INVESTIGATING THE IMPACT OF SEQUENTIAL CROSS - CULTURAL TRAINING ON THE LEVEL OF SOCIOCULTURAL AND PSYCHOLOGICAL ADJUSTMENT OF EXPATRIATE MANAGERS

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ABSTRACT

Title: Investigating the Impact of Sequential Cross-Cultural Training on the Level of Sociocultural and Psychological Adjustment of Expatriate Managers

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Recent research argues that sequential forms of Cross-Cultural Training (CCT), offered pre-departure CCT as well as post-arrival CCT are more advantageous than non-sequential CCT. This study examines the impact of sequential CCT upon the level of sociocultural and psychological adjustment of expatriate managers. This thesis also targets to fill the gap in the literature about the effectiveness of sequential CCT.

A mixed methods methodology was adopted, more specifically an Explanatory Sequential Mixed Methods Design which included a quantitative survey followed by qualitative interviews of Greek expatriate managers assigned in overseas assignments. The quantitative data and their analysis gave a general understanding of the impact of sequential CCT upon the levels of sociocultural and psychological adjustment while the qualitative data, by exploring expatriates’ assessments, offered more depth to the research and explained the quantitative results.

Unexpectedly but significantly, both quantitative and qualitative results showed that sequential CCT has no any significant impact upon the sociocultural and psychological adjustment of the expatriate managers. However, the qualitative findings indicated that CCT has helped the expatriate managers in their sociocultural and psychological adjustment, regardless of whether it was sequential or not. Furthermore, the findings underline the importance of the timing of CCT and not its sequentiality. Overall, the findings of the research suggest that the effectiveness of the CCT depends both on its content and on its delivery time. Propositions refer to the delivery time and the appropriate content of CCT in enhancing sociocultural and psychological adjustment of the expatriate managers.
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Chapter One

Introduction
1.0 Theoretical Basis

Globalisation is one of the most contentious terms of modern times and a phenomenon that has claimed many of the far-reaching changes of the 21st century, stemming primarily from the interdependence of societies, at both a financial but also a social level. It has defined and driven many of the management and social science research studies conducted, in order to establish its influence over the way we live, work and relate to other people, in other words our interpersonal and professional relationships, as well as the fact that we now share an ‘open world’, so to speak, without national obstacles, where there seem to be endless options and freedom on what we can see and where we can be. There are those who consider globalisation as a source of social cohesion break up which only benefits those with enough financial clout and power to promote their own goals, such as multinational companies (MNCs). Morrison (2006: 138) termed globalization as a “number of processes by which products, people, companies, money and information are able to move freely and quickly around the world, unimpeded by national borders or other territorial limitations”. Similarly, Drezner (2001) referred to the sociological phenomenon as a combination of economic, political and technological novelties that have minimized or even nullified geographical borders. The economic nature of globalisation focuses on increasing levels of international trade and exchange of goods, foreign direct investment and global transactions (Berger, 1996; Bamber et al., 2004). A result of globalisation is the growth of MNCs and a fast-paced growth of foreign assignments. Consequently, International Human Resource Management (IHRM) becomes a highly significant aspect of the global business setting (Desatnick and Bennet, 1977; Dowling et al., 1994; Evans et al., 2002).
The rapid internationalisation of companies essentially constitutes a major departure from the economic and sociological environment of global markets, at least for the past half a century. As the globalisation of the employment sector continues to grow, so does the number of expatriate assignments, with professionals increasingly leaving their country (temporarily or otherwise) to live and work abroad, and thus transforming their social network, relations and essentially living different lives along with their families (Mercer Human Resource Consulting, 2006). Companies are steadily increasing their business presence in international markets, both in Europe and elsewhere (Forster, 1992). “In the era of global competition, the role of managers sent abroad for temporary assignments has become increasingly important, especially for MNCs” (Aycan, 1997: 434).

Expatriation is a broad, ongoing process involving the closely screened selection of managers or other company professionals in accordance with certain criteria, training methods, transporting the expatriate abroad, managing adjustment, supervising performance and repatriation. Adjustment during expatriation is a highly delicate, complicated and on many occasions, socially difficult process pertaining to many interdependent factors that determine the success or failure of an overseas assignment. These considerations are multifaceted and therefore expatriation remains a double-edged sword for the Human Resource Management (HRM) of any MNC (Tung, 1981; Naumann, 1992; Harvey et al., 2001; Harzing 2002; Insch and Daniels, 2002). But first, the researcher needs to define the social meaning of the term expatriate in order to proceed with an analysis of the research problem.
There are many interpretations of the term and increasing trend. According to Harzing and Ruysseveldt (2004: 252) the expatriate is “an employee working outside his/her home country”. Lasserre (2003: 313) points out that expatriates are “people living and working in a non-native country”. Additionally, Dowling and Welch (2004: 5) refer to the expatriate as “an employee working and temporarily residing in a foreign country”. It can be argued here, that the three definitions contain varying social elements and therefore for the purposes of the current research, a separate social description has been devised and adopted, considered more appropriate, given the theme of the current thesis. Within this framework, the author defines the expatriate as an assigned employee who is working, interacting and living, on a temporary or long term basis in a foreign country which is not his/her homeland.

A considerable number of studies have been conducted on expatriates. A number of researches have closely looked into the individual expatriates’ adjustment to overseas assignments (Black et al., 1991; Black and Porter, 1991; Naumann, 1993; Bjorkman and Schapp, 1994). The most notable of studies focusing on the social implications of individual expatriation are: management issues (Feldman and Thomas, 1992), practical steps to a successful expatriation (Boyacigiller, 1990; Tu and Sullivan, 1994) and repatriation (Harvey, 1989; Napier and Peterson, 1991). Moreover, many researchers also examined specific forms of IHRM methods and practices used by MNCs (Ondrack, 1985; Tung, 1988; Derr, 1993). The most significant, include Cross-Cultural Training (CCT), career management, performance appraisal, selection criteria, staff and use of expatriate’s knowledge after repatriation (Tung, 1984; Harvey, 1989; Black and Gregersen, 1991a).
Nowadays, expatriate management has become quite a complicated and delicate process, given the vastly growing trend. Most MNCs are now sending a considerable number of managers on international assignments (Black et al., 1992; Selmer, 2002). Relevant literature points however to a significant rate of expatriate adjustment failure, around the 8 to 12% mark (Harzing, 1995; Forster, 1997; Daniels and Insch, 1998). Harzing (2002) defines expatriate failure as a situation whereby the individual on a foreign assignment returns home before the conclusion of his/her international assignment period. Tung (1982) and Yu and Goh (1995) argue that expatriate failure is related to poor adaptation to the new social environment and failure at a smooth adjustment to the change in living and working setting. Similarly, Naumann (1993) notes in his study that high expatriate failure focuses on certain general issues that may turn the tide towards either success or failure in overseas assignments. Foremost amongst them are CCT and expatriate adjustment. Previous studies have shown that 16-40% of all expatriate managers return prematurely from their overseas assignments failing to adjust to the new conditions they have to face (Tung, 1981; Dunbar and Ehrlich, 1986; Black, 1988; Black and Mendenhall, 1991a).

Internationally and as business globalisation has taken root, expatriation and the need for adjustment training, becomes an essential Human Resource (HR) practice and flows in parallel to the overall business MNCs strategy (Novicevic and Harvey, 2004). As previously remarked, a highly significant expatriation strategy is expatriation training, which must focus on the minimisation of culture shock with the purpose of easing the social difficulty of adjustment to a host country that is foreign to the individual (Selmer, 1995; Shaffer et al., 1999). In spite of a growing debate on the effectiveness of CCT (see literature review chapter), the majority of MNCs devote a considerable amount of
time and spend a lot of money on the implementation of various expatriate training programs. According to Brewster (1996), expatriates tend to be amongst the most costly employees of MNCs and by extension almost all of them are high on the companies’ hierarchy, because they constitute the overwhelming majority of those sent on international assignments. The position of expatriates in the MNCs also underlines the importance of the individuals’ adjustment success, as they are significant in the company’s foreign investment strategy. Here lies the significant role of IHRM in implementing the appropriate training technique.

Recently there’s been an increasing trend of strong differences of opinion about which type of CCT is most effective on expatriate adjustment. Certain researchers put forward the argument that pre-departure training is the most effective (Black et al., 1992; Bennett et al., 2000; Littrell et al., 2006) while on the other side of the expatriate adjustment spectrum, others suggest the significance of after arrival training as the most appropriate training tool towards successful adjustment (Mendenhall and Stahl, 2000; Sanchez et al., 2000; Neill, 2008; Selmer, 2010).

In addition however, a new CCT philosophy has gradually and steadily been gaining ground in its position that the best practice should essentially be a combination of pre-departure and after arrival training which would start before the expatriation and finish after the adjustment stage. It has been named in scientific terms as sequential CCT (Harrison, 1994; Selmer et al., 1998; Tarique and Caligiuri, 2009). The theoretical base, empirical implementation and argument of the present study is based on this new philosophy of expatriate adjustment.
What also needs to be considered is the confusion around the concept of adjustment both in terms of theory and practical methodology. Most studies have only considered CCT impact on the sociocultural adjustment of expatriates (Tung, 1987; Black 1988; Black and Stephens, 1989; Black and Mendenhall, 1990), while only a handful of researchers have taken into account such impact on psychological adjustment (Ward and Kennedy, 1992; Anderzen and Arnetz, 1999; Molinsky, 2007). Moreover, extremely limited studies examined both sociocultural and psychological adjustment such as Okpara and Kabongo (2011). As will be discussed further in the next chapter of the present study, the author has formulated the argument that in order to establish a comprehensive picture of expatriate managers’ adjustment, one should take a parallel and close look at both the sociocultural and psychological impact as one is essentially tied to the other in terms of the individual expatriates’ reaction. For the purposes of the study, both sociocultural and psychological adjustment has been examined and analysed in detail.

1.1 Research Rationale

Gaps or ambiguities in the literature are identified in order to clearly demonstrate the rationale of the present research. Overall, the academic CCT field is poor in a) empirical studies considering the effectiveness of sequential CCT, b) relevant research work examining both the psychological and sociocultural adjustment of expatriates and c) empirical evidence on the effectiveness of sequential CCT as implement by European MNCs. Considering these inadequacies and in an effort to provide a missing theoretical and practical perspective on this issue, the author focused the study on the impact of
sequential CCT, offered by Greek companies, upon the sociocultural and psychological adjustment of expatriate managers.

The necessary growth of IHRM, due to the rise and establishment of globalisation has led to an increasing number of studies looking into the adjustment of expatriate managers on foreign assignments, mostly temporary but also long term. Extensive research has been conducted in developed industrialised nations, power houses in international business, commerce and services, such as the United States, China, Japan and Taiwan.

What’s virtually non-existent are studies on European countries and context. Specifically, there is absence of studies on Greek expatriate managers who undertook foreign assignments; and there hadn’t been such a need until recently, when the onset of globalised business led to an increasing number of Greek companies growing into multinational and sending senior staff on foreign assignments. The present research endeavours to respond to this sociological business management void, by investigating the role of sequential CCT on the sociocultural and psychological adjustment of Greek expatriate managers. CCT of expatriate managers is directly connected and organised by a company’s HRM. “HRM is responsible for how people are treated in organizations […] helping them in performing their work, compensating them for their labours, and solving problems that arise” (Cherrington, 1995: 5). According to Randhawa (2008), global development strategies in a MNC are based on IHRM, which needs to formulate and adopt efficient strategies in preparing the expatriates for the new environment.
HRM grew little in Greece and was largely unnecessary due to the small size and family ownership of companies (Georgas, 1993; Makridakis et al., 1997). According to Kritsanonis (1998), only 9% of Greek companies had an HR department and a mere 11% a clearly formulated, comprehensive HR planning policy. Various studies point to the fact that management was in the hands of the family which owned the small sized firms, constituting the majority on the Greek business scene (Bourantas, 1988; Bourantas et al., 1990; Papadakis, 1993). During the past couple of decades however and particularly so following Greek membership of the EU, this reality has been largely overturned and given way to a clearly visible and organised HR department in Greek firms. “HRM in Greece is in a state of rapid development and fundamental change” (Myloni et al., 2002: 8). Due to the establishment of competitive foreign subsidiaries in the Greek business market, during the 1980’s, local business was essentially forced to start formulating and implementing coherent HRM practises in order to keep up with the foreign competition (Papalexandris, 1992). Specifically, according to Myloni et al. (2002), the majority of now larger corporations offered training focused on work knowledge and skills. In parallel, the opening up of the Greek market to European firms, due to EU membership, as well as globalised rules of financial engagement, generated the development of the first Greek MNCs which started expanding their business to foreign cultures and therefore needed fast-paced training of expatriate managers that would take up new posts. It is evident that expatriate management only developed in Greece when foreign competition and globalisation made it absolutely necessary and this only begun taking shape as a business phenomenon in the country, from the early 90s onwards.

To date, no researcher has sought to closely look into expatriate management in Greece. The only study generally relating to the issue, focuses on the subsidiaries of foreign
companies in the country (Papalexandris, 1991; Myloni et al., 2002). There’s been no effort to examine the implementation of sequential CCT to Greek expatriate managers and its effectiveness on sociocultural and psychological adjustment. The current study addresses the gap in knowledge, information and understanding of the CCT, in relation and conjunction to the adjustment of Greek expatriate managers on international assignments. The author seeks to stress the significance of reaching conclusive findings on this issue, considering it is the very first one to be conducted in the Greek business sector and must provide valuable knowledge on the expatriation field for future reference, becoming a useful tool in Greek HRM departments towards adopting effective expatriate strategies.

1.2 Research Aim

The focus is sequential CCT and its impact on the level of expatriate’s sociocultural and psychological adjustment as a means of concluding whether sequential CCT is actually a useful practice for MNCs.

In more specific terms, the present thesis engages the question of whether Greek expatriate managers are actually benefiting and to what degree, from the sequential CCT offered by Greek companies and aiming to facilitate their sociocultural and psychological adjustment in the host country. The study focused on the effectiveness of sequential CCT on the level of expatriate managers’ sociocultural and psychological adjustment in overseas assignments.
1.2.1 Main Research Question

The main research question of the research study was the following:

Does sequential CCT offered and implemented by Greek companies has a significant impact on the level of expatriate employee adjustment to their general social environment, their workplace surroundings, community interaction and psychological state?

1.2.2 Research Question Relevance

Expatriate management is one of the most sociologically current issues. As such, the author has displayed a major interest in looking into the issue both due to its significant relevance in today’s globalised business sector and the social effects on expatriate managers working in this field, but also because it forms the basis of his academic attention in regard to business related management issues. Throughout his undergraduate degree he has developed a keen interest in management, particularly IHRM. As a result, he has always selected modules that are related to aspects of this field. This had inevitably led to postgraduate studies in international management and an opportunity to formulate an image of ‘the bigger picture’ in management, in other words study the field in depth. One of the management aspects with increasing relevance in the modern business sector, is sequential CCT as offered by MNCs HR departments and as a means of aiding the effective sociocultural and psychological adjustment of expatriate managers.
Following consideration of many developed countries, Greece was selected as the home culture of expatriate managers. Greek context was significant for this research for a number of reasons. The main reason was the complete lack of academic research in the country on the field of expatriation, more so in terms of training implementation as a means of improved adjustment. It is to be expected that the nationality of the author also played a major part in the decision, as he is of Greek-Cypriot descent and thus communication with research participants had no language or culture barriers and allowed him to travel a short distance to the country and conduct with companies or generally communicate with expatriate managers. In addition, what makes the research more significant in terms of findings is the fact that Greece shares an almost identical cultural outlook to Cyprus and Greek MNCs are established on the island.

Researching Greek MNCs and their expatriate strategies, constituted an additional challenge due to the on-going financial crisis at the time when the study was being conducted. Consequently, all firms were in the midst of implementing specific crisis-driven strategies and practices in order to upturn. This did have relevance to the issue being looked into, as successful expatriation management goes a long way towards securing foreign investment success and healthy MNCs. Having said this however, expatriation training tends to be on the most expensive areas, a fact that may hinder growth, particularly in times of crisis. For both of these opposing reasons, Greece was almost the ideal case towards investigating expatriate management and the importance that Greek firms give to it as a means of facilitating the sociocultural and psychological adjustment of expatriate managers and therefore the success of the MNCs foreign investment. The fact that conditions favoured a doctoral thesis on the issue further helped the author in offering comprehensive understanding and informed opinions.
about sequential CCT and its success on the adjustment of expatriates. These results could well provide useful knowledge to HRM departments as well as a younger generation employees in such firms and considering foreign assignments.

Greece, and in particular the Greek context of the said study, is therefore a unique case to study at this point in time as opposed to other EU countries or nationals currently being posted on foreign assignments for the main reason that amidst the country’s immense financial challenges it will have no other choice but to become a “competitive nation.” In other words the survival of Greece within the context of its European Union membership is directly interwoven into how the nation will handle and transform its economic character over the next two decades. Greek MNCs are also at the forefront of this transition (i.e. in addition to the state transition) with a great deal riding on the success of their foreign investments. The Greek success, or failure, will therefore serve as a unique case study perhaps for the entire EU in its ambition to compete successfully as an economic block on the broader World stage and therefore eliminating such cross-cultural boundaries within its own borders is necessary, at least for its MNCs.

1.3 Research Contribution

The problem under study is a new research aspect of an already existing field, namely CCT and expatriate sociocultural and psychological adjustment. Since there is no other empirical research on the field, the current thesis is a first time study and therefore it carries with it academic authenticity. Its sociological interest also lies in the fact that the author chose a research path with significant employment implications both to himself and the wider community, as it involves managing the ability of people who need to work in foreign environments adjust to their new social situation. Moreover, in spite of
the lack of resources on expatriation management in Greece, there is adequate literature on CCT implementation in expatriation adjustment that could be used to support arguments.

The study shall be of increasing use to a range of stakeholders firstly companies that are implementing expatriation training programs and are seeking to improve their quality in order to secure more return on their foreign investment. MNCs invest a considerable amount of money in preparing and training expatriate managers adequately as they look to succeed internationally. The present study hopes to provide Greek MNCs with valuable information from managers that have been posted internationally and therefore are in a position to voice their experiences on the effectiveness of sequential CCT in sociocultural and psychological adjustment. This might well prevent future expatriate failure and increase successful outcomes of adjustment to a host culture by a business executive, valuable to the foreign investment of the firm. The research will also constitute an informed empirical guide to IHRM practitioners in preparation of expatriates for their international assignments.

Beyond a contribution to enterprises, the study will fill the academic void as it deals with a new form of adjustment training, the sequential CCT, which has not been efficiently empirically tested (see literature review chapter) as yet are have the advantage of being corroborated by similar research. In these terms, the author makes a substantial contribution to literature through a first time empirical effort on the effectiveness of the newly implemented sequential CCT upon sociocultural and psychological adjustment. Secondly, the current thesis operates in a more holistic way by examining both notions of adjustment at the same time, in comparison with previous
studies which examined sociocultural and psychological adjustment as separate social entities. In that sense, the author hopes to enrich the literature with a new approach focusing on the parallel impact of sequential CCT on the sociocultural and psychological adjustment of the expatriate managers. One also has to take into account the CCT research gap in European countries, more so Greece which only developed MNCs in the past couple of decades. As such it will provide valuable empirical evidence on CCT adjustment effectiveness in Greek companies, as well as a starting point for further exploration of the CCT field in both Greece and the other European countries.

Concluding, it has to be noted that the current doctoral thesis will focus both on the product and the individual. In that sense, its aim is two-fold-contribute to practical knowledge as well as literature on the field and facilitates the authors’ purpose in becoming an independent highly skilled researcher involved in studies that are relevant to current social situations and have to offer an authentic, empirical approach that can be utilised and further developed.

1.4 Thesis Structure

In addressing the research question the structure of this thesis is as follows. The next chapter is a literature review, focusing on the theoretical and conceptual issues that underpin CCT, in connection to the significance of sociocultural and psychological adjustment. The necessary conceptual framework will be established in order to demonstrate the rationale for investigating the effectiveness of sequential CCT on the sociocultural and psychological adjustment of expatriate managers. Methodology will then be presented and analysed, providing the reader with the reasoning behind
following Explanatory Sequential Mixed Methods Design and how questionnaires and Skype semi-structured interviews were designed, distributed and analysed. The paper will then focus on core findings analysis. This chapter explores the quantitative and qualitative results, followed by the discussion chapter of the main findings and their sociological meaning in both theoretical and practical terms. The conclusions chapter draws on all the main findings of the research and discusses implications as well as referring to certain limitations of the research and recommendations for future studies on the same premise.
Chapter Two

Literature Review
2.0 Introduction

This chapter focuses on the theoretical and conceptual issues underpinning CCT in conjunction and as a step towards the social need for adjustment of Greek expatriate managers assigned to Romania and Great Britain (GB).

MNCs have always invested in CCT for managers on foreign assignments in order to maximize their placement success and achieve a greater return on their investment. Organizations however differ, not so much on whether CCT is a necessary part of the expatriation process, but rather in their methodology, as well as the amount they are willing to invest in such training and the degree of risk they are always taking, money and company development wise, should the placement fail. Organisations implement CCT either through the pre-departure, after arrival, or sequential approach. The current research explores the extent to which the expatriates’ adjustment is impacted by the implementation of sequential CCT as opposed to the other two cheaper, less time consuming, and ideologically different approaches or methods of CCT administration. Furthermore, it looks into the effectiveness of sequential CCT on the level of a) sociocultural and b) psychological adjustment of expatriate managers.

The purpose of the literature review is to develop a conceptual framework. The first section presents the concept of adjustment which will be empirically measured in order to identify the effectiveness of its connection to sequential CCT. It deals with a brief adjustment overview, adjustment process, definition, different notions and dimensions. The argument is that there are two notions to adjustment a) sociocultural and b) psychological. The former is viewed as a multifaceted phenomenon and consists of a) general adjustment, b) work adjustment and c) interaction adjustment. It is evident that
they should not be viewed as entirely separate entities, as they form aspects of a single social experience, adjustment to expatriation. Having said this, the problem cannot be approached in a unitary adjustment manner, as validity and reliability of each of the above parameters will not be able to be established separately. On the contrary, it’s necessary to consider psychological adjustment as a unitary phenomenon when discussing individual emotions and reactions to a new social setting and network. Psychological adjustment is directly related to the expatriate’s emotional state which, in turn, is dependent on her/his whole life in the host country, shaped through various factors derived from the degree of sociocultural adjustment.

The second section introduces the main features and theoretical components of CCT. CCT is used as an umbrella term under which the new concept of sequential CCT is connected to the effective sociocultural and psychological adjustment. The author analyses the meaning of CCT, its main elements and growing debate on its effectiveness before going into more detail on the new framework of the approach, sequential CCT, and the development of the research hypotheses.

The literature review is a guide to the understanding of the research field and positions, the approach and theoretical basis of the thesis, aimed at making a valuable academic contribution that relates to expanding knowledge on the degree to which sequential CCT impacts on the level of sociocultural and psychological adjustment.

2.1 Towards A Holistic Concept of Adjustment

This section focuses on the expatriation adjustment process. Firstly, the author refers to the different aspects of adjustment, followed by a definition of the term. Secondly, he
makes an overview of the expatriate adjustment research and he also analysed the individual and multilevel perspective of it. Furthermore, the notions of adjustment, sociocultural and psychological, are analysed through a discussion of the distinction between these two notions. At the end of this section, the social dimensions of adjustment are presented. Sociocultural adjustment is considered a multifaceted phenomenon and psychological adjustment a unitary one. In the present study, the author investigates the effectiveness of sequential CCT on the level of adjustment. In order to address such research questions, the author had to first measure the level of adjustment. However, this is difficult to measure because of its complexity. In order to overcome this complexity, the paper took into consideration the different notions and dimensions of adjustment, and separately measured the level of a) sociocultural adjustment (general, interaction and work adjustment) and b) psychological adjustment.

In the existing literature, cross-cultural adjustment took different aspects, such as job satisfaction (Hammer et al., 1978; Abe and Wiseman, 1983), acquisition of language (Bochner et al., 1977), and life satisfaction (Cui and Van den Berg, 1991). The present study focuses on cross-cultural adjustment and the process of dealing with expatriation (new situation). The term “adjustment” is used as a default throughout this thesis, in terms of the expatriate’s adjustment. According to Takeuchi et al. (2005) adjustment is viewed as the extent to which the expatriates cope with success the nuances of the host country.

2.1.1 Expatriate Adjustment: An Overview

The growing globalization and interdependence of the economic business spectrum has led to a recent two-fold development. Organisations have increased international
assignments and scholars are now focusing on researching expatriate adjustment. In saying this however, one should point out that many studies with emphasis on expatriate adjustment have been conducted over the past few decades (Mendenhall and Oddou, 1985; Gregersen, 1992; Shaffer and Harrison, 1998; Caligiuri et al., 1998; Black et al., 1991; Kraimer et al., 2001; Van Vianen et al., 2004; Harrison et al., 2004; Shaffer et al., 2006). According to two recent meta-analyses studies, those of Hechanova et al. (2003) and Bhaskar-Shrinivas et al. (2005), a number of factors may influence expatriate adjustment. On the one hand, Hechanova et al. (2003) considered antecedent variables in four categories: individual, work related, environmental and family related, while on the other, Bhaskar-Shrinivas et al. (2005) categorised them in five types: anticipatory, individual, job, organization and non-work factors. In the most recent meta-analysis, Takeuchi (2010) takes a new approach, underlining the need of looking into expatriate adjustment from a multilevel perspective by taking into consideration other stakeholders who may affect or be affected by this adjustment, such as family, company and host country nationals.

Thus, the current thesis is aware of various approaches in investigating expatriate adjustment. For example, certain researchers examine the role of anticipatory factors such as the influence of previous international experience (Mol et al., 2005; Takeuchi et al., 2005; Tarique and Takeuchi, 2008; Caligiuri et al., 2009; Budworth and DeGama, 2012). Some other studies focus on individual factors and their impact on expatriate adjustment, specifically, the cultural intelligence factor (Earley and Ang, 2003; Ang et al., 2006; Ng and Earley, 2006; Ang et al., 2007; Imai and Gelfand, 2010; Lee and Sukoco, 2010; Moon et al., 2012) the goal orientation factor (Budworth and DeGama, 2012; Moon et al., 2012) or personality traits and demographic characteristics.
(Peltokorpi, 2008; Olsen and Martins, 2009). Yet further studies gave specific attention to the impact of organizational factors such as social support (Shaffer et al., 1999; Kraimer et al., 2001; Waxin, 2004). Other researchers focused on the job factors which may influence expatriate adjustment, including role conflict (Black et al., 1991) and role clarity (Shaffer et al., 1999), while there was also an analysis of the impact of non-work factors on adjustment, such as the culture novelty (Shaffer et al., 1999; Peltokorpi, 2008) and family factor (Caligiuri et al., 1999; Shaffer and Harrison, 2001; Takeuchi et al., 2002a).

In addition, a significant number of studies dealt exclusively with the mediating role of managerial practices on expatriate adjustment (Shay and Tracey, 2009). More explicitly, certain studies investigated the impact of selection criteria (Nankervis et al., 1993; Harris and Brewster, 1999; Harzing and Christensen, 2004; Shay and Baack, 2004; Feitosa et al., 2014) while other research focused on the effects of pre-departure or after-departure CCT upon expatriate adjustment (Gregersen and Black, 1992; Selmer et al., 1998; Mendenhall et al., 2004; Palthe, 2004; Littrell and Salas, 2005; Waxin and Panaccio, 2005; Littrell et al., 2006; Puck et al., 2008; Tarique and Caliguiri, 2009). While the present thesis acknowledges the contributions of all the aforementioned studies, it argues that an additional theoretical perspective may be helpful in looking into the determinants of expatriate adjustment. It is company support, with the current study being underpinned by the belief that it forms one of the main factors influencing expatriation adjustment. CCT is one of the managerial practices that companies utilise with the purpose of maximising effectiveness on expatriate assignment. While a number of studies to date have attempted to investigate the impact of CCT upon expatriate adjustment, the present research adds depth to the literature by investigating the impact
of the sequential type of CCT upon the level of expatriate adjustment. It is significant at this point to highlight the fact that there is limited research in the current literature such as those of Selmer, (2002) and Tarique and Caligiuri (2009) which focuses on the effectiveness of the sequential type of CCT upon the level of expatriate adjustment.

### 2.1.1.1 Individual and Multilevel View of Adjustment

The present study was an effort at researching expatriate adjustment through the multilevel perspective as proposed by Takeuchi (2010). According to Harrison et al. (2004) the majority of expatriate research focuses on the expatriates themselves, in other words at individual level. Thus, according to Takeuchi (2010), the expatriate adjustment research is viewed as “expatriate-centric”, completely sidelining other “stakeholders”. A stakeholder refers to “any group or individual who can affect or be affected by expatriates” (Freeman, 1984: 25) such as family (Caligiuri et al., 1998; Takeuchi et al., 2002a), parent company (Aycan, 1997; Guzzo et al., 1994) and host country nationals (Toh and DeNisi, 2003; Vance and Paik, 1995).

Therefore, the sole focus of prior expatriate research on the individual level resulted in a limited understanding of expatriate adjustment and effectiveness, an outcome that brought up the need for a multilevel research (Chen et al., 2010). In spite of the fact that the present thesis adopts the position of individual level expatriate adjustment, it is influenced to a significant degree by Takeuchi’s (2010) multiple stakeholder view of expatriate adjustment. Takeuchi (2010) claimed that expatriate adjustment is affected by three perspectives deriving from the family domain, the parent company domain and the host country national domain. The first perspective is the work-family conflict perspective; the second is the strategic human resource management perspective and the
third, social exchange. The work-family conflict perspective as highlighted by Ford et al. (2007) and proposed by Takeuchi et al. (2002a) suggests that the work role responsibilities can render the expatriate unable to carry out family responsibilities and vice versa. Secondly, according to Wright and McMahan (1992: 298) strategic HRM is defined as “the pattern of planned human resource deployments and activities intended to enable an organization to achieve its goals”. CCT is one of those HR practices that can facilitate the expatriate adjustment and lead to better outcomes (Tung 1982; Black et al., 1992; Caligiuri et al., 2001; Waxin and Panaccio, 2005). Thirdly, the social exchange perspective as introduced by Goulder (1960) and proposed by Takeuchi et al. (2009) suggests that two parties enter into an exchange relationship which in the present case is the one between expatriates and host country nationals.

Indeed, the author argues that a holistic investigation of the expatriate adjustment should include not only data from the expatriate themselves but also by other stakeholders such as family, company and host country nationals since many studies proved their importance and influence upon expatriate adjustment (family: Shaffer and Harrison, 2001; Takeuchi et al., 2002a; Palthe, 2004; Herleman et al., 2008, company: Kraimer et al., 2001; Waxin, 2004; Wang and Takeuchi, 2007; Takeuchi et al., 2009, host country nationals: Black et al., 1991; Shaffer et al., 1999; Shay and Baack, 2006; Toh and DeNisi, 2007). The author argues that expatriate adjustment is formulated through a series of factors that include expatriates and other stakeholders who interact and influence each other in the framework of the expatriate adjustment process.

Contrary however to the beliefs and intentions of the researcher, it proved a complicated task to reach a representative sample of family, company and host country national
stakeholders (see limitations of the research). Thus, while on the one hand, the present study recognised the need for a multilevel research approach in the expatriation field, on the other, the practical difficulties faced in terms of population access led the author to investigate the impact of sequential CCT upon the level of expatriate adjustment only at the individual level through data collection from the expatriates themselves.

The next section focuses on a detailed analysis of the two notions of expatriate adjustment and rendering credibility to the argument that it should be viewed and investigated through the bifocal lens of sociocultural and psychological notions of adjustment.

2.1.2 Notions of Adjustment: The Blossom of Psychological and Sociocultural Adjustment

A major problem of expatriate adjustment was the lack of clarity about what constitutes adjustment (Church, 1982), and how it develops through time. Within the literature, adjustment has been conceptualised in various ways. The term adjustment originates from Nicholson (1984) and its meaning relates to the personal and work-role changes that a person is going through. Later, adjustment was perceived also as the degree of psychological comfort and familiarity that a person has for the new environment (Mendehall and Oddou, 1985). Likewise, according to Van Vianen et al. (2004) and Black (1988), expatriate adjustment refers to the degree to which the expatriate feels psychologically familiar and comfortable with dissimilar aspects of an overseas environment. On the contrary, Gudykunst and Hammer (1988) defined adjustment as the degree of fit between environment and individual considering social structures and processes.
From the above definitions it can be argued that adjustment is viewed as a combination of a psychological notion (feelings of well-being and satisfaction), as well as a sociocultural notion (the ability to “fit in” and interact with host culture). This is the basic reason why the author believes that there is a necessity to distinguish the psychological adjustment from the sociocultural adjustment. Of course, this statement is also supported by the existing literature since these two notions of adjustment are incompatible in terms of measurement. In particular, Lysgaard (1955) argued that psychological well-being may be reflected in a curvilinear U-curve path, in contrast with the social skills adjustment which should follow a linear path through time (Kim, 1977). Thus, since they should be measured separately, they should also be viewed as two separate notions.

In order to overcome the aforementioned problem, Ward and colleagues introduced a new conceptual framework claiming that cross-cultural adjustment can be broadly divided in two categories: a) psychological and, b) sociocultural adjustment; while the former relates to the feeling of satisfaction and well-being, the latter relates to the ability to interact adequately in the new culture (Searle and Ward, 1990; Feinstein and Ward, 1990; Ward and Searle, 1991; Ward and Kennedy, 1999).

The author views adjustment through the same lens as Ward and colleagues which led him to adapt their conceptualization of adjustment in the present thesis. In the following paragraphs he explains in more detail the two notions of adjustment and their differences in order to further support the above argument.
Psychological adjustment occurs when the expatriate feels reasonably happy about the new life, he/she is feeling comfortable with the everyday activities and is able to deal with problems (Ward and Kennedy, 1992; Halamandaris and Power, 1999; Wang and Nayir, 2006; Molinsky, 2007). It deals with subjective well-being or mood states such as anxiety, tension and depression (Ward and Kennedy, 1996). While expatriation is a stressful process, the adjustment of the expatriate can reduce the stress. Wang and Kanungo (2004) argued that if the stress was reduced because of better adjustment, the levels of subjective well-being would be higher. Indeed, Nicholson and Imaizumi (1993) and Aryee and Stone (1996) supported the relation between adjustment and subjective well-being. Additionally, the psychological notion of adjustment found also support in other studies related to work traits (Kornhauser, 1965; Anderzen and Arnetz, 1999).

Turning now to the sociocultural adjustment, this refers to the ability to “fit in” the host cultural environment and to interact effectively with individuals of the new culture. It involves a comprehensive understanding of the values and norms of the host culture and country. According to Castro (2003) sociocultural adjustment refers to the development of social and cultural skills, receptivity to the norms, values and beliefs of the host culture and the attainment of satisfactory communication skills in order to be able to interact within the new culture. Arguably, when expatriates are socially and culturally capable, they can keep the social relations in action and act effectively in the new society and culture (LaFromboise et al., 1993). As Harvey and Novicevic (2001) argued, a successful expatriate is one who can adjust her/himself to the foreign country. “Cross culturally-adjusted expatriates represent a more integrative approach to a new culture, (they)...are open to the host culture, but integrate new behavior, norms and
roles into the foundation provided by (their) home cultures” (Church, 1982: 543). In contrast, maladjusted expatriates are not able to accept host behaviours, rules and norms and therefore to adjust their behaviour to the foreign culture.

In this research it is argued that both the psychological and sociocultural notions of cross-cultural adjustment are very significant outcomes of the expatriation. Research verified that these two components of adjustment are theoretically related but empirically dissimilar. The aforementioned notions of adjustment are based on two different concepts. In general, the concept of adjustment is grounded on behavioural and attitudinal changes (Jun et al., 1997).

Differentiating between behavioural and attitudinal changes is based on the way the expatriate controls his/her environment in the host country. The first control refers to active attempts to change the world in order to fit in his/her needs (behavioural), while the second control constitutes expatriate attempts to “fit” in with the world (attitudinal) (Heckhausen and Schulz, 1995). This separation of behavioural and attitudinal adjustment is in accordance with the separation of psychological (attitudinal) and sociocultural (behavioural) adjustment as proposed by Searle and Ward (1990). Furthermore and according to Jun et al. (1997), the concept of sociocultural adjustment concerns behavioural changes which may have to be adopted involuntarily due to the existing social environment, while psychological adjustment is about attitudinal changes, likely to be more voluntary as they come from the inner self and are therefore dependent on personal decisions and strength.
Moreover, the distinction between psychological and sociocultural adjustment has been considered based on empirical research findings. Psychological and sociocultural adjustments are closely correlated and the strength of their association is influenced by various factors. Specifically, the degree of psychological adjustment fluctuates depending on coping capabilities, social support, life changes and individual characteristics while on the other hand sociocultural adjustment is influenced by factors such as interaction with host nationals, language fluency and work communication (Searle and Ward, 1990). Hence, the sociocultural adjustment refers to the social behaviour and skills which derive from the attitudinal factors, in other words the psychological adjustment (Klineberg, 1982; Black and Mendenhall, 1991a; Furnham, 1993). Across a spectrum of studies, the link between psychological and sociocultural adjustment was stronger where there was a high level of social and cultural adaptation (Ward and Kennedy, 1999; Masgoret and Ward, 2006) as in the case of expatriation. Additionally, since psychological adjustment underlines the personal well-being of expatriates, a good psychological adjustment makes them face the foreign assignment with optimism and this also reflects positively on their sociocultural situation (Chen and Chiu, 2009).

Taking into consideration the discussion above, the author concludes this section with the argument that both notions of adjustment are fundamental and interrelated. It is argued that both psychological and sociocultural adjustment should be investigated in order to capture the “bigger picture” of expatriates’ adjustment and not just one facet of their new professional and personal life and conditions in a foreign country.
The next section deals with the dimensions of adjustment. On the one hand, sociocultural adjustment is viewed as a multifaceted phenomenon, divided into three dimensions while on the other side of the adjustment spectrum when dealing with emotions, psychological adjustment seems to be a unitary phenomenon.

2.1.3 Sociocultural Adjustment

In spite of the reality that due mostly to globalised business practices, scholarly interest in adjustment has grown, only few have closely and comprehensively studied the concept of sociocultural adjustment, theoretically or empirically (Schollhammer, 1975; Adler, 1983; Kyi, 1988; Black and Mendenhall, 1990). As evidence shows, there is substantial lack of credible theoretical background around this phenomenon. Research indicates a lengthy debate on whether sociocultural adjustment is a unitary or multifaceted phenomenon. The first stream of researchers claimed that it’s unitary with the focus being the adjustment of the individual into the culture and general environment of the host country (Lysgaard, 1955; Oberg, 1960; Ruben and Kealey 1979; Torbiörn, 1982; Tung, 1987). Other researchers viewed adjustment from a more multifaceted perspective focusing on work and the general environment (Black, 1988; Black and Stephens, 1989). They also closely looked into interaction adjustment, the process of interpersonal relationships between expatriates and host nationals which seemed to be independent from the general environment (Brein and David, 1971; Hawes and Kealy, 1981). In the same vein, Black and Gregersen (1991b) argued that different adjustment facets related to different antecedents.

This paper maintains that adjustment can be measured not only in general terms, as the unitary approach claims, but also in terms of work adjustment and interaction with host
nationals. This distinction is based on the fact that not all factors influenced each facet of adjustment equally or even at all. The author argues that through the multifaceted dimension of sociocultural adjustment, both the private and professional life of the expatriate are under the scrutiny of adjustment in their foreign assignment process. For example, she/he may adjust very well in the general environment but not in his/her workplace. Or on the contrary, he/she may adjust very well at the new work environment but not be able to integrate in the general social conditions. The unitary approach of adjustment, as already mentioned, only covers for the general environment adjustment, a fact that lacks validity and reliability. By using a unitary approach, we cannot accept that an expatriate is fully adjusted when we only explore general adjustment. As suggested with the example above, it might be that he/she is adjusted in the general environment but not at work, or in his/her social interactions with host locals.

In adopting the above causality, the thesis will follow the expatriate adjustment model as proposed by Black et al. (1991), who were the first who had a holistic view on the sociocultural adjustment. They believed that it was a multifaceted phenomenon and referred to the three basic facets of sociocultural adjustment: general, work and interaction. Dissatisfied with the lack of an inclusive theoretical framework for this type of adjustment, Black and his colleagues attempted to introduce a comprehensive model. They argued that the international adjustment of an employee can be affected not only by individual and non-work factors, but also certain variables linked to domestic adjustment, such as work factors (Black et al., 1991). Thus, in their proposed model, they integrated elements of international adjustment with those of domestic adjustment in order to capture a “comprehensive picture” of international sociocultural adjustment.
Their empirical data indicated that sociocultural adjustment is indeed a multifaceted phenomenon including three dimensions: a) the general adjustment, b) the work adjustment and c) the interaction adjustment (Black and Stephens, 1989; Black et al., 1991; Black and Gregersen, 1991a). This theoretical framework of sociocultural adjustment is generally accepted after being strengthened by subsequent empirical studies which proved its validity (Black and Stephens, 1989; Black and Gregersen, 1991b; McEvoy and Parker, 1995; Cerdin, 1999; Shaffer et al., 1999; Takeuchi et al., 2002b; Hechanova et al., 2003; Waxin, 2004; Bhaskar-Shrinivas, et al., 2005). The three facets of sociocultural adjustment are briefly outlined in the following paragraphs.

Adjustment to general non-work environment is the most commonly used dimension and many researchers have focused on it (Hawes and Kealy, 1981; Torbiörn, 1982). According to Black and Stephens (1989) general adjustment refers to the degree of psychological comfort with the host culture environment. This includes issues such as food, climate, shopping, healthcare and housing.

Work adjustment refers to the degree of psychological comfort with the new work roles in the foreign country (Black, 1988). According to Black et al. (1992), this is the easiest and fastest of the three dimensions to adjust to, because it’s facilitated by the similarities in policies and procedures between the subsidiary and the headquarter company. Nevertheless, differences in home and host culture may make this adjustment difficult too.

Interaction adjustment to host nationals refers to the degree to which expatriates feel psychologically comfortable in interpersonal styles and different communication or
interpersonal norms in the foreign country (Black, 1988). This is the most complex dimension of sociocultural adjustment due to varying beliefs, values and perceptions between expatriates and nationals. These cultural aspects are not always visible and therefore difficult to understand both in social and individual terms. Consequently, these differences may possibly lead to misunderstandings and interaction clashes, a social reality that would hinder adjustment.

2.1.4 Psychological Adjustment

The research community was never preoccupied with the division of psychological adjustment into different dimensions, as it seems to be a unitary phenomenon. A minority of researchers (Kornhauser, 1965; Caplan et al., 1975; Karasek, 1979) have developed the theoretical concept of well-being only in relation to the work environment and not to individual emotions. In contrast, various studies on the adjustment of expatriate managers, have measured expatriates’ subjective well-being as a unitary phenomenon (Arnetz and Anderzen, 1992; Nicholson and Imaizumi, 1993; Aryee and Stone, 1996; Anderzen and Arnetz, 1997; Selmer, 2005). In particular, various elements from the three dimensions of sociocultural adjustment may lead the researcher to derive a general psychological adjustment factor that can be sub-divided in turn, into other considerations, by identifying respective psychological attributes from the three different sociocultural factors (i.e. general, work and interaction). In the current thesis however, after evaluating existing literature, it is argued that psychological adjustment is a unitary phenomenon to be measured separately with its own specific set of attributes and not derived from a selected set of attributes embedded within the sociocultural dimension. Psychological adjustment is related to the
individuals’ emotional state, dependent, in the case of expatriate foreign assignments on the life circumstances and the way the individual characteristics of expatriate managers living in the host country play into the adjustment process. There are those who can adapt better than others and respond more effectively or faster to new conditions. In this case, all expatriates experiencing this new psychological state have concerns about the drastic changes in their daily routine.

For example, communicating in a foreign language, dealing with financial transactions, going out, shopping, speaking with host nationals, having a business meeting, can take their toll in terms of general psychological well-being, and so the expatriates may feel anxious, stressed or depressed. It bears witness to the fact that, psychological adjustment cannot be separated into sub-dimensions as the case with the sociocultural dimension. Everyday life affects emotions, which consequently are a factor impacting the degree of the expatriates’ general adjustment.

Based on an understanding of adjustment that accepts the degree of psychological and sociocultural equilibrium between the individual and the new host environment, this thesis in the next section, develops a framework which allowed studying the effectiveness of sequential CCT on expatriate adjustment. It investigates the sociocultural and psychological adjustment of the Greek expatriates in Romania and GB from the individual perspective of the expatriate themselves. Specifically, the thesis focuses on the effectiveness of sequential CCT on the aforementioned adjustment dimensions. The contribution of this thesis lies in proposing an innovative approach on a response to whether or not the sequential CCT affects the level of expatriate sociocultural and psychological adjustment. This thesis aspires to put forward an
empirically credible framework towards evaluating the level of sociocultural and psychological adjustment through sequential CCT and in addition educate MNCs in formulating effective expatriation policies.

2.2 Towards an Interpretative Framework of Effective CCT

A theoretical framework is developed on approaching CCT and its adjustment connection through the holistic concept of the sequential model. An overview of the main features and CCT theoretical components are the first elements which the next section dealing with the core of sequential CCT. Firstly though, CCT is defined and its basic concept outlined, followed by a detailed reference to the debate around CCT effectiveness on expatriate assignments, a fundamental element of the issue at hand and key to the success of an expatriate posting. The chapter then moves towards a discussion of the basic frameworks within the CCT field as well as the latter’s sequential evolution, a new approach to CCT and expatriate adjustment. It concludes with a presentation of the sequential CCT model as presented and adopted in this thesis with a view to greater effectiveness in expatriate business assignments. As will clearly be manifested in the following pages, CCT serves as an umbrella term under which sequential CCT and adjustment are set as a new, connected meaning in terms of expatriate managers. The application of sequential CCT can offer innovative models for a successful and smooth sociocultural and psychological adjustment.

The adjustment of expatriates is subject to many emotional as well as professional and social challenges they have to face, such as separation from their family and friends, decline in their social condition, as they have to build social relationships virtually from scratch both in the workplace and in other interactions, difficulties in communication
because they are called to learn a new language as adults and perhaps most significantly, a remoteness and sense of isolation from their home cultural environment, what they know and are socially comfortable with (Sandhu, 1995; Sandhu and Asrabadi, 1998). According to Black et al. (1991) one of the major components of expatriate adjustment is anticipatory adjustment which, importantly for the expatriate’s success, includes the training process.

Expatriates are prepared through a series of training programs, a process with the purpose of minimising the culture shock by acquainting them with the customs, daily routines and main cultural elements of the host country (particularly so-called cultural dos and don’ts), mainly those which differ to a great degree from what they are used to as home country practices (Barham and Oates, 1991). Training takes the form of CCT, which is unconventional in relation to other training as it focuses on attitudinal changes (social behaviours, reactions and interpersonal and individual emotions), instead of the educative information learning process (Bhagat and Prien, 1996), targetting the behaviour of the employee with the purpose of developing current social job skills that are relevant to the cultural nature of the expatriate post (Dowling et al., 1999). According to Dewald and Self (2008), CCT is developed in order to bridge the gap between varying cultures and raise the success levels of expatriate managers. Additionally, “a vital aspect of any CCT program involves determining how training effectively enhances expatriates’ cultural knowledge and skills and facilitates their adjustment to the host country’s culture” (Caligiuri, 2004: 285).

The literature offers several definitions of CCT training, but as a general rule, they all converge on the notion that CCT is any involvement designed to improve the skills and
knowledge of expatriates in overseas assignment, enabling them to operate effectively in the new host country (Shumsky, 1992; Brewester and Pickard, 1994; Kealy and Protheroe, 1996; Harris and Brewster, 1999). Notwithstanding, the author follows the interpretation of Littrell and Salas (2005: 308) who defined CCT “as an educative process focused on promoting intercultural learning through the acquisition of behavioral, cognitive, and affective competencies required for effective interactions across diverse cultures”. This definition is more precise and gives attention to the behavioural, cognitive and affective competencies which the author believes that are basic elements in terms of learning for an effective CCT. The cognitive approach relates to the acquisition of general information acquired in seminars, without taking part in specialised sessions on the host environment. The affective method aims to provoke the expatriate’s behaviour and social reactions, in order to learn how to deal and interact with critical incidents relating to the new culture. On the other hand, the behavioral approach aims at developing the expatriates’ skills and adjustment to the foreign culture’s communication realities, also providing them with ways of creating positive interpersonal and work relationships with people in a foreign culture (Waxin and Panaccio, 2005).

2.2.1 The Debate on CCT

In terms of the debate of a direct link between CCT and expatriate assignment success, a number of researchers have recognised the need for this training method (Tung, 1982; Mendenhall and Oddou, 1985; Black et al., 1992). However, there is no comprehensive empirical evidence to indicate the outright effectiveness of such training in absolute practical terms. Despite the vast amount of research in the field, there are still many
gaps around its effectiveness. According to Mendenhall et al. (2004) review the majority of the studies provided the literature with evidence that CCT impacts positively on expatriate adjustment. However, the meta-analysis of Hechanoval et al. (2004) showed that CCT has a negative impact upon expatriate adjustment.

More explicitly, many advocators argue that CCT is a facilitator of a smoother adjustment to the new culture, enabling the managers to concentrate on their new professional responsibilities and thus becoming more effective in their new workplace and role (Tung, 1982; Hammer and Martin, 1990; Black et al., 1992; Oddou, 1992; Naumann, 1993; Brislin and Yoshida, 1994; Mendenhall et al., 1995; Bhawuk and Brislin, 2000; Caligiuri et al., 2001; Morris and Robie, 2001; Waxin and Panaccio, 2005). In the same vein of support towards this type of training and categorically so, Lievens et al. (2003) identifies CCT as a major technique towards improving the expatriate managers’ cross-cultural effectiveness and reducing failure rates.

Similarly, it is also advocated that CCT is quite significant in the elements it contains because they are highly likely to reduce the probability of culture shock (Black and Mendenhall, 1991a; Dessler, 1997; Eschbach et al., 2001; Sims and Schraeder, 2004) and have a positive impact on the expatriate’s adjustment (Black and Mendenhall, 1990; Deshpande and Viswesvaran 1992; Mendenhall et al., 2004). Quite a few studies have even suggested that the lack of CCT training or at best, limited exposure, constitute the main reasons for expatriate failure (Black and Mendenhall, 1991a; Jassawalla et al., 2004; Dewald and Self, 2008). Additionally, Bozionelos (2009) and Qin and Baruch (2010) claim that CCT is established as a direct link to expatriation adjustment.
Moreover, recent studies proved the importance of CCT and its effectiveness upon adjustment. Specifically, Osman-Gani and Rockstuhl (2009) research gave evidence that CCT has a significant effect on expatriate adjustment. Additionally, Min et al. (2013) found positive effects of perceived corporate training investment upon expatriate adjustment while Feitosa et al. (2014) identified training factors to be crucial and facilitate adjustment process.

On the contrary, though, a number of studies have an opposing point of departure, arguing that CCT is simply ineffective and many organisations are not willing to risk time and money, particularly so when foreign investments are at stake (Mendenhall and Oddou, 1985; Kealey and Protheroe, 1996; Black and Gregersen, 1999; Osman-Gani, 2000). Welch (1994) argues that companies reject the CCT method due to its time consuming nature, (as it tends to be implemented at various stages) lack of money and knowledge expertise to provide training. Other weaknesses that are noted are MNCs’ notion that technical skills cannot be acquired in the framework of such an attitudinal method such as CCT. Baumgarten (1995) offers another interpretation, supporting the view that overlooking CCT may be due to the fact that researchers have mostly focused on pre-departure CCT (Littrell et al., 2006; Puck et al., 2008; Selmer, 2010; Tarique and Caligiuri, 2009), which according to the empirical study of Puck et al. (2008) was the one most ineffective in the expatriates’ adjustment process. Kealy and Protherone (1996: 162) seem to be the most balanced in their conclusions when they conclude in regard to arguments against the method, that “the field of cross-cultural research and training is therefore in the uncomfortable position of having a product which is acutely needed but still of unproven efficacy”.

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This thesis argues that one cause for such contradictory findings in the literature may be that the majority of existing studies looked into expatriate behaviour only in a single host-country focusing mostly in Asian nations and the United States, taking each example separately in every study. In that way, it might be said that we are reliant on erroneously and inadequately implemented that are based on different environmental, social and cultural contexts and refer to Asian and American particularities, excluding the possible impact of CCT on other cultures. There seems to be a lack of research on the effect of CCT in non-Asian host countries and non-US expatriates.

Additionally, a possible explanation of the gaps of CCT research may derive from the limited studies (Kittler, 2011; Wang and Tran, 2012; Wurtz, 2014) investigating both the pre-departure and in-country training. Studies are merely focused on only one of the aforementioned types of CCT such as Caligiuri et al. (2001) and Okpara and Kapongo (2011) studies.

Nonetheless, the present study argues that the most significant cause of the aforementioned contradictory findings are a) the lack of a unitary theoretical framework in CCT and b) the disagreement on whether the timing-delivery of CCT should be prior to the departure or after arrival of the expatriate to the assigned country. Based on these considerations, disagreements and debates, the author in the following paragraphs builds a theoretical framework, providing the structural umbrella to this thesis.

2.2.2 Existing CCT Frameworks Lead to Sequential CCT

A variety of theoretical frameworks such as Social Learning Theory (SLT), U-Curve Theory (UCT), culture shock theory and met expectations theory have been developed
to explain and analyse the degree of CCT effectiveness and therefore provide models for their development and improvement. The current study is referred to the aforementioned frameworks because it is supporting the thesis that a coherent CCT should be underpinned by all of them. The use of only a single framework would be inadequate in investigating the effectiveness of CCT. Specifically, a) CCT should follow the adjustment cycle like UCT suggests, b) CCT is a learning process which could become more effective if it pays more attention to observation and practice in sequence, as the SLT suggests and, c) CCT should prepare expatriates to cope with culture shock, as the culture shock and met expectations theories argue.

The first one introduced is the SLT. Bandura defined his theory of social learning as being formed in a framework in which “the prevailing analysis of learning focused almost entirely on learning through the effects of one’s actions [with] the explanatory mechanisms [cast] in terms of peripheral association of environmental stimuli to responses” (Bandura, 2006: 55). According to Bandura (1971), individuals have the ability of going beyond learning through the consequences of their own actions, but can also acquire knowledge from observing others people’s social behaviours, interpersonal relations and related consequences, imitating the appropriate modelled behaviour. Thus, SLT suggests that knowledge is possible through observational learning which leads to imitation (Bandura, 1977). SLT claims that individuals use symbols in order to anticipate future actions and their related consequences, a fact that provides people with the opportunity of prevention; that is actually choosing how to behave or react before an actual situation.
According to SLT, via CCT expatriates receive either visual or verbal models of appropriate and inappropriate behaviour for the forthcoming cross-cultural interaction. In the same vein, they develop cognitive maps by rehearsing these social behaviours and their consequences. Following this process, they are in a position to make associations between behaviours learned and outcomes expected, a fact increasing their self-efficacy and outcome expectations. Regarding SLT, higher self-efficacy and outcome expectations would impact positively on the retention and reproduction of learning procedures, which sequentially would also bring about positive results on outcome variables, critically, the adjustment process. Moreover, self-efficacy can be raised through vicarious experience and verbal persuasion. In essence, SLT suggests that self-efficacy (the realisation of individual, effectiveness, efficiency, value or worth), is affected by the fact that “other people have done it” (vicarious experience) and “people say I can do it” (verbal persuasion) (Bandura, 1977). This learning progression gives light to why expatriates who received CCT, and SLT in particular, are more confident in functioning appropriately and being socially independent and much more adaptable in the new culture as various studies found (Church 1982; Mendenhall and Oddou, 1985).

Another theoretical framework is the UCT. UCT has been used by many researchers to describe the path-process of adjustment in overseas assignment (Lysgaard, 1955; Black and Mendenhall, 1990; Usunier, 1998). It consists of four stages of adjustment: honeymoon, culture shock stage, the adjustment stage, and the mastery stage (Liu and Lee, 2008).
The honeymoon stage takes place during the first week of expatriation and refers to the expatriates’ emotional excitement for the new country and culture, before he/she begins his/her life proper, with more intensive social interactions and workplace responsibilities. The next stage is culture shock, whereby the expatriate comes across the real situation and social reality that he/she has to face in the host country. Culture shock is a time of unsettling anxiety about social change and something new in one’s career, life and social environment, before the individual begins to feel comfortable (quite unfortunate to say ‘at home’!) in the new country. It is “an occupational disease of people who have suddenly been transported abroad” (Oberg, 1960: 177). It is a phenomenon “experienced by people who spend a long time (more than three months) in another country” (Feichtinger and Fink, 1998: 302). Culture shock has been viewed as the source of many stressful reactions experienced by expatriates when dealing head on, with the host culture and norms (Sims and Schraeder, 2004). It is initiated when the expatriate has to start coping with the new host surroundings on a daily basis. At this time, the expatriate feels alone in a foreign country and experiences certain emotional and psychological symptom stemming from his/her social and cultural insecurity. According to Harris and Moran (1991), the first stress symptoms are uncertainties about minor issues such as food, water cleanliness, anger and fear of being cheated, as well as depression, which might include leaving behind one’s family and social circle.

The next stage is adjustment, in which the individual starts adapting to the new conditions, values and norms of the host country. The expatriate feels satisfaction because he/she is able to cope with cultural changes without feeling overwhelmed. The adjustment stage concerns the context of continuous contact of the expatriate with the foreign culture. Cross-cultural adjustment puts the expatriate in a position in which
home behaviors and related consequences are not suitable in the new country and new social attitudes are a departure from the past. The expatriate learns the new norms by reproducing daily modeled host behavior and when it’s safe emotionally and there is no longer a need for additional observation and social knowledge of the new culture, then the adjustment stage is complete.

The last stage is the mastery where the expatriate now lives and works in the new country, as if they never left home for a different social situation. If for any cause, the expatriate is unable to adjust to their new setting through the aforementioned social stages, there is a high probability of failure. According to Brewster (1988: 20) expatriate failure is defined as “assignments from which expatriates had to be brought home earlier than planned (repatriation) as a result of problems experienced by themselves or their families, or difficulties they have created for the organization”. Taking on board the stages defined by the UCT, one can put forward the argument that the sooner an expatriate placement can successfully progress through to the fourth stage (mastery), the sooner that expatriate placement can be productive and hence a profitable foreign investment for the said organization.

Lastly, the author refers to the theoretical frameworks of culture shock and met expectations. According to Littrell et al. (2006), the culture shock theory suggests that the CCT should be designed in such a way that it will prepare the expatriates to cope with culture shock. In this theoretical tenet, CCT programs target the development of coping skills in order to overcome the various effects of culture shock, be the behavioral, psychological, emotional or intellectual (Neill, 2008). The met expectation theory is based on the assumption that the expatriates compare their primary
expectations with the reality. Explaining further, before departure to the host country and according to this theory, expatriates create initial expectations about their international assigned job and the foreign environment. So inevitably when they actually move from imagination to reality and arrive in the assigned country, these expectations are compared to the actual conditions. The lower the differences between initial expectations and real conditions the higher the probability of a successful adjustment. Thus, according to Caligiuri et al. (2001) the CCT should supply the expatriates with accurate expectations in order to establish the probability of higher levels of satisfaction and adjustment.

Until recently, the aforementioned frameworks were followed and underpinned either a pre-departure type of CCT or an after arrival type of CCT, separately, with no linkage. The present study aims at seeking answers beyond these two delivery types of CCT in isolation with no connection. It actually forges their union for the first time in such a detailed manner, in forming a new CCT framework, the sequential model of CCT as introduced by Harrison (1994) and also proposed by Selmer et al. (1998) but not comprehensively put forward as a model connected to the effectiveness of expatriate adjustment. This framework is adopted by the present study and exemplified below.

2.2.3 From Pre-departure and After Arrival to Sequential CCT

According to Shapiro (1995) time is a major factor that must be taken into consideration in designing and delivering the CCT. In regard to timing, the existing literature has focused on two types of CCT, the pre-departure and after arrival training, while also proposing a combination of these two training types, referred to as sequential CCT (Selmer, 2001; Selmer et al., 1998). The emergence of the sequential model of CCT is
based on the premise that timing is a factor which can play a decisive role in the adjustment effectiveness of this training method (Tarique and Caligiuri, 2009). In the present thesis, timing is defined as “the time when the training measures take place” (Kittler, 2011: 234). In other words, timing is referred to the time of delivery of CCT. The study seeks to deduce in the following pages that neither the pre-departure nor the after arrival training would be effective if they were implemented as separate processes. This thesis argues that in order to maximize training effectiveness, expatriates should be exposed to CCT programs that take place in sequence, starting from the pre-departure CCT phase and including after arrival, as the sequential model of CCT proposes.

Certain researchers have focused mostly on pre-departure CCT. According to Selmer (2010), this is the original form of CCT and is conducted in the home country before expatriation. Pre-departure training includes a series of activities aimed at developing appropriate behaviours and skills, cultural awareness and a positive orientation towards the host culture (Wang and Tran, 2012). As this kind of CCT delivery is derived from the met expectations theory, advocators argue that pre-departure training is the best suited on preparing the expatriate for the foreign country as it will give him/her realistic expectations (Sanchez et al., 2000; Littrell et al., 2006). There are various studies which investigated the impact of pre-departure training on expatriate adjustment but they had dissimilar findings. For example, Okpara and Kabongo (2011) study gave evidence that various types of pre-departure training influence expatriate adjustment, while Puck et al. (2008) study showed that pre-departure training has no influence on expatriate adjustment.
On the other hand, after arrival training is conducted following the expatriates’ initial introduction to the new foreign environment (Selmer, 2010). After arrival training provides the expatriates with significant resources such as mentoring and social support (Mendenhall and Wiley, 1994). This kind of CCT delivery is based on the argument that the CCT is more effective when the expatriate is trying to overcome culture shock and is experiencing the specific social problems related to living in the host country at the current time. In the logic of this framework, the CCT constitutes a fundamental and timely intervention that significantly reduces the culture shock adjustment issues when they are still at their early stages and essentially might nip them in their bud, helping improve the expatriate’s sociocultural and psychological state (Bennett et al., 2000; Neill, 2008; Tarique and Caligiuri, 2009).

There is however limited study on after-arrival training (Suutari and Burch, 2001). Certain researchers have suggested that after-arrival training is more effective than pre-departure training (Black et al. 1999; Mendenhall, 1999). Characteristically, recent comparative studies on pre-departure and in-country training (Kittler, 2011; Wang and Tran, 2012; Wurtz, 2014) have provided evidence that in-country training has a more positive outcome than pre-departure. Both types of delivering CCT, pre-departure and after arrival have certain weaknesses which dent their effectiveness considerably (Selmer et al., 1998; Selmer, 2010). One of the main reasons why pre-departure CCT can be said to be largely ineffective, is that expatriates have justifiable difficulty in connecting simulated training experiences with the real host country situations they will be facing (Selmer et al., 1998; Tarique and Caligiuri, 2009; Selmer, 2010). Moreover, according to Selmer (2010), pre-departure CCTs are too short in length, an aspect clearly hindering those significant behavioural changes, necessary for the best possible
adjustment to the assigned culture. Another reason for pre-departure ineffectiveness could be the simple social truth that expatriates obviously do not share the actual culture shock in order to be in a position to overcome the obstacles directly related to it (Grove and Torbiönn, 1985).

In regard to the after arrival training, a major weakness is that when the expatriate arrives in the host country, he/she has no realistic knowledge on the conditions, as he/she has had no prior training. Consequently, the expatriate is not prepared for the culture shock, a fact that may cause numerous complications to the adjustment process, such as problematic interaction with the host nationals. Moreover, the after arrival training is for the most part, a delayed intervention, as it takes place concurrently with the culture shock, which generally occurs 3-6 months after arrival in the host country. Thus in essence, the first few months of expatriate assignment, which might be said to be the most socially crucial in the success of the posting, actually go by without any form of culture training, a fact that on many occasions has led expatriates to an early return home (Selmer, 2010). Finally, according to Selmer (2010), the after arrival training splits the daily work in the assigned country, a dual exhausting process that may be viewed negatively by companies and expatriates who are just starting a new life and new job in a foreign country and are feeling pressed for time.

In this situation, where no consensus could be reached on whether CCT should be conducted pre-departure or after arrival, a new model of CCT, the sequential model, is introduced by Harrison (1994) and therefore developed by Selmer et al. (1998). Its key purpose is to both merge the advantages and eliminate the disadvantages of both pre-departure and after arrival CCT (Bennett et al., 2000; Littrell et al., 2006; Tarique and
Caligiuri, 2009), which, according to Selmer (1999b: 529) “are not mutually exclusive, but rather complementary”.

This thesis argues that CCT is best in its sequential form which develops in stages at a steady pace, starting out from pre-departure and gradually moving in it’s after arrival phase with a clearly defined setting from the outset of the expatriates’ foreign posting. The logic is that any individual does not have the same capacity for effective learning throughout the expatriate assignment and therefore the CCT must keep up its psychological encouragement and sociocultural knowledge sessions (Selmer, 2002). Through sequential CCT the expatriate is provided with unbroken guidance in order to learn and accept the new culture as soon as possible and be in a position to behave, live and work under the new host norms, rules and culture.

Moreover, the timing of sequential CCT in other word its delivery time, is according to the needs and characteristics of the expatriates (Selmer et al., 1998). Grove and Torbiörn (1985) argue that CCT should be timed to take place when expatriates are more motivated to learn. For example, expatriates who do not consider it important to learn about another culture may not benefit from pre-departure training while those in the same cultural environment who did not travel abroad, may profit a lot from the pre-departure training. Considering all the aforementioned, CCT cannot be only pre-departure or after arrival. CCT should not just take place only in the preparatory stage of expatriation but also during the expatriate assignment.
2.2.4 Sequential CCT and its Stages

As it is already mentioned, it is a strong argument in the thesis that a successful CCT should be underpinned by the frameworks been discussed in section 2.2.2. Indeed, sequential CCT is obviously affected by these theories. Particularly, sequential CCT follows the adjustment cycle like UCT suggests, since it is contacted in phases. Moreover, sequential CCT is a learning process which enhances the observation and practice as the SLT proposed. Lastly, it follows the culture shock and met expectations theories by preparing the expatriates to cope with culture shock. In the following paragraphs the author analyses in more detail the sequential model of CCT and how it is underpinned by these theories.

Selmer et al. (1998) is a strong proponent of the sequential model. What’s significant about this framework is that training is not a one-time event, a static process conducted once and stopped. This model views training as an interactive process, a step by step progression from the pre-departure to the after arrival stage. It’s most significant element is that “timing and content should be consistent with the psychological receptivity of the expatriate” (Selmer, 2002: 41). Thus, it is designed considering the cycle of adjustment, in phases. These phases are based on UCT adjustment theory and are made up of the honeymoon stage, the culture shock stage, the adjustment stage and mastery, the ‘end game’ in essence whereby the expatriate is adequately adjusted at all levels and is proceeding smoothly with the foreign assignment.

It maintains the premise that adjustment is a process which runs sequentially in a cycle, like UCT does. Actually, sequential CCT follows the same cycle of adjustment as UCT, but under different names. In sequential CCT, the adjustment has four phases:
ethnocentric, culture-shocked, conformist and adjusted phase (Selmer et al., 1998). Consequently, these stages result in four different CCTs: a) pre-departure training, b) training in the ethnocentric phase, c) training in the culture-shocked phase and d) training in the conformist phase (Selmer et al., 1998). The model proposes the inclusion of pre-departure training in order to prepare the expatriates for the new post, while also maintaining that no training is needed in the adjusted phase as expatriates are well along the line of the host country process, have essentially experienced every aspect of their interaction and have accepted their new sociocultural and psychological conditions.

Firstly, sequential CCT begins with a pre-departure training. At this very first stage, expatriates lack information and experience about the host country and the new workplace. According to met expectations theory, the CCT should provide the expatriates with accurate information about the host culture in order to minimize the difference between initial expectations and actual conditions and therefore enhance better adjustment. This is why pre-departure training includes key information about the host country in order to prepare expatriates to the greatest degree possible, for culture shock and other social and individual changes related to the foreign environment. It provides valuable essentials on the host language, behaviors and situations that he/she will experience, a first real tangible contact with what the expatriate will face in the new environment. It is a series of essential information on the host environment, the foreign surroundings, didactically exposing the individual to the cross-cultural adjustment process. Furthermore, the training includes an information package, educating the expatriate about differences in social life, politics, religion and customs. Lastly, according to Black and Mendenhall (1990), pre-departure training helps the expatriate, by putting him/her in a psychological process in considering ways of socializing,
something that he/she will need in the next phase. These are basic skills in the first few months of the foreign assignment and the training gives expatriates the opportunity to learn before they actually come face to face with interaction.

Second in the sequential model of CCT training is the ethnocentric phase. During the early arrival stage, the expatriate recalls his/her home country confidence and ethnocentrism. According to Selmer (1995), this stage is the first contact with the foreign culture and expatriates come across the first difficulties, such as familiarizing and socializing. The after arrival training offers services on day to day needs as expatriates need to grasp the reality of the processes of orientation and relocation and actually proceed with them smoothly. At this stage the target of after arrival training is promoting culture awareness and diminishing ethnocentrism, which will make it easier for the expatriate to put their home country to one side, stop resisting the new culture and feel more open to it (Selmer et al., 1998).

The ethnocentric phase is then marked by culture shock, a few months after arrival. The onset of this psychological phase triggers the need for the culture shocked stage of the sequential model of CCT. Various researchers actually maintain that sequential training is more effective in the culture shock phase (Winkelmann, 1994; Selmer et al., 1998; Valle Javier, 2006) since expatriates feel lost in the host country, experiencing unhappiness, anxiety and helplessness; this is where they most need support as claimed by certain researchers if they are to cope and successfully complete a foreign assignment transition (Selmer, 1999a). This period is of the essence, a make or break time (Grove and Torbiörn, 1985; Eschbach et al., 2001; Sims and Schraeder, 2004). This stage is based on the culture shock theory maintaining that CCT should provide
expatriates with coping strategies in dealing the adjustment complications. This is where CCT must intensify and so it does, including sessions with more exercises as well as cognitive and experimental components than in the other stages. It further contains practical advice on the host country’s living and working environment and experiential ways of learning such as simulations and role playing. The CCT target at this delicate stage is to enhance expatriate certainty and confidence and teach them how to manage their culture shock.

Next is the conformist phase whereby sequential CCT focuses on learning by doing and interacting with host nationals. There is a need to develop a true, not superficial interaction with locals, whereby an early attachment and interpersonal relation is forged with expatriates, so they can feel more like part of the sociocultural environment and in touch with its new people. The expatriates are taught how to learn from their environment (Brislin and Bhawuk, 1999) and behave similar to the host nationals. According to Selmer et al. (1998) close attention is paid to observing and therefore learning by doing what the host nationals do. At such a stage in the adjustment process the SLT is applicable where learning is generated by daily observations and consequent imitations of the host national’s behaviour (Black and Mendenhall, 1990). According to Bandura’s (1977) empirical findings, people can learn via modelled symbols that is, by observing behaviours, mentally rehearsing and reproducing them. CCT offers cognitive maps of people in any given foreign country, models that explain appropriate and inappropriate behaviour when interacting. Hence, the aim is for expatriates to shadow the appropriate behaviour by more accurately interpreting the information and cultural queues they are being exposed to. This is based on what they rehearse during the CCT. The goal is for expatriates to develop more accurate expectations of consequences for
their specific behaviours so when they come across a real cross-cultural situation they can bring the appropriate models to the fore and imitate them accordingly. Overall, during this stage, expatriates learn how to deal with unfamiliar situations more effectively and use various ways of thinking and problem solving as a means of adjusting effectively to the new culture.

The end of the road is where the expatriate arrives at the adjusted phase, the conclusion of the process whereby the expatriate has sidelined any home country consideration and is considering situations from a foreign environment context both at a sociocultural and psychological phase. According to Peterson (2003), after a comprehensive CCT, expatriates can adjust their behavior in accordance with the host way of living and working.

However, the sequential CCT model also has some limitations which should not be overlooked. Neill (2008) points out that the implementation of a sequential CCT demands a higher business budget than one-time training. Moreover, there is a logistical problem. While sequential CCT requires learning from others’ experiences, expatriates on a foreign business assignment are limited in number and scattered throughout the country. Selmer et al. (1998) argues that these obstacles can be overcome by conducting joint training programs for expatriates of various organizations, operating in the same foreign country. This reduces costs and logistical complications but can also prove valuable for MNCs in terms of developing interpersonal networks. According to Tung (1998), this training can provide both emotional and social awareness support as well as cross-cultural skill refinement. Similarly, Hutchings and McEllister (1999) have
acknowledged that joint training programs or work-related skill development consultative groups offer expatriates great in-post support.

2.2.5 Building Thesis Hypotheses

Based on the aforementioned literature of adjustment and CCT, the author develops the research hypotheses for the purpose of the current thesis. The target is to fill the gaps in the existing literature and enrich the knowledge in the adjustment and CCT fields. Taking into consideration the type and nature of gaps in the literature, the innovation of this study is two-fold. Firstly, as sequential training is a new model of CCT, research is inadequate in the field and lacks the necessary depth to determine the effectiveness of the particular factor. Out of the studies conducted, most seem to be negative in nature. The only papers that delved in the practical aspects of sequential training are those of Selmer (2002) and Tarique and Caligiuri (2009). The former investigated the impact of sequential CCT on expatriate satisfaction and the latter focused exclusively on the in-country sequential stage of CCT. Selmer (2002) found that sequential CCT did not make any difference on how successful expatriate managers were or how quickly they adjusted. His research provided evidence that sequential CCT only had a very limited effect on expatriate managers’ satisfaction. The second research, Tarique’s and Caligiuri’s (2009) looked into the effectiveness of the in-country sequential CCT on the level of sociocultural adjustment of foreign students in the United States. In empirical terms, it demonstrates that sequential in-country CCT does not raise the sociocultural adjustment of expatriate students in any significant way. However, they suggested that CCT has more impact on work adjustment if it happens over time (sequentially).
Secondly, the majority of research in CCT only explores sociocultural adjustment. There is a gap in the literature of CCT considering its influence on the psychological notion of adjustment as well. It is but recently that two studies focused on both notions of adjustment. On the one hand, Okpara and Kabongo (2011) examined the impact of different types of pre-departure CCT on both the sociocultural and psychological adjustment while on the other, Feitosa et al. (2014) investigates the effect of training factors, equally on the sociocultural and psychological adjustment. The former found that various types of pre-departure CCT have a positive outcome on adjustment while the latter gave evidence that training factors can facilitate this adjustment.

Though the current research paper acknowledges the contributions of the aforementioned studies, it proposes a more holistic approach in exploring the effectiveness of sequential CCT upon sociocultural and psychological adjustment. Thus, the present thesis aims at providing empirical evidence in developing the argument that sequential CCT can facilitate and impact both the sociocultural and psychological adjustment of expatriates. According to the sequential CCT model, expatriates are trained in phases, a process that strengthens their ability to learn from various training activities. Distributing training programs over time, provides an opportunity to the expatriate to develop his/her accumulated knowledge in accordance with its sociocultural and psychological state. The author takes the position that the four series of time-adjusted training in the sequential CCT model (pre-departure, ethnocentrism, culture shock and conformist) is structured to enhance both sociocultural and psychological adjustment. In the following paragraphs, the paper seeks to establish how each notion of adjustment may be influenced by the sequential CCT.
Firstly, sociocultural adjustment in terms of general, work and interaction is argued to be in correlation to the sequential CCT in the following manner. The pre-departure training prepares the expatriate for the new culture and work by providing him/her with general information on the host environment (general and work adjustment). In parallel, ethnocentric training promotes culture awareness and helps expatriates socialize with host nationals (general, interaction and work adjustment). Additionally, culture shock training provides expatriates with coping strategies that can be utilized in phasing job or daily life difficulties (general and work adjustment). Lastly, conformist training provides social support which in turn helps expatriates both in the workplace and in socializing with host country nationals (interaction and work adjustment). The outcome on the expatriates' life, indicates that sequential CCT is correlated with sociocultural adjustment. Assuming that the correlation is accurate, it is hypothesized that:

H1: Sequential CCT has an impact on the level of the expatriate’s general adjustment

H2: Sequential CCT has an impact on the level of the expatriate’s work adjustment

H3: Sequential CCT has an impact on the level of the expatriate’s interaction adjustment

Secondly, this thesis argued that sequential CCT is also related to psychological adjustment, described as the mental and emotional well-being and satisfaction of the expatriate. According to Black and Gregersen (1999), expatriates are faced with psychological barriers to adjustment, such as difficulty in speaking the native language, socializing with host nationals, culture shock, disorientation in the host country as well
as understanding the new culture and norms. Sequential training over a necessary period of time, includes ways of coping with the aforementioned barriers. Specifically, pre-departure training is a psychological preparation for what the expatriate can expect from the new environment while ethnocentrism training promotes cultural orientation and in the same way as conformist training, facilitates socializing with host country nationals. Moreover, culture shock training focuses on helping the expatriate cope with this specific reaction, which is clearly linked with their psychological well-being. So, it can be argued that sequential CCT is a positive influence on psychological adjustment. Based on this argument, it is hypothesized that:

H4: Sequential CCT has an impact on the level of the expatriate’s psychological adjustment.

Considering all the aforementioned, the innovation element of the current thesis lies in investigating the effectiveness of sequential CCT (pre-departure and in-country CCT) on the level of a) sociocultural adjustment and b) psychological adjustment of expatriate managers, in a case study of Greek managers expatriated to Romania and GB.

2.3 Conclusion

The chapter’s main purpose was to provide a comprehensive literature review on the two basic issues of the study: a) the notion of expatriates’ adjustment and b) the CCT. In regard to the CCT issue and even though it is widely acknowledged that some form of CCT investment is necessary for expatriates to adjust to their host environment, the present thesis is investigating whether the sequential CCT has any measurable impact on adjustment. On the adjustment process, this review puts forward two notions, as
opposed to viewing adjustment as a single unit and takes the theoretical basis of Ward and colleagues: a) the sociocultural adjustment, which is a multifaceted notion incorporating general, work adjustment, and interaction adjustment and b) psychological adjustment. We are looking both at sociocultural adjustment as a multifaceted phenomenon and psychological adjustment as a unitary process.

In general terms, research on the CCT and adjustment fields considers the effectiveness of either pre-departure or after arrival training upon the level of expatriates’ sociocultural or psychological adjustment. The current papers’ innovation is, on the one hand, analysing the effectiveness of the sequential CCT and on the other hand looking into the aforementioned effectiveness at the level of both a) sociocultural adjustment and b) psychological adjustment (as compared to the effectiveness of non-sequential CCT on these adjustment notions). Beyond the pre-departure and after arrival training as separate sessions in expatriate adjustment, the study turned its attentions on the effectiveness of the new CCT philosophy, sequential CCT. Additionally, it examined the adjustment of expatriates in a more holistic way, taking both the sociocultural and psychological facets in parallel.

The interpretative framework presented serves to support the methodology to be employed in the course of this thesis. Underpinning the role of sequential CCT in achieving sociocultural and psychological adjustment, this thesis also puts forward an innovative approach suggesting sequential CCT for Greek expatriates assigned to Romania and GB. Taking on board a methodology which operates on a general framework but at the same time, looks for the individualities and particularities of specific geographic contexts, this thesis can serve as an empirical paradigmatic case-
study for expatriates from other European countries assigned elsewhere. In doing so, one should remember that adjustment is a broad concept which can surely apply to changes and new situations in many different locations and aspects of social life. Thus, one should actually refrain from generalisations that may not apply in each sociocultural situation. Theorising sequential CCT and adjustment is not a simple process that can be applied invariably. On the contrary, any theory should be dependent and derived from real and pragmatic data, capturing the particularities of different and real life conditions.

The following chapter analyses and comprehensively discusses the proposed mixed research methodology used to explore the impact of sequential CCT on the level of Greek expatriates’ sociocultural and psychological adjustment.
Chapter Three

Methodology
3.0 Introduction

The key challenge was to develop a methodological framework to explore the effectiveness of sequential CCT upon the level of expatriates’ sociocultural and psychological adjustment. The chapter analyses the logic and the content of the methodology used to investigate the research question. The Mixed Methods methodology and specifically the Explanatory Sequential Mixed Methods Design (Quantitative Phase and Qualitative Phase) were the designs adopted in this thesis and are presented in detail in this chapter.

3.1 Research Question

The study focused on the effectiveness of the sequential CCT upon the level of sociocultural and psychological adjustment of expatriate managers in overseas assignments. Specifically, the main research question of the present study was the following:

Does sequential CCT offered and implemented by companies have a significant impact on the level of expatriate employee adjustment to their environment in general, to their working environment, their community interaction, and psychological state?

The impact of sequential CCT for adjustment is measured by examining differences in claimed levels of adjustment between various groups of expatriate managers and using Kirkpatrick’s (1994) 4 stage model (see following sections).
3.2 Mixed Methods

The first section outlines the mixed methods literature review including the philosophical framework of mixed method research followed by the design of this research: the Explanatory Sequential Design.

In their research, Johnson et al. (2007) found that definitions of mixed methods are quite similar. Most of them converge on the combination of qualitative and quantitative methods, but differ on the time these methods become intertwined. This is possible during the data collection, during analysis or at all stages. In spite of discrepancies on when to combine the methods, researchers draw the following general definition: “Mixed methods research is the type of research in which a researcher or team of researchers, combines elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding and corroboration” (Johnson et al., 2007: 123). Furthermore, Greene et al. (1989: 256) defined mixed methods as “those that include at least one quantitative method (designed to collect numbers) and one qualitative method (designed to collect words)”. This study uses the definition as proposed by Creswell and Plano Clark (2007: 5) “…mixed methods involve philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process…”. The sentiment expressed in the quotation, embodies the same view as the author’s, who used two phases in his research process, one quantitative and one qualitative in order to answer his research question in depth.
Taking into consideration the definition given by Creswell and Plano Clark (2007), it is significant for the researchers who use mixed methods to discuss its philosophical assumptions at the first stage of the study. Besides, as proposed by Creswell and Plano Clark (2007) the philosophical assumptions direct and determine the method of collection and analysis of data of both quantitative and qualitative methods. Moreover, mixed method is a relatively new research method, not embedded in entrenched historical and philosophical traditions as quantitative and qualitative methods are. So, the author strongly maintains that it’s necessary to outline the philosophical context from which mixed methods designs have been developed.

Mixed Method is critical of positivism and interpretivism, going beyond both, into a pragmatist philosophical basis. Pragmatists advocated that qualitative and quantitative methods can be mixed. They claimed that “a false dichotomy exists between qualitative and quantitative approaches and the researcher should make the most efficient use of both in understanding social phenomena” (Creswell, 1994: 176). Similarly, Bryman (2001) remarked that both methods enriched social research to the same degree and that combining them could provide better understanding of a social phenomenon than any other method per se.

Pragmatists believed in the existence of the objective reality; but the human mind however, according to their sociological theorem, does not possess the essential objectivity to discover this reality. They employed both deductive and inductive logic giving equal importance to both spectrums, subjective and objective. They also theorized that the two paradigms were not mutually exclusive in that a researcher could
understand the generative character of qualitative method and the reductive character of quantitative method.

By the late 1950s, the social researchers’ community was widely using mixed methods to triangulate data. They employed many quantitative techniques with advantages and respective disadvantages in analysing the same phenomenon. A number of researchers such as Greene (2007), Creswell (2009) and Onwuegbuzie (2000), supported the idea of combining various quantitative research methods to triangulate data, a notion introduced by Campbell and Fiske (1959). Between the 1960s and 70s, the method became popular with researchers.

According to Creswell and Plano Clark (2007), a couple of decades later, between the mid-1980s to the late 90s, researchers advanced their effort to seek more ways of how quantitative and qualitative data could be mixed. There were researchers though who had put forward the position that quantitative and qualitative approaches were unable to coexist. Rossman and Wilson (1985) referred to those who believed that qualitative and quantitative methods could not coexist, as purists, those who believed that both methods are important but one or the other more appropriate under certain conditions as situationalists, and those who theorized that regardless of conditions, both qualitative and quantitative methods could be used in a single research, as pragmatists. Pragmatists questioned the incompatibility of the two methods prompting researchers into a paradigm war which ended in a clear victory for the pragmatists, as their method become the established norm and was widely used by many researchers, who also gradually designed and implemented variations of it.
Between 1989 – 2000, researchers advanced towards varied mixed method systems, defining many different processes for piloting mixed methods research (Creswell and Plano Clark, 2007). For example, Morse (1991) presented concurrent and sequential triangulation. In concurrent triangulation, qualitative and quantitative data is gathered separately. The results of both methods complement each other at the analysis phase. In sequential triangulation, the findings of the qualitative method are the tool to forming the quantitative method and vice versa, forming interdependent processes.

In the next decade, the aforementioned philosophy was further developed by certain researchers such as Creswell and Plano Clark (2007) who argued that mixed methods can also be utilised for exploratory and explanatory purposes. In the midst of the mixed method studies gathering pace, advocators grew louder, starting to maintain that this method can be viewed as a separate approach from the qualitative and quantitative designs. Indeed, in the literature, some studies (i.e. Tashakkori and Teddlie, 2003; Johnson and Onwuegbuzie, 2004) proved in research, that mixed method can be employed as a third independent approach with its quantitative and qualitative equivalent parts. Additionally, in Creswell (2009) study, the mixed methods, the quantitative method and the qualitative method are viewed as three different approaches.

With the mixed method philosophy becoming the norm, Creswell and Plano Clark (2007) introduced four mixed methods designs: a) The Triangulation Design, appropriate when there is a need for both quantitative and qualitative methods, b) The Embedded Design, appropriate when there’s a need to reinforce the research with an extra source of data, c) The Explanatory Design used to explain the findings of the
quantitative method and d) The Exploratory Design, applied when its necessary to use a qualitative method first. The current study employs the Explanatory Design, presented and discussed in the next part of this section.

The author shares the view that mixed methods is the most appropriate for a number of reasons. Expatriation research on Greek companies deriving from the philosophy of pragmatism is not reflected in any existing literature on the CCT research field. Existing research on the expatriation field used either quantitative or qualitative methods. The use of a single method cannot cover the theme under study from a holistic view. For example, the quantitative method can provide the researcher with numerical data but on its own, cannot bring forth as a research tool, the expatriates’ thoughts and emotions, in other words the ‘why’ of the findings, which the qualitative method can. This study is based on the pragmatism paradigm. “...(it) can be employed as the philosophical underpinning for using mixed methods and mixed models especially with regard to the issue of epistemology, axiology and ontology” (Tashakkori and Teddie, 1998: 167). Pragmatists (Rescher, 2000; Menand, 1997) maintained that in providing an answer to any given question, it will markedly improve the credibility of the research to select methods appropriate to the particularities of what is being explored and analysed.

According to Tashakkori and Teddie (1998) the pragmatist paradigm is based on both quantitative and qualitative methods, the mixed method. A major advantage of this approach is the flexibility that the researcher has to employ the best possible data collection and analysis methodology for the particularities of any given study. Nevertheless, it is important to note that such flexibility does not mean methodological anarchy, as there needs to be consistence with the aims of the research and tailored to
the study of cause and consequence. According to Creswell and Plano Clark (2007), this is a characteristic of the pragmatism paradigm, which embraced singular or multiple realities, giving the researcher an opportunity to utilise both qualitative and quantitative data and work in responding effectively to the research question. In the present study the author sought to previously measure the level of sociocultural and psychological adjustment and therefore examine the impact of sequential CCT on those adjustments. Consequently, the mixed method provided the flexibility to use questionnaires as a tool for measuring the adjustments level, then run cross-tabulations to identify the correlation of sequential CCT with the levels of adjustments and finally conduct Skype semi-structured interviews to validate the quantitative results and establish the reasons for reaching these particular results. Given the reasons for selecting mixed methods outlined in the previous paragraphs, the author will present and discuss in detail the sequential explanatory design as developed and adapted for the present study.

3.3 Sequential Explanatory Mixed Methods Design

3.3.1 Rationale

The chosen methodology and design reflected the needs created by the aforementioned research question such as a) the measurement of perceived level of adjustment in its specific categories, b) the effectiveness of the sequential CCT upon the adjustment level, c) the explanation of why the sequential CCT impacts or not on the adjustment level and d) the capture of various demographic profiles and relevant details of the expatriation assignment.
The methodological design of this thesis was the Explanatory Sequential Mixed Methods Design or in simply words the Explanatory Design as proposed by Creswell and Plano (2007). This design suggests collecting and analysing first quantitative and then qualitative data in two sequential phases within one study. The rationale of using this design was that neither quantitative nor qualitative designs were adequate by themselves to capture the tendencies and details of the problem. On the one hand, the mixed method sequential explanatory design was used in order to capture the “whole picture” of the theme under study, while on the other hand, to give more depth and explain the results of the first phase (Rossman and Wilson 1985; Tashakkori and Teddlie, 1998; Creswell, 2003). Specifically, the quantitative data and their analysis gave a general understanding of the impact of sequential CCT upon the levels of sociocultural and psychological adjustment while the qualitative phase, by exploring expatriates’ assessments, refined and offered more depth to the analysis of the quantitative data.
Figure 1: Diagram representation of mixed methods processes

(Adapted from Creswell and Plano Clark (2007))
3.3.2 Research Design

As already mentioned, according to the Explanatory Research Design, the present study was conducted in two phases, the quantitative followed by the qualitative phase. The exact design of the research is represented in the previous diagram. According to Creswell and Plano Clark (2007), the four major mixed methods designs, including the Explanatory Design, were categorized based on the timing, the weighting and the mixing of its constituent methods. Thus, the research design reflected in the diagram becomes more meaningful through the explanations of those terms and their use in the present study.

3.3.2.1 Timing

The sequential form of the explanatory design is correlated with the timing which refers to the sequence of the analysis of the data (Creswell and Plano Clark, 2007). According to Morse (1991), data analysis can take part either sequentially or concurrently. When the collection, the analysis and the interpretation of both qualitative and quantitative data occurred at the same time, then the design is concurrent or one-phase design. On the contrary, when the collection, the analysis and the interpretation of the one source of data occurred first, then the timing is sequential or two-phase design (Morse, 1991; Creswell and Plano Clark, 2007). For the purpose of this thesis the timing was sequential, starting from the quantitative phase following by the qualitative phase, which took place one year and a half after the completion of the first phase. In order to see the impact of the training, it deemed necessary to assess this sometime after the training period because the expatriates would have accumulated reasonable experiences to consider the training received and its effectiveness.
3.3.2.2 Weighting

The weight or the importance given to the qualitative and quantitative forms of data within the research is known as weighting (Greene et al., 1989; Morse, 1991), or as the priority decision (Morgan, 1998). Importance can be given to one method over the other or both methods can have the same weight in the research. The weighting is influenced by a) the purpose of the study, b) the researcher’s knowledge of one form of data over the other, c) the planned audience and d) resources (Creswell, 2009). In the sequential explanatory design the weighting is often given to the quantitative method because it is conducted first and usually represents the main aspect of the data collection process which takes place in mixed methods. According to Morgan (1998) the researcher may pay attention to the qualitative data collection first, instead of the quantitative, considering the research goals and research questions and the specific design of each method.

In this thesis, the author decided to give more weight to the qualitative data collection and analysis despite the fact that it is the second phase of the research. This decision was influenced by the aim of this study to identify and explain the effectiveness of sequential CCT on the adjustment of expatriates. The first, quantitative phase focused mainly on revealing the impact of sequential CCT on the level of adjustment of the expatriates. The aim of the qualitative phase was to explore and expound in depth the statistical findings derived from the quantitative phase. Additionally, through the qualitative phase the author intends to investigate the deepest thoughts and feelings of the expatriates about the sequential CCT received such as how they felt about it, whether it made them change their behaviour, and if so, in which ways.
3.3.2.3 Mixing

According to Creswell and Plano Clark (2007), mixing is the stage where the mixing of the quantitative and qualitative methods takes place. The mixing can occur in the beginning of the research while framing the purposes and formulating both qualitative and quantitative research questions, at the interpretation stage of the research or in the intermediated phase, or between the two phases (Onwuegbuzie and Teddlie, 2003; Hanson et al., 2005). In the present study the mixing occurred in two stages: a) between the two phases and b) at the analysis stage. Firstly, the mixing occurred between the two phases for formulating the qualitative research questions. Secondly, it also took place at the analysis stage, where the qualitative data was mixed with quantitative data for interpreting, explaining or contradicting or supporting the quantitative findings. However, to be able to understand how the sequential explanatory design of the research is really adapted, the author deemed critical to present each phase separately.

3.4 First Phase: Quantitative Method

3.4.1 Sample Strategy

In order to address the research question, it was ascertained that the organizations under study would have a) an HRM department, b) expatriate managers, and c) that some of them implement sequential CCT while others implement CCT but not in sequential form.

The identification of the sample under study came through a deep and vigorous research on the business service sector of Greece. At the initial stage of this research the author was provided with the organizations which have subsidiaries abroad by the Greek
Government. Afterwards, he identified which of those organizations met the aforementioned criteria of the research. Subsequently, the countries of assignment were selected on the basis that an analyzable base would be achieved. The selected countries happened to be Romania and GB as these were the only common countries where all selected companies had expatriate managers. The present study was focused only on two countries because the author wanted to minimise the variability within the sample so as to minimise also the marginal error. Ideally, the author would have wanted a larger sample of sequential and not sequential respondents amongst one or two countries in order to have more statistically meaningful results.

The final step was to ensure access to those organizations. For this purpose, the author reached the HRM employees of each candidate company including the Chief Executive Officer (CEO) in order to seek their interest in participating in the research. The first contact was made by phone because email or written contact might have been ignored by the organizations. Initially, the study and its purposes were introduced and the organizations were asked if they would be willing to participate in the research in terms of providing their expatriate managers to be the sample of the research. A summary of the design was briefly presented to the contacted person of each organization. Then they were asked if they wanted more information about the topic via email, before making their decision to participate. A plain language statement was then prepared for ethics approval (Appendix 1). This statement gave information about the purposes of the study, the possible outcomes and the role of the participating organizations and it was emailed to the companies that accepted to receive more information on the topic. After two weeks, the organizations were contacted again, and asked if they were ready and
willing to participate in the research. Three of those organizations gave a positive answer.

Thus, this research is based on three companies (service sector) headquartered in Greece (2 offering sequential CCT and 1 offering CCT but not in sequential form). The author gave his commitment for full confidentiality and agreed that he would not share any of the information with other employees of the organization. In the name of anonymity, he refers to the organisations as TechGr1, TechGr2 and TechGr3. TechGr1 has been established approximately 130 years ago. It is one of the biggest organisations throughout Greece. It has many branches all around the world including GB (TechGB1) and Romania (TechRom1). TechGr1 aims to achieve a high level of service and product quality and offers to the expatriates sequential CCT. TechGr2 was founded in 1916. It is also amongst the biggest organizations in Greece. It has many branches in various countries, counting branches in GB (TechGB2) and Romania (TechRom2). TechGr2 aims to the continuous development and good quality of services and provides its expatriates with CCT but not in sequential manner. TechGr3 has been established approximately 60 years ago and has also many subsidiaries around the world including GB (TechGB3) and Romania (TechRom3). TechGr3 implements sequential CCT.

The participants of this phase were the expatriate managers employed by the three TechGr5s under study. In order to address the research question of this thesis, the participants of this phase were two groups. Specifically, in the first group of expatriates were those who have already completed their international assignment in GB and Romania, while the second group consisted of expatriate managers who were still working on their international assignment in GB and Romania but who have already
completed their first year in the respective country. The sample consisted of two groups for the following reasons. The first group served to increase the sample size due to the fact that the Greek expatriates are limited in number while the second group of expatriates, who completed their first year of expatriation, provided further assurance that they were in their adjusted phase and hence beyond any initial “honeymoon period” so that the author would be in position to measure their actual adjustment.

The organizations gave their help for conducting the participants of this phase. The most important factor was to identify expatriate managers who had completed their post in Romania and GB and those who were still working for their international assignment in Romania and GB. Thus, after the organizations gave their commitment to the research, they then agreed to cooperate in order to contact the expatriate managers. So, the HRM of each TechGr provided the names, phone numbers and emails of the expatriates, and a first contact was made by phone because email or written contact might have been ignored by the expatriates. Initially, the study and its purposes were introduced and the expatriates had been asked if they would be willing to answer questions regarding the training programs that they had received and their adjustment to the foreign country. After two weeks, the expatriates were contacted again, and asked if they were ready and willing to participate in the research. It was explained to them that further information, about the purposes of the study and their role in the research would be presented in the cover letter of the questionnaire.

The cooperation of the HRM employees of each company offered the opportunity to the author to reach a representative sample of expatriates, N=72 (N=6 repatriates who completed their assignment and N=66 expatriates still working). The sample of this
thesis represents the population of Greek nationals expatriate employees who are placed at management level abroad (GB and Romania) and have successfully completed at least the first year of their assignment, having also completed at least 6 months of CCT related to the adjustment for expatriate assignment. The sample of expatriates consisted of male and female participants. According to the literature review, the majority of expatriate managers - participants was anticipated to be more male than female, 80:20, (male: female) (Konopaske and Werner, 2005; Van der Velde et al., 2005). Indeed, the participants of this thesis were 51 males and 10 females and their age was varied between 26 to 60 years old. Additionally, the respondents held general management positions in the host subsidiaries of TechGrs.

Questionnaires were sent to 72 expatriate managers and 61 fully answered questionnaires were received. Despite the high response rate of the sample (85 per cent), it might be considered as a small one. However, due to the fact that IHRM has emerged in Greece very recently (see page. 9), Greek expatriate managers are limited in number (Papalexandris, 1992; Myloni et al., 2002), a fact that marks the sample of this research as reasonably large. The sample of the research as already mentioned, consisted of 61 expatriate managers, of which 20 were from TechGr1 (13 in Rom and 7 in GB), 19 from TechGr2 (11 in Rom and 8 in GB) and 22 from TechGr3 (14 in Rom and 8 in GB).

3.4.2 Research Design

The quantitative phase was devoted to the collection and analysis of survey data. This study involved a survey research where there was a gathering of information via a questionnaire from a sample of Greek expatriate managers. The design of this research
was based on a correlational design with largely inferential statistical analysis methods used (Bryman, 2004). The sample of the respective expatriate population was separated into two groups, namely those who received sequential CCT and those who receive CCT but not in sequential form, which was the control group of the research. For communicative purposes, the sample was separated into distinct groups of “sequential CCT” and “non-sequential CCT” and subsequently examines any significant differences in the level of “adjustment” (see later in this chapter).

Additionally, the analysis of the data was based on the cross-tabulation tool, a correlational design technique. In the present study, there was an investigation of relationship between the sequential CCT and the level of expatriates’ adjustment without directly manipulating any variable. Dancey and Reidy (2007) pointed out that in correlational designs, the researcher measures the variables of interest and then investigates how each variable changes when the other variables change. In the same vein, at this thesis, the participants of the research completed a questionnaire to measure their sociocultural and psychological adjustment. This measurement ended up with the calculation of the four adjustment scores for each expatriate which determined the level of adjustment. The adjustment scores helped to divide the sample in two groups (more adjusted, less adjusted) (see “variables” section on how this division was made) for each of the adjustment facets (general, interaction, work and psychological). According to Coolican (2009: 111), in correlational studies “a statistical test of difference is used to investigate differences between existing groups”. With the present study, correlational analyses were conducted in order to investigate differences between the “more adjusted” and “less adjusted” groups, in order to assess the relationship between the level of adjustment with the sequential CCT received.
3.4.3 Hypotheses

The author presents the following research hypotheses (H1, H2, H3, H4) that derived from the literature review chapter:

Sequential CCT has an impact on the level of
a) the expatriate’s general adjustment (H1).
b) the expatriate’s work adjustment (H2).
c) the expatriate’s interaction adjustment (H3).
d) the expatriate’s psychological adjustment (H4).

The respective null hypothesis would be that the sequential CCT being implemented by companies [included in this research] does not have a significant impact on the expatriate employees' level of adjustment.

3.4.4 Variables

The dependent variables of the quantitative phase were the level of sociocultural and psychological adjustment, respectively, and the independent variables were “sequential CCT” and “non-sequential CCT”.

Firstly, the levels of sociocultural and psychological adjustment were considered as dependent variables - the result or the outcome of the influence of the independent variables (Isaac and Michael, 1981) - and they were labelled as “more adjusted” and
“less adjusted” expatriates. The level of each adjustment was measured using the adjustment scores. This measurement is fully described in the following paragraphs.

Every respondent (61 in total) was derived a total of four specific “adjustment” scores by using the results obtained from the four specific adjustment sections of the questionnaire. More specifically a general adjustment score, interaction adjustment score, work adjustment score and a psychological adjustment score was derived per respondent. The adjustment score was calculated by assigning a weight in ascending order from 1 to 7 on the 7 point scales (for general, interaction, and work adjustment scores) and from 1 to 4 on the 4 point scale used for the psychological adjustment. Furthermore, the adjustment score was the sum of weights across the respective adjustment questions asked (7 questions for general, 4 for interaction, 3 for work and 12 for psychological). It should also be noted that the scores obtained for each of the four mentioned categories were assumed to be approximately normally distributed. A goodness-to-fit or Homogeneity test using $X^2$ (Appendix 2) was used between the observed and expected distribution frequency of adjustment scores to measure this. When conducting the goodness to fit analysis between the observed and expected frequency distribution, distributions of adjustment scores, n-3 degrees of freedom were used given that the sample total, sample mean, and sample standard deviations were known. The tables below were the respective results.
Table 1: Goodness-to-fit Test of Homogeneity – General Adjustment

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Mean: 40.69
Standard Deviation: 4.17
Sample Size: 61

Table 2: Goodness-to-fit Test of Homogeneity – Interaction Adjustment

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Mean: 17.57
Standard Deviation: 4.77
Sample Size: 61
Table 3: Goodness-to-fit Test of Homogeneity – Work Adjustment

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Mean: 17.93
Standard Deviation: 2.02
Sample Size: 61

Table 4: Goodness-to-fit Test of Homogeneity – Psychological Adjustment

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<td>0.9</td>
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</table>

Mean: 33.75
Standard Deviation: 7.15
Sample Size: 61
The sequential CCT implemented by the TechGrs was treated as independent variable because it might impact or affect the outcomes, or in other words the level of the adjustment of the expatriates. In particular, as already stated the independent variables were labeled as “sequential CCT” and “non-sequential CCT”.

As already mentioned, an adjustment score was extracted for the analysis per respondent and per adjustment area (i.e. general, psychological, interaction and work). To remove any possible demographic over-claim or under-claim effects from the adjustment level scores, the adjustment scales used in the questionnaire to measure the respective level of adjustment per respondent across the four specific adjustment areas (7 point scale and 4 point scale in particular) were further amalgamated during the analysis process. That is to say, by amalgamating the scales, before assigning adjustment weights, the analyst can attempt to remove any under/over claim such that a respondent claiming to be “very adjusted” or “adjusted” or “somewhat adjusted” is treated as being adjusted and therefore assigned the same adjustment weight. Otherwise the analysts risks interpreting a particular demographic profile as being somewhat more or less adjusted purely on account of a demographic predisposition to claim “very adjusted” as opposed to “adjusted” or “somewhat adjusted”, known to be a form of the “halo effect” and therefore a subjective interpretation of the scales used, which may be skewed on account of demographic or psychographic differences.

Specifically, the respective 4 point and 7 point scales used were subsequently amalgamated in the following manner: a) the general, interaction and work adjustment score was calculated by assigning a weight of “1” to codes 1/2/3, a weight of “2” to code 4 and a weight of “3” to codes 5/6/7 and b) the psychological adjustment score
was calculated by assigning a weight of “1” to codes 1/2 and a weight of “3” to codes 3/4.

The amalgamation approach of the scale categories was also opted for during the analysis phase by the author in order to improve the quantitative analysis strictness and robustness due to the relatively small sample size achieved, of 61 respondents. To further elaborate on this, the author used a 7 point scale in the instance of measuring general, work and interaction adjustment and a 4 point scale for psychological adjustment.

When taking the 7 point scale as an example, the allocation of 61 respondents into 3 specific weighting categories as opposed to 7 weighting categories produces a more strict and robust conclusion (that is, dividing 61 responses into 7 weighting categories produces a ratio of 8.7 responses per weighting category, whereas this ratio increases to 20.3 responses per weighting category with 3 weighting categories if distributed equally). Robustness and strictness improves this way because this analysis model does not become concerned with the semantic difference say between the unadjusted options, namely “very unadjusted”, “unadjusted” and “somewhat unadjusted.” These categories may also be affected by demographic bias differences amongst respondents as opposed to meaningful differences, as they are perceptual in nature, and instead the analysis technique treats these respondents as “generally unadjusted” and weights them equally. Likewise, the three adjusted categories are also grouped as “generally adjusted” and weighted accordingly while the middle option of “neutral” receives its own unique weight. Likewise, the 4 point adjustment scale for psychological adjustment was divided into 2 broader groups of “more” and “less” adjusted and weighted accordingly.
Finally, the final adjustment score per respondent per adjustment area was calculated by taking the sum of the weighted value of each attribute measured in each respective adjustment area. For example, the sum of the four values extracted across the four specific attributes used to measure interaction adjustment was used to extract the respondents’ interaction adjustment score.

The appendix 3 depicts the results of the various adjustment scores calculated per respondent after amalgamation and weighting was applied, in addition to the type of CCT training received, that is whether in sequential or non-sequential form. Furthermore, in order to assign a “label” to each respondent per adjustment area, the middle point was determined by “normalizing” the scores (per adjustment category). Normalization is performed by taking the respondent adjustment score and subtracting from this the average score of that adjustment category and subsequently dividing this result from the adjustment category standard deviation. Finally, a positive normalised score was assigned a “more adjusted” label (meaning the score deviated to the right hand side of the approximately normal distribution of scores), while a negative normalised score was assigned a “less adjusted” label for the opposite reason.

At this point, it is crucial to refer that the relationship between the demographic or background characteristics of the participants and their level of adjustment were also investigated. The following variables were used: “age”, “gender”, “marital status”, “language”, “country of assignment”, “having children”, “years of experience” and “year of assignment”. The reason that such demographic questions were included in the questionnaire was in order to assess whether there were any other variables, in addition
to sequential CCT, that could have impacted positively or negatively the expatriate
general, work, interaction and psychological adjustment.

3.4.5 Instrument for Data Collection: Self - Completion Questionnaire

3.4.5.1 Rationale

The methodological instrument of the quantitative phase was a questionnaire (Appendix 4). The major advantages of the questionnaire are “its apparent simplicity, its versatility
and its low cost as a method of data gathering” (Breakwell et al., 2006: 212). Additionally, by using a questionnaire the researcher can reach people who live in remote areas or across a broad geographical area. Indeed, in this research the majority of
the sample is spread all over Romania and GB.

This instrument can be used to gather information correlated with people’s behaviour, to
measure the satisfaction of people with a service or product, to examine the opinions of
a group of individuals relating to a particular topic and to test a hypothesis (Breakwell et
al., 2006). In the present study, the questionnaire was used in order to capture the
effectiveness of sequential CCT by measuring the level of adjustment of the expatriate
managers in the host country. In particular, the questionnaire was used to test the thesis
hypotheses as it is well developed in the questionnaire design.

For the purpose of this study self-completion questionnaires were selected to be used for
the following reasons. This kind of questionnaire could reduce the bias of the “in situ”
questionnaire, which derives from the intention of the participants to answer the
questions in a manner that would please the researcher. Moreover, self-completed
questionnaire would give the opportunity to participants to express their opinion on things about which they might feel uncomfortable to speak with the researcher (Oakley, et al., 1990; Boulton, 1994). In addition, as already mentioned, the sample was distributed across the countries under study, making this phase more efficient for the research, in terms of both cost and time. Lastly, self-completed questionnaire can lead to a high response rate.

3.4.5.2 Questionnaire Design

For the design of the questionnaire attention was given to the language, the length, the layout, the order of the questions and the content in order to have a good quality of data and therefore to reduce bias (Robson 1993; Cohen and Manion, 1998; Bryman, 2004). It had a simple and straightforward layout with clear instructions and no ambiguous questions (Bell, 1999) since a pilot was conducted beforehand. Moreover, the number of questions and the time the respondents would need to answer the questionnaire were considered. According to Brace (2008) the questionnaire should not take more than 15 minutes to be completed. Despite the large amount of questions, “it is not the number of questions that affect the response rate but the amount of time and effort needed to complete the survey” (Brown, 2003: 18). The title of the questionnaire was “Investigating the effectiveness of sequential CCT on the level of expatriates’ adjustment”.

The questionnaire consisted of three parts. The first part asked for general information giving attention to biographical and demographical characteristics such as age, gender, marital status, nationality, experience on previous international assignment, country of expatriate assignment and year of the international assignment.
In the second part of the questionnaire, there was a range of indicators which were used for measuring the dependent variables, the level of sociocultural and psychological adjustment. This part was divided in four sections in order to measure each dimension of adjustment separately. Thus, the four dimensions of adjustment were measured using the following instruments. Firstly, sociocultural adjustment (Part 2 A), including general (Part 2 A1), interaction (Part 2 A2) and work (Part 2 A3) adjustments, was measured by the use of 14-item scale as proposed by Black (1988) and Black and Stephens (1989) (Appendix 5) because according to Robie and Ryan (1996) this scale is a good measurement method when applied on different cultural samples. In other words it is a good measurement approach because it standardized the expatriate adjustment definition in the face of any definition differences between different cultures or demographic profiles. Moreover Black and his colleagues were the first who build a model based on a “comprehensive picture” of sociocultural adjustment and their study found support in many empirical studies which proved its validity (Black and Stephens, 1989; Black and Gregersen, 1991b; McEvoy and Parker, 1995; Cerdin, 1999; Shaffer et al., 1999; Takeuchi et al., 2002b; Hechanova et al., 2003; Waxin, 2004; Bhaskar-Shrinivas et al., 2005; Kittler, 2011; Okpara and Kabongo, 2011).

The questionnaire asked the expatriate managers to indicate the degree to which they were adjusted or not adjusted in their overseas assignment by using a 7-point Likert-scale where “1” indicates “very unadjusted”, “2” indicates “unadjusted”, “3” indicates “somewhat unadjusted”, “4” indicates “neutral”, “5” indicates “somewhat adjusted”, “6” indicates “adjusted” and “7” indicates “completely adjusted”. The reliability of the three dimensions of expatriate sociocultural adjustment was as follow: general
adjustment (alpha=0.72), interaction adjustment (alpha=0.82), and work adjustment (alpha=0.75). These reliability scores are acceptable (Nunnally, 1978).

Secondly, psychological adjustment (Part 2 B) was measured based on the General Health Questionnaire (GHQ-12) as introduced by Goldberg (1972) (Appendix 5). Despite the fact that the GHQ-12 is usually being used for minor psychiatric symptoms the author chose this method because according to Anderzen and Arnetz (1999) it measures expatriates’ satisfaction. This instrument was used by the aforementioned researchers as their basic instrument in their longitudinal study for Swedish expatriation. The respondents were asked about how they have been feeling about their overseas assignment by using a 4-point Likert-scale where “1” indicates “not at all”, “2” indicates “no more than usual”, “3” indicates “rather more than usual” and “4” indicates “much more than usual”. According to Nunnally (1978) the reliability of this scale was also acceptable (alpha=0.91).

To this end, the four specific adjustment categories defined in the research (that is, general, interaction, work and psychological adjustment) had indeed demonstrated very little to virtually no correlation between them as indicated in the correlations table. This suggests that each adjustment category is truly unique from the other, hence measuring different aspects of the more general concept of adjustment.

<table>
<thead>
<tr>
<th></th>
<th>GENERAL</th>
<th>PSYCHOLOGICAL</th>
<th>WORK</th>
<th>INTERACTION</th>
</tr>
</thead>
<tbody>
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<td>0.23</td>
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<td>0.18</td>
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<tr>
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<td>0.01</td>
<td>1</td>
<td>0.15</td>
</tr>
<tr>
<td>INTERACTION</td>
<td>0.23</td>
<td>0.18</td>
<td>0.15</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 5: Correlations of Amalgamated Adjustment Scores
The third part of the questionnaire was provided with an open-ended question in order to maximize the coverage of the issue that it was anticipated to measure. The participants were asked to provide any further information that they may have felt that it was necessary for the purpose of this research.

3.4.5.3 Questionnaire Validity and Reliability

According to Groves et al. (2004), the questions of a questionnaire should come across to the following standards in order to be valid and reliable: a) content standards (refer to the context of the questions and if they ask the right things), b) cognitive standards (refer to the understanding or not of the questions) and c) usability standards (refer to the level of difficulty and the time for completing the questionnaire). At the present study, the above standards were enhanced by the use of cognitive interviews (Groves et al., 2004) and the piloting (Fink, 2003).

Both techniques, cognitive interviews and piloting, were conducted with Greek Cypriots expatriate managers who had completed their international assignment during the last two years. The test sample that was used, was based on Cypriot expatriates instead of Greek expatriates because of the limited number of Greek expatriate managers which did not allow the author to reach an extra small sample for cognitive interviews and piloting. Thus, Greek Cypriot expatriates who have been working in Romania and GB were chosen because the access to those expatriates was easy due to the fact that the author’s country is Cyprus. Moreover, Cyprus was also chosen because Cypriot and Greek business and culture are more or less similar.
The cognitive interview is a technique in which “interviewers administer draft questions in individual interviews, probe to learn how the respondents understand the questions, and attempt to learn how they formulate their answers” (Groves et al., 2004: 242). In order to ensure content, cognitive and usability standards, the participants, the aforementioned expatriate managers, were asked while answering the questions to have in mind the following steps: a) paraphrasing in their own words the given questions, b) to verbalize their thoughts while they answering, and c) to give their interpretation of the question right after they gave the answer (Groves et al., 2004). The above techniques helped the author to understand how the participants assumed the survey questions and be able to control some problems throughout their answers, in order to enhance the content, cognitive and usability standards. Conducting these cognitive interviews, various changes were made on the questionnaire such as the rewording of some questions, the modification of some directions and additions to the response categories.

Then, the questionnaire was piloted in order to enhance its reliability. The participants were asked the following questions regarding the usability of the questionnaire: a) Are the directions clearly written and understandable? b) Are there any confusing questions? c) Do you comprehend how to show your answers? d) Is your privacy respected? e) Is the number of the response categories satisfactory? f) Do you have any questions or recommendations in improving the questionnaire? (Fink, 2003). They have been also asked to indicate the time it took them for completing the questionnaire. Afterwards, a positive feedback from the respondents was made. All the participants showed that a) there were clear and understandable questions, b) there were no confusing questions, c)
they understood how to indicate their responses, d) it took them about 10-15 minutes to finish it and e) they felt that their privacy has been respected.

Concluding, the questionnaire was written in both English and Greek languages in order to help all the expatriates to understand what they were asked, and to be able to provide the appropriate information. This bilingual form of questionnaire also diminished the culture bias because the original questions derived from the literature, were not developed in the Greek literature and therefore used in a Greek sample.

3.4.5.4 Data Analysis

The analysis of the data of the questionnaires was based on the SPSS 22 tool and on Microsoft Office Excel 2010. The results were collected and then transferred to the aforementioned tools in order to produce statistical data. According to Sim (1998), in a survey research the number of participants who indicated an attitude and the rating they chose for it on the Likert-scale, are usually used as an index of the importance of that attitude. Having this in mind, the Likert-scales were used to measure the strength of agreement with each of the indicator points. The questions were formed in such a way that responses of 4 (in 4 point Likert-scale) and 6 or 7 (in 7 point Likert-scale) showed strong agreement, while responses of 1, showed a strong disagreement. So, the statistical data, the frequency of responses in the Likert-scales and the median values were used to answer the research question and check the research hypotheses.

In the present study, bivariate analysis took place by using cross-tabulation tool in order to consider the relationship between two variables each time (Dancey and Reidy, 2007). Cross-tabulation, which is also known as contingency table analysis, is a technique...
which is used to analyse and compare the results for one or more variables with the 
results of another (Miller et al., 2002; Punch, 2005; Giventer, 2008). It is one of the 
most common and useful tool analyses in the social sciences (Everitt, 1992). Cross-
tabulations are tables which show the results from a) all respondents and b) the sub-
groups of research respondents. More importantly, testing for any significant 
differences between such sub-groups is considered meaningful and appropriate when 
the number of respondents (or cases) represented in each cell is greater than 5. Such 
sub-groups used during this analysis included for instance respondents receiving 
sequential CCT versus those receiving non-sequential CCT, or respondents being 
classes as more adjusted versus less adjusted in a particular adjustment category.

Moreover, in this research, there was a combination of descriptive and inferential 
statistics. According to Dancey and Reidy (2007: 41) “we tend to use descriptive 
statistics to describe our samples and inferential statistics to generalise from our 
samples to the wider population”. Additionally, inferential statistics help the researcher 
to confirm or reject the research hypothesis (Field, 2009). Overall, the present phase is 
"largely" inferential because most of the analysis was (1) based on a sample but more 
importantly (2) based on the results of chi square, correlations, test of hypotheses, 
which are all inferential statistics. So even though the adjustment score per se is a 
descriptive variable of the thesis sample, it was used for "inferential" purposes, in terms 
of trying to infer about the general expatriates’ population under study.

For the purpose of this study, apart from the main percentages in the individual cells of 
the contingency tables, special attention was also given to a) Pearson’s chi-square test, 
c) Phi and Cramer’s value d) Fisher’s exact test and b) adjusted residuals.
The Pearson’s chi-square test helped the researcher to define whether or not there was a statistically significant association between the sequential CCT and the level of adjustment. Particularly, where the Pearson’s chi-square value had a significant level less than 5%, then there was a significant difference among the variables. Thus, the author set the 5% level of p-value as his guide in testing his hypothesis. Nevertheless, this criterion of significance has been criticised a lot, due to the problem that p-value is related to the size of sample (Dancey and Reidy, 2007). The author, in order to solve this problem, has measured the magnitude of the experimental effect by using Phi and Cramer’s value (Phi for 2 by 2 tables and Cramer’s V for tables larger than 2 by 2).

Thus, he evaluated the findings in terms of effect size. When a significant chi-square value was derived, he turned to the Phi and Cramer’s value where -1 represented a negative perfect association, 0 represented no association and 1 a positive perfect association. So, while the Pearson chi-square value confirmed that there was a significant association between the variables, the Phi or Cramer’s V value informed the researcher about the strength of that association. A detailed illustration of the strength of the positive and negative association can be found in the following figure:
Additionally, the chi-square test presents a problem, which is that the “sampling distribution of the test statistic has an approximate chi-square distribution” (Field, 2009: 690). When the sample is large, the approximation is good enough, thus the researcher does not worry about the fact that it is an approximation. On the other hand, when the sample is small, like in the present research, the approximation is not good enough, a fact that makes the significance tests inaccurate. For this reason, for a 2 by 2 table, the chi-square should not be used if any of the expected frequencies is less than five (Miller et al., 2002; Field, 2009). It means that the sample is too small and that the distribution of the sample of the tests statistics is too divergent from a chi-square distribution to be of any use. Similarly, “for tables larger than 2 by 2, the chi-square should not be used if any of the expected frequencies is less than one or more than 20% of the expected frequencies are less than five” (Miller et al., 2002: 134).

In the present study, this problem was overcome in the following way. In the former case, the Fisher’s exact test was used. According to Field (2009), when the sample size is small the Fisher’s exact test is computing the exact probability of the chi-square
statistics that is accurate. So, in this case, Fisher’s exact test value was used instead of the Pearson chi-square value. Considering the latter, the problem was solved by using amalgamation, being that the specific “importance” response categories were in some instances collapsed into fewer categories in order to increase the expected values to above five in order to be statistically valid for chi-squared test result assessment.

Moreover, when there was a statistical relationship among the variables, the author turned also either to the percentages of each individual cells of the table or to the adjusted residuals. In 2 by 2 tables, the author turned to the percentages of each individual cell to identify the form of the association among the variables, while in larger tables he used the adjusted residuals. Special attention was given only to the cells that had adjusted residual values greater than 2 or less than -2 (Miller et al., 2002).

3.5 Second Phase: Qualitative Method

3.5.1 Research Design

This phase applied a case study design (Stake, 1995; Merriam, 1998; Yin, 2003; Patton, 2002; Creswell, 2007). According to Yin (2003: 1) “in general, case studies are the preferred strategy when how or why questions are being posed”. These how and why questions derive from the description and analysis of “a single unit such as an individual, program, event, group, or community” (Merriam, 1998: 19). This thesis involves three company case studies where the unit of analysis in each case is the form of delivery of CCT (sequential or not) received by the expatriate managers and its impact upon their adjustment. The current case study can be seen as interpretive and
evaluative (Merriam, 1998) since it tries to interpret, explain and evaluate the findings of the quantitative phase.

### 3.5.2 Sample Strategy

During this phase, the participants in the research were expatriate managers who a) have taken part in the first phase of the research and b) completed either sequential or non-sequential CCT. At this phase, the participants were contacted via email. Specifically, the author sent an email to all 72 expatriates who were conducted during the first phase. Firstly, the email informed the expatriates to ignore it if they did not take part in the first phase of the research. Afterwards, the expatriates were asked if they were willing to participate in the second phase of the research and in which year of their expatriate assignment they were currently. It is important to say that in order to avoid any return bias (Schwirian and Blaine, 1967) the author sent the emails twice. The first time, 20 out of the 72 expatriates replied to the email, while the second time the number of the expatriates who replied positively to this request rose up to 25. Therefore, it was a significant number of expatriates which allowed selecting the qualitative sample for the purposes of the second phase of the study.

Specifically, the sample of this phase is numbered to 6 expatriate managers. The author chose only 6 respondents to be interviewed for the following reasons. Firstly, he argues that the small sample would help him to develop ongoing productive relationships with interviewees in order to investigate the research problem in depth. This depth is more important to be achieved by conducting an intensive and persuasive research instead of having an extensive sample. According to Crouch and McKenzie (2006: 483) “a small number of cases (less than 20, say) will facilitate the researcher’s close association with
the respondents, and enhance the validity of fine-grained, in-depth inquiry in naturalistic settings”. Moreover, a number of studies (e.g. Frank, 1995) showed that even just one interview in social science can lead to new understandings.

Secondly, the author wanted to have homogeneity in his sample, by selecting the same number of participants from each subsidiary. At the same time though, the selected respondents should be well enough into their expatriate assignment (third and fourth year) so as to provide a meaningful opinion about the effectiveness of training received and at the same time not too distant from their memory so as to be able to recall the details of the training received. This criterion was fulfilled only by two respondents of TechGr1 (one from TechGB1 and one from TechRom1). So, this fact led the author to choose only one manager for each subsidiary and therefore two from each company to be interviewed.

In more detail, the sample of this phase consisted of 4 expatriate managers (2 from TechGr1 and 2 from TechGr3) who received sequential CCT and of 2 expatriates managers (from TechGr2) who received CCT but not in sequential form. For anonymity purposes, nicknames were given to the 6 expatriates as follows: Expatriate Sequential Manager 1 (Exp. SM1) was assigned in TechRom1, Expatriate Sequential Manager 2 (Exp. SM2) in TechGB1, Expatriate Sequential Manager 3 (Exp. SM3) in TechRom3 and Expatriate Sequential Manager 4 (Exp. SM4) in TechGB3 while Expatriate Non Sequential Manager 1 (Exp. NSM1) was assigned in TechRom2 and Expatriate Non Sequential Manager 2 (Exp. NSM2) in TechGB2.
3.5.3 Instrument for Data Collection: Skype Semi-Structured Interview

3.5.3.1 Rationale

For the purpose of the second phase, Skype semi-structured interviews were conducted (Appendix 6) as it was difficult to conduct face-to-face interviews for the following reasons: a) the participants of the research were geographically dispersed in Romania and GB, b) there were financial difficulties in travelling abroad to Romania and GB because of the limited budget and c) travel to dispersed locations did not seem time-efficient. Thus, for the above reasons the author decided to run interviews through Skype. The author believes that Skype is the most appropriate online interview since it is one free downloadable software option that allows users to have both verbal and oral communication through the internet (Hanna, 2012), a fact that does not differ much from the face-to-face interview. The only difference is the geographical proximity (Deakin and Wakefield, 2014). Moreover, Skype offers time flexibility to the participants in terms of offering the opportunity to the participants to conduct their interview at a convenient time and place. In this research, all participants chose to conduct their interview during the evening because they had more free time. In the same vein, they chose a place that would not be distracting. Thus, some of them preferred to have it at home, while others used their office, a hotel lobby or a local university. Additionally, Skype allowed saving money and time as the author reached the participants in GB and Romania without paying for travel or having to take leave from his job.

Nevertheless, the Skype interview has some limitations which the author tries to overwhelm. Firstly, according to Deakin and Wakefield (2014) in order for the
participants to be interviewed via Skype, they needed to have technological expertise to use Skype. Four out of the six participants informed the author that they had a Skype account and they know how to use it, while the other two did not use this program. This obstacle was overcome by the use of an email and a telephone conversation. Firstly the author sent via email a link from where they could download the Skype and also attached a manual of how to install it. One of them still had problems so the author gave instructions by the telephone to ensure proper installation.

Another limitation is the difficulty in building a rapport online (Chen and Hinton, 1999). Nevertheless, Deakin and Wakefield (2014) suggested in their research that while there were some differences in rapport between face-to-face interview and Skype interviews, they did not seem to have any significant impact on the quality of the conversation. However, in order to catch up with the rapport problem, the author had small conversations with the participants via email before the Skype interview. This was arranged in order to exchange some information and therefore to help the participants to feel familiar and comfortable. Finally, there were also some ethical considerations which are analyzed in the ethics section.

Considering the risks of the above types of interview, the author used semi-structured interview in order to explore why the sequential CCT helps or not and in which ways the sociocultural and psychological expatriate adjustment. Semi-structured interview is an informal but guided interview (Coolican, 2009), where the researcher has an interview guide with key issues and questions. The order and the wording of the questions depend on the interviewer’s discretion, while during the interview, explanation and clarification of the given answers can be asked (Corbetta, 2003).
Specifically, in this study, the interviewer developed a list of questions based on the results of the first phase and the research of Kirkpatrick (see below). This guide was then expanded with open questions which allowed the participants to freely describe in detail what training activities took place. In other words it helped to explore how and why (if) sequential CCT impacts on the expatriate adjustment. Semi-structured interviews were chosen in order to “allow the interviewees a degree of freedom to explain their thoughts and to highlight areas of particular interest and expertise that they felt they had” (Horton et al., 2004: 340). Semi-structured interview gave the opportunity to the author to probe for opinions and thoughts of the interviewee. According to Gray (2004: 217) “probing is a way for the interview to explore new paths which were not initially considered”. By using semi-structured interviews the author did not stick to an interview guide but was able to ask more detailed questions. The semi-structured interview allowed the development of further ideas which might not have been considered in the pre-schedule agenda (Silverman, 1993). Moreover, semi-structured interviews gave the chance to the interviewees to answer and express freely their personal perspectives (Patton, 2002; Bryman, 2004) on sequential CCT.

3.5.3.2 Interview Design

Hoyle et al. (2002: 144) argued that the questions of interviews have “dual goals of motivating the respondent to give full and precise replies while avoiding biases stemming from social desirability, conformity, or other constructs of disinterest”. In the present study, an interview guide was used. The use of guides helped the author to have a more comprehensive analysis of the information being gathered by limiting the range
of issues to be investigated (Patton, 2002). The questions were asked in an open-ended way in order to enhance the understanding and the appropriate answers (Bryman, 2004).

The interview agenda was designed based on a) the results of the first phase and b) Kirkpatrick’s four-level training evaluation model. This model proposed that the training programs are evaluated through four stages a) the reaction, b) the learning, c) the behaviour and d) the results (Kirkpatrick, 1994). According to Kirkpatrick (1994), the reaction stage evaluates how the participants react to the training program. The learning stage measures if the participants change attitude, improve their knowledge or increase their skills as a result of attending the training programs. The behaviour stage evaluates if the participants apply what they learn because of the training received, and finally the result stage includes business outcomes as a result of the training. Thus, since in this phase of the thesis the author evaluate in depth the impact of sequential CCT on the sociocultural and psychological adjustment of the expatriates, he decided to take into consideration the evaluation stages of Kirkpatrick model in order to develop interview questions. Nevertheless, he does not consider the final stage, the results, because his research did not investigate any kind of business result or outcome. In particular, here are some examples from the interview guide agenda which includes questions such as: how do you feel overall about your training? (Reaction stage), have you enriched your knowledge through the training? (Learning stage), have you used anything that you have learned during the training in your job? (Behaviour stage).

3.5.3.3 Interview Validity

The author chose to enhance the validity of the interviews by affiliating the four principles of qualitative method as introduced by Yardley (2008): a) sensitivity to
context, b) transparency and coherence, c) commitment and rigour and d) impact and importance.

The researcher was sensitive to the context by being sensitive to participants’ thoughts and sociocultural background during the data collection and analysis stage. For example, during the interviews he asked open-ended questions which inspire the participants to refer to things that were important to them while during the data analysis he explored how the sociocultural background of the participants formed their account.

Coherence is about choosing the appropriate method for the study, while transparency is about being open and honest about the whole process of the study. The transparency and coherence was accomplished initially from the fit between the research question and the selection of the interview tool, how the interview was designed and how the data were analysed.

Moreover, the author tried to develop his capacity skills in the method used in order to enhance commitment. He read from the related literature and advised a friend who had experience on qualitative research. In addition, the rigor of the interview data was enhanced by cross-validating the results. According to Creswell (2007: 208) the researcher can take “data, analyses, interpretations and conclusions back to the participants so they can judge the accuracy and credibility of the account”. Indeed, in this research the participants of the interviews were allowed to comment on their answers by sending them the documentation of the data via email. During this procedure, an informal check of the data took place and any disagreements were discussed before proceeding to the analysis phase.
Concluding, the results of the interviews were important as they led to a greater understanding of the effectiveness of sequential CCT upon the adjustment of the expatriates. By the same token, they have a practical impact on the expatriate managers’ community since the results of this research might change their behaviour towards the sequential CCT programs (see more details in analysis and discussion chapter).

3.5.3.4 Data Analysis

The analysis of the interviews was based on the three stages proposed by Miles and Huberman (1994): the data reduction, the data display and the verification. The data reduction refers “to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions” (Miles and Huberman, 1994: 10). Since the interviews were recorded, the first step in the analysis was the transcription of the audio-tapes interviews. The author having in mind the purpose of the project at hand, through data reduction has minimised and set aside the information not needed and choose those data which could be emphasised at the analysis/discussion phase. Data display provides “an organised, compressed assembly of information that permits conclusion drawing…” (Miles and Huberman, 1994: 11). At this stage, the results by identifying the general categories at first and then by identifying the subcategories which addressed the research questions were analysed. Moreover, the author used a selection of quotations from the transcripts in order to add more value to the analysis. Of course, the quotations were chosen bearing in mind their relevance in answering the research questions. By the end, the conclusions on the interviews’ analysis were drawn up. Finally, during the verification stage “the meanings emerging from the data have to be tested for their plausibility, their sturdiness, their
‘confirmability’ – that is, their validity” (Miles and Huberman, 1994: 11). The author gave feedback to the participants and he allowed them to comment on their answers so any misunderstandings were resolved. This process has done via email.

At this point, the presentation of the second phase of the research is completed. In the next section of this chapter the author refers to the ethical considerations relevant to this research.

3.6 Ethical Issues

The majority of decisions the author took in the conduct of his research were entailed by the application of ethical rules. Resnik (2004) defines ethics as a way, or kind of thought for choosing how to behave as well as examine complicated subjects. Situations regularly arise in research in which people have different opinions about the appropriate course of action. It is possible that there are satisfactory points on either sides of the matter and various moral values might be in contrast. Such cases give rise to complex decisions for study known as moral dilemmas (Resnik, 2004). The resolution of dilemmas is not so simple. Hard decisions per se do not focus on a correct/incorrect binary, but they rather consist of correct versus correct (Kidder, 1995).

Therefore, “[w]hat is important is that ethical dilemmas are debated and that conscious, justifiable course of action is decided upon” (Dench et al., 2004: 13). Considering these, the author presents the ways in which he resolved the ethical dilemmas in his research, in both quantitative and qualitative phases. The requirements of Berger and Patchner (1994) and the four principles of Dienier and Crandell (1978) were taken into consideration. The former pointed out three ethical requirements of social research: a)
the need to ensure the informed consent of all participants, b) that the data is confidential and c) that no participant in the research can be harmed by their taking part. The latter refers to the following four principles: whether there is harm to participants, whether there is a lack of informed consent, whether there is an invasion of privacy and whether deception is involved (see Dienier and Crandell, 1978: 7; Bryman, 2004).

One of the most important ethical dilemmas was whether to inform the participants of the exact theme of the research. The author took into consideration the problem of truthfulness. Sproull (1995: 165) underlined the “possibility of inaccurate data because people may lie, omit information or use selective recall”. Some expatriate managers might present the information as they wanted to, hiding the truth, for example, for fear of losing their job. In order to solve this ethical issue, he decided to compose a broad information sheet about the focal point of the research and the confidentiality factor, before the interviews (via email) and questionnaires (via cover letter) and then to share the results with the participants at a later stage (Hammersley et al., 2001). As Tickle (2001: 348) claimed “confidentiality provides complete protection by guaranteeing that the data will not be reported to anyone else in any form”. It is important to mention that the hard copies of the completed questionnaires and interviews’ transcripts were stored in a lockable cabinet and password protection was used for all versions of the data that were collected from the questionnaires and interviews.

Another ethical dilemma was the permission for access for the research. Having permission to research a particular field or organisation is good practice and a necessity to negotiate access for the research (Bryman, 2004). The author was clear and open about the requirements and the purpose of his study in order to convince the companies
to give access. He presented the focus and the purpose of the research which, as mentioned, was exemplified through a plain language statement. He also underlined the openness of the research. Openness “...is a condition that ensures that all participants will have free access to information...” (Tickle, 2001: 348). Finally, by ensuring the access by the CEO of each company, he secured permission to use the results of the research. Assurances of the confidentiality of the questionnaire, the interview content, and the participation were given.

A related dilemma was the problem of identifying sources of information in the future writing of the findings. The limited amount of Greek expatriate managers in the countries under study might lead to the identification of the participants. Thus, a basic characteristic of this research was anonymity. Flaherty (1979) pointed out that it was better to employ a range of available measures that seek to hinder the detection of identities. In a similar vein, Tickle (2001: 348) mentioned that “anonymity is used to prevent individuals from being identified”. So, this ethical issue was solved by using pseudonyms, both for the companies and the participants, for the analysis of the outcomes, showing the informants the record of what they had said, informing them of the context in which the author wanted to use it and ensuring their consent to that use (Hammersley et al., 2001). Attention was paid to the participants’ understanding of the purpose of the study, the methods that would be used and the way of analyzing and presenting the data.

Finally, on the one hand, the researcher should act in the best interest of the companies and the participants under study while on the other hand he should be compliant with International Law. Considering Bryman (2004), a research strategy was developed
including the following information, in order to cover and resolve the ethical dilemmas of the study:

- An explanation of the nature, the purpose and duration of the research.

- A description of the method and procedures to be used.

- A description of any reasonably identified discomforts or benefits of the participants.

- A statement describing how the data will be gathered, analyzed, confidentially used and protected.

The aforementioned strategy was constructed prior to the conduct of the research.

Having considered all the above, it is also crucial to look at some specific ethical considerations which related to separate phases, since the first phase was conducted by using questionnaires and the second phase by using Skype interviews.

Firstly, the ethical considerations derived from the quantitative phase are presented. In terms of confidentiality, the questionnaire was accompanied by a cover letter (Appendix 4). The cover letter included the main purpose of the study, the reasons respondents were chosen, the time the respondents may need to complete the questionnaire, how and when the questionnaire would be returned, details of the researcher and the assurance of confidentiality (Eiselen et al., 2005). Additionally, in the cover letter voluntary
participation in the research was highlighted and the promise that the answers would remain strictly anonymous was given.

In order to protect respondents’ anonymity the questionnaires were not handed out or returned directly. Instead, a box with the company’s sign on it (TechGr1, TechGr2, TechGr3) was left in each TechGr. Thus, the expatriates who had finished their assignment, placed their completed questionnaires (sealed green (Romania) or red (GB) envelopes) in those boxes. This method did not demand much effort by the respondents a fact that resulted in a high respond rate. In case the expatriate was still in his/her international assignment, the questionnaire was sent to him/her with a prepaid envelope. By the same way, the envelopes for expatriates in Romania had a green colour while the envelopes for expatriates in GB had a red colour. They all included the return address of each company’s headquarter office in Greece and the specific sign “C/O Mr Christos Papademetriou”. Then an agreed employee of the HRM department of each TechGr was informed about the style of the envelopes and took the responsibility for collecting them. So, he collected the returned envelopes and without opening them, placed them in the specific boxes. By the end of the collection of the questionnaires, three boxes of questionnaires were collected, one for each TechGr. Distinguishing the questionnaires between the three organisations was very significant because a comparative analysis would be made. Thus, after receiving the three boxes the received envelopes were separated regarding the assignment country, based on the envelopes’ colour.

Considering the qualitative phase, the following dilemmas arise. Firstly, the interviews took place via Skype which has some ethical considerations as all the other research tools. There was the ethical dilemma whether or not to inform the participants about the
nature and the scope of the second phase of the research. The author solved this dilemma by informing the participants about the purpose of the interview and its probable length and time (Gillham, 2000), through the emails contacts which took place before the interview. Additionally, the author used email in order to gain familiarity between him and the interviewees. On this base, the dates and the time of interviews were scheduled in agreement with the participants.

Another ethical consideration that needed to be considered was the formal consent of acceptance by the participants. If I used face-to-face interviews, the participants would have signed to give their formal consent to be interviewed, the day of the interview. It is obvious that for a Skype interview this way couldn’t be applied. Instead, “the online research often had a short scripted passage in order to gain verbal consent” (Deakin and Wakefield, 2014: 610). In addition, the author sent the participants a consent form (Appendix 7) via email in which they were asked to sign that they accept to participate and then attach it and return it by email.

Additionally the participants were informed that the interviews would be recorded. The recording equipment helped the author to remain focused on the interview process (Creswell, 2007). The interview tapes were then documented. To fulfill the requirements of the Data Protection Directive 1995 no names were provided on these tapes as the researcher recognized each participant by a special sign that he included on the tape (e.g. for the interviews of TechGr1 a red stick on the tapes was used, for the interviews of TechGr2 a blue stick on the tapes was used and so on). When the documentation was completed the author sent via email the transcripts to the participants in order to make sure that the data has been documented accurately.
Afterwards, all the tapes were destroyed, avoiding with this the identification of any participant by voice. In the same vein, the Skype contacts were erased after the completion of the interviews.

Finally, the respondents’ privacy needed to be considered. Social researchers have to be careful not to invade the so-called private space of a person (S.R.A., 2003). Similarly, the British Psychological Society (2005) mentioned that researchers who focus on interviews must not invade the private space and mental health of the person studied. Thus, a distinction among the personal data and the research’s data was made in order to avoid their use in the analysis of the findings and protect the participants’ personal life. Additionally, in terms of anonymity and privacy, the participants have the opportunity to accept either video call or voice call.

3.7 Conclusion

This chapter reviewed the appropriate use of mixed methodology. Within this methodology, the study adopted the pragmatic paradigm and specifically the Sequential Explanatory Mixed Methods Design. The research was divided into two phases. During the quantitative phase, the impact of sequential CCT on the level of sociocultural and psychological adjustment of expatriates was identified with numerical data which were extracted by the use of a questionnaire, while during the qualitative phase an in depth investigation of the effectiveness of sequential CCT was conducted by the use of Skype semi-structured interviews.
The chapter concluded with an analysis of how the author has overcome the ethical dilemmas which came out through this thesis. The next chapter is devoted to the analysis and discussion of the findings of the research.
Chapter Four

Analysis and Findings
4.0 Introduction

This chapter contains a comprehensive presentation and detailed analysis of the research findings. The study in question was conducted to determine whether there is a significant impact of sequentially delivered CCT, as opposed to the pre or after departure delivery method, on the level of sociocultural adjustment (that is, with regards to general, interaction or work adjustment in particular) and psychological adjustment of expatriate managers.

In addressing the research question, a set of descriptive cross-tabulation analyses were drawn up based on the structured questionnaire responses from a total of 61 expatriate respondents. The cross-tabulation analytical tool was used in order to examine the correlation between the sequential CCT and the level of a) general, b) interaction, c) work and d) psychological adjustments. The quantitative research data was analysed using SPSS procedures for statistical analysis, and specifically cross-tabulations. Initially, a significant statistical correlation was identified in the data mainly using the Chi-Squared Test statistic. Further analysis however showed no correlation between the test variables (sequentiality versus non-sequentiality and adjustment levels).

In addition the author conducted 6 subsequent semi-structured Skype interviews with the purpose of shedding more light in exploring the research question and moreover explaining the quantitative findings. Through the qualitative data, common responses amongst participants were identified and coded into specific groups. A number of responses to the interview questions were then used to further explain the quantitative results. The mixed-method approach allowed for the quantitative and qualitative data to be combined in presenting the main, significant conclusions.
Both quantitative and qualitative findings of this thesis supported that the sequential CCT did not indicate any major differences on the level of sociocultural or psychological adjustment as it was measured via the quantitative research instrument used. Furthermore, there is no clear evidence that the method of sequentiality for delivering CCT improves the adjustment levels of the expatriate employees in any way. Nevertheless, the qualitative findings of the study clearly suggest that in general terms, the CCT did help expatriate employees adjust more effectively both socioculturally as well as psychologically.

The first section of the chapter concerns the quantitative findings of the research, derived from the first phase followed by the qualitative findings of the second phase. Finally, certain demographic conclusions indicating possible impact on the sociocultural and psychological adjustment are analysed.

4.1 Quantitative Findings

Through a first assessment, the findings of the quantitative phase indicated a significant association between the level of expatriate psychological adjustment and the “sequential CCT” method of delivery. On the contrary, no correlation was found between the level of sociocultural adjustment (i.e. general, interaction, and work adjustment) and the “sequential CCT”. In more detail, the cross-tabulations between “sequential CCT” and sociocultural adjustment delivered the following results:

a) the level of interaction adjustment produced a Pearson chi-square value of 0.783 with corresponding significance level (or P-value) of 0.415, b) the level of general adjustment produced a Pearson chi-square value of 0.949 with corresponding
significance level of 0.381 and c) the level of work adjustment produced a Pearson chi-square value of 0.709 with corresponding significance level of 0.582. Indeed, we derived from these results that there was no significant association between the test variables, a fact that led the author to reject the alternatives \( H1 \), \( H2 \) and \( H3 \).

On the other hand, the results of the descriptive analysis between the “sequential CCT” and the psychological adjustment test variables showed major correlation between them. The Pearson chi-square value produced was 37.147 with a significance level (or P-value) of .000. So, while the chi-square confirmed that there was a significant association between the two test variables, the Phi-value or Cramer’s V value of .780 also confirmed that this correlation was indeed strongly positive in relationship.

As the results of the following table showed, the majority of the expatriates who received the “sequential CCT” (83.3%) were “more psychologically adjusted” while only 16.7% were “less psychologically adjusted”.

116
<table>
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Table 6: Cross-Tabulation-Psychological Adjustment and CCT (Sequential/Non-sequential)

Consequently, the results of the descriptive analysis indicated that the expatriates who received “sequential CCT”, had a significantly higher level of psychological adjustment than the expatriates who did not receive “sequential CCT”. It could be argued that the “sequential CCT” method impacted the level of expatriates’ psychological adjustment positively. Hence, expatriate employees who had received sequential CCT exhibited seemingly higher levels of psychological adjustment.
Nevertheless, the author ventured to further strengthen this premise and scrutinize its validity to the fullest by running an additional cross-tabulation analysis between the two companies that had both delivered CCT to their employees in a sequential manner. In the latter analysis, the author aimed at examining any statistically significant difference in the level of psychological adjustment between expatriates of the two different companies who delivered sequential CCT. One would expect that no significant difference should be found since it was demonstrated that in the first cross-tabulation the sequential CCT was the factor identified as the variable to have impacted the level of psychological adjustment. Furthermore, for this to hold true as a strong argument, no significant difference in adjustment should have been identified within companies offering sequential CCT. Surprisingly, however, the second cross-tabulation once again produced a statistically significant difference between the test variables, that is between the two companies delivering CCT in a sequential manner, with a Pearson chi-square value of 9.240 and a significance level (or P-value) of 0.003 (Appendix 8). Since the two companies have a relatively similar profile and number of respondents, the reason why there is a significant difference between the two must be something else which did not measured. It was not in the scope of this research, so we are talking about a confounding variable. Noting the compelling nature of this evidence, the author was compelled to reject the hypothesis that the sequential CCT delivery method was solely responsible for the difference in level of psychological adjustment between the various employees included in the study.

In concluding, the statistical outcome indicated that the hypothesis $H_4$ should also be rejected since no convincing quantitative measurement could decisively support the idea that sequential CCT had a statistically significant impact on the level of psychological
adjustment of expatriate employees. The quantitative findings showed that the higher levels of psychological adjustment identified amongst expatriate employees were likely not to be influenced by the sequential CCT delivery method per se but other variables or factors that may more accurately explain these adjustment differences.

4.2 Comparative Analysis of Qualitative Findings

This section is devoted to the comparative analysis of qualitative findings derived from the both groups of expatriates under study, those who received sequential CCT and those who undertook CCT not in sequential form. This analysis aims to the evaluation of the effectiveness of sequential CCT.

The qualitative phase of the research was conducted in order to shed more light in the core argument of the research and moreover to more comprehensively explain the quantitative findings. According to the quantitative results the sequential CCT method does not seem to impact in any statistically meaningful way on the sociocultural and psychological adjustment of the expatriates. The aim of the interviews was on the one hand to confirm those results while on the other to extract any additional information to explain the logic behind them.

Indeed, the qualitative results showed that the sequential CCT does not impact the sociocultural and psychological adjustment of the expatriates. As a matter of fact, the interview data supported the argument that the sequential CCT does not seem to further strengthen the adjustment level of the expatriates than the level of adjustment observed amongst expatriates that received CCT not in sequential way. Moreover, the qualitative results showed that regardless of the form of CCT delivery, it is generally a training
area that is regarded as being very helpful in achieving sociocultural and psychological adjustment. In the following segment, the author presents and analyses the qualitative findings of the research in more detail.

In order to answer the research question in depth, the author used different angles in looking into qualitative findings. The first section of the qualitative findings relates to the evaluation of the effectiveness of sequential CCT upon the level of sociocultural and psychological adjustment of the expatriate employees through a comparative analysis of the qualitative data. More explicitly, the interview data came from two groups of interviewees: a) those who received sequential training (Exp. SM1, Exp. SM2, Exp. SM3, Exp. SM4) and b) those who received training but not in sequential form (Exp. NSM1, Exp. NSM2). The author presents the findings from the group of expatriate managers who received sequential CCT and those who did not receive CCT in sequential form. This presentation is deemed as critical, as it will facilitate the author’s efforts to compare and conclude whether the sequentiality of the training had any effect on either the sociocultural or psychological adjustment of expatriate managers. The author used the Kirkpatrick model (1994) as a general guideline in order to evaluate the effectiveness of sequential CCT and non-sequential CCT, in terms of reaction, learning and behaviour stages.

However, in providing a more in-depth response to the question whether the sequentiality impacted upon the sociocultural and psychological adjustment levels of the expatriates, the author turned to different specifics of the interview data. He analysed the results of the interview answers from the first group of expatriates (those who received sequential CCT). The interview guide agenda included a section on the
effectiveness of the sequentiality of the CCT. The second part of the qualitative findings analyses these results.

4.2.1 Reaction Level

At first glance, data indicated that expatriate managers had a positive reaction towards the sequential CCT. They really liked the CCT lessons and characteristically, Exp. SM1 stated, “I enjoyed them because instructors were friendly and discussion was lively, relevant and interesting” while furthermore Exp. SM3 said that “the material covered in the lessons was relevant to my job, which made it very stimulating”. In the same vein, Exp. SM2 noted that he enjoyed the training because “it was very helpful…we learned various things that we applied in our job”. Nevertheless, when expatriates were asked if they were content with the style and time of delivery of the training, they were not as positively inclined. The feedback showed that the majority of the interviewees were not content with the sequentiality of CCT. Exp. SM1 claimed that he didn’t like the style of the training because it simply went on for too long and took away from his personal time. Similarly, Exp. SM3 argued, “I prefer the training to happen at one period of time instead of having training courses continuously because I found it too exhausting” while Exp. SM4 claimed “No, I didn’t like the style of training because some things could have been covered only once…I mean there were too many repetitions…and I felt that I was wasting my time”. So the interview data illustrated that while overall, expatriates found the training very useful, they were not entirely happy with the sequentiality of CCT. The author further probed the thoughts of expatriates and uncovered the main reasons for these reactions. These shall be discussed with more detail in the second section.
In contrast to the first group of interviewees, the second group found that the training was very relevant to them, interesting and enjoyable. Characteristically, Exp. NSM1 said “I liked the way the training was organised, the instructor, and the context…it was a pleasant experience”. Similarly, Exp. NSM2 supported the training session as an enjoyable, educational experience which provided him with all the information that he wanted to learn and be aware of. On the time of delivery of the training and whether it was a good use of their time, both participants felt very pleased. More specifically, Exp. NSM1 reported “I received the training before my departure to the host country and I think it was good that it happened then, because I was more adequately prepared and confident about myself that I could succeed in my international post”. Moreover, Exp. NSM2 said “I found the training time to be very convenient, I didn’t feel it took away from my personal time and in addition, it was at the right moment, when I felt most receptive to learn everything about the new country and about my new post in order to be prepared for what I would face”. When further asked by the author whether the latter expatriates would prefer the training to have been delivered in sequential phases, both answered negatively.

4.2.2 Learning level

The next to be assessed was the learning stage, where the author looked into what degree the sequential CCT and non-sequential CCT enhanced the learning of the expatriates in question. Initially, all participants shared the view that the training was effective in delivering the knowledge and skills, intended for them to acquire. Specifically, Exp. SM2 stated “…I experienced various things that we covered during the training” while Exp. SM4 said “the training significantly improved the expectations
of the new environment I was about to face”. Moreover, Exp. SM2 noted that “the training was well structured and included all the information I believe was needed in such a training program”. Similarly, Exp. NSM1 and Exp. NSM2 reported that it offered them the necessary knowledge and skills they wanted to learn. As will be stated in the following paragraphs, the CCT, whether sequential or not, had equipped the expatriates with more or less the same amount of information, knowledge and skills. This finding therefore cannot support the argument that sequentiality of CCT plays a significant role in its learning effectiveness.

The most important element established here is that both sequential CCT and non-sequential CCT had enriched the expatriates’ knowledge at various levels. Firstly, they learned more about the host country and their new cultural environment. According to the interview data the training also gave expatriate managers more detailed information about the host country’s topography, population, infrastructure, schooling system, climate, geography, shopping and housing details. Characteristically, Exp. SM1 said that “the training sessions helped me to find out the information I needed about the foreign country in order to be able to cope with my new environment” while Exp. SM3 stated that he learned many new things about the new country that he wasn’t aware of before the training, something which helped him tremendously in anticipating his new assignment. Furthermore, Exp. NSM1 said that “from the seminars that we attended, I learned so many things about the country, the climate, the language, the customs and the new job that I almost felt like I had been there before”. Exp. NSM2 also stressed that through the look-see visits he learned a great deal in practical information about the foreign country such as the transportation system, banking and shopping centres.
Secondly, both sequential CCT and non-sequential CCT delivered information to the expatriates about their new job description. According to the expatriate managers who received the sequential training, it covered issues such as travel arrangements, the realities of the new job, appropriate requirements for work, what was socially acceptable and unacceptable, and also focused on the formulation of a framework within which managers could better evaluate the new situation they would be facing. Moreover, Exp. NSM1 stated that “the training helped me to better understand my new job role and responsibilities…we learned a lot of details concerning our main responsibilities and duties”.

Thirdly, both types of CCT seemed to have improved the expatriates’ skills. The interview data revealed that the CCT developed the following expatriates’ skills: interpersonal relations and interaction skills, language, stress management and decision making skills, and management abilities. Considering the first group of skills, the interview data showed that the CCT enhanced their cultural empathy, respect, sensitivity to the host culture, and the ability to develop relationships with locals and colleagues. For instance, Exp. SM2 affirmed the following “I feel that the training programs provided me with so many elements of the new culture that it made me sympathize and have greater respect for it”. Similarly, Exp. SM3 reported that “I saw myself respecting the new cultural customs and way of life….from the training sessions alone”. Moreover, Exp. SM4 added that he wanted to meet host nationals and try and form friendships. Additionally, Exp. NSM2 argued “I learned so much about the host country that I felt respect towards the host culture, which made me want to develop friendships with the locals, something that indeed I ended up doing when I got there”. Finally, Exp. NSM1 said that following the training, he developed the confidence to
speak the host language adequately, take part in customs and hanging out with the locals.

According to the language skills, all expatriates reported that they learned to speak the host language or improved their knowledge of it. For example, Exp. SM1 stated that he didn’t know a single word in Romanian, through training however, he was able to learn certain basic everyday expressions in order to communicate. Likewise, Exp. NSM1 said that, despite the fact that he didn’t recognize or had even heard any Romanian in his life, he learned to speak, write and read the basics. Exp. NSM2 and Exp. SM4, assigned to Britain, reported that the training helped them significantly improve their English language skills.

In regard to stress management and decision making skills, managers appeared to have received effective training on various coping strategies. According to the interview data, expatriates were trained in developing problem-focused coping strategies (learned how to manage and solve various problems) and emotion-focused coping strategies (learned how to control the emotions connected with a problem). Specifically, managers referred to problem reconsideration, building up relationships and problem solving by planning and self-control. Characteristically, Exp. SM1 was quoted as saying that “the training gave us lots of new ideas on how to evaluate, put forward a plan and solve a problem”. Similarly, Exp. SM3 learned how to put emphasis on the optimistic elements of a difficult situation and provide a reasonable solution while Exp. SM4 stressed that through training he acquired the skills to alleviate his stress based on more effectively organising his schedule and daily responsibilities in order to efficiently prioritize and time-manage the “should do” tasks and the “must do” tasks. In that way he could accept
that some things cannot be changed or are simply beyond his direct control. Finally, Exp. SM2 stated “I learned how to face a problem without being emotionally engaged…in other words how to control my emotions and therefore myself”. Similarly, Exp. NSM2 said “cultural assimilators helped me learn how to deal with certain daily problems or use the appropriate behaviour at the appropriate time to avoid being misunderstood by the locals”. Exp. NSM1 said that through field experience he observed how his predecessor “tackled situations and problems during work, which of course I also learned and used the same techniques in order to solve similar problems”. In addition, via hypothetical scenarios, both expatriates Exp. NSM1 and Exp. NSM2 concluded that they were able to acquire coping strategies in facing various daily and work related problems and that this allowed them to better manage and control their stress.

Now turning to the management skills, expatriates acquired job related knowledge, job ability factors, technical and manual skills, organizational skills and general management techniques. According to the interview data, Exp. SM3 argued that the training provided him with a great deal of knowledge about the work-related responsibilities of an expatriate manager. More explicitly, Exp. SM3 said “I learned so many things about my new post by observing my predecessor expatriate manager…he also taught me certain technical skills required for this job and a number of job secrets as he called them”. Moreover, Exp. SM2 stated that thanks to his predecessor, he improved his computer literacy by learning about blogging, social media ways of communicating, video conferencing, and sharing databases. Additionally, Exp. SM1 felt confident that the training improved his managerial abilities by addressing certain hypothetical scenarios which could happen in the foreign country position. Similarly,
Exp. NSM1 stated “…by addressing all the hypothetical scenarios we practised during the training, I feel that I have significantly improved my abilities in problem solving, working collaboratively, making effective decisions….and overall managing people and situations better”. Moreover, Exp. NSM2 said that he found “field experience and shadowing to be very valuable because I learned how to spot and control work problems more effectively, find solutions and taking better decisions”. Additionally, he also mentioned that through the training sessions he learned how to more efficiently organise his work day, as well as gain the trust of his colleagues and therefore developing a more cooperative organizational culture. Similarly, Exp. SM4 stated “I was informed about the main duties of my new job and learned how to manage everyday situations as well structuring my schedule in a manner that led to a balance between meetings and desk work”.

4.2.3 Behaviour level

Up until this point, we observed convergence in the responses of the two expatriates’ groups, a fact that doesn’t support the impact of the sequentiality of CCT on the various facets of adjustment. Subsequently, the author shall proceed with the next stage of evaluation, namely the behaviour. At this level the author examined whether the expatriates had used the knowledge and skills acquired during the course of the two different training methods in their daily life, through interacting with host nationals, in their work, or enhancing their psychological state of mind. The author investigated whether they had integrated the knowledge and skills into their behaviour in order to achieve better sociocultural and psychological levels of adjustment in the foreign country.
All participants (both groups) responded that they had indeed applied most of what was acquired during the training to reach a higher adjustment level. According to the interview data, expatriates were truthful in their answers and they had used their newly acquired knowledge and skills towards the adjustment goal. The author presents the findings through interviewee responses.

4.2.3.1 General adjustment

The general information provided on the country of assignment helped expatriates significantly during the first few days and steps in their new international post. For instance, Exp. SM2 said that the look-see visit before his arrival to the new country was extremely helpful. Particularly, he mentioned, “…having a look-see visit helped me capture the basic practical geography of the social environment such as location of the nearest supermarkets, hospital, school, banks, restaurants, malls and pubs, in order to be better prepared to use them when I moved there and securing my family’s comforts and needs”. Likewise, Exp. SM3 commented that the seminars he attended gave him a great deal of information about living conditions in Romania, which he found useful for his general adjustment. For example, the climate was totally different from Greece, which helped him make the necessary changes, by wearing warmer clothes and appropriate shoes as well as finding a house with a fireplace and a good central heating facility.

Moreover, according to Exp. SM1, language training proved essential towards his general adjustment period. Specifically he stated that “even speaking a few basic local words demonstrated a lot of interest about Romania and in turn also helped me in practical terms, such as finding things at the local supermarkets, ordering at restaurants, using the transportation system and shopping in general”. Similarly, Exp. SM4 said that
speaking English fluently helped him in all aspects of his life at the foreign post. He reported for instance how useful basic communication was at hospitals, or in more laid back activities such as watching an English language movie at the cinema or going out to local pubs with friends and ordering drinks.

Additionally, Exp. SM2 argued that the training helped him in getting to know the host culture better and trying to become part of it. Characteristically he stated “I learned enough about British culture in order to be able to integrate as an individual, two different sets of celebratory customs, the local British element (Halloween, First World War, Catholic Easter) and my home calendar customs (25th of March, Orthodox Easter, Carnivals)”. Moreover, the interview data showed that the expatriates personally adopted some of the new etiquettes and customs they learned. For example, Exp. SM1 claimed that “in a business meeting he waited until he was told where to sit…and did not take off his suit jacket until the most senior Romanian in the room did so first”. Similarly, Exp. SM2 stated that in a British business meeting, if there was a more senior person in the room, he would appoint him as the core speaker. Moreover, Exp. SM3 said that when dining in Romania his napkin had to be kept on the table and not his lap as well as always placing his hands somewhere visible. Additionally, Exp. SM4 was informed that the British pay very close attention to punctuality and therefore he would let people know if he was going to be late, even if it was a mere five minutes.

In the same vein, the interview data showed that the second group of expatriates (those who received non-sequential CCT) had also acquired similar knowledge and skills, needed to achieve a smoother and more socially informed adjustment. Once again this group of expatriates found the same training helpful towards their general adjustment as
did the first group. They too referred to the look-see visits, the language training and the host country cultural awareness sessions. Firstly, Exp. NSM1 said it was very useful to have a general idea on location of supermarkets, cafes, malls, bakeries, butcheries and other relevant shops which became part of his daily routine when he moved there. Exp. NSM2 added that the seminar information became even more relevant through the look-see visits. He specifically stated that “through the look-see visits I actually encountered all the information areas I had received during the seminars. I became acquainted with the new environment and became aware of almost everything I needed to during the first few days in England. For example, I knew where to shop for good groceries, all my medicines and housing utensils, even where to eat fish and chips, drink a beer or visit a doctor”. Secondly, both expatriates underlined the importance of the language training in facilitating their general adjustment in a new country. Characteristically, Exp. NSM1 noted “if I didn’t know the basics of the language I would feel disabled…for instance I wouldn’t be able to order in a restaurant, or communicate for basic banking transactions or something country specific and simple such the fact that cigarettes where available at supermarkets and not kiosks like in Greece”. Thirdly, through culture and customs awareness, they were also more able to understand local daily life habits and subsequently enhance their own general adjustment. In particular, Exp. NSM2 said that going out for a drink in England was an early evening thing and not after midnight as he was used to in Greece.

4.2.3.2 Interaction adjustment

In the following paragraph the author turns to the interaction adjustment and whether the expatriates adopted a certain degree of the knowledge and skills that they learned
during the training and achieving better interaction adjustment. The author first refers to expatriates who received sequential CCT. Indeed, according to the interview data, it seems that participants put acquired human relation and interaction skills to good use. Their experiences showed that they had successfully managed to develop various social relationships with the locals. In particular, Exp. SM4 expressed respect and love for his neighbours. “When I first arrived in England I had a certain phrase that a trainer told us in my head…‘be polite with the locals, respect their privacy and they will reciprocate’”. Hence, during the first month of his assignment, he greeted his neighbours every day, until they invited him for a tea and henceforth developing a very good social relationship. Similarly, Exp. SM3 said he developed friendships with certain colleagues outside the work-place on the basis of advice provided at the training courses. Specifically, he recalled “I remember that in the training sessions they told us to participate in activities organised by the employer outside the work-place…so I did… for example I watched football games, joined colleagues on weekend excursions, hunting, lunch meetings or even late night parties!...all these helped me make friends at work and addition socialise with locals outside the work-place!”.

Additionally, expatriates interacted with host nationals more easily due to basic language knowledge. For instance, Exp. SM2 said that in the training they looked into hypothetical scenarios on using the appropriate language at the appropriate time, something he found particularly helpful during social interaction. Moreover, according to Exp. SM1 the use of basic expressions in Romanian such as greeting words and gestures helped expatriates develop more trusting relationships. In detail he said “in addition to the formal business language and English, the training also gave us the basics in Romanian, like ‘Bună dimineata, ce mai faci?’ (Good morning how are you?)
or Bucur să te cunosc (Nice to meet you)…a fact that help me develop closer relations with Romanians as they would more easily accept me as part of their social environment. This initial small talk in their own language eventually helped break the ice and become better acquainted quickly”.

Furthermore, interaction adjustment was facilitated by joining the traditional customs that each expatriate had learned during the course of the training. To illustrate, Exp. SM2 noted that he took part in many of the cultural events in England, with the most amusing and enjoyable being Pancake Day. He characteristically said: “I can’t forget how much fun I had with the people in my neighbourhood in the pancake eating competition and then playing football ... it was amazing!”. It becomes obvious that by experiencing local customs and traditions first hand, expatriates were able to interact better with work-place locals as well.

On the interaction adjustment of the second group, according to the interview data, the training helped the expatriates to achieve a better interaction adjustment. They stated that the training had helped them get to know locals and developing friendships with them. For instance, Exp. NSM1 argued that he had always been shy in his social interactions, but adopting some of the practices he learned, helped him improve these skills. For example, when meeting his neighbour for the first time, he offered him a cheese pie and frappe coffee. Exp. NSM2 added that language knowledge was also useful in getting to know people and hanging out with them. Lastly, both expatriates said that they joined the local culture as they were advised to do so in the training and this helped in getting to know more people. Characteristically, Exp. NSM1 said: “On Thursday before the Romanian Christmas event, which is called St. Ignatius Day, I
joined a team of men and we prepared traditional dishes with homemade pork as the main ingredient…it was a wonderful experience which helped me become part of the culture of these people in a sense and develop closer ties”.

4.2.3.3 Work adjustment

Turning to the work adjustment, the interview data showed that the knowledge and skills they learned, greatly helped both groups of expatriates to become better adjusted to their new job. The following results are of the first group. According to Exp. SM3, he learned through field experience how to use some of the available machines in the office, such as the fax and the photocopier, which he used continuously when eventually taking the post. Moreover, he added that his predecessor helped him perform more effectively by becoming acquainted with the major clients and their working schedule. In the same vein, Exp. SM4 stressed that “through field experience I was introduced to important employees within the organization and met key people of the community that were vital for me to know in my new post”. This allowed him to develop network connections, which came to be very valuable when undertaking the new post. For example he said: “On many occasions I came to rely on my connections with government officials in order to get my job done”.

Furthermore, Exp. SM1 stated that by shadowing, he developed a steady-paced continuous level of communication with the current expatriates, a fact that helped him develop his knowledge about supervisory responsibilities as well as specific job responsibilities. When he actually took over the position, he already knew how to perform most of the tasks like for example “the daily office routine things,
communicating in the blogs with colleagues and guiding daily activities…things that helped me in adjusting more easily in my new job environment”.

In addition, speaking the local language was highly useful. Specifically, Exp. SM1 stated that “the majority of the local clients did not speak a lot of English so it was vital that I could understand and communicate in basic Romanian”. Moreover, Exp. SM3 said he found it very useful to know some Romanian words ‘as many business documents and laws were in the local language, thus I did not waste my time always translating”. Similarly, Exp. SM4 said that fluent English was not just helpful in interacting with colleagues and clients but also in “feeling confident and comfortable in the new work environment”.

Finally, the interview data highlighted that the management skills the expatriates developed, helped them having more efficient adjustment to the work place. For example, Exp. SM4 argued that the training helped him to have a more organised work day. “I got into the routine of writing things down and later transferring the information onto a planner, so I always had an organised schedule and therefore an organised day”. Moreover, Exp. SM1 claimed that the hypothetical scenarios aided him in dealing successfully with the problems and further developing his decision making skills, which in turn helped him with his work adjustment level. Likewise, Exp. SM3 reported that the hypothetical scenarios helped him with smooth cooperation with people and working out solutions to problems. He characteristically said: “In general I have difficulties cooperating, the stimulations we had gone over during our training however, helped me develop a solid cooperating and problem solving foundation…this was a motivating experience that allowed me to move forward by applying these tactics in my
new job role. Through coordination and sharing ideas not only did I overcome work issues but also developed good relations with my colleagues”.

Similarly, the qualitative findings suggested that the second group of expatriates better adjusted to their work environment also because of the training they had received. Both groups of expatriates concluded that their on-the-job training was very helpful in achieving an effective adjustment level of when eventually taking their new post. Exp. NSM1 noted that the “shadowing, the field experience, the seminars, enriched me with so much work information that when I eventually took over my new job, I felt I was ready to deal with problems, make challenging decisions, handle tough customer situations and manage employees in general”. Similarly, Exp. NSM2 stated that “the shadowing exercise was very helpful…for example when I took on the job, the first business meeting I had was with one of the more challenging customers…however it turned out to be a successful one because I took into consideration everything I had learned from my predecessor”. Moreover, the hypothetical scenarios also seemed to help this group. For instance, Exp. NSM1 said that “in daily work lots of problems surfaced but I tried to find the right solutions and make decisions by analysing the problem as we did during the hypothetical scenarios in our training…I am not saying this way always worked out for me, but at least it was a good starting point most of the time”. The language training also seemed to be of valuable help because as Exp. NSM1 stated, they had learned a great deal of business terms and policies, which they eventually needed to adopt during their new job post. Similarly, according to Exp. NSM2 “speaking the local language helped me communicate with our clients, colleagues and other work stakeholders”.
4.2.3.4 Psychological Adjustment

This section examines whether the training received helped expatriates adjust psychologically to their new environment and achieve the level of comfort necessary in making an international position successful. According to the interview data, the expatriates from both groups felt that the training indeed facilitated their psychological adjustment. Firstly, stress management proved to be very helpful for the expatriates. Here are some examples highlighted by the expatriates. “The training helped me develop anti-anxiety strategies which I duly used when I was stressed” (Exp. SM1). Also, “there were times that I recalled some practices that we had learned during training in dealing with stress” (Exp. SM2). “I found it very helpful that our company provided us with 24h free phone line support…when I was very frustrated I used it” (Exp. SM3).

Secondly, the expatriates used some of the coping strategies they had learned in order to overcome difficulties and solve problems particular to their job. Exp. SM1 stated that through coping strategies he developed the skills to better cope with the stress in the host country. He characteristically spent less time with people that passed on their stress to him. Moreover, Exp. SM3 added that he always tried to control a problem by taking initiative; “when I had difficulty finding solutions, I enjoyed the challenge of trying different approaches to see which one would work”.

Thirdly, the interviewees who experienced some form of culture shock found that the training helped them overcome it or at least understand the symptoms. It is worth listening to Exp. SM1 who stated that “fortunately I did not experience severe culture shock… and I believe this is because I had an initial experience with the country via our
look-see visits. Afterwards I took into consideration all the information I collected about the new culture and tried to find a balance between home and the host culture. This in turn allowed me to incorporate both cultures into my new lifestyle”. It’s clear here that the training was significant in adapting to the new environment and also helped in minimising the intensity of the culture shock. Considering Exp. SM2 and Exp. SM3, they too reported that they overcame the initial culture shock by mostly implementing the coping strategies they had learned during the training. Exp. SM4 reported that he overcame culture shock through colleague support and taking part in the local customs and cultural events, techniques that the training lessons had recommended. This way he started becoming more familiar with the new environment and therefore adapting psychologically.

Fourthly and as previously referred to, having a basic knowledge of the local language helped expatriates feel a certain degree of psychological comfort, a part of the new social surroundings. In the case of Exp. SM1, “I felt extremely excited and happy when I first realised that I could communicate in Romanian with the locals”. Similarly, Exp. SM4 said he was nervous at first until “I finally started speaking in English and convinced myself that I could communicate with people…the feeling was very empowering!”

Finally, the interview data indicated that the training helped in the psychological adjustment of expatriates in the second group as well. According to their responses, this group also believed that their preparation, the general information obtained about the host country, the experiential training, the cultural and language training, all contributed in being positive towards their expatriation assignment. For example, Exp. NSM2 stated
that “from the moment I knew what I had to do in regard to my job responsibilities and had settled in my new home, I felt a sense of psychological ease and comfort”. Moreover, Exp. NSM1 stated that “through the training, I was able to feel more familiar with the host country and confident that I had the necessary knowledge and skills to cope with my new assignment”. Nevertheless, both expatriates did experience a certain degree of culture shock. Exp. NSM1 said that he soon overcame this negative emotion by adopting the strategies he had learned during training. He mentioned “I overcame the culture shock by trying to control my negative emotions and stress and finding logical solutions to my problems”. Exp. NSM2 also reported “times that I was very disappointed and unhappy with my decision but afterwards I decided to do something about it through implementing the practices we learned. I made some progress by recalling the hypothetical solutions we brainstormed during the training sessions as well as the coping strategies I acquired. I found solutions based on these techniques and acted accordingly”. Moreover, Exp. NSM1 argued that he systematically followed a plan in order to solve a particular problem while, Exp. NSM2 tried to replace his old hobbies with new ones in the host country. Lastly, the language training proved really helpful in improving psychological adjustment. Exp. NSM1 said that during the first week of his expatriation, he caught himself feeling content that at least he spoke the language and could communicate with locals on the basics.

To sum up the aforementioned results, the expatriates in general seemed to be quite content with their level of training and felt it helped them raise their level of sociocultural and psychological adjustment. Overall, expatriates gained additional, vital knowledge and skills through the training, which they used to manage, change or adapt their behaviour in an effort to overcome barriers in pursuit of a better adjustment to their
new environment. Given these facts, it can be argued that the sequential CCT did indeed help the expatriates towards acquiring higher sociocultural and psychological adjustment levels. Notwithstanding these results, the main question remains whether the style of training led to the results, i.e. if really the sequentiality of CCT affects the degree of sociocultural and psychological adjustment.

Up until this point, the author presented the findings in terms of training method satisfaction, learning and behaviour levels. These were derived from the interviews of the expatriate managers who had received sequential training and non-sequential training. The conclusions clearly demonstrated that in both groups results were mostly similar, with the exception of the level of satisfaction, found to be lower amongst those receiving the training (CCT) in a sequential form. Nevertheless, in term of learning and behaviour, in both cases CCT proved to be effective in enhancing the sociocultural and psychological adjustment levels of expatriates. Basically through the interviews of the second group, the author investigated whether the non-sequential training had affected the sociocultural and psychological adjustment levels of the expatriates. The qualitative results showed that despite the fact that training in the group wasn’t sequential in nature the adjustment results were indeed very similar to the first group. Consequently, these findings clearly showed that sequentiality did not play a significant role on sociocultural and psychological adjustment levels of expatriates since both groups exhibited similar adjustment as a result of their CCT.

Nevertheless, towards a more in-depth investigation of the real impact of sequential CCT upon the sociocultural and psychological adjustment of the expatriate managers
the author turned to a different wave of analysing the qualitative data. The second section of qualitative findings follows.

4.3 In-depth Analysis of Qualitative Data: The Role of Sequential CCT

At the beginning of the first section of qualitative findings, a reference was made to the thoughts of expatriates considering the style of the CCT they had received. Briefly, they referred to the sequential CCT as being endless, repetitive, and feeling that their time was unnecessarily being wasted, strongly indicating that they were not content with the time it took. In this section we will provide the opinion of expatriates on this matter in more detail.

Prior to that however, the reader must be reminded that as already discussed, the context of the training received proved to be very helpful for the expatriate sociocultural and psychological adjustment. Having this in mind, the interviewees were asked whether or not the effectiveness of their training upon their adjustment was derived from its sequential nature. Their responses indicated a general agreement that experiencing the CCT sequentially did not play any significant role in the effectiveness of their training upon their adjustment. In fact, not only did sequential CCT not help the sociocultural and psychological adjustment of the expatriates, but in some cases it actually caused certain problems, such as fatigue, anxiety, stress, family disputes, work overload and confusion.

The fact that the CCT happened in phases, namely the pre-departure phase (pre-departure training) and in-country phase (training in the ethnocentric phase, training in the culture shock phase and training in the conformist phase) did not particularly go
down well with the expatriates and this was counterproductive in their effort to achieve better adjustment levels. Their responses left no doubt as to their views on the sequential CCT method and adjustment. “I don’t feel that splitting up the training into phases helped me personally. It was the information I received from the training and not necessarily when I was trained” (Exp. SM1). “Sincerely, I gained a lot from the training but I cannot say that the sequentiality helped me in any meaningful way, on the contrary it caused problems with my family as I had less time for them” (Exp. SM2). “I didn’t like the style of training very much…I mean the fact that we were being trained in phases was quite tiring and sometimes I didn’t attend…I cannot say it helped me in adjusting more easily…on the contrary sometimes I was distressed because of it” (Exp. SM4). “I believe that the training helped me because of the knowledge and skills it offered me, I don’t think the fact that I received it sequentially played any significant role” (Exp. SM3).

The expatriates were then asked to indicate and exemplify the most helpful training phase. The interview data showed that the pre-departure training was top while the in-country training seemed to be the least preferred, particularly in the ethnocentric and culture shock phase. The conformist phase was a pleasant experience for the expatriates.

Firstly, it becomes obvious from the responses, that the in-country sequential CCT was a rather packed program for the expatriates and seemed to add additional fatigue. Exp. SM1 said “I felt so tired. I had to be at work all morning until the afternoon, and then attend the training courses…”. Similarly, Exp. SM2 noted that “it was too difficult to attend the training during my expatriation because I did not see my family enough and had problems with my wife and kids”. In addition, Exp. SM3 confessed that sometimes
he was almost falling asleep during the lesson because of job fatigue while Exp. SM4 said that he did not attend some lessons as he had no energy to concentrate after work.

Nevertheless, certain training courses were conducted during work hours. Once again expatriates disagreed with this approach since they lost valuable time from work which they had to substitute the next few days by working more intensively. Exp. SM2 stated that when the training took place during work hours he was concerned about managing the additional workload the next day and “… I had to take work home to catch up…and this led to arguments with my wife”. Moreover, Exp. SM3 reported “the training during work hours was not so tiring for me…however it did create some anxiety for pending issues at the office”, while Exp. SM4 said “oh I was always thinking of the extra work that I had to do the next day and how quickly I felt I had to respond to all pending issues in order to make up for lost time”.

Secondly, a point derived from the training schedule is the time balance between job, training and personal life, or work-life balance. The interview data suggests a clear lack of balance between work and personal life. Expatriates spent really long hours at work and training, which did not allow enough time for their personal life. “The style of the training did not leave me any time for myself…I mean time to relax!” (Exp. SM1). “The overloaded programme caused problems with my family…I didn’t have enough time to devote to my wife and kids” (Exp. SM2). “I went out for lunch with friends but most of the time I left earlier to join the training sessions” (Exp. SM3). “There were many places to visit and things to do in the area I lived in, but I didn’t have enough time to enjoy it” (Exp. SM4).
Thirdly, according to the interviewees some of the programs were repetitive, a fact viewed as a waste of time. For example, Exp. SM1 said that they had a pre and in-country training on Romanian culture and some things were bound to be the same. He said “I felt I was wasting my time when I joined the cultural training in Romania since most of the things were the same”. Similarly, Exp. SM4 argued that when he took the new job, he had training sessions on the new foreign management responsibilities and duties. However, he had already been taught all of that in shadowing training. So, those training sessions did not provide anything new, but were simply a waste of his time.

On the ethnocentric phase, the interview data revealed that during the first months abroad, expatriates were unhappy about the training, in terms of not being interested in having training sessions at all. Specifically, Exp. SM1 argued that after just arriving in a foreign country he wanted some peace and quiet in order to settle down in his new home and environment, instead of having to immediately attend the training sessions. Similarly, Exp. SM3 said “I felt very confused because I had so many things going around in my head such as settle into the new house and my new office…I felt I was not really in a position to have training sessions on top of that”. Moreover, Exp. SM2 stressed that “during the first weeks in England, I did not want to leave my family on their own alone to go to training…it was hard for all of us…I felt that during that time I had to be with my wife and kids to help them adapt to this new life and environment”.

In regard to the culture shock phase, the findings showed that training during the culture shock phase did not provide any sort of additional adjustment effectiveness. Notwithstanding the fact that it helped the expatriates cope with stress and frustration, they were also of the opinion that this kind of training should have taken place prior to
the culture shock. This would have allowed them to develop the coping strategies beforehand and be more prepared to face problems once they had arrived in the country. In particular, Exp. SM1 stated “…and another thing that I did not like is the fact that we had been trained in coping strategies while I was already in the culture shock phase. Because of the psychological stress, I could not attend training sufficiently. I would have preferred this training before my culture shock”. In the same vein, Exp. SM3 said “…training before my culture shock, would have been even more effective as I would have been able to confront the situation with coping strategies and even know how to prevent it to a large degree”.

Lastly, the author turned to the thoughts of interviewees about the pre-departure phase of training. As previously stated, the expatriate managers were more positive towards the pre-departure training sessions in comparison with the in-country training. Here are their more detail thoughts on the matter and the reasons for these opinions. “I preferred having the training before I took my new job because I didn’t have all the worries of the expatriation phase and would have been more focused on in learning things” (Exp. SM1). “When I went to pre-departure training I had a clear mind, as I did not have to deal with daily routine problems and my attention disrupted, as was the case with the after arrival training” (Exp. SM4). “It was better in the pre-departure training as I did not have the anxiety and stress of the after-departure training caused by the new surroundings and work” (Exp. SM3). “I preferred the pre-departure training because I took some sessions with my family…on the contrary during the expatriation phase it was too difficult to disturb the kids from adapting to the new school, new home, new environment, and have them attend the training courses on top of all that” (Exp. SM2).
Similarly, the sequential CCT during the expatriate conformist phase seemed to satisfy the expatriates to a much greater level. Exp. SM1 said “I learned how to be part of a group and ways of communicating and interacting to get things done, something that really helped me in my job responsibilities”. Moreover, Exp. SM3 stated “my colleagues provided me with feedback about what kinds of behavior are acceptable or unacceptable in the new culture and the organization…this helped me exhibit more appropriate behavior and adjust more easily”. Similarly, Exp. SM4 mentioned that his colleagues consulted him on many occasions on how he should behave in the local culture. Lastly, Exp. SM2 stressed that he learned how to use the local transportation by following and observing a colleague who lived in his neighborhood. The present qualitative results demonstrated how the training in the conformist phase did indeed help expatriates to adjust more effectively. These results are in line with a number of studies (Black et al., 1991; Johnson et al., 2003; Ward and Searle, 1991).

Finally, the author also asked expatriate managers if they would recommend to their company to carry on with sequential training and why. They were all in agreement that this kind of training was not helpful to adjustment and the company should scrap it. Overall, the interviewees believed that training should be designed as a single continuous phase, preferably before taking on their new job, and contain all the necessary knowledge and skills. Exp. SM2 proposed that sequential training is very time consuming and the organization should drop it as a training methodology. Moreover he added “…If I had only received the pre-departure training, I would have had the opportunity to be more devoted to my new post, as well as spend more time with my family in a foreign country ”. Similarly, Exp. SM1 claimed that the organization should provide pre-departure training courses over a single period, because
training during the expatriation process is very exhausting as there is not enough personal time.

Furthermore, Exp. SM3 said that it would be better for the expatriates of the organization to have all the information provided, be trained once and not be subjected to a continuous form of training. He also said “I would have preferred to only be trained before starting my new job because I would have learned everything I needed to know beforehand and be better equipped and prepared in dealing with the new environment during my expatriation”. Finally, Exp. SM4 said that “all the information, skills and knowledge that I gained through sequential training could have been secured through a training before my departure to the new country, and during the first weeks of my arrival and before assuming my new job responsibilities…this way I wouldn’t have been so exhausted from the training programs during my expatriation”. The rejection of a sequential training format is very clear.

Interviewees were also asked to indicate which elements of sequential CCT they would recommend their companies to maintain. As expected, expatriates referred to pre-departure training, the experiential trainings before undertaking the job, social support as well as the 24h free phone line support. Specifically, Exp. SM1 said: “Well, I think the most important would be training before expatriation and the shadowing training because they offered me the most significant set of skills and knowledge”. “I believe that if I was in the training team I would keep the pre-departure training, the look-see visits training and the socializing with colleagues and local people because they helped me adjust more easily” (Exp. SM2). In the same vein, Exp. SM3 recommended keeping pre-departure training, field experience training and the 24h free phone line support. He
said “I gained so much information and help from these training sessions and practically
used it during my expatriation”. Lastly, Exp. SM4 stated: “I would suggest keeping the
training before expatriation, the field experience and the social support…the reasons are
apparent…because they helped me in anticipating what to expect with my assignment in
the host country”.

We have analysed the qualitative findings. Converging qualitative findings from both
sections, one being the comparison between the two groups of expatriates and the other
being the answers about sequentiality from the first group, it is clear that sequential
CCT does not impact the sociocultural and psychological adjustment of the expatriates.
Consistent with the quantitative results, qualitative analysis proved that sequentiality did
not offer much in the way of reaching higher sociocultural and psychological
adjustment levels. In other words, the adjustment of the expatriate managers surely did
not result because of the sequential nature of CCT per se. Nevertheless, findings
indicate that CCT in general, regardless of sequential or not, greatly enhanced
sociocultural and psychological adjustment.

In the following section the author refers to certain demographic findings which seemed
to impact on the sociocultural and psychological adjustment of the expatriates.

4.4 Analysis of Demographic Findings

Given that more focus was placed on testing the impact of sequential CCT upon
sociocultural and psychological adjustment levels, a number of demographic variables
were also analysed during the data analysis phase. Generally, research suggests that
there are various factors which could interfere with the role of sequential CCT. Despite
the fact that it did not have any impact on the levels of adjustments, it was not the same for certain demographic variables. The results of the cross-tabulations showed a statistical correlation between three of the demographic variables tested and the various facets of adjustment.

Firstly, the quantitative findings showed evidence of association between the level of general adjustment and the demographic variable “family followed” (Appendix 9). The Pearson chi-square was 7.185 with significance level 0.028. About 42% of the less generally adjusted expatriates did not have a family (i.e. wife and children) while only 11% of the more generally adjusted expatriates did not have a family (meaning almost 9 in 10 of the more generally adjusted did have a family, irrespective of whether or not their family followed them to their international post). Having said this however, amongst those expatriates who did have families, a higher share of those less generally adjusted (80%) had taken their family with them to their international post as compared to those expatriates who were more generally adjusted (where 63% had taken their family with them). This latter point is further supported by the qualitative findings. Exp. SM2 said that in general he was happy to have his family with him despite the fact that he had to also worry about daily routine issues in order to keep things under control. Exp. SM2 said “I did have additional worries about the wife and kids adjusting and faced some difficulties regarding this, of course. For example, while I had pre-arranged most of the things I needed to before expatriation, such as kids’ school, the afternoon teachers to teach them the local language and my wife’s work, I forgot other issues like their transportation…so during the first few weeks I had to take them myself!” Additionally, he referred to his family as one of the factors that played a significant role on his adjustment journey. He specifically stated “on the one hand I felt happiness,
comfort and security with my wife and kids, but on the other hand there were times they made my adjustment all the more difficult”. So the present thesis gave evidence that the factor “family followed” impacted negatively upon the sociocultural and psychological adjustment of the expatriates.

Secondly, the cross-tabulations showed a statistical significance between the level of interaction adjustment and “country of assignment” (Appendix 10). The Pearson chi-square value was 14.586, with a significance level of .000, indicating a strong association between these variables. Indeed, Cramer’s value 0.49 indicated that the connection between “country of assignment” and level of interaction adjustment was moderate to strong. The results further indicated that on the one hand the majority (87%) of the expatriates in GB were more adjusted while on the contrary the majority (63%) of the expatriates in Romania were less adjusted. Consequently, there was a significant association between the “country of assignment” and the level of interaction adjustment. Those assigned to GB were more adjusted regarding interaction than expatriates assigned to Romania. Unfortunately, the qualitative results did not provide further information to support this quantitative finding.

Thirdly, there was evidence of an association between the level of work adjustment and the demographic variable “gender” (Appendix 11). More specifically, the appropriate statistical test to be used was Fisher’s Exact Probability because 50% of the cells in the cross-tabulation had an expected frequency of less than 5. This produced a p-value of .000, for a two-tailed test. The Phi value was .60, indicating that the relationship between the variables was moderate to strong. Turning to the actual results, we can see that all males (100%) were found to be more adjusted in work while this was true for
only 60% of females. The conclusion, therefore, is that for this particular sample of 61 expatriates, there was evidence to suggest a strong association between the level of work adjustment and gender, in that the level of work adjustment of male expatriates was higher than that of females. Unfortunately, the sample of the qualitative phase did not include any female expatriates and so there is no qualitative evidence to cross reference the nature of gender interaction on the level of work adjustment.

Despite the fact that quantitative findings gave evidence on the impact of three demographic variables, the qualitative findings further supported only the “family followed” factor. Thus, the present findings, do on the hand suggest that “family followed” impacts negatively on the sociocultural and psychological adjustment of expatriates, while on the other, underline the need for further research regarding the impact of “country of assignment” and “gender” on the adjustment of the expatriates.

### 4.5 Conclusion

Overall, this chapter presented and analysed the main findings of the study. The research conducted underlined a number of significant findings surrounding the hypothesis that the level of expatriate managers’ sociocultural and psychological adjustment to their host country is directly impacted by the sequential CCT. The major finding was highlighted by cross referencing results from both the qualitative and quantitative data which showed that the sequential CCT does not facilitate the sociocultural or psychological adjustment of the expatriates in any significant way. As a matter of fact, in some cases it causes problems such as fatigue, anxiety, stress, family disputes, work overload and confusion.
To summarise, it should be acknowledged that the provision of an expatriate training program to begin with, does indeed facilitate for the expatriate adjustment to their host country. Even though the research failed to identify any statistical significance to support the effectiveness of sequential CCT upon the various facets of adjustment, the qualitative findings indicate that CCT, sequential or not, helped the expatriate managers in having improved sociocultural and psychological adjustment.

Consequently, in facilitating the level of expatriate adjustment and in turn achieving positive placement results, which translate to positive return on investment for the said organizations, a number of issues would need to be addressed by the organizations as highlighted in the findings. Specifically, HRM should pay attention both to the time of delivery and content of CCT. In the next chapter, the author discusses the findings of this thesis in more detail, focusing on the role of timing and content of the CCT programs on the adjustment process.
Chapter Five

Discussion
5.0 Introduction

This chapter centers on discussing the major quantitative and qualitative findings of the research which proved that sequential CCT did not impact on the sociocultural and psychological adjustment of the expatriate managers. However, the findings also showed the CCT to be helpful for the sociocultural and psychological adjustment of the expatriates, regardless of whether it was sequential or not. In addition, this thesis suggests the premise that the effectiveness of CCT did not rely on its sequentiality but on its proper design in terms of delivery time and content.

In this chapter, the author evaluates the effectiveness of sequential CCT by analysing CCT as concerns content and time of delivery. He also looks into the implications of timing on the expatriates learning by evaluating each phase of the sequential CCT model separately. Moreover, he confers over the role of CCT content by analyzing effective training programs derived from the study. Finally, he turns to the role of demographic variables which had an impact on the adjustment of the expatriates.

5.1 Overview: Evaluating the Effectiveness of Sequential CCT

It is surprising that the impact of sequential CCT on the expatriate sociocultural and psychological adjustment does not find empirical support, vis-à-vis the pre or after departure delivery method for CCT. As exemplified in the literature review chapter, few previous empirical studies were conducted and their results did not support the effectiveness of sequential CCT (Selmer, 2002; Tarique and Caligiuri, 2009). As a matter of fact, it has not yet been empirically validated (Selmer et al., 1998; Selmer, 2001). However, it is astonishing that significance was not found for any of the facets of
adjustment. In addition, the assumed impact of sequential CCT was not convincingly supported by the quantitative data. The contradictions with the hypotheses were also reflected in the follow up qualitative interviews. This study showed that the sequential CCT does not facilitate the sociocultural or psychological adjustment of the expatriates in any significant way.

Nevertheless, despite the fact that the author did not find what he expected to find in his main research topic and some interesting findings on related topics were arisen. Particularly, the qualitative results gave evidence that CCT in general facilitates their sociocultural and psychological adjustment. This finding can explain the complementary results of Selmer’s (2002) study, concluding that respondents who had received sequential training were more satisfied with their assignments than those without any training. Specifically, this may be due to the fact that the expatriates were more satisfied perhaps because they had received at least some kind of training as opposed to none. Consequently, the author argues that sequential CCT should be a field of research for future studies in order to gather more empirical evidence regarding its impact (or not) on the sociocultural and psychological adjustment.

The findings of the research on the effectiveness of CCT, whether sequential or not, are compliant with those of other researchers in the field. The conclusions of the present study confirm those of Waxin’s (2004) that the expatriates who had received any kind of training reported a higher degree of interaction than those with none at all, as well as research by Waxin and Panaccio (2005) who gave evidence that expatriates who received some kind of CCT training, reported a higher level of general, interaction and work adjustment. Additionally, the present findings come to agreement with studies that
found CCT was correlated and has a positive effect on the sociocultural adjustment of the expatriates (Black and Mendenhall, 1990; Black et al., 1991; Deshpande and Viswesvaran, 1992; Mendenhall et al., 2004; Okpara and Kabongo, 2011).

Nevertheless, the findings do not confirm those of Cerdin (1996) and Puck et al., (2008) who reported CCT to have no significant impact on the sociocultural adjustment and Selmer (2005) who found tentative to no significant correlation between CCT and sociocultural and psychological adjustment. Similarly, they are contrary to the Fenner and Selmer (2008) findings which showed no significant correlation between the effectiveness of preparatory training and psychological adjustment. Lastly, it is opposite to the Black and Gregersen (1991b) study, arguing that CCT is not related to work or general adjustment but negatively correlated to interaction adjustment. Thereto, they claimed that these findings were a result of an insufficient, inaccurate and ineffective CCT. The author also argues that the key to an effective CCT is the appropriate design with the accurate content, delivered at the right time, which are discussed in the following paragraphs.

As Cavusgil et al. (1992: 54) stated “only well-planned training programs” can facilitate the adjustment of the expatriates. For example, having in mind the current results, while expatriates are mostly content with what they gained from the training received, they faced problems with time balance between work, training and personal time. This finding agrees with Selmer’s (2010) opinion that after arrival training splits and prolongs the daily work, a fact negatively viewed by the expatriates. In the present case, the negative feelings derived from the in-country phase of the sequential training, resulted in extra stress, fatigue and work overload. This happens when a person finds
difficulties in completing his/her duties within an allotted period of time (Kahn, 1978; Maslach and Jackson, 1984). So at this stage, it could be argued that the ineffectiveness of the sequential CCT might be due to the poor design by the organizations under study which did not take into account the need for an adequate work-life balance, without repetitions.

Moreover, this design is purely contradictory to the basic premise of sequential CCT that training should be designed according to the needs of the expatriates (Selmer et al., 1998). As it seemed these needs were not fulfilled in the slightest by the time allocation of CCT. The qualitative results of this research gave us the clear needs of the expatriates. Consequently, the author agrees with Adler and Bartholomew (1992) who found that in order to establish an effective CCT, training programs should be well planned and tailored to the needs of the expatriates.

5.2 The Role of Timing

Since our research results indicated that the sequentiality of the CCT neither left the expatriates content nor helped them secure higher levels of sociocultural or psychological adjustment, the author argues that more attention should be paid to the design of the CCT, in terms of timing. As referred to in the literature review chapter, timing is defined as the time of delivery of CCT; when CCT actually takes place. In the sequential model of CCT, training takes place sequentially in four different phases. In these terms, sequentiality is about the fact that CCT takes place in a number of training phases over a particular period, instead of a one-time phase. Timing refers to the delivery time of CCT; pre-departure training, the ethnocentric phase, culture shock phase and conformist phase training. Tarique and Caligiuri (2009) claimed that
sequentiality of CCT could improve its effectiveness. Unfortunately, the data of the present study does not find any credit to this philosophy. On the contrary, the current findings highlight that time is crucial for CCT, but not in the sequential way which established theories support.

Proponents of sequential training argued that CCT should start from pre-departure phase and continue to the host country (after arrival). Thus, sequential CCT is conducted in stages in accordance with the phases of adjustment. However, considering the findings of the research, the question whether CCT should follow the cycle of adjustment emerges. Initially, the author argued that CCT should follow the cycle of adjustment and also suggests that sequential CCT would be more effective in the adjustment of the expatriates since it follows the UCT. Briefly, the UCT consists of four stages of adjustment: the honeymoon stage, the culture shock stage, the adjustment stage and the mastery stage. Nevertheless, the qualitative findings did not seem to support this philosophy since there were limitations in identifying which stage each expatriate was actually in. More specifically, Exp. SM4 reported something significant; he had already experienced the culture shock phase before the coping strategy training took place while the rest of the participants attended the culture shock training during their culture shock phase.

The above statement of the Exp. SM4 leads the author to another problem regarding the sequential CCT. The data showed that each expatriate is a different personality who experiences and perceives the host life differently and according to their own rhythm. So how can we determine or locate which phase each expatriate is in, and provide him/her with the appropriate training i.e. culture shock training? It is too difficult
because there are contradictory empirical supports about the occurrence of culture shock. The present study showed that there were expatriates who experienced culture shock even from the first two weeks like in the case of Exp. SM4. Similarly, Torbiönn (1982) claimed that culture shock starts immediately and right through to 3 months of the expatriation while Black and Mendehall (1991b) argued that it starts after 0-2 months and Feichtinger and Fink (1998) that it starts after 3 months. On the contrary, Ward and Kennedy (1996) found that culture shock happens after 1 month of expatriation, while Selmer (1999b) empirically supported that expatriates do not start to experience culture shock before 17-18 months. Given these differences, it is indeed very difficult to determine when the expatriates may be experiencing their culture shock and therefore provide culture shock training.

There is also, however, a further point to be considered about following the UCT, namely the preferences of the expatriates themselves. As we have already discussed, the majority of the expatriates had negative feelings towards training courses administered during their expatriation phase. On the contrary, they preferred to have the training courses during pre-departure phase. Despite the fact that this finding is opposite to Selmer’s (2001) study which claims that expatriates preferred the after arrival over pre-departure training, it is definitely in line with the theory of met expectations which suggests that the expatriates should be provided with information and knowledge before the assignment in order to form more realistic expectations of the host culture and country and be more prepared to cope with the new environment (Caligiuri et al., 2001). Moreover, UCT claims that CCT should be updated and provide more realistic expectations for the expatriates considering the host culture (Chi and Yen, 2006). Having all the aforementioned in mind, the author has revised his initial argument and
therefore argues that CCT should follow the cycle of adjustment in terms of having a coherent design with proper content, knowledge and skills, delivered at the appropriate time, without necessarily taking place during the UCT phases. However, let’s see how the time of delivery of CCT impacted upon the learning of the expatriate managers.

5.3 The Implications of Timing upon Learning

According to Selmer et al. (1998: 835), sequential CCT is based on the fact that “an individual’s capacity for efficient learning, ebbs and flows during the expatriate period”. For this reason, the sequential CCT is designed in accordance to the adjustment phases and in such a way that “learning occurs as the expatriate loses confidence in the operant frame of reference” (Selmer et al., 1998: 835). The qualitative findings of the research proved that indeed, the capacity for effective learning differed among the adjustment phases but in different terms. The present study establishes that the sequential form of CCT does not help expatriates to enhance learning more easily. On the contrary, only in certain CCT phases, was the time of delivery of CCT more beneficial in enhancing learning. On the one hand, the interview data showed that the expatriates were very pleased with the time of delivery of the pre-departure training and conformist phase training but on the other hand not with the time of delivery of the ethnocentric training and culture shock training since they would have preferred it before the expatriation and culture shock phase. We shall now discuss in detail how the sequentiality of CCT impacts on the learning capacity of the expatriate managers.
5.3.1 Learning During Pre-Departure Training

As we already discussed, the pre-departure training was a favourable phase among the interviewees. Pre-departure training is the first phase of the sequential CCT and takes part before the expatriation. It prepares the expatriates by giving them realistic expectations (Sanchez et al., 2000; Littrell et al., 2006). During this phase the expatriates learn basic information about the new country through didactic and experiential training in order to be prepared to deal with the new environment. However, the question is whether or not this period of time is appropriate for training and enhancing learning. The findings of the research supported that indeed, training before departure promoted learning. The participants argued that this period was suitable because they were more flexible. They did not have the worries, anxiety and stress of the expatriation, thus they were more focused and had a clear mind on learning things. This research suggests that the first phase of the sequential model of CCT is offered for conducting effective training since expatriates are in position to learn.

Nevertheless, as this study proposes, an additional reason for the effectiveness of learning during the pre-departure training might be its duration. According to the interview data, Exp. SM1 and Exp. SM2 had three months preparation while Exp. SM3 and Exp. SM4 had two and a half months. In both cases the time of pre-departure training is regarded as adequate since Suutari and Brewster (2001) findings showed that where preparation time was less than one month, 90 % of the expatriates expressed dissatisfaction with their pre-departure training, while on the other hand, most of the expatriates believed that two months of pre-departure training was sufficient for preparation.
5.3.2 Learning During the Training in Ethnocentric Phase

Training at this stage targets to enhance the cultural awareness and lower ethnocentrism (Selmer et al., 1998). It’s based on cultural relativism, the belief that learning is more effective when the expatriate starts feeling more open to the new culture (Brislin et al., 1983). However, the results of this thesis showed that during the first weeks of expatriation, in the ethnocentric phase, the expatriates had the first worries of settling down and did not want to attend training. The findings were opposite to the UCT which suggests that during the first weeks, expatriates are at a honeymoon stage, in other words feel enthusiasm for the new country. On the contrary, the data suggested that during the ethnocentric phase, expatriates seemed to be confused, lacked interest in learning and therefore not in a position to be trained effectively. Given these facts, the author underlines that conducting CCT during ethnocentrism phase is not wise, as the sequential CCT model suggests, since it’s not a period with factors that promote learning.

5.3.3 Learning During the Training in Culture Shock-Phase

According to the literature, the most effective phase for the sequential CCT to take place is during this particular phase (Winkelmann, 1994; Selmer et al., 1998; Valle Javier, 2006) because expatriates are most likely to feel lost in their host country and therefore possibly experience negative symptoms. The training would help them in dealing with this shock (Gorve and Torbiorn, 1985; Eschbach et al., 2001; Sims and Schraeder, 2004). In addition, according to Kolb and Fry (1975), at this stage the expatriates can interact effectively by learning how to learn about the host country. Nevertheless, the results of the present thesis implied a different view. The data showed
that the expatriates could not adequately learn during the culture shock phase because they seemed to be quite confused during that time and therefore not in a position to be trained effectively. They claimed that their emotional situation and stressful feelings did not allow them to attend the course and learn sufficiently. As a matter of fact, they said they would prefer to have this kind of training before their expatriation because they would be in position to learn more easily and be more prepared for facing up to culture shock. These results suggest that the time of conducting the current training, during the culture shock phase, was not the right one for enhancing the learning of the expatriates. So the culture-shock phase of the sequential CCT did not seem to help the adjustment of the expatriates. Nevertheless, the content of the training left the expatriates satisfied, a fact which also underlines the need of such training but at a different time level, most preferably before undertaking the job. The author adopts the main argument of the culture shock theory; the design of CCT should take into consideration the problems deriving from the culture shock (Littrell et al., 2006) but take place at the appropriate time, when the expatriates would be able to learn, and that time is not certainly, as the sequential model suggests, the culture shock phase.

5.3.4 Learning During the Training in Conformist Phase

According to Selmer et al. (1998) during this phase the sequential CCT gives more attention to learning by doing and interacting with host nationals like the SLT suggests. During the conformist phase learning is generated by daily observations and consequent imitations of the behavior of the host nationals (Black and Mendenhall, 1990). According to Bandura’s (1977) empirical findings, people can learn via modelled symbols, that is, by observing behaviours and mentally rehearsing them and therefore
by reproducing them. Indeed, the interview data showed that the expatriates learned a lot through interacting with host nationals and expatriates, which they utilised in order to achieve a better level of sociocultural and psychological adjustment. With these results in mind, the research concludes that training leads to effective learning during the conformist phase. According to the expatriate’s preferences, this is due to the fact that during this phase they are in a position to receive training as an extra support in their international assignment. In other words, the conformist phase of the sequential model of CCT is indeed an appropriate time (during the expatriation process) for offering effective training and therefore enhancing learning.

Concluding this section, the data revealed that sequentiality of CCT did not offer always effective learning. The sequential CCT is based on the notion that learning comes sequentially and that’s the reason for being conducted in four phases. Indeed, the learning occurs sequentially but does not necessarily mean that should take place during all the adjustment phases. For example, according to the data, learning during pre-departure training was not occurred at one time training, but through a variety and sequence of trainings of 2-3 months.

In addition, the author turns to the major philosophy of sequential CCT that the capacity for an effective learning of any individual cannot be the same during all the expatriate assignment (Selmer, 2002). The findings of this thesis confirms indeed this philosophy but in a different way. In the sequential CCT model, the training takes place during the phases of adjustment in order to have more effective learning. By evidence, this thesis contradicted to this design of CCT since only during the first and the last phase of the training (pre-departure and conformist phase), the expatriates were in position to learn.
In other words, CCT being delivered during ethnocentrism and culture shock phase was not effective in promoting learning because it was not in accordance with the learning capacity of the expatriates. Therefore the results of this thesis suggested that the sequentiality of CCT would be more effective if CCT took place only in two phases: a) before undertaking the job and b) having supportive nature during the job.

5.4 The Role of Content of CCT

The findings of the present research suggest that the effectiveness of the CCT depends also on its content. Despite the fact that the sequentiality of CCT did not impact in any way upon the level of sociocultural and psychological adjustment of the expatriates, the CCT generally proved to be effective in enhancing both facets of adjustment. As the qualitative results demonstrated, the content of both sequential and non-sequential CCT helped the expatriates attained improved sociocultural and psychological adjustment. The present study highlights the importance of CCT content quality as a significant factor towards effectiveness. For this reason we shall discuss the value of training which offered knowledge and skills to the expatriates and therefore helped them towards effective sociocultural and psychological adjustment in their host country.

