

**Motivations, Expectations and Adjustment of Self-
initiated Academic Expatriates at Eastern
Mediterranean University**

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ABSTRACT

This study investigates how international faculty members, who can be regarded as academic self-initiated expatriates adjust to Cyprus and what factors affect their adjustment. Data were collected from 15 self-initiated academic expatriates at Eastern Mediterranean University (EMU) through semi-structured interviews (Black, Mendenhall, & Oddou, 1991). A literature review was conducted to aid in formulating the questions, which explored motivation factors and instructors' expectations, cross-cultural adjustments, and previous international experiences. The study focuses on identifying links between dominant motivation factors, anticipatory adjustment, previous international experience, and cultural distance with academic expatriates' level of cross-cultural adjustment using a model with three dimensions (Black & Stephens, 1989).

This study found that instructors who desired international experience and were motivated by their family reported better adjustment. A positive correlation between anticipatory adjustment and instructors' prior international experience and cross-cultural adjustment was also found in this study. This research did not find strong evidence of links between cultural distance and cross-cultural adjustment.

Keywords: self-initiated expatriates, motivation, anticipatory adjustment, cross-cultural adjustment, previous international experience, cultural distance

ÖZ

Bu çalışma Doğu Akdeniz Üniversitesinde görev yapan yabancı uyruklu öğretim üyelerinin Kıbrıs'a kültürel uyumunu ve bunu etkileyen faktörleri incelemektedir. 15 öğretim üyesi ile mülakat yapılmış ve farklı bir ülkede çalışmalarına yol açan faktörler ve kültürel uyum düzeyleri incelenmiştir (Black, Mendenhall, & Oddou, 1991). Mülakatlarda öğretim üyelerinin daha önceki uluslararası tecrübeleri, gelmeden önceki beklentileri ve motivasyon faktörleri irdelenmiştir. Çalışmada farklı bir ülkede çalışma sebepleri, gelmeden önce ne kadar hazırlık yaptıkları, daha önceki tecrübeleri, ve geldikleri kültürün özelliklerinin Kıbrıs'a ne kadar yakın olduğu bağımsız değişkenler olarak incelenmiş ve üç boyutta kültürel uyum bağımlı değişken olarak ölçülmüştür (Black & Stephens 1989).

Mülakatların sonuçlarının incelenmesi ile öğretim üyelerinin uluslararası tecrübe kazanmak konusunda istekli olmaları ve ailelerinin desteği kültürel uyum ile ilişkili olduğu görülmüştür. Gelmeden önce yapılan hazırlık ve daha önce uluslararası tecrübesi olması da kültürel uyumu etkilemektedir. Ancak kültürel mesafe ile kültürel uyum arasında bir ilişki bulunmamıştır.

Anahtar Kelimeler: Kültürel uyum, önceki uluslararası tecrübe, kültürel mesafe, farklı ülkede çalışma motivasyonu, yabancı uyruklu öğretim üyeleri.

To My Family
&
My Love, Parastoo

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TABLE OF CONTENTS

ABSTRACT	iii
ÖZ	iv
ACKNOWLEDGMENT	vi
LIST OF TABLES	ix
LIST OF FIGURES.....	x
1 INTRODUCTION.....	1
1.1 Importance of the Study	1
1.2 Statement of the Problem	2
1.3 Aim and Objectives of the Study	2
1.4 Research Methodology	3
1.4.1 Sample	3
1.4.2 Analysis	4
1.5 Limitations	4
2 LITERATURE REVIEW.....	6
2.1 Cyprus	6
2.1.1 Living in North Cyprus.....	6
2.1.2 Eastern Mediterranean University	8
2.2 Motivation to expatriate	10
2.3 Anticipatory adjustment.....	12
2.4 Adjustment	13
2.5 Previous Overseas Experience	15
2.6 Cultural Distance.....	18
3 FINDINGS	21

3.1 Motivations for Expatriation	21
3.1.1 International experience	21
3.1.2 Job Conditions	22
3.1.3 Family	23
3.2 Anticipatory Adjustment	24
3.3 Adjustment	27
3.3.1 General Adjustment	27
3.3.2 Interaction Adjustment	31
3.3.3 Work Adjustment	33
3.4 Prior International Experience	36
3.5 Cultural Distance	38
3.6 Discussion	41
4 CONCLUSION	46
REFERENCES	48

LIST OF TABLES

Table 1: Respondent Demographic Information.....	4
Table 2: The number of both local and international EMU instructors	9
Table 3: Motivation.....	21
Table 4: Satisfied international instructors' characteristics.....	30
Table 5: Dissatisfied international instructors' characteristics.....	33
Table 6: Cultural Characteristics (Hofstede, 2001).....	39

LIST OF FIGURES

Figure 1: The number of local and international instructors in EMU.....	9
Figure 2: Cultural characteristics comparison (The Hofstede center)	39
Figure 3: Motivation and the relationship of the three dimensions of adjustment	42
Figure 4: Previous international experience and cross-cultural model (Upward fresh sign demonstrates increase).....	44

Chapter 1

INTRODUCTION

1.1 Importance of the Study

The rise of globalization has influenced many institutions and companies, especially universities. Labor market movement grants highly qualified professionals opportunities to work in any country they wish. Self-initiated expatriates (SIE) working in academia are considered part of this group. Cyprus, lying between Africa and Europe, has become a destination for thousands of individuals from more than 100 nationalities continuing their education (Güsten, 2014). Eastern Mediterranean University (EMU) in Cyprus has not only students but also instructors from a variety of countries with diverse cultures. According to Altınay and Ezel (2012), EMU academic staff members hail from 35 nationalities. EMU's student population quadrupled in four years, reaching 16,000 (Güsten, 2014) in 2014, with a student/instructor ratio of 1:19 (An Exceptional Education to Build Your Future On, 2014). