adj.	6	0.75
General Adj.	7	0.73
Work Adj.	3	0.77
Willingness to Adapt	6	0.67
Willingness to Adapt *	5	0.72

* One item has been removed from willingness to adapt to be in line with acceptable values.

The scales for the four facets of CQ could be confirmed by Cronbach's alpha with alphas between 0.80 and 0.82. These values are considered high in general, knowing that the alphas for Ang et Al (2007) were lower for at least two of the CQ facets Meta-Cognitive 0.76 and Motivational 0.76. For the different adjustment scales alpha values between 0.73 and 0.77 were obtained. These were lower than the alphas reported by Black and Stephens (1989); they are, however, still above the acceptable values. Testing for a raise in value when items were removed showed a possible raise of the alpha for willingness to adapt (from 0.67 to0.72), therefore, and in order to be in line with the acceptable values, we have removed one item. The item that was not included is a reverse polarity item with a double negation. This item is not considered to be a critically important item.

4.3- Descriptive Statistics

The descriptive statistics for all variables are presented in Table7; that displays the sample demographics and descriptive statistics over the dependent and independent variables loaded on gender of the total sample. 200 questionnaires were sent to expatriates working at the French embassy, the cultural center, the association of French expatriates in Lebanon and French firms in Lebanon. The questionnaire was administered in person to 175 expatriates and the remaining 25 questionnaires were sent to French schools. The response rate from schools was very low; only two questionnaires were returned on time. A total of 68 respondents completed the questionnaires; this represents a response rate of 34%, which is in line to comparable empirical research.

The total number of participants consists of 40 male, constituting 58.8% of the respondents and 27 female expatriates which constitute 39.7% of the respondents. One respondent was not considered valid in the system since he/she didn't reply to this specific question. This lead to a difference in the Percent and valid percent numbers, in this case we will adopt the valid percent numbers in order to be accurate. 57.3% of the respondents were younger than 45 years with 1 non valid item, due to the missing answer as well, and about 79% reported to have completed a University degree or higher. The distribution among the position -managerial, non-managerial and other-was not balanced, since 50.7% of the respondents fell in the same category of "Other". It is important to note that 55.2% of our samples of expatriates have lived in Lebanon for more than 1 year out of which 35.8% have spent in Lebanon more than 3 years. 79.4% of the total respondents have had previous international experience.

Table 7: Descriptive statistic of the study sample.

what is your age bracket?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<25	6	8.8	9.0	9.0
	>25<35	13	19.1	19.4	28.4
	>35<45	20	29.4	29.9	58.2
	>45<55	16	23.5	23.9	82.1
	>55	12	17.6	17.9	100.0
	Total	67	98.5	100.0	
Missing	System	1	1.5		
Total		68	100.0		

what is the highest degree attained?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	high school	7	10.3	10.4	10.4
	vocational education	7	10.3	10.4	20.9
	university graduate	26	38.2	38.8	59.7
	university post graduate	17	25.0	25.4	85.1
	PHD	6	8.8	9.0	94.0
	Others	4	5.9	6.0	100.0
	Total	67	98.5	100.0	
Missing	System	1	1.5		
Total		68	100.0		

what is your current position?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Manager	17	25.0	25.4	25.4
	supervisor	9	13.2	13.4	38.8
	technical	7	10.3	10.4	49.3
	other	34	50.0	50.7	100.0
	Total	67	98.5	100.0	
Missing	System	1	1.5		
Total		68	100.0		

what is your Gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	27	39.7	40.3	40.3
	Male	40	58.8	59.7	100.0
	Total	67	98.5	100.0	
Missing	System	1	1.5		
Total		68	100.0		

is this your first experience outside your country of origin?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	54	79.4	80.6	80.6
	yes	13	19.1	19.4	100.0
	Total	67	98.5	100.0	
Missing	System	1	1.5		
Total		68	100.0		

how long have you lived in lebanon?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-6m	17	25.0	25.4	25.4
	6m to 1yr	13	19.1	19.4	44.8
	1yr to3yrs	13	19.1	19.4	64.2
	more than3yrs	24	35.3	35.8	100.0
	Total	67	98.5	100.0	
Missing	System	1	1.5		
Total		68	100.0		

In order to be able to make concrete statements about the hypotheses and the predicted relationships, correlation and regression analyses were conducted and their results are shown below.

4.4- Correlations

The correlations between the independent and dependent, moderating, and control variables were computed. Despite the fact that, correlations do not predict the causal relationship of two variables, they predict either a strong or low linear relationship.

- Cognitive CQ correlated positively with the previous work experience r=0.20, interaction adjustment r=0.47, general adjustment r= 0.06, work adjustment r=0.46 all PS higher than 0.05.It did not, however, correlate significantly with the willingness to adapt r=0.003.
- Motivational CQ also correlated positively with international work experience r=0.17 similarly with interaction r=0.43, general r=0.08 and work r=0.36.The willingness to adapt again showed a negative correlation with motivational CQ.
- Behavioral CQ correlated positively with international work experience r=0.17 and with interaction r=0.31 and work r=0.50.However it correlated negatively with willingness to adapt and general adjustment.

- Meta Cognitive CQ correlated positively with international work experience r=0.16, interaction r=0.60, general r=0.13 and work r=0.39. The willingness to adapt showed a negative correlation to Meta Cognitive CQ.

The detailed results are shown in table 8. We therefore can conclude that there is a possible positive relationship between the facets of cultural intelligence (behavioral, motivational, cognitive and meta-cognitive CQ) from one side and the control variables and dependent variables mentioned above on the other side.

Table 8: Descriptive statistics, coefficients and correlations.

Variable	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12
1- Cognitive	1.25	.72	1.00											
2- Motivatio	.49	.53	.29*	1.00										
3- Behavio	.90	.74	.19	.55**	1.00									
4- MetaCog	.87	.62	.27*	.52**	.36**	1.00								
5- InterAdj	1.37	.69	.47**	.43**	.31**	.60**	1.00							
6-Gen Adj	1.06	.64	.06	.08	-.08	.13	.15	1.00						
7-Work Adj	1.03	.69	.46**	.36**	.50	.39**	.51**	.33**	1.00					
8-Willing	2.5	.76	.00	-.23	-.29*	-.24*	-.21	-.22	-.23	1.00				
9-Gender	.60	.49	.12	.07	-.03						1.00			
10-Priorexp	.19	.39	.20	.18	.17	.16	.22	.07	.08	-.17	-.05	1.00		
11-Age	2.22	1.2	-.13	.06	.02								1.00	
12-Tenure	1.66	1.2	-.33**	-.15	-.04	-.06	-.15	-.24*	-.23	-.07	-.28*	.17	-.51**	1.00

*Correlation is significant at the 0.05 Level
**Correlation is significant at the 0.01 Level
N=67

4.5- Regression

A hierarchical multiple regression analysis was conducted to test the hypothesis.

The first hypothesis assumed that there is a positive relationship between CQ and cross-cultural adjustment. Table 9 below shows the first step of the regression analysis. When the control variables were entered in the first step, the regression model was statistically significant R^2 = 0.76, adjusted R^2 =0.74, $F_{(6, 61)}$=32.732, P=0.00. All control variables, as well as the previous work experiences were statistically insignificant, which indicates that the previous international work experience did not have an impact on cross cultural adjustment.

When CQ was added to the model, as shown in step two in table 9 below, the full model was statistically significant, $R^2=0.824$, adjusted $R^2=0.804$, $F(7,60) = 40.233$, $P=0.00$. In step 2 as well the control variables were not statistically significant, so no positive association with cross-cultural adaptation (CCA) was found. On the other hand, CQ was statistically significant ($\beta=0.45$, $P=0.00$),which indicates that individuals with higher CQ levels had a better cultural adjustment. This finding supports the first hypothesis (H1).

Table 9: Results of the hierarchical regression analysis with CQ as a predictor of CCA

Variable	Step1			Step2		
	β	t	ρ	β	t	ρ
Age	.95	.64	.51	.03	.25	.80
Gender	.31	3.46	.00	.24	2.9	.00
Education	.16	1.11	.26	.11	.85	.39
Language	.37	2.82	.00	.13	1.1	.27
P. Int. Exp.	.08	1.11	.27	-0.00	-.09	.92
Tenure	.-.01	-.13	.89	.05	.43	.66
CQ	-	-	-	.45	4.5	.00

(N=37)

The Sub-hypotheses 1;a- Motivational CQ, b- Behavioral CQ, c- Cognitive CQ and d- Meta-cognitive CQ relate positively to general, interaction and work adjustment.

In order to support the above sub-hypotheses, a hierarchical regression analysis was conducted.

Table10 below, explains further the relation between the four facets of CQ and the three dimensions of cross cultural adjustment referred to as CCA. In the below table we have introduced the relation between the three dimensions of CCA–general, interaction and work- from one side and age, gender, experience, training, and tenure from the other side and called it S1. After that, in S2 we have introduced the four facets of CQ to study the impact of CQ facets on the previous model. The results and findings are discussed below.

Table 10: Results of hierarchical regression analysis between the facets of CQ and the dimensions of CCA

variable	General					Interaction					Work				
	S1		S2			S1		S2			S1		S2		
	β	t	β	t	ρ	β	t	β	t	ρ	β	t	β	t	ρ
Age	.05	.29	-.23	-1.2	.22	.46	2.7	.05	.44	.65	.21	1.0	-.30	-2.1	.03
Gender	.49	4.3	.31	2.7	.00	.34	3.6	.10	1.5	.11	.34	2.8	.02	.28	.77
Exp	.12	1.32	.05	.62	.53	.17	2.3	.07	1.4	.15	.15	1.5	.00	.14	.88
Training	.00	.01	.08	.79	.43	-.12	-1.4	-.03	-.51	.61	.03	.32	.13	1.7	.08
Tenure	.25	1.57	.23	1.5	.13	.10	.75	.07	.77	.44	.13	.78	.08	.76	.45
Cognitive	-	-	.31	2.21	.03	-	-	.36	4.4	.00	-	-	.50	4.9	.00
Motiv.	-	-	.01	.07	.93	-	-	.02	.32	.75	-	-	-.06	-.63	.52
Behav.	-	-	-.04	-.32	.74	-	-	.05	.67	.50	-	-	.38	3.8	.00
MetaCog.	-	-	.28	1.8	.05	-	-	.37	4.1	.00	-	-	.25	2.2	.02

Control variables showed a statistical significance for all three dimensions of CCA, in step 2 :

- General ($R^2=0.693$, Adj.$R^2=0.642$, $F(9,58) =14.355$, $P=0.00$), $\Delta R^2=0.10$,
- Interaction ($R^2=0.895$, Adj.$R^2=0.879$, $F(9,58)=54.983$, $P=0.00$), $\Delta R^2=0.185$,
- Work ($^2=0.835$, Adj.$R^2=0.541$, $F (9, 58) =32.675$, $P=0.00$), $\Delta R^2=0.318$.

When comparing the adjusted R^2 value for CCA dimensions, we found they account for 64.2% of variance in interaction adjustment. The largest was interaction at 87.9% and the least variance explained was for work adjustment but still high at 54.1% of the variance. In addition, the change in R^2 between step 1 and step 2 was significant for all three dimensions of CCA, general ($\Delta R^2=0.10$, $P=0.00$), interaction($\Delta R^2=0.185$, $P=0.00$) and work adjustment ($\Delta R^2=0.318$, $P=0.00$).This indicates that meta-cognitive, cognitive, motivational and behavioral CQ together explain an additional 10%, 18.5%, and 31.8% of the variance in general, interaction and work adjustment respectively.

Cognitive CQ was positively related to general ($\beta=0.31$, $\rho<0.05$), interaction adjustment ($\beta=0.36$, $\rho<0.01$), and work adjustment ($\beta=0.50$, $\rho<0.01$);indicating that those higher in cognitive CQ tended to have a higher level of general, interaction and work adjustment.

Motivational CQ was not significantly related to any of the adjustment dimensions.

Behavioral CQ was positively related to work ($\beta=0.38$, $\rho<0.01$), indicating that those higher in behavioral CQ tended to have a higher level of adaptation at work.

Meta-cognitive CQ was positively related to general ($\beta=0.28$, $\rho<0.05$), interaction adjustment ($\beta=0.37$, $\rho<0.01$), and work adjustment ($\beta=0.25$, $\rho<0.05$); indicating that French expatriates with higher Meta-Cognitive CQ tended to have a higher level of general, interaction and work adaptation.

The second hypothesis assumed that there is a positive relationship between CQ and willingness to adapt. Table 11 below shows the first step of the regression analysis. When the control variables -age, gender, experience, training and tenure- were

entered in the first step, the regression model was statistically significant R^2 = 0.738, adjusted R^2 =0.717, F (5, 62) =34.888, P=0.00. All control variables and the previous work experiences were statistically insignificant which indicates that the previous international work experience did not have an impact on the willingness to adjust.

When the four facets of CQ were added to the model called S1, as shown in step two in table 11,the full model was statistically significant, R^2=0.823, adjusted R^2=0.796, F(9,58) = 30.045, P=0.00. In step 2 as well, the control variables were not statistically significant, so no positive association with willingness to adapt was found. On the other hand cognitive CQ was statistically significant (β=0.46, P=0.00).This indicates that individuals with higher levels of cognitive CQ were more willing to adjust. This finding supports the sub hypothesis (H2c). Furthermore, the change in R^2 between step 1 and step 2 are significant (ΔR^2=0.085, P=0.00) which indicates that CQ explains an additional 8.5% of variance in willingness to adapt; and supports the 2nd hypothesis that CQ is positively related to willingness to adapt.

Table 11: Hierarchical regression analysis between the dimensions of CQ and willingness to adapt

variable	willingness				
	S1		S2		
	β	t	β	t	ρ
Age	.54	3.4	.30	2.0	.04
Gender	.20	2.2	.02	.30	.76
Exp	.01	.26	-.01	-.24	.80
Training	-.03	-.42	.02	.28	.77
Tenure	.20	1.5	.18	1.5	.12
Cognitive	-	-	.46	4.3	.00

Motiv.	-	-	-.09	-.91	.36
Behav.	-	-	.02	.22	.81
MetaCog.	-	-	.09	.78	.43

(N=67)

4.6- Discussion of the hypotheses

In the following the results of the multiple regression analyses are related to the hypotheses underlying the research model of this thesis and discussed with regard to prior research on this topic.

Hypothesis 1: Cultural Intelligence is positively related to cross-cultural adjustment. The results support this hypothesis. Overall Cultural Intelligence has a significant and positive effect on overall cross-cultural adjustment, $\beta= 0.45$, p <0.001. In addition the change in R^2 between step 1 and step 2 are significant ($\Delta R^2=0.06$, P=0.00) which indicates that CQ explains an additional 6% of variance in cross cultural adjustment. These results imply that the higher the level of an expatriate's CQ, the more able he is to adapt to a foreign culture regardless of the differing impact of the four facets of CQ and the three dimensions of adaptability.

Hypothesis 1a: Motivational CQ is positively related to general, work and interaction adjustment.

This hypothesis cannot be supported by the results of the regression analysis for this sample. In prior researches motivational CQ was related to work adjustment (Templer et al.,2006). However, in this research the results were far from significant. And β was less than .1 for all three CCA dimensions.

Hypothesis 1b: Behavioral CQ is positively related to general, work and interaction adjustment.

Despite prior support from other researches (Ang et al., 2007; Selmer, 2006b), this research supports only the work dimension of adaptation. Behavioral CQ was positively related to work ($\beta=0.38$, $\rho<0.01$), indicating that those higher in behavioral CQ tended to have a higher level of adaptation at work.

Hypothesis 1c: Cognitive CQ is positively related to general, work and interaction adjustment.

Relating cognitive CQ to a person's skills and level of intelligence: it was proposed that the higher the level of cognitive CQ, the higher the ability to adapt to the general, work and interaction environment in a foreign country. The result demonstrated a strong support for this hypothesis. Cognitive CQ was positively related to general (β=0.31, ρ<0.05), interaction adjustment (β=0.36, ρ<0.01), and work adjustment (β=0.50, ρ<0.01); indicating that those higher in cognitive CQ tended to have a higher level of general, interaction and work adjustment.

Hypothesis 1d: Meta-cognitive CQ is positively related to general, work and interaction adjustment.

This hypothesis can be fully supported and accepted. Regression results support that higher levels of meta-cognitive CQ predict higher levels of general (β=0.28, ρ<0.05), interaction (β=0.37, ρ<0.01), and work adjustment (β=0.25, ρ<0.05); indicating that French expatriates with higher Meta-Cognitive CQ tended to have a higher level of general, interaction and work adaptability.

Hypothesis 2: Cultural Intelligence is positively related to willingness to adapt. Based on the results found and illustrated in tables 11 above, CQ in general terms predicts the willingness to adjust in a positive way (β= 0.46, p <0.01). This indicates that high levels of CQ explain higher levels of the willingness to adjust.

Hypothesis 2a-b-c-d: The facets cognitive, motivational, behavioral, and meta-cognitive CQ are positively related to the willingness to adapt.

Motivational, behavioral and meta-cognitive CQ relations to the willingness to adapt have to be rejected due to the lack of significance. Although Cultural Intelligence in general does predict the willingness to adjust (see Hypothesis 2), the individual facets fail to pass the significance level. However, we can find a positive relation between cognitive CQ and willingness to adapt (β=0.46, P<0.01),which probably explains the positive relation between CCA and the willingness to adapt.

Hypothesis 3: The previous international assignment has a positive effect on the expatriate's ability to adapt generally, to work and interaction in the host culture.

Hypothesis4: The previous international assignment has a positive effect on the willingness to adapt to the host culture.

The above two hypotheses positing that the previous international assignment has a positive influence on the adjustment dimensions and the willingness to adapt, have to be rejected. Both correlation and regression analyses do not support the proposed relationship. Correlation coefficients are, though positive, low and not significant. The same applies to individual regression analyses. Consequently, it can be concluded that the previous international assignment does not influence whether expatriates are more willing to adapt.

4.7- Conclusion.

Summarizing these results it can be concluded that only few of the hypotheses could be partly supported. The main reason to reject these hypotheses was the lack of statistical significance in the results of multiple regression analysis. Some results proven by other researchers to be positive were rejected and vice versa, others were supported. Templer et al. (2006) and Ang et al. (2007) found that motivational and behavioral CQ were related to the three facets of cross-cultural adaptation. These hypotheses were not fully supported by the results of this research. Only the work dimension of adaptation was found to have a positive relation to behavioral CQ. On the other hand cognitive CQ and meta-cognitive CQ were both found to have a positive relation with the three dimensions of cross-cultural adaptability. Similarly willingness to adapt was found to have a positive relation only with cognitive CQ. It is striking to see that previous international assignment does not affect positively the dimensions of CCA or the willingness to adapt. At the same time none of the control variables in the first model showed a statistical significance to predict the respective adjustment dimensions. The results discussed above give way to the discussion of practical implications, limitations and suggestions for further research. These are discussed further in the following chapter.

Chapter5

CONCLUSIONS AND RECOMMENDATIONS

The research revealed several interesting findings, some of which failed to support existing literature, while others partly supported already existing literature and point towards new perception of examined relationships. This chapter includes a summary of the research, and an analysis of the main findings to come up with the final conclusion. Furthermore, practical implications of the results are discussed. Finally, this thesis closes with a section with the elaboration of the limitations and consequential suggestions for further research.

5.1-Analysis and Comparison of Main Findings

This thesis examined several questions, and tried to find explanations and answers. As the first hypothesis indicates, this thesis investigated the relation between the different facets of Cultural Intelligence and how far this impacts the cross-cultural adaptation in order to either support or reject results of prior research concerning this topic. The findings supported the hypothesis that Cultural Intelligence has a significant and positive effect on overall cross-cultural adjustment. The second hypothesis tries to answer the question whether the four facets of CQ also have an influence on an expatriate's willingness to adapt. The assumption was made that high levels of CQ increase the willingness to adjust as CQ was opted to facilitate adjustment. Based on the results found and illustrated in tables 11 above, CQ in general terms predicts the willingness to adjust in a positive way. Thirdly, this thesis focused on the question of whether a previous international assignment has any influence on the expatriates' willingness and ability to adjust to the host country. It was proposed that expatriates have higher adaptation levels and are more willing to adapt when they are previously exposed to an international experience. Both correlation and regression analyses do not support the proposed relationship.

The model was constructed based on several other models as developed in previous research, as illustrated in the figures in chapters two and three. The literature contained a detailed theoretical background and prior researches concerning

consequences of Cultural Intelligence, antecedents of cultural adjustment and willingness to adjust. The impact of previous international assignment was considered as well, to design the model and back up the direction of the hypotheses. With the growing internationalization of companies and businesses in general, practitioners' and theorists' emphasize the importance of cultural awareness and consequently Cultural Intelligence. This research partly supported proposed relationships between CQ and CCA. Surprisingly, the results of our investigation were partly different from prior research, knowing that previous researches did not have one answer for the questions asked. Only cognitive and meta-cognitive CQ, were detected to be predictors of general interaction and work adjustment respectively. While behavioral CQ predicted only work adjustment. CQ in its entire individual facet except for cognitive, do not predict the willingness to adjust. However, a high level in the total CQ scale has a significant impact on an expatriate's willingness to adjust. Furthermore, a previous international assignment does not relate to any of the adjustment measures– work, general and interaction-, neither the ability nor the willingness to adjust. This is a surprising outcome, since an exposure to a certain culture should have a moderating effect on the general adaptation of an individual.

Since cultural adjustment is a crucial predictor for assignment success, the question arises whether cultural distance can affect the adaptation of an expatriate and to what extent? Yet, cultural distance and success measures were not included in this research, thus this question could be an interesting approach for further investigation.

5.2- Practical Implications

Earley and Ang (2003) mentioned that high level of CQ can be learned by being exposed to international experiences; that was not supported by our findings. Since the results show that a previous international assignment does not moderate the impact of any of the CQ facets on any of the dimensions of adaptability or willingness to adapt. It would be beneficial to study the cultural distance impact on the adaptability and willingness to adapt. The results point out the particular importance of cognitive, meta-cognitive and behavioral CQ of cultural adjustment, the approach of Earley and Peterson (2004) can be partially supported. These authors

highlight training methods which concentrate on meta-cognitive, motivational, and behavioral facets of CQ. This again was not supported in our research.

On the other hand CQ showed a positive effect on CCA which implies that it would be beneficial for companies to concentrate on programs that would improve CQ for their employees and do selective tests for the employees prior to assigning them to go abroad. Theoretically, this study provides empirical support for the validity of all four dimensions of CQ in understanding how people adjust to work, general and interaction in a new cultural environment. It can be further used to predict and understand French expatriates effectiveness and adaptation in Lebanon.

5.3- Limitations of the Research

One major and obvious limitation of this research is the relatively small sample size. Although the initial intention was to reach a bigger sample size and consequently increase the external validity of the results, it was very difficult to get responses by email and we ended up conducting personal interviews in order to reach an acceptable sample size.

Another major limitation is embedded in a question that a French expatriate asked me and I quote him: "Jeune homme! Est-ce que vous pensez qu'un éleve de NDU qui vit à Jounieh, a la même culture, comportement et coutumes que quelqu'un de dahieh?" (Youngman! do you believe that an NDU student that lives in Jounieh, has the same culture, way and habits of someone from Dahieh –an area in the suburbs of Beirut-?)This question highlights the multi-cultural mix in Lebanon and a question arises whether French expatriates would adapt the same way in the different "cultural islands" of Lebanon. Furthermore, the sample of French expatriates includes mainly people that are currently working in Lebanon, this raises the question of the adaptability of the French expatriates that are not working in Lebanon; namely the families of the working expats.

A rule of thumb says that for every five participants one determining variable might be included. Therefore, in this research the number of variables was limited. .This leads to another limitation of incomplete control factors. Due to restrictions in the complexity and the size of the questionnaire, several factors were left out, which could have increased the explanatory power of this research. Job satisfaction which is

highlighted as the strongest predictor of expatriate adjustment in the study sample of Lee (1990) was not included as a control factor in this research, adding onto the limitations related to experience variables.

Further research should focus on the issue of cultural distance and the tenure of international assignments, taking into consideration the different stages of adaptation of the expatriates and probably do a comparative study between countries.

As indicated, Earley and Ang (2003) mention that high level of CQ can be learned by being exposed to international experiences; this was not supported by our findings. It might be interesting to look further into that hypothesis. Another recommendation for further research is the investigation of the relationship between CQ and expatriate success and its sub-relationships. In this research only one part of the model of Earley and Ang (2003) (Figure 1) is being investigated. A research which focuses on the remaining sub-relationship, CQ and work performance and the main relationship CQ and global assignment success might also generate interesting results.

5.4- Conclusion

In conclusion, whether theoretically or practically, this research contributes to the existing findings and adds to the knowledge of managing French expatriate assignment to Lebanon. Definitely, the results have demonstrated the importance of CQ and its relation with CCA in general. Therefore, it would be beneficial for companies to consider developing the CQ of their employees before assigning them outside their country of origin. A CQ test would be beneficial as well in order to determine the level of CQ an employee has.

APPENDIX

Questionnaire: (English)

Dear Participant,

Allow me to thank you for taking the time to fill this questionnaire that is needed to gather data for my master thesis.

This thesis studies the intercultural adaptation of French expatriates in Lebanon taking into account the impact of previous international assignment and the length of the assignment.

This questionnaire would take less than10 minutes from your time to complete, and it is confidential and used only for the purpose of the above mentioned study.

All data gathered will be treated in absolute confidentiality.

If you have any questions please do not hesitate to contact me on the following e-mail: nassarmaroun@yahoo.com

Or on my direct mobile number: +961 (71) 777 136

In order to proceed with the research quickly it would be very helpful if you could fill this questionnaire before the 20th of April 2012.

Thanking you in advance for your much appreciated help!

Regards,

Maroun Nassar

1- What is your age bracket?

o Less than 25 years old.

o 25 – 35

o 36 – 45

o 46 – 55

o More than 55 years old.

2- What is your Gender?

o Male

o Female

3- Your Marital status is:

o Single

o Married

o Married with Children

o Partnered

o Divorced

o Widowed

4- Do you live alone in Lebanon?

o Yes

o No

5- What is the highest educational level attained?

o High school

o Vocational education

- o University Graduate

- o University Post Graduate

- o PHD

- o Others

6- Do you speak languages other than your mother tongue?

- o Yes

- o No

7- Is this your first international assignment?

- o Yes

- o No

8- If No, was/were your previous assignment(s) in the Middle East?

- o Yes

- o No

9- Did you get any cross-cultural training before you were assigned to this job?

- o Yes

- o No

10- What is your current position?

- o Managerial

- o Supervisory

- o Technical

- o Other

11- How long have you been living in Lebanon?

o Less than 6 month

o 6m – 2year

o 2 – 3 years

o More than 3 years.

1- Select the response that best describes your capabilities

	Strongly agree	Agree	Have doubts	Disagree	Strongly disagree
I know the legal, religious and economic system of the country.					
I know the arts and crafts of the country.					
I know the language or at least one of the spoken languages of the country.					
I know the rules for expressing verbal of nonverbal behavior of the country.					

2- Select the response that best describes your capabilities.

	Strongly agree	Agree	Have doubts	Disagree	Strongly disagree
I enjoy living in cultures that are unfamiliar to me					
I enjoy interacting with people from different cultures.					
I can easily socialize with people from different cultures and background					
I can deal easily with the difficulties of adjusting to new cultures.					

3- Select the response that best describes your capabilities.

	Strongly agree	Agree	Have doubts	Disagree	Strongly disagree
I change my verbal behavior (accent, tone, speed ...) when a cross cultural situation requires it.					
I change my non-verbal behavior (body language, facial expressions ...) when a cross cultural situation requires it.					

4- Select the response that best describes your capabilities.

	Strongly agree	Agree	Have doubts	Disagree	Strongly disagree
I am conscious about the cultural knowledge I use when interacting with people from different cultural background.					
I am conscious about the cultural knowledge I apply when interacting with people from different cultural background					

I adjust my cultural knowledge as I interact with people from a culture that is different than mine.

I check the accuracy of my cultural knowledge as I interact with people from a different culture.					

5- Please indicate the level that best describe your behavior in the following statements while INTERACTING with Lebanese:

	Strongly agree	Agree	Have doubts	Disagree	Strongly disagree

I speak the local language in a proficient way

I am able to use correctly nonverbal cues of the host country.					

I am able to adjust to working with nationals working outside the company.

I am able to foster interpersonal relationships at work.					

I have the ability to develop

new social relationships
with nationals from the host
country

	Strongly agree	Agree	Have doubts	Disagree	Strongly disagree
I have the ability to adjust and interact with host country nationals in general					

6- Please indicate the level that best describe your behavior in the following statements while LIVING in Lebanon:

	Strongly agree	Agree	Have doubts	Disagree	Strongly disagree
I am able to eat and enjoy the Lebanese food					
I trust and use the healthcare facilities in Lebanon.					
I buy products imported from my home country.					
I am able to adjust to the way people drive in the host country.					
I have the ability to adjust to the general living conditions in the host country.					
I am able to adapt to the housing conditions in Lebanon.					

I enjoy the art and attend to shows and events in Lebanon					

7- Please indicate the level that best describe your behavior in the following statements while WORKING in Lebanon:

	Strongly agree	Agree	Have doubts	Disagree	Strongly disagree
I am able to communicate the company values to the nationals of the host country.					
I am able to perform up to the standards and accommodate the needs and expectations of host country business associates.					
I have the ability to demonstrate sensitivity to local customs and norms when teaching new skills to host country nationals.					

8- Please indicate to which extent you agree to the following statements about living in another country:

	Never	Rarely	Sometimes	Often	Always
I do not like to Celebrate Holidays of the host country and participate in events.					
I avoid Cooking traditional food of the host country					
I am not interested to Hang artwork made from the host country artists in my home.					
I would feel uneasy trying to be a local when I am not.					
I do not feel deceitful adjusting my normal behavior to local standards.					
Although I know a lot about the local culture I try not to let it influence my behavior.					

Dear Participant,

Thank you for taking the time to fill this questionnaire

Should you be interested in the results of this questionnaire, please send me an e-mail to nassarmaroun@yahoo.com or check out for the results at the "Union des Français a l'etranger".

Regards,

Maroun Nassar

Questionnaire (Français)

Cher Participant,

Permettez-moi de vous remercier d'avoir pris le temps de remplir ce questionnaire qui est nécessaire pour recueillir des données pour ma thèse de maîtrise.

Cette thèse étudie l'adaptation interculturelle des expatriés français au Liban, en tenant compte de l'impact de l'expérience internationale précédente.

Ce questionnaire prendra au plus 10 minutes de votre temps pour le renseigner, et il est confidentiel et utilisé uniquement dans le but de l'étude mentionnée ci-dessus.

Toutes les données recueillies seront traitées en confidentialité absolue.

Si vous avez des questions, n'hésitez pas à me contacter sur l'e-mail suivant: nassarmaroun@yahoo.com

Ou sur mon numéro de portable direct: +961 (71) 777 136

Afin de procéder à la recherche rapide, il serait très souhaitable si vous pouviez renseigner ce questionnaire avant le 10 Mai 2012.

En vous remerciant pour votre aide très appréciée!

Cordialement,

Maroun Nassar

1 - Quelle est votre tranche d'âge ?

- o Moins de 25 ans.
- o de 26 à 35
- o de 36 à 45
- o de 46 à 55
- o Plus de 55 ans.

2 - Quel est votre sexe?

- o Féminin
- o Masculin

3 - Votre statut matrimonial est:

- o célibataire.
- o Marié
- o Marié, avec enfants
- o En partenariat
- o Divorcé
- o veuf

4- vivez-vous seul au Liban?

- o Oui
- o Non

5 - Quel est le plus haut niveau éducatif atteint?

- o Ecole secondaire
- o Formation professionnelle
- o Université, études supérieures
- o Université, DEA
- o PHD
- o Autres

6 –Maîtrisez-vous d'autres langues que votre langue maternelle?

- o Oui

o   Non

7 - Est-ce votre première expérience hors de la Métropole?

o   Oui.

o   Non

8 - Si non, était-ce votre première expérience au Moyen-Orient?

o   Oui

o   Non

9 - Avez-vous eu une formation interculturelle avant d'être assigné à ce travail?

o   Oui

o   Non

10 - Quelle est votre position professionnelle actuelle?

o   managériale

o   surveillance

o   technique

o   Autre

11 - Combien de temps avez-vous vécu au Liban?

o   Moins de 6 mois

o   6m - 1 année

o   2-3ans

o   Plus de 3 ans.

1 - Sélectionnez la réponse qui décrit le mieux vos capacités

	Fortement d'accord	d'accord	neutre	désaccord	Fortement en désaccord
Je connais le système juridique, religieux et économique du pays					

Je connais les arts et l'artisanat du pays.					

Je connais la langue ou au
moins une des langues parlées
du pays

Je connais les règles pour m'exprimer verbalement et le comportement non verbal du pays.					

2 - Sélectionnez la réponse qui décrit le mieux vos capacités.

	Fortement d'accord	d'accord	neutre	désaccord	Fortement en désaccord
j'aime vivre ou côtoyer des cultures qui ne me sont pas familières					
J'aime interagir avec les gens de différentes cultures.					
Je peux facilement socialiser avec des gens de différentes cultures.					
Je peux faire face facilement aux difficultés d'adaptation à une nouvelle culture.					

3- Sélectionnez la réponse qui décrit le mieux vos capacités.

	Fortement d'accord	d'accord	neutre	désaccord	Fortement en désaccord

Je change mon
comportement verbal
(accent, le ton, la vitesse
...) quand une situation
interculturelle l'exige.

Je change mon comportement non verbal (langage corporel, les expressions faciales ...) quand une situation interculturelle l'exige.					

4- Sélectionnez la réponse qui décrit le mieux vos capacités.

	Fortement d'accord	d'accord	neutre	désaccord	Fortement en désaccord

Je suis conscient de la
connaissance culturelle que
je dois utiliser lors d'une
interaction avec des
personnes de milieux
culturels différents.

Je suis conscient de la connaissance culturelle que je pratique lors d'une interaction avec des personnes de milieux culturels différents					

J'adapte mes
connaissances culturelles à
celles des personnes d'une
culture différente de la
mienne

Je vérifie mes connaissances culturelles quand j'interagis avec les gens d'une culture différente.					

5- S'il vous plaît indiquer le niveau qui décrit le mieux votre comportement dans les
situations suivantes tout en interagissant avec les libanais:

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	Fortement d'accord	d'accord	neutre	désaccord	Fortement en désaccord
Je parle la langue locale d'une manière compétente					
Je suis en mesure d'utiliser correctement les indices non verbaux du pays d'accueil.					
Je suis en mesure de m'adapter au travail avec les ressortissants travaillant à l'extérieur de l'entreprise.					
Je suis en mesure de favoriser des relations interpersonnelles au travail.					
J'ai la capacité de développer de nouvelles relations sociales avec les ressortissants du pays d'accueil					
J'ai la possibilité de m'adapteret d'interagir avec les ressortissants du pays d'accueil en général					

6- S'il vous plaît indiquer le niveau qui décrit le mieux votre comportement dans les situations suivantes tout en vivant au Liban :

	Fortement d'accord	d'accord	neutre	désaccord	Fortement en désaccord
Je suis capable de manger et de profiter de la cuisine libanaise					
je fais confiance et utilise les installations de soins de santé au Liban					
J'achète des produits importés de mon pays d'origine					

| Je suis capable de m'adapter à la façon dont les gens conduisent dans le pays d'accueil. | | | | | |

J'ai la capacité de m'adapter aux conditions de vie générale dans le pays d'accueil.

| À la maison je vis dans une atmosphère comparable à celle de mon pays d'origine | | | | | |
| J'aime l'art et participe à la vie culturelle du Liban | | | | | |

7- S'il vous plaît indiquer le niveau qui décrit le mieux votre comportement dans les situations suivantes tout en travaillant au Liban.

	Fortement d'accord	d'accord	neutre	désaccord	Fortement en désaccord
Je suis en mesure de communiquer les valeurs de l'entreprise aux ressortissants du pays d'accueil.					
Je suis en mesure de m'adapter au système de travail dans mon pays d'accueil.					
J'ai la capacité de faire preuve de sensibilité aux coutumes locales et des normes lors de l'enseignement de nouvelles compétences pour accueillir des ressortissants de pays.					

8- S'il vous plaît indiquer dans quelle mesure vous vous engagez aux énoncés suivants sur la vie dans un autre pays notamment au Liban:

(RP)	Fortement d'accord	d'accord	neutre	désaccord	Fortement en désaccord
Je n'aime pas célébrer les fêtes du pays d'accueil et participer aux événements					
Je n'aime pas préparer les repas traditionnels du pays d'accueil					
Je n'aime pas mettre en exposition les œuvres d'art réalisées par les artistes du pays d'accueil dans ma maison					
Je serais mal à l'aise de me comporter comme un libanais.					
Je ne me sens pas faux de calquer mon comportement sur celui des ressortissants du pays.					
Malgré ma connaissance de la culture du pays d'accueil, j'essaye de ne pas laisser cette connaissance influencer mon comportement.					

Cher Participant,

Je vous remercie d'avoir pris le temps de remplir ce questionnaire

Si vous êtes intéressé par les résultats de ce questionnaire, s'il vous plaît envoyez-moi un e-mail à nassarmaroun@yahoo.com

Ou consultez les résultats à l'Union des Français à l'étranger.

Cordialement,

Maroun Nassar.

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