5.4.1 Language Training

Despite the fact that the research sample is relatively small, it is important to say that all interviewees agreed that language skills helped in all their facets of adjustment. The qualitative data showed that the language training enriched the expatriates with the basics in order to be in a better position to communicate in the local language and therefore helped them with their adjustment. According to Ashamalla (1998) speaking
the language is helpful in dealing with foreign counterpart groups such as government officials, labour organizations, bankers and customers. Moreover knowing the language demonstrates respect and interest in the host culture (Ashamalla, 1998; Selmer, 2006). Regarding these and the thoughts of the expatriates, speaking the local language is a must for them. This finding comes in accordance with previous studies which also found the effect of the language training on expatriate’s adjustment (Shaffer et al., 1999; Caligiuri, 2000; Dowling and Welch, 2004; Selmer, 2006; Peltokorpi, 2008; Puck et al., 2008; Kittler, 2011; Wang and Tran, 2012). Specifically, Selmer (2006) gave evidence that language ability is positively related to all three dimensions of sociocultural adjustment, with the weakest relationship for work adjustment and the strongest with interaction adjustment. The findings of the present study did not give evidence on which type of adjustment is impacted the most, however it gives evidence about the impact of language training on the psychological adjustment which the previous studies did not include in their investigation.

5.4.2 Educational Seminars

Most of the expatriates referred to the information they gained from the educational seminars they attended. Those seminars included environmental briefings and culture-orientation programs which, as the expatriates mentioned, provided them with information regarding the host culture and country, history, geography, religion, economy, living conditions and people (Bennett, 1986; Kealy and Protheroe, 1996; Morris and Robie, 2001). Harrison and Hopkins (1967) found that educational seminars were not so effective. Nevertheless, the qualitative findings showed that this training mostly helped the expatriates in their general adjustment. During the 1960’s this
approach was very popular and it is still popular (Bhawuk and Brislin, 2000). The expatriates claimed that it helped them to form an overview of the foreign environment and enhanced the general adjustment. Educational seminars promote the cognitive skills which are the base for the other programs. However, they should be combined with the other trainings in order to be effective.

5.4.3 Experiential Trainings

During the pre-departure training the expatriates were trained by some experiential trainings such as look-see visits, field experience and shadowing, which proved to be very effective for them. According to the interview data, these trainings were conducted by the predecessors of the expatriates and they promoted learning by doing as SLT suggests. The author tends to agree with Osman-Gani (2000) who suggested that the host country personnel are the most appropriate, qualified and effective people to provide the necessary training because they know the host environment and conditions and therefore they are in the best position to provide the expatriates with the necessary knowledge and skills. The experiential activities target to the development of the skills which are necessary for performing work effectively, for interacting positively with host nationals and for obtaining the cognitive knowledge in having appropriate behavior (Morris and Robie, 2001).

The qualitative data proved that the experiential trainings were useful and the expatriates had expressed their sympathy towards them. They argued that perhaps this was due firstly to the fact that they were still in the transitional period where they had not undertaken their new job as of yet, with all its worries and responsibilities and secondly to the fact that they absorbed so much more information by actually doing
things. Specifically, Exp. SM1 expressed himself by saying “I honestly admit that the training that pleased me the most and was very helpful for me was the shadowing…it took place when I was least worried or stressed and I learned a great deal by watching my predecessor”. Similarly, Exp. SM2 enjoyed and felt secure when he had his first contact with the foreign country in the context of the look-see visits. Moreover, Exp. SM3 noted “despite the fact that I was a newcomer, the field experience offered me a great deal, I tried to gain as much information as I could…I was very calm and concentrated…maybe because I did not have to worry about any specific problems of the job…I was just a trainee…and I learned how to work in the ‘battle’ field”. Additionally, Exp. SM4 claimed that field experience was an amazing experience which enriched him with new knowledge and skills but without causing him any negative feelings or work pressure. The findings of the present study are consistent with other studies which showed that experiential trainings are the most effective types of training (Pruegger and Rogers, 1994; Bhawuk and Brislin, 2000; Waxin and Panaccio, 2005; Okpara and Kabongo, 2011). In addition it gives support to Waxin’s (2004) research which showed that supervisory and partner support helped the sociocultural adjustment. Consequently, the expatriates should have exposure to the host culture before their expatriation by conducting look-see visits because these visits may help them to increase their awareness of the host environment (Sergeant and Frenkel, 1998). Moreover, Suutari and Brewster (2001) research revealed that the look-see visits were ranked as one of the two most important training practises for the expatriates. Lastly, field experience is a very good experiential training since as Tung (1981) also argued the field experience training acclimatizes the expatriate to the host living conditions.
At this point, it is important to mention that the experiential trainings were the major source of providing the expatriates with all the skills that they used during their assignment in order to have better adjustment. Briefly, the data proposed technical skills, interpersonal and relational skills, perceptual skills, adjustment skills, language skills and stress management skills. These findings are in contrast with the perception that technical skills cannot be gained through short CCT programs (Shen, 2005). Nevertheless, various studies are in line with the findings of the present research. Mendenhall and Oddou (1985) gave support that the relational skills could make the interaction with host nationals easier. In the same vein, Black (1988) found out that having lots of relationships with locals helped the interaction adjustment. Additionally, Mendenhall and Oddou (1985) also argued that the perceptual skills helped the expatriates in understand and correctly interpret the host culture, a fact that facilitates the interaction adjustment. Moreover, the present findings agree with an additional number of studies which found out that interpersonal, adjustment, stress management and language skills were positively correlated with expatriate’s successful adjustment (Rahim, 1983; Walton, 1990; Ruddy, 1991; Harrison, 1992; Harrison, 1994; Feng and Pearson, 1999). Consequently, by these findings, the importance of the experiential trainings is also underlined.

5.4.4 Cultural Training

Following the experiential training is the cultural training. The interview data revealed that knowing the host culture helped in all facets of adjustment. Briefly, it helped expatriates in having better general adjustment, interacting with host nationals by taking part in the local customs, in the work environment by having appropriate behavior and
observing etiquette, and in psychological adjustment when facing culture shock. This training targeted the awareness of the skills and behaviors needed to be successful in the host culture. Through cultural awareness training the expatriates come to understand the culture and values and therefore learn to appreciate cultural differences and behave appropriately in order to enhance their level of interaction in the host country (Eschbach et al., 2001; Brandl and Neyer, 2009). According to the early advocators of the field, the preparation of a manager for expatriation is a process in which he/she needed to be oriented to the differences in social communications between the home and host culture (Brislin and Pederson, 1976; Paige, 1986; Bhawuk, 1990). However, nowadays, research goes beyond the orientation of expatriates to be prepared to live abroad and introduce practical training in learning culturally appropriate behavior (Triandis, 1995; Landis and Bhagat, 1996; Brislin and Bhawuk, 1999). This new form is the cultural assimilation training which is an experiential form of training which helped the expatriates to interact and adjust successfully with the host nationals. As the data revealed, the expatriates were very content with this experiential training and they also reported that it helped them in adjusting more easily. This finding agrees along with the Fiedler et al. (1971) study about the effectiveness of cultural assimilators and the Ward and Searle (1991) study which found that sociocultural adjustment is related to cultural knowledge and cultural identity. Moreover, the author adopts the opinion of Ko and Yang (2011: 158) that “learning about culture, becoming aware of cultural differences, and having competence in cross-cultural communication are a must for expatriate managers so that they can adjust to a new cultural environment and carry out a successful overseas adjustment”.
5.4.5 Coping Strategies

Coping strategies was a training method which according to the interview data helped a lot the expatriates in their work and psychological adjustment. These findings are in line with the Feldman and Thomas (1992) and Selmer (1999a) researches which gave evidence that emotion-focused and problem-focused coping strategies were useful factors in the expatriation in that they reduce anxiety and they cope with problems and the negative feeling of stress. In addition the present findings support Stahl and Caligiuri (2005) study who revealed that the problem-focused coping strategies helped the work adjustment. On the contrary, Stahl’s (2001) research suggested that coping strategies are not so effective and often counter-productive for the expatriate’s adjustment. Nevertheless, the author tends to agree with the notion that the effectiveness of the coping strategies depend on the context in which they are used (Folkman, 1984; Lazarus and Folkman, 1984). Thus, the CCT should take into consideration the foreign environment and the possible obstacles which the expatriates might have to overcome in order to provide the expatriates with appropriate coping strategies.

5.4.6 24h Free Phone Line Support

The 24h free phone line support is a new entry into the CCT field since no research study has ever mentioned it. Nevertheless, the findings of this research showed that it was very useful and supportive during the expatriation phase of the expatriates and helped them in their general and psychological adjustment. According to the data, the 24h free phone line support was available 24 hours a day, 7 days a week, 365 days a year. When an expatriate called the support line, he/she could speak with an expert of the support group. Immediately afterwards, and considering the subject of the needed
support, the expert either immediately dealt with the call personally or he/she transferred the call to one of the advisors for training and advising, either the psychotherapy advisor, or to the financial specialist. This type of training was considered as a continuation of training and not used only as a support system for the expatriates. The reason used for this, is the fact that, after the training the expatriates received, they can contact this 24 hour line and reinforce their training methods by implementing more and new ways of dealing with all matters and issues of all ranges that they might face in their new host culture.

5.4.7 Social Support

Social support was a training which took place after the arrival of the expatriates to the host country and continued till the end of the international assignment. The present study gave evidence that social support is a supportive kind of training which impact positively on both sociocultural and psychological adjustment. Social support was deal with all the information and support which derive from co-workers and superiors to the expatriates. Characteristically, social support gave guidance, suggestions, advice and information to the expatriates and provided them with clarifications about the acceptable behaviour in the new organization. Such support from co-workers is proposed by Black et al. (1991), and it is found to be positively related to better adjustment by Shaffer et al. (1999) and Toh and DeNisi (2007). Moreover, Liu and Lee (2008) research proved that the organization socialization plays a tremendous role in adjusting more effectively. Finally, social support proved to be linked to sociocultural adjustment by Johnson et al. (2003) and to psychological adjustment by Ward and Searle (1991).
5.4.8 Mentoring

This kind of training was not offered by the organizations under study. However, it is one of the trainings that expatriates would like to have. Characteristically, one of the expatriates Exp. SM2 expressed the wish to have a person which could guide him during his expatriation phase. This wish leads us to the mentoring training, in other words having executive managers performing the role of a mentor for the expatriates (Chao et al., 1992), which seemed to be missing from the in-country training of the organizations under study. According to various studies (Brein and David, 1973; Black, 1990; Takeuchi, 2010; Kittler, 2011), mentoring proved to help the adjustment of the expatriates by providing them socialization and support. Mentors help the expatriates to make decisions which are suitable for the foreign socioeconomic context of the country and to keep good relations and interaction with the co-workers (Vance and Ensher, 2002). Moreover, mentors provide the expatriates with three types of support: role modelling, vocational support and emotional support. By role modelling, the mentor demonstrates appropriate behaviour to the trainee, like offering critical feedback in a productive way (Scandura, 1992). Vocational support helps the career of the expatriate by offering challenging assignments, sponsorship and protection (Noe, 1988). Emotional support relates to acceptance, mentoring, counselling and friendship (Ragins and Cotton, 1991). The author argues that this kind of training offers a general support to the expatriates which can help them in having both better sociocultural and psychological adjustment. Lastly, mentoring can offer feedback to the organization itself about various problems in the expatriation phase of the expatriates which might be taken into consideration for designing more effective CCT programs (Harzing and Christensen, 2004).
At this point, the discussion upon the various effective trainings programs comes to an end. The author analysed all the effective trainings derived from the qualitative data of the research. These findings suggest that IHRM of each MNC’s should pay more attention in designing the training programs. Characteristically, it should take into consideration the fact that expatriates prefer to have training before undertaking the job, while during their expatriation they need more supportive types of training, a fact that is also highlighted by Kittler (2011). Moreover, the training should be in accordance with the needs of the expatriates, not take too much personal time and not add more stress to the expatriates. Considering these, the author would suggest offering training in two phases a) before undertaking the job and b) concurrently with the job. The first phase might include the language training, educational seminars, cultural training and coping strategies. The second phase could have a more supportive character by including the 24h free phone line support, social support and mentoring. Nevertheless, as it was indicated by the findings, no matter when the expatriates had the training, the expatriates were very pleased and helped by the content of the CCT. Thus, IHRM should pay more attention to both the content and the time of delivery of CCT.

5.5 The Role of Demographic Variables in Adjustment

It would be an omission and the research would not be robust if there was not any discussion on the findings between the demographical variables and the adjustment of the expatriates.
5.5.1 Family Followed

The quantitative findings of this research gave support to the existing literature about the role of the family in the adjustment of the expatriate, since they showed association between this variable and the level of general adjustment. According to Haslberger and Brewster (2008) if the family follows the expatriates it can cause additional stressors to the expatriate such as the children going to a new school, partner new job and limited time spent to the family. In the same vein, according to the work-family conflict perspective, the work role responsibilities can make the expatriate to be unable to meet family responsibilities and therefore hinder his/her adjustment (Takeuchi et al., 2002a). Indeed, Exp. SM2 has stated many times during the interview that he had problems with his family because he did not have enough time for them. Moreover, he said that during the first weeks of expatriation he did not want to attend the training lessons because he wanted to be more devoted to the adjustment of his children and his wife. On the one hand, his children were immersed in their new routine of school, while on the other hand his wife had some problems with adjusting. Many researchers found that spouse adjustment was highly correlated with expatriate adjustment (Black and Stephens, 1989; Black and Gregersen, 1991a; Baumgarten, 1995; Osman-Gani, 2000). Consequently, the author argued that the expatriates of the present study, who had their family followed, may also have experienced a lower level of general adjustment because of the above reasons.

In order to overcome this obstacle the organizations should not overlook the family, instead they should invite the family (spouse and kinds) to participate in the training sessions (Harvey, 1985; Welch, 1994; Barber and Pittaway, 2000; Andreason, 2003;
Avril and Magnini, 2007). Nevertheless, in the present study the family had joined only during the pre-departure training phase of the sequential training because as Exp. SM2 claimed, it was difficult for them to try to adjust to their new environment and at the same time attend the in-country training lessons.

5.5.2 Country of Assignment

The quantitative findings gave evidence that the “country of assignment” was found to have had an impact on the level of interaction adjustment of the expatriate managers. That is, the expatriate managers assigned to Romania and to Great Britain were found to have significant differences in their levels of interaction adjustment. If one was to adopt the cultural distances theory put forward by Kogut and Singh’s (1988) index, which is based on Hofstede’s (1980) dimensions of national culture, then one would have expected the expatriate managers assigned to Romania to be more adjusted with regards to interaction as compared to those assigned to Great Britain. On the contrary, the results were very much the opposite whereby the expatriate managers assigned to Great Britain were found to have significantly higher interaction adjustment levels. This finding is however consistent with the authors who claimed that it could be as difficult for business expatriates to adjust to a similar culture as it is for business expatriates to adjust to a very different culture (Brewster et al., 1993; O’ Grady and Lane, 1996). The author argued that the main precondition for the interaction among people might be the knowledge of the spoken language. Given that the English language is an internationally spoken language, it can very much be the case to be better spoken and understood by the Greek expatriates, as opposed to the Romanian language, and could therefore have resulted in the higher levels of interaction adjustment observed.
5.5.3 Gender

The quantitative findings showed that women had lower levels of work adjustment than men. These quantitative results are contrary to results of other researchers who claimed that female expatriates do not experience significantly lower level of adjustment than their male counterparts (Selmer and Leung, 2003; Morley and Flynn, 2003), or their results showed that women had better interaction and work adjustment than men (Kittler, 2011). A possible explanation for this could be the small sample in the said research results and an alternative explanation could be the fact that the majority (66%) of the women had children. According to Tharenou (2008) women with children can experience role conflict and social pressure, affecting their work adjustment. However, this finding can be also explained by an underlying prejudice that is accompanied with international assignments, as they have long remained male dominated posts. It could also be, plain and simple due to frequent discrimination against females (whether directly or indirectly) in their work environment (Linehan and Scullion, 2001).

5.6 Conclusion

The purpose of the research was to draw out insights of Greek expatriate managers about their expatriation experiences so as to investigate the impact of sequential CCT on sociocultural and psychological adjustment. The results indicated that sequential CCT did not facilitate these adjustments. Despite this finding, the data also revealed that the CCT has helped the expatriate managers in their sociocultural and psychological adjustment, regardless of whether it was sequential or not. Thus, the effectiveness of the CCT was not due to the sequentiality of the CCT.
This chapter was devoted to an overall discussion of the research findings derived from the quantitative and qualitative phases. Specifically, the author analyzed the role of the content and the time of delivery of CCT upon the sociocultural and psychological adjustment of the expatriate managers. The research therefore suggests that in order to attain high levels of both notions of adjustment and facilitate the adjustment level overall, special attention should be paid to the appropriate CCT design, both in terms of content and time of delivery.

In addition, special emphasis ought to be given to the specific cases where potential sticking points were interpreted or inferred by analysing the data as was in the case of the “family followed”. The interpretation of these findings could be potentially significant to organizations as they may indirectly identify areas which might cause expatriates to fail in adjusting to their host countries. In regard to the role of “country of assignment” and “gender”, further research is essential, since they were supported only quantitatively.

It is our position that the sooner the MNC’s understand the role of appropriate content and delivery time of CCT, they would use better ways for the expatriates to train and most importantly, prepare their next expatriate managers successfully for international assignments.

The next chapter gives an overview of the present thesis. It is also focused on its theoretical and practical implications, limitations and recommendations for future research.
Chapter Six

Conclusion
6.0 Introduction

The comprehensive aim of the current research project was to investigate the impact of sequential CCT upon the level of sociocultural and psychological adjustment of the expatriate managers. The first part of thesis conclusions offers a brief review of research context and main findings. The theoretical and practical implications are illustrated next, with final thoughts focusing on considerations in regard to the limitations of the study and outlining certain recommendations for future research.

6.1 Overview

A direct link between CCT and adjustment of expatriate managers was considered, departing from recent research, maintaining that this kind of training should neither be conducted pre-departure nor after-departure. Instead the new philosophy in the CCT field, developed in the present thesis, is sequentiality, an adjustment culture training concept incorporating elements from both types of training and taking part in stages (Harrison, 1994; Selmer et al., 1998; Tarique and Caligiuri, 2009). There was also another significant consideration. Expatriation studies had thus far only looked into CCT impact on the sociocultural adjustment of expatriate managers. This study however was based on the sociologically derived premise that adjustment should be viewed holistically from both notions, sociocultural and psychological, in parallel and as interdependent social concepts. On this basis and theoretical axes, we investigated the effectiveness of the sequential CCT on the level of sociocultural (general, work, interaction) and psychological adjustment of the expatriates. It was a case study with a sample of 61 Greek expatriate managers assigned to Romania and GB. The
methodology followed was the Explanatory Mixed Method Design, which meant two phases: quantitative and qualitative. During the first phase, 61 questionnaires were received with the purpose of establishing a possible linkage between the sequential CCT and the level of general, work, interaction and psychological adjustments, while during the qualitative phase 6 Skype semi-structured interviews were conducted (4 from expatriate managers who received sequential CCT and 2 from expatriates who received CCT but not in sequential form) in order to give additional empirical credibility to the research question, as well as explaining the quantitative findings.

Unexpectedly, these findings showed no association between sequential CCT and the sociocultural and psychological adjustment of the expatriate managers. These conclusions were supported by the qualitative results too. Specifically, they showed that expatriates were not happy to go through the sequentiality approach of the CCT and in some cases, its long stage-driven nature caused fatigue, family disputes, work overload, stress and anxiety, as managers were pressed for time, trying to balance and adapt to the new workplace and social surroundings, as well as having the additional daily commitment and obligation to train. Based on these practical issues, qualitative results were to be expected, expatriates recommended dropping sequential CCT, overwhelmingly agreeing that they would prefer to be trained before undertaking the new job, when they did not have the burden of getting used to a social setting that was foreign to them.

Nonetheless and in spite of limitations, qualitative findings also showed that in general terms, the content of CCT, sequential or not, impacted upon expatriates’ sociocultural and psychological adjustment. There was evidence that the design of the training
programs facilitated the expatriates’ need for more effective sociocultural and psychological adjustment. Interviewees actually named a number of training sessions which proved to be the most practically useful in facing the social realities of their foreign posting. Overall, qualitative data suggested that the effectiveness of CCT was not derived from the sequential type of CCT, since in both cases (either sequential or non-sequential CCT) the training proved to be effective.

The findings of our research analysis may not support the sequentiality of the CCT as proposed by those who introduced it as a method, it does however indicate that the delivery time is of major significance in the CCT process and therefore IHRM practitioners should pay more attention when they design it. Moreover, the present study gave evidence that in general terms, CCT enhances sociocultural and psychological adjustment, a conclusion which underlines the importance of training content. Taking into consideration the experience of participants, the thesis maintains that sequential CCT would be effective if conducted in two phases, the first, before undertaking the job and the second, during the foreign posting as the expatriate is actually going through the adjustment process.

At this point however, certain additional findings have to be noted in the quantitative data, indicating that three demographic variables impacted upon expatriate adjustment (gender affected work adjustment, country of assignment impacted upon interaction adjustment and family on general adjustment). In the qualitative data though only the impact of the factor ‘family followed’ on general adjustment could be clearly corroborated. There was a negative impact of the “family followed” on the general adjustment of the expatriate managers.
6.2 Implications

In conjunction, the findings point to clear-cut implications for sequential CCT and its connection to the adjustment of expatriates, in theory and practice. The problem under study is a new research aspect of an already existing field, namely CCT and expatriate adjustment. It’s a first time study and therefore it carries with it academic authenticity as there is no other empirical evidence to fall back on or support it. The innovation element of the current thesis is threefold.

Firstly, it lies in investigating whether or not the sequential CCT impacts upon the level of sociocultural and psychological expatriate adjustment, since previous researches in the field did not examine in any way this impact of sequential CCT. Secondly, unlike previous studies that look into sociocultural and psychological adjustment as separate social entities, the current thesis operates in a more holistic way by examining both notions of adjustment at the same time. Thirdly, the research is innovative in terms of methodology since the expatriation research on Greek companies deriving from the philosophy of pragmatism is not reflected in any existing literature on the CCT research field. Existing research on the expatriation field used either quantitative or qualitative methods. The author argues that the use of a single method cannot cover the theme under study from a holistic view, thus he used mixed methods.

Thus, the present thesis contributes and fills the gaps of the existing literature on CCT by providing scholars and companies with important information about the effectiveness of sequential CCT upon sociocultural and psychological adjustment. In order to be more precise, the author refers to the theoretical and practical implications of his study.
6.2.1 Theoretical implications

Firstly, it is established that the present study was based on the argument that sequential CCT impacts on the sociocultural and psychological adjustments of the expatriates. This argument derived from the notion that time of delivery of CCT plays a significant role in CCT effectiveness and it should follow the UCT. The findings however, overturned this argument. The study gave evidence that the sequential form of CCT as proposed by Selmer et al. (1998), following the UCT stages, is not of significance and does not facilitate the sociocultural and psychological adjustment of the expatriates. The present study gives light to the meaning of ‘right’ timing, in terms of when is the appropriate time segment for conducting the CCT. The present study broke the training chain logic of following UCT, introducing the empirical findings that CCT time of delivery matters only if the sequentiality of CCT is directly linked to the needs of expatriates. In particular, the preferences and needs of expatriates showed that CCT is most effective when conducted before expatriates take on their new post and not by following the cycle of adjustment. During their expatriation, they argued that they needed more supportive kinds of CCT than a vast number of programs which overloaded their lives, adding to their social stress.

Secondly, the present research gives evidence, that CCT content impacts on its effectiveness, by providing examples of various effective training programs and the feedback of expatriates. Specifically, this thesis adds to the existing literature on CCT effectiveness that cultural and language training, experiential training and a social support network, enhanced all the facets of the expatriate’s adjustment (general, work, interaction, psychological), while the educational seminars facilitated general
adjustment, the coping strategies helped towards work and psychological adjustment, while the 24 hour free phone line support was of great significance to the general and psychological adjustment of expatriate managers.

Thirdly, given current results, it can be argued that expatriate adjustment should be investigated and measured holistically, taking into consideration both sociocultural and psychological variables of this adjustment (Searle and Ward, 1990; Feinstein and Ward, 1990; Ward and Searle, 1991; Ward and Kennedy, 1999). In support of this argument, quantitative findings showed that expatriate managers had different scores in work, general, interaction and psychological adjustments, while on the other hand the qualitative findings indicated that the various adjustment processes were impacted by different CCT programs. Consequently, this research maintains that theoretically and methodologically, adjustment should be analysed in terms of both sociocultural and psychological notions in order to secure a comprehensive picture of the degree of this adjustment.

Lastly, the present thesis can be said to form a launching pad from which to investigate adjustment through a mixed method design, in other words looking at it not just quantitatively, but also in a qualitative dimension. Qualitative interviews facilitated the author's in-depth investigation into real life experiences that people go through during expatriation and provided evidence about the positive impact of various types of CCT on sociocultural and psychological adjustment.
6.2.2 Practical implications

The current thesis findings also have practical implications, as they offer valuable empirical evidence through the experiences of expatriates on the time of delivery of CCT and the effectiveness of specific training programs. The evidence also highlighted the fact that CCT should cover the needs of the expatriates. Consequently, IHRM departments in MNCs are now in a position to utilise this empirical study to evaluate or revise the CCT programs offered to their expatriates. Overall, a robust, flexible, continuously upgraded and optimized (well-planned) training program is essential. This is directly linked to maximizing the effectiveness of the CCT programs through two major factors, as the present study has indicated-the right time of delivery and the right content towards achieving effective expatriate adjustment and organizational profit.

Initially, they should pay much more attention to the style of CCT in terms of delivery time and content. They should ask their expatriates what they would need the most in such training and when they need it in order to maximise effectiveness. The findings of the research suggest that companies should paid more attention to the experiential and supportive kinds of CCT which can facilitate expatriate adjustment. Additionally, spouse and family training also needs to be upgraded as a means of facilitating improved expatriate adjustment.

Moreover, as the results showed, it seems that organizations must focus at a much greater degree towards developing various skills, such as cognitive, technical, interpersonal and relational skills, perceptual and adjustment skills, language and stress management skills which were shown by research to enhance the sociocultural and psychological adjustment of the expatriate managers.
Additionally, this study can be considered to be of major significance for the expatriates themselves. Acknowledging that the content and time of delivery of CCT can actually improve their sociocultural and psychological adjustment, may lead them to request for such CCT. If their organisation is not in a position to provide such type of support, a number of expatriates may choose to self-finance CCT (Wurtz, 2014).

Lastly, the present research is a first step in filling the research gap in European countries. This thesis has provided significant empirical findings on CCT adjustment effectiveness in Greek companies, while at the same time becoming a point of departure for further investigation of the CCT field in both Greece and elsewhere in Europe.

However, in spite of the fact that the present study provides both empirical and conceptual support for the effectiveness of sequential CCT upon adjustment, these findings require caution as evidence, having in mind that previous findings in the CCT field are regularly contradictory, as well as the fact that the current research has limitations.

6.3 Limitations and Recommendations

The author acknowledges certain limitations to this study, which in addition to the issues discussed above, offer direction for future research. Firstly, common source bias may affect the results as all data is derived from just a single source, the expatriate managers. This essentially means that the current study investigated adjustment at individual level. What is significant to note here however is the author's intention to look into adjustment from a multilevel perspective by gathering additional data from
other stakeholders, including family and host country nationals as Takeuchi (2010) proposed. As Harrison et al. (2004) underlined though, securing an expatriate sample was both a difficult and complicated task on many levels. On the one hand, the limited number of families who followed the expatriates refused to take part in the research, while on the other, the author did not have the luxury of financial means and time to visit the host countries and therefore establish a sample of host country nationals. In these terms, the present study failed to investigate expatriation through a multilevel perspective. In spite of the fact that the author ensured anonymity and verification of the data, common source bias still remains a major limitation of the research. Since the present study utilised data only from expatriate managers, a future research could shed more light on the effectiveness of sequential CCT by extracting more data through other stakeholders such as human resource practitioners, expatriate managers and their families and host country nationals.

Secondly, another limitation of the research has to be considered. According to various researchers the adjustment of expatriates is a process over a long period of time (Church, 1982; Black and Mendenhall, 1991b). In the present study, both sociocultural and psychological adjustments were measured only at a certain point in time, during the quantitative phase of the research. Unfortunately, the author neither had the financial means nor the adequate time to conduct a longitudinal method, a high budget approach, demanding a commitment over the number of years, but in return offering much more accurate data. Future research should utilise a longitudinal research design with the aim of achieving more robust results and a scope to expand understanding over the impact of sequential CCT on sociocultural and psychological adjustment. For example, a researcher can analyse the 4 sequential stages of CCT differently over a longer period of
time providing for increased accuracy, or in more depth. He/she can try and identify the 4 stages and conduct phase-specific or the same questionnaires for the 4 different phases. In this way, he/she would measure the adjustment score in all phases and not at one point in time, as this thesis has done. Even so, according to Menard (1991) longitudinal research has additional methodological considerations which every researcher has to consider.

Thirdly, the narrow geographic scope (only Greek expatriates assigned in Romania and GB) hindered the ability to offer more credible general findings. In spite of the fact that the sample consisted of Greek expatriates from three different companies, there is still an issue here. Given that expatriate managers were derived from three Greek organizations selected in accordance to running IHRM and offering CCT (sequential or not), the findings may not hold for all organizations or expatriates. For example, a number of companies may not afford to provide sequential CCT or have HRM department because of lack of adequate resources. Moreover, even if they did conduct sequential CCT, they may not include the same training programs as this research did. Hence, for those organizations, the impact of sequential training on adjustment may be different from the present results as the point of departure would not be the same. So, another interesting line of study that can be explored in the future is an investigation of the effectiveness of sequential CCT which will include all the effective training programs derived from the present study and therefore conducted in two phases: pre and after undertaking the job.

In the same vein, the present study did not take into consideration cultural distance, except perhaps the fact that the sample derived from two different countries, Romania
and GB. According to Kogut and Singh’s (1988) index, based on Hofstede’s (1980) dimensions of national culture, Greece has the same culture with Romania but significantly divergent from GB. Thus, one would expect an easier adjustment in Romania. However, the findings of this research, at least regarding interaction adjustment, indicated exactly the opposite. This particular limitation invites the research community to conduct any future research by focusing on the mediate role of cultural distance in the effectiveness of sequential CCT. It can be achieved through gathering data from a greater range of other European countries having dissimilar cultural context. Future studies must show whether the findings can be transferred to managers from different cultural backgrounds, different organizations, and assigned to different countries.

Having the aforementioned limitations in mind, generalisations of the current thesis results should be handled with the appropriate caution. Notwithstanding, the qualitative method that followed offers a comprehensive analysis of the findings providing the researcher with evidence and context that can support similar findings. The study should be viewed as paradigmatic for expatriates from other European countries which have similar cultures to Greece. For example, due to the fact that Cyprus has almost the same cultural outlook to Greece, the findings can be valuable and being generalised to Cypriot companies which send abroad managers to European countries with similar culture to Romania and GB. However, according to Marquardt and Engel (1993), organizations should be well aware of the risks, as a successful programme in one country does not automatically work in another. Furthermore, the said case study of Greek expatriates and Greek MNCs does also highlight that existing literature and theories put forward regarding professional expatriation does not always fit or agree
with the findings and assumptions put forward. Each country is very likely to deviate to some degree from other country findings for a number of reasons such as national culture differences, and differences in the executional aspects of their respective training programs. The research also highlights that the field of expatriate adjustment is evolving and has ample room for improvement particularly with regards to how such programs like sequential CCT can and should be implemented in order to significantly improve their success rates, adjustment effectiveness and ultimately company return on investment.

Moreover, another limitation of the research which can serve as a basis for future research is the fact that some other organizational factors besides sequential CCT, have not taken into consideration in this thesis. Thus, future research may also include organizational culture and company size since these will enhance the research with more information about the context or factors that may influence the impact of sequential CCT on the level of sociocultural and psychological adjustment of expatriate managers.

Finally, significant differences observed in gender adjustment levels was also a point of concern that would need to be further investigated and may also be directly related to the country of assignment (in the form of an inherent cultural prejudice or because of the local language) or related to the gender itself (a biological reason why adjustment levels differ between men and women). It is important to note here that the adjustment differences observed and highlighted in the latter context were related to work and interaction adjustment only.
It is also significant to point out that the sample size in both quantitative (61 expatriate managers) and qualitative phases (6 interviews) can be considered as a small one compared to other similar research. This could be viewed as another limitation. Nevertheless, as already demonstrated in the methodology chapter, the sample is relatively large, bearing in mind the context of this study. Besides, Greek expatriates are limited in number, as Greek companies are still, mostly small in size and lack highly effective HRM departments. This reality renders the sample of 61 expatriate managers, as a large one. Additionally, conducting just 6 interviews was positive on two counts—targeting, data homogeneity, as well as the keeping the sample manageable in order to investigate the problem in depth. Overall, based on the findings of this research, it is recommended that further study is essential on exploring the effectiveness of sequential CCT upon sociocultural and psychological adjustment.

6.4 Epilogue

It is apparent that in recent years only a limited quantity of research has been conducted on the effectiveness of the sequential CCT either upon the sociocultural or psychological adjustment of expatriates. Previous research proved insufficient in suggesting how the sequential CCT impacted upon the sociocultural and psychological adjustments of the expatriates.

Thus, the present thesis contributes to the existing literature on CCT by providing researchers and organizations with detailed analysis of the role of the sequentiality of CCT and how it can be more adequately and structurally designed to be helpful and in accordance with the needs of the expatriates. In addition, research-based information was given as to how IHRM can manage the time of delivery of CCT (timing of CCT) in
order to be productive, as well as which training programs (content of CCT) are most effective in terms of enhancing the sociocultural and psychological adjustment of the expatriate managers.

Sequential CCT is a new philosophy flourishing in the field of CCT and expatriates’ adjustment, but it does require much more empirical support, comprehensive analysis and further research. The author wishes to expand his research on this topic in the future. Nonetheless, he hopes that this research will form a starting point for the development of the field in general in the future. Psychological repercussions of failure to adjustment are perhaps one of the most significant challenges of future research. Taking the argument of moral and social philosopher Hoffer (1963) “Every new adjustment is a crisis in self-esteem”.
APPENDICES
Appendix 1

Plain Language Statement
Dear Participant,

Additional to our telephone conversation last week, I am writing a letter explaining the details of my research in which you have been asked to take part.

In order to fulfill the criteria of the degree of Doctor in Social Science, I am conducting a research under the direction of Dr Nikolaus Hammer. This part of the thesis targets to the documentation of the sequential Cross Cultural Training (CCT) programs being implemented by the Greek companies for their expatriate managers. The main purpose of the research is to fill the gap in the CCT field regarding the effectiveness or not of the sequential CCT.

The research will take place in two phases. In the first phase the research instrument will be a questionnaire. The expatriates will be asked to answer questions regarding their adjustment to the host country in order to measure the level of sociocultural and psychological adjustment and therefore to examine the impact of sequential CCT. The questionnaire will take 10-15 minutes to be completed.

During the second phase of this study, the research instrument will be the semi-structured interview. Through the interviews I will try to cross reference and explain in depth the quantitative findings. The interview will take less than an hour.
In terms of anonymity and confidentiality I will use pseudonyms for both the company and the participants, so the publication of the results of this thesis will expose neither the company nor the expatriate managers in any way.

If you agreeing to participate in this study please complete the attached agreement form and send it back to me via email. It is important to mention that you are welcome to withdraw from the research at any time. If you decide to do this after the completion of the interview, any digital recording will be demolished. You can withdraw from the research by emailing me on cp189@le.ac.uk or calling me on 0035799329222. You are welcome to give me a call at any time to ask any questions about the specific research.

At this stage, I would like to thank you for your time which I know is valuable. Your contribution to this research is tremendously important.

Yours sincerely,

Christos Papademetriou

Any complaints about your participation in this research may be directed to the University of Leicester Committee for Research Ethics, University of Leicester, University Road, Leicester, LE1 7RH, United Kingdom.
LEICESTER COMMITTEE FOR RESEARCH ETHICS CONCERNING
HUMAN SUBJECTS (NON-NHS)

Approved Agreement Form For Persons Participating In Research Projects
Involving Interviews.

DEPARTMENT OF: Social Science (CLMS)

Project Title: “Investigating the Impact of Sequential Cross-Cultural Training on the
Level of Sociocultural and Psychological Adjustment of Expatriate Managers”.

Name of investigator: Christos Papademetriou

Phone: 0035799329222

Name of participant: ____________________________________________

1. I have received a statement explaining the interview involved in this project.

2. I consent to participate in the above project, the particulars of which -
including details of the interviews - have been explained to me.

3. I authorise the investigator or his or her assistant to interview me or
administer a questionnaire.

4. I acknowledge that:
a. Having read Plain Language Statement, I approve to the general purpose, approaches and demands of the research.

b. I have been informed that I am free to take out from the research at any time and to withdraw any natural records earlier provided.

c. The thesis is for the purpose of research and/or teaching. It may not be of straight advantage to me.

d. The privacy of the data I offer will be protected.

e. The safety of the thesis data is guaranteed throughout and after achievement of the study. The data collected throughout the study may be published. Any information which will recognise me will not be used.

Name: 

Date:

-----------------------------------------------

(Participant)

Participants should be given a copy of this agreement form after it has been signed.
Appendix 2

Goodness-to-fit
## GOODNESS-TO-FIT

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Appendix 3

Non Normalized Adjustment Scores, Normalized Adjustment Scores and Labelled Adjustments
Non Normalized Adjustment Scores, Normalized Adjustment Scores and Labelled Adjustments

**TABLE: Non Normalized Adjustment Scores**

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<td>LESS ADJUSTED</td>
<td>MORE ADJUSTED</td>
<td>MORE ADJUSTED</td>
<td>MORE ADJUSTED</td>
</tr>
<tr>
<td>57</td>
<td>LESS ADJUSTED</td>
<td>MORE ADJUSTED</td>
<td>MORE ADJUSTED</td>
<td>MORE ADJUSTED</td>
</tr>
<tr>
<td>58</td>
<td>LESS ADJUSTED</td>
<td>LESS ADJUSTED</td>
<td>MORE ADJUSTED</td>
<td>MORE ADJUSTED</td>
</tr>
<tr>
<td>59</td>
<td>MORE ADJUSTED</td>
<td>MORE ADJUSTED</td>
<td>MORE ADJUSTED</td>
<td>MORE ADJUSTED</td>
</tr>
<tr>
<td>60</td>
<td>LESS ADJUSTED</td>
<td>MORE ADJUSTED</td>
<td>MORE ADJUSTED</td>
<td>MORE ADJUSTED</td>
</tr>
<tr>
<td>61</td>
<td>LESS ADJUSTED</td>
<td>MORE ADJUSTED</td>
<td>MORE ADJUSTED</td>
<td>MORE ADJUSTED</td>
</tr>
</tbody>
</table>
Appendix 4

Questionnaire
QUESTIONNAIRE
INVESTIGATING THE EFFECTIVENESS OF SEQUENTIAL CROSS CULTURAL TRAINING (CCT) PROGRAMS ON THE LEVEL OF EXPATRIATES’ ADJUSTMENT

Christos Papademetriou
Michalaki Kyprianou 52
Peyia, Paphos
8560
CYPRUS
E-mail: cp189@le.ac.uk
Telephone: 0035799329222

Dear Sir/Madam,

I am a student at the University of Leicester and I am currently in my final year of my Doctorate Degree in Social Science. As part of the course, I am required to write a thesis on an area of business, and I have decided to focus upon the international aspect of the use of Greek expatriates in business. My research will investigate the sequential CCT programs being used by Greek companies for expatriation in Great Britain and Romania, and the impact of those programs on the sociocultural and psychological adjustment of expatriates. I would like to underline the importance of this research since it is the first one conducted in the Greek business sector and hopefully it will provide more knowledge on the expatriation field.

It would be a great help to me if you could voluntarily spend some time (10-15 minutes) answering the following questions regarding your adjustment to the host country in order to measure the level of sociocultural and psychological adjustment and therefore to examine the impact of sequential CCT.

It would be of benefit to me if you could answer all of the questions. Please feel free to write as much as you consider being necessary. Any feelings, emotions or examples of situations are of particular interest and the answers you give will be used purely for academic purposes. Finally, it is crucial to mention that I complied with the University of Leicester Research Ethics Code Of Practice, thus I ensure you that any information, name or result will be strictly confidential and anonymous.

Please return your completed questionnaire by using the prepaid envelope in two weeks’ time.

Thank you in advance.

Yours sincerely,

Christos Papademetriou
ΔΙΕΡΕΥΝΗΣΗ ΤΩΝ ΕΠΙΠΤΩΣΕΩΝ ΤΩΝ ΔΙΑΔΟΧΙΚΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΠΡΟΓΡΑΜΜΑΤΩΝ ΚΑΤΑΡΤΙΣΗΣ ΣΤΗΝ ΕΠΙΤΥΧΗΜΕΝΗ ΠΡΟΣΑΡΜΟΓΗ ΤΩΝ ΕΚΠΑΤΡΙΣΜΕΝΩΝ

Χρήστος Παπαδημητρίου
Μιχαλάκη Κυπριανού 52
Πέγεια, Πάφος
8560, ΚΥΠΡΟΣ
Ηλ. Ταχυδρομείο: cp189@le.ac.uk
Τηλέφωνο: 0035799329222

Αγαπητοί κύριοι και κυρίες,

Σπουδάζω στο Πανεπιστήμιο του «Λέστερ» στην Αγγλία και αυτή την στιγμή βρίσκομαι στο τελευταίο έτος του διδακτορικού μου στις κοινωνικές επιστήμες. Μέρος του διδακτορικού μου είναι η συγγραφή μιας έρευνας στον τομέα των επιχειρήσεων. Έχω αποφασίσει να επικεντρωθώ στην παγκόσμια χρήση Ελλήνων εκπατρισμένων στο χώρο των επιχειρήσεων. Η έρευνα μου θα εξετάσει τις συνεχείς μεθόδους κατάρτισης και εκπαίδευσης των εκπατρισμένων που χρησιμοποιούνται από τις Ελληνικές εταιρείες. Συγκεκριμένα η έρευνα θα επικεντρωθεί στους υπαλλήλους που αποστέλλονται στην Αγγλία και στην Ρουμανία αντίστοιχα. Επίσης στην συγκεκριμένη έρευνα θα εξεταστούν οι πιθανές επιπτώσεις των προαναφερθέντων προγραμμάτων κατάρτισης στην κοινωνικοπολιτισμική και ψυχολογική προσαρμογή των εκπατρισμένων. Θα ήθελα να υπογραμμίσω τη σημασία αυτής της έρευνας, δεδομένου ότι είναι η πρώτη που διεξάγεται στον ελληνικό επιχειρηματικό τομέα και ελπίζω ότι θα δώσει περισσότερες γνώσεις στον τομέα των εκπατρισμένων υπαλλήλων.

Θα ήταν μεγάλη βοήθεια για μένα εάν ξοδεύατε λίγο από το χρόνο σας (10-15 λεπτά) για να απαντήσετε στις επόμενες ερωτήσεις σχετικά με την προσαρμογή σας στη χώρα εκπατρισμού οι οποίες θα με βοηθήσουν να μετρήσω το επίπεδο προσαρμογής σας και να εξετάσω την αποτελεσματικότητα των συνεχόμενων μεθόδων κατάρτισης. Θα ήταν πολύ βοηθητικό κα η σημαντικό για μένα εάν απαντήσετε σε όλες τις ερωτήσεις. Παρακαλούμε όπως νιώσετε ελεύθεροι να γράψετε ότι θεωρείτε απαραίτητο. Οποιαδήποτε συναισθήματα ή παραδείγματα καταστάσεων θα τύχουν ιδιαίτερου ενδιαφέροντος. Είναι σημαντικό να αναφέρετε ότι οι απαντήσεις σας θα χρησιμοποιηθούν μόνο για ακαδημαϊκούς σκοπούς και οποιαδήποτε πληροφορία ή όνομα θα είναι αυστηρά εμπιστευτικά και ανώνυμα. Τέλος, θα ήθελα να τονίσω ότι έχω συμμορφωθεί με τον κώδικα δεοντολογίας και ηθικής του Πανεπιστημίου «Λέστερ».

Παρακαλώ όπως επιστρέψετε το συμπληρωμένο ερωτηματολόγιο στην εταιρεία σας χρησιμοποιώντας τον προπληρωμένο φάκελο.

Σας ευχαριστώ εκ των προτέρων.

Χρήστος Παπαδημητρίου
PART 1: Background Information

ΜΕΡΟΣ 1: ΓΕΝΙΚΕΣ ΠΛΗΡΟΦΟΡΙΕΣ

Your cooperation in completing this information will make the results of the survey more useful and beneficial. Once again I assure you that your response will remain anonymous. Your cooperation is appreciated.

Η συνεργασία σας στην ολοκλήρωση του ακόλουθου ερωτηματολογίου θα καταστήσει τα αποτελέσματα της έρευνας πιο χρήσιμα και ωφέλιμα. Για μια ακόμη φορά σας διαβεβαιώνω ότι οι απαντήσεις σας θα κρατηθούν ανώνυμες. Η συνεργασία σας θα εκτιμηθεί ιδιαίτερα.

Please circle – Παρακαλώ κυκλώστε

<table>
<thead>
<tr>
<th>1. Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Φύλο</td>
<td>Άντρας</td>
<td>Γυναίκα</td>
</tr>
</tbody>
</table>

Please circle – Παρακαλώ κυκλώστε

<table>
<thead>
<tr>
<th>2. Age</th>
<th>25-34</th>
<th>35-44</th>
<th>45-54</th>
<th>&gt;=55</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ηλικία</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please circle – Παρακαλώ κυκλώστε

<table>
<thead>
<tr>
<th>3. Marital Status</th>
<th>Single</th>
<th>Married</th>
<th>Divorced</th>
<th>Widowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Οικογενειακή Κατάσταση</td>
<td>Ελεύθερος/η</td>
<td>Παντρεμένος/η</td>
<td>Χωρισμένος/η</td>
<td>Χήρος/α</td>
</tr>
</tbody>
</table>

Please circle – Παρακαλώ κυκλώστε

<table>
<thead>
<tr>
<th>4. Do you have children? Έχετε παιδιά;</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ναι</td>
<td>Όχι</td>
<td></td>
</tr>
</tbody>
</table>

Please circle – Παρακαλώ κυκλώστε

<table>
<thead>
<tr>
<th>5. Does your family follow you to your expatriate post? Εκπατρίστηκε και η</th>
<th>Yes</th>
<th>No</th>
<th>I do not have family Δεν έχω οικογένεια</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ναι</td>
<td>Όχι</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

211
Οικογένεια μαζί σας;

Please circle – Παρακαλώ κυκλώστε

<table>
<thead>
<tr>
<th>6. Country of assignment</th>
<th>Romania</th>
<th>Great Britain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Χώρα εκπατρισμού</td>
<td>Ρουμανία</td>
<td>Αγγλία</td>
</tr>
</tbody>
</table>

Please circle – Παρακαλώ κυκλώστε

<table>
<thead>
<tr>
<th>7a. Are you currently working at this country?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Τώρα εργάζεστε σε αυτή τη χώρα;</td>
<td>Ναι</td>
<td>Όχι</td>
</tr>
</tbody>
</table>

If yes please proceed to the next question otherwise continue with question n. 8. Εάν ναι παρακαλώ απαντήστε την επόμενη ερώτηση, διαφορετικά συνεχίστε με την ερώτηση 8.

Please circle – Παρακαλώ κυκλώστε

<table>
<thead>
<tr>
<th>7b. In which year of your International assignment you are right now?</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; year</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; year</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; year</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; year</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; + year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ποιο έτος της εργασίας εκπατρισμού διανύεις τώρα;</td>
<td>1&lt;sup&gt;ο&lt;/sup&gt; χρόνο</td>
<td>2&lt;sup&gt;ο&lt;/sup&gt; χρόνο</td>
<td>3&lt;sup&gt;ο&lt;/sup&gt; χρόνο</td>
<td>4&lt;sup&gt;ο&lt;/sup&gt; χρόνο</td>
<td>5&lt;sup&gt;ο&lt;/sup&gt; + χρόνο</td>
</tr>
</tbody>
</table>

Please circle – Παρακαλώ κυκλώστε

<table>
<thead>
<tr>
<th>8a. Do you have experience on previous international assignment?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Έχετε εκπατριστεί τα προηγούμενα χρόνια;</td>
<td>Ναι</td>
<td>Όχι</td>
</tr>
</tbody>
</table>

If yes please proceed to the next question otherwise continue with the Part 2A. Εάν ναι παρακαλώ απαντήστε την επόμενη ερώτηση, διαφορετικά συνεχίστε με το μέρος 2A.

Please circle – Παρακαλώ κυκλώστε

<table>
<thead>
<tr>
<th>8b. Years of Experience</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>&gt;8</th>
</tr>
</thead>
</table>
PART 2 A: Sociocultural Adjustment

Please indicate the degree to which you are adjusted or not adjusted (sociocultural) in your overseas assignment by circling the appropriate answer using the following 7–point Likert scale where:

1 = Very unadjusted
1 = Διαφωνώ πολύ ότι προσαρμόστηκα
2 = Unadjusted
2 = Διαφωνώ ότι προσαρμόστηκα
3 = Somewhat unadjusted
3 = Διαφωνώ σε κάποιο βαθμό ότι προσαρμόστηκα
4 = Neutral
4 = Ούτε συμφωνώ ούτε διαφωνώ ότι προσαρμόστηκα
5 = Somewhat adjusted
5 = Συμφωνώ σε κάποιο βαθμό ότι προσαρμόστηκα
6 = Adjusted
6 = Συμφωνώ ότι προσαρμόστηκα
7 = Completely adjusted
7 = Συμφωνώ πολύ ότι προσαρμόστηκα
<table>
<thead>
<tr>
<th>2 A1 General Adjustment Γενική Προσαρμογή</th>
<th>Please circle the appropriate answer - Παρακαλώ Κυκλώστε</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Very unadjusted</strong>  Διαφωνώ πολύ ότι προσαρμόστηκα</td>
<td><strong>Unadjusted</strong>  Διαφωνώ ότι προσαρμόστηκα</td>
</tr>
<tr>
<td>1. Food - Φαγητό</td>
<td>1</td>
</tr>
<tr>
<td>2. Health facilities – Θέματα υγείας και ιατρική φροντίδα</td>
<td>1</td>
</tr>
<tr>
<td>3. Entertainment - Διασκέδαση</td>
<td>1</td>
</tr>
<tr>
<td>4. Living conditions in general – Γενικές συνθήκες διαβίωσης</td>
<td>1</td>
</tr>
<tr>
<td>5. Cost of living – Κόστος ζωής</td>
<td>1</td>
</tr>
<tr>
<td>6. Shopping – Αγορές</td>
<td>1</td>
</tr>
<tr>
<td>7. Housing conditions – Κατάσταση σπιτιού</td>
<td>1</td>
</tr>
<tr>
<td>Interaction</td>
<td>Please circle the appropriate answer - Παρακαλώ Κυκλώστε</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Very unadjusted</td>
</tr>
<tr>
<td></td>
<td>Διαφωνώ πολύ ότι προσαρμόστηκα</td>
</tr>
<tr>
<td>1. Interacting with host nationals outside the work – Επικοινωνία με τους ντόπιους εκτός δουλειάς</td>
<td>1</td>
</tr>
<tr>
<td>2. Interacting with host nationals on a day-to-day basis – Καθημερινή επικοινωνία με τους ντόπιους</td>
<td>1</td>
</tr>
<tr>
<td>3. Speaking with host nationals – Γλωσσική επικοινωνία με ντόπιους</td>
<td>1</td>
</tr>
<tr>
<td>4. Socializing with host nationals – Κοινωνικοποίηση με τους ντόπιους</td>
<td>1</td>
</tr>
</tbody>
</table>
2 A3 Work Adjustment Προσαρμογή στη δουλειά

<table>
<thead>
<tr>
<th>Please circle the appropriate answer - Παρακαλώ κυκλώστε</th>
<th>Very unadjusted Διαφωνώ πολύ ότι προσαρμόστηκα</th>
<th>Unadjusted Διαφωνώ ότι προσαρμόστηκα</th>
<th>Somewhat unadjusted Διαφωνώ σε κάποιο βαθμό ότι προσαρμόστηκα</th>
<th>Neutral Ούτε συμφωνώ ούτε διαφωνώ ότι προσαρμόστηκα</th>
<th>Somewhat adjusted Συμφωνώ σε κάποιο βαθμό ότι προσαρμόστηκα</th>
<th>Adjusted Συμφωνώ ότι προσαρμόστηκα</th>
<th>Completely adjusted Συμφωνώ πολύ ότι προσαρμόστηκα</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Performance standards and expectations – Επίδοση στη δουλειά και προσδοκίες</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2. Supervisory responsibilities – Διευθυντικές υπευθυνότητες</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>3. Specific job responsibilities – Συγκεκριμένες υπευθυνότητες</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
PART 2B: Psychological Adjustment
ΜΕΡΟΣ 2Β: Ψυχολογική Προσαρμογή

Please think about how you have been feeling over your overseas assignment. Please indicate your answer by circling the appropriate answer using the following 4-point Likert scale where:

Σας παρακαλώ σκεφτείτε για το πώς έχετε αισθανθεί κατά την παραμονή σας για εργασία στη χώρα εκπατρισμού. Παρακαλώ προσδιορίστε την απάντησή σας κυκλώνοντας την κατάλληλη απάντηση με βάση την ακόλουθη κλίμακα όπου:

1 = Not at all
1 = Καθόλου
2 = No more than usual
2 = Όχι περισσότερο από το συνηθισμένο
3 = Rather more than usual
3 = Μάλλον περισσότερο από το συνηθισμένο
4 = Much more than usual
4 = Πολύ περισσότερο από το συνηθισμένο
### Psychological Adjustment

#### Please circle the appropriate answer - Παρακαλώ Κυκλώστε

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>No more than usual</th>
<th>Rather more than usual</th>
<th>Much more than usual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. felt you couldn’t overcome your difficulties?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. felt capable of making decisions about things?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. been feeling unhappy and repressed?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. felt that you are playing a useful part?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. been able to concentrate on what you are doing?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. lost much sleep over adjustment worries?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2B Psychological Adjustment Ψυχολογική Προσαρμογή</td>
<td>Please circle the appropriate answer - Παρακαλώ Κυκλώστε</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not at all Καθόλου</td>
<td>No more than usual Όχι περισσότερο από το συνηθισμένο</td>
<td>Rather more than usual Μάλλον περισσότερο από το συνηθισμένο</td>
<td>Much more than usual Πολύ περισσότερο από το συνηθισμένο</td>
</tr>
<tr>
<td>7. ...been thinking of yourself as a worthless person? - Πιστεύετε ότι ήσαστε ότι ήσασταν ένα ασήμαντο άτομο;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. ...been feeling reasonably happy all things considered? - Πιστεύετε ότι ήσαστε υπερήφανος γενικώς;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. ...been able to enjoy your normal day-to-day activities? - Πιστεύετε ότι ήσαστε ικανος/η να απολαύσετε τις καθημερινές σας δραστηριότητες;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. ...been able to face up to your problems? - Πιστεύετε ότι ήσαστε ικανος/η να αντιμετωπίσετε όλα σας τα προβλήματα;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
| 11. ...felt constantly under strain? - Πιστεύετε ότι ήσαστε συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχνά συχн...
PART 3: Further Information

ΜΕΡΟΣ 4: Περισσότερες Πληροφορίες

1. Please feel free to provide any further comments that you think they will add more value to this research.

Παρακαλώ αναφέρετε οποιαδήποτε άλλα στοιχεία τα οποία νομίζετε ότι θα προσθέσουν περισσότερη αξία στην έρευνα.

Many thanks for the time you have spent completing this questionnaire. This is much appreciated and will help in producing an interesting analysis of the CCT programs and the successful adjustment of expatriate managers.

If neither for any reason you have queries regarding the questions or nature of my study please do not hesitate to contact me, either by post, telephone or e-mail.

Σας ευχαριστώ πάρα πολύ για το χρόνο που αφιερώσατε για τη συμπλήρωση αυτού του ερωτηματολογίου. Εκτιμάται ιδιαίτερα η βοήθειά σας. Ελπίζω ότι θα με βοηθήσει να προετοιμάσω μια ενδιαφέρουσα μελέτη σχετικά με την κατάρτιση προγραμμάτων και την επιτυχημένη προσαρμογή των εκπαιδευμένων διευθυντών.

Εάν για οποιοδήποτε λόγο έχετε απορίες σχετικά με τις ερωτήσεις ή τη φύση της έρευνας μου, παρακαλώ μην διστάσετε να επικοινωνήσετε μαζί μου, είτε μέσω ταχυδρομείου, είτε τηλεφωνικώς, ή χρησιμοποιώντας το ηλεκτρονικό ταχυδρομείο.
Appendix 5

Scale Items Used
1. **Sociocultural Adjustment** *(Black, 1988; Black and Stephens, 1989)*

Please indicate the degree to which you are adjusted or not adjusted to the following items living in the foreign country.

1 = Very unadjusted  
2 = Unadjusted  
3 = Somewhat unadjusted  
4 = Neutral  
5 = Somewhat adjusted  
6 = Adjusted  
7 = Completely adjusted

**1.1 General Adjustment**

Food  
Health and facilities  
Entertainment/recreation facilities and opportunities  
Living conditions in general  
Cost of living  
Shopping  
Housing conditions
1.2 Work Adjustment

Performance standards and expectations

Supervisory Responsibilities

Specific job responsibilities

1.3 Interaction Adjustment

Interacting with host nationals outside of work

Interacting with host nationals on a day-to-day basis

Speaking with host nationals

Socialising with host nationals

2. Psychological Adjustment (Goldberg, 1972)

Please think about how you have been feeling over your overseas assignment.

1 = Not at all

2 = Not more than usual

3 = Rather more than usual

4 = Much more than usual

Have you

…felt you couldn’t overcome your difficulties? (R)

…felt capable of making decisions about things?

…been feeling unhappy and repressed? (R)

…felt that you are playing a useful part in things?
…been able to concentrate on what you are doing?

…lost much sleep over adjustment worries? (R)

…been thinking of yourself as a worthless person? (R)

…been feeling reasonably happy all things considered?

…been able to enjoy your normal day-to-day activities?

…been able to face up to your problems?

…felt constantly under strain? (R)

…been losing confidence in yourself? (R)

(R): Reversed Polarity
Appendix 6

Interview Guide Agenda
1. Could you please introduce yourself? What is your name and how old are you? What is your position in the company?
2. Please tell me about when you are interest in expatriate assignment first begun.
3. How many years of experience do you have on international assignment?
4. In which countries have you been assigned?
5. Open discussion on the nature of the assignment (when, how long, etc.)
6. How would you describe your adjustment period and adjustment conditions?
7. How would you describe your adjustment journey psychologically? With your working environment? With your general environment? With your interaction with locals?
8. Which was the role of your company in your adjustment? Please give some examples.
9. Please tell me about the training programs you have received (which, when, etc.)
10. Do you like and enjoy training?
11. Do you consider the training relevant?
12. Have you participate in all trainings?
13. Did you experience what was intended for you to experience?
14. Did you learn what was intended for you to learn?
15. Have you enriched your knowledge about the host country and the new post by training? Please specify.
16. Are your skills improved by the training?
17. Have you used anything that you have learned during the training in your job, daily life in general, interacting with host nationals? Please give examples.

18. Have you adopted anything that you have learned during the training in your expatriation in order to solve and overcome various problems? Please give examples.

19. Have you experienced culture shock? If yes how did you overcome it?

20. Have you noticed any changes in your behaviour, knowledge and skill level after the training?

21. Overall was the training helpful? In which ways please give examples.

22. Do you like the style and timing of training?

23. Have you received any form of sequential training? (the interviewee is informed of what sequential training means)

If Yes continue with Q.24, if No continue with Q.28.

24. Does the sequentiality of the training help you in any way? If yes in which ways, if no why?

25. Does the sequentiality of the training help you in having better general, work, interaction or psychological adjustment?

26. Which stage of sequential CCT helped you more?

27. What elements of sequential CCT you would keep?

28. Which kind of CCT you prefer (post arrival, after arrival or sequential training)? Please explain.

29. Did other factors contribute to your adjustment? If yes please specify those factors and give some examples.

30. Could your adjustment have been better in general? If yes, in which area? how? why?
31. What could your company have done better / differently to improve your
   adjustment journey?

32. If you had your time again, would you choose to have the same training? If not
   what you will change and why?

33. How do you feel overall for your training?

34. Do you feel that you have anything else to add that it will strengthen my
   research?
Appendix 7

Survey Consent Form
SURVEY CONSENT FORM

Dear participant,

You are being invited to participate in the second phase of the research study with the title “Investigating the Impact of Sequential Cross-Cultural Training on the Level of Sociocultural and Psychological Adjustment of Expatriate Managers”.

This study is being done by Christos Papademetriou from the University of Leicester, UK. You were selected to participate in this study because you took part in the first phase of this thesis so, your participation is needed in order to help me to cross-reference my findings.

The purpose of this research study is to fill the gap in the CCT field regarding the effectiveness or not of the sequential CCT upon the sociocultural and psychological adjustment of expatriate managers.

If you agree to take part in this study, you will be asked to participate in an online Skype interview. This interview will ask about the content and the delivery method of the CCT programs received and your adjustment process. It will take you approximately 1 hour to complete the interview.

You may not directly benefit from this research; however, we hope that your participation in the study may provide the academic field with theoretical implications and the organizations with practical ones.
We believe there are no known risks associated with this research study; however, as with any online related activity the risk of a breach of confidentiality is always possible. To the best of our ability your answers in this study will remain confidential. We will minimize any risks by a) giving you the choice of having a video or an audio call in Skype, b) using pseudonyms in writing the results and c) deleting the Skype contact after the completion of the research.

Your participation in this study is completely voluntary and you can withdraw at any time. During the interview process, you are free to skip any question that you choose.

If you have questions about this project or if you have a research-related problem, you may contact the researcher, Christos Papademetriou, 0035799329222. If you have any questions concerning your rights as a research subject, you may contact the University of Leicester Committee for Research Ethics in the following address: University of Leicester, University Road, Leicester, LE1 7RH, United Kingdom.

By signing below you are indicating that you are at least 18 years old, have read and understood this consent form and agree to participate in this research study. Please print a copy of this page for your records.

Name:                                     Name: Christos Papademetriou

__________________________________________

(Participant) (Researcher)
Appendix 8

Cross-tabulation: Sequential Companies and Psychological Adjustment
## Cross-tabulation: Sequential Companies and Psychological Adjustment

### Sequential Companies * Psychological Adjustment Cross-tabulation

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<tr>
<td></td>
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<td>47.6%</td>
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<td>% of Total</td>
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<td>16.7%</td>
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<tr>
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<td>100.0%</td>
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<tr>
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<td>Adjustment</td>
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### Chi-Square Tests

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a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 3.33.
b. Computed only for a 2x2 table
### Symmetric Measures

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Appendix 9

Cross-tabulation: General Adjustment and Family Followed
### Cross-tabulation: General Adjustment and Family Followed

**General Adjustment * Family Followed**

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**Chi-Square Tests**

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Appendix 10

Cross-tabulation: Interaction Adjustment and Country of Assignment
### Cross-tabulation: Interaction Adjustment and Country of Assignment

#### Interaction Adjustment * Country of Assignment Cross-tabulation

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<tr>
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<td>36.8%</td>
<td>87.0%</td>
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<tr>
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<td>% of Total</td>
<td>23.0%</td>
<td>32.8%</td>
<td>55.7%</td>
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<tr>
<td></td>
<td>Adjusted Residual</td>
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<td>3.8</td>
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</tr>
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<td>Count</td>
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<td>3</td>
<td>27</td>
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<tr>
<td></td>
<td>Expected Count</td>
<td>16.8</td>
<td>10.2</td>
<td>27.0</td>
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<tr>
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<td>% within Interaction Adjustment</td>
<td>88.9%</td>
<td>11.1%</td>
<td>100.0%</td>
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<tr>
<td></td>
<td>% within Assigned</td>
<td>63.2%</td>
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<td>44.3%</td>
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<td>CountryPART1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of Total</td>
<td>39.3%</td>
<td>4.9%</td>
<td>44.3%</td>
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<tr>
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<td>-7.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Std. Residual</td>
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<td>-2.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjusted Residual</td>
<td>3.8</td>
<td>-3.8</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>Count</td>
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<td>23</td>
<td>61</td>
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<tr>
<td></td>
<td>Expected Count</td>
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<td>61.0</td>
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<td>% within Interaction Adjustment</td>
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<td>37.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>% within Assigned</td>
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<td>100.0%</td>
<td>100.0%</td>
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<tr>
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<td>CountryPART1</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>% of Total</td>
<td>62.3%</td>
<td>37.7%</td>
<td>100.0%</td>
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### Chi-Square Tests

<table>
<thead>
<tr>
<th>Test</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-sided)</th>
<th>Exact Sig. (1-sided)</th>
</tr>
</thead>
<tbody>
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<td>Pearson Chi-Square</td>
<td>14.586</td>
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</tr>
<tr>
<td>Continuity Correction</td>
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<td>1</td>
<td>.000</td>
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<td>.000</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Fisher's Exact Test</td>
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<td></td>
<td></td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
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<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
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</tbody>
</table>

- a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.18.
- b. Computed only for a 2x2 table

### Symmetric Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Value</th>
<th>Approx. Sig.</th>
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<tr>
<td>Phi</td>
<td>-.489</td>
<td>.000</td>
</tr>
<tr>
<td>Cramer's V</td>
<td>.489</td>
<td>.000</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>61</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 11

Cross-tabulation: Work Adjustment and Gender
### Cross-tabulation: Work Adjustment and Gender

#### Work Adjustment * Gender Cross-tabulation

<table>
<thead>
<tr>
<th></th>
<th>Gender</th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
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</tr>
<tr>
<td>Work Adjustment</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>More Adjusted</td>
<td>51</td>
<td>6</td>
<td>57</td>
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<td>Expected Count</td>
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</tr>
<tr>
<td>% within Gender</td>
<td>100.0%</td>
<td>60.0%</td>
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</tr>
<tr>
<td>% of Total</td>
<td>83.6%</td>
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<td>93.4%</td>
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</tr>
<tr>
<td>Residual</td>
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<td>-3.3</td>
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<td></td>
</tr>
<tr>
<td>Std. Residual</td>
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<td></td>
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<tr>
<td>Adjusted Residual</td>
<td>4.7</td>
<td>-4.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less Adjusted</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Expected Count</td>
<td>3.3</td>
<td>.7</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>% within Work Adjustment</td>
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<td>100.0%</td>
<td>100.0%</td>
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</tr>
<tr>
<td>% within Gender</td>
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</tr>
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<td>% of Total</td>
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<td>6.6%</td>
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<td>-3.3</td>
<td>3.3</td>
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<td></td>
</tr>
<tr>
<td>Std. Residual</td>
<td>-1.8</td>
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<td></td>
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<tr>
<td>Adjusted Residual</td>
<td>-4.7</td>
<td>4.7</td>
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</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>10</td>
<td>61</td>
<td></td>
</tr>
</tbody>
</table>

#### Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
<th>Exact Sig. (2-sided)</th>
<th>Exact Sig. (1-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>21.832</td>
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<tr>
<td>Continuity Correction</td>
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<tr>
<td>Likelihood Ratio</td>
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<td>.000</td>
</tr>
<tr>
<td>Fisher's Exact Test</td>
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</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>21.474</td>
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<td>.000</td>
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<tr>
<td>N of Valid Cases</td>
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</tr>
</tbody>
</table>

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*a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .66.

b. Computed only for a 2x2 table*
### Symmetric Measures

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>Approx. Sig.</th>
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</thead>
<tbody>
<tr>
<td>Nominal by Nominal: Phi</td>
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<td>.000</td>
</tr>
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<td>Nominal by Nominal: Cramer's V</td>
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<td>.000</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>61</td>
<td></td>
</tr>
</tbody>
</table>
REFERENCES


Managers in a Japanese/American Joint Venture”, paper presented to the International Culture Division of the Speech Communication Association Annual Convention, Chicago, IL.


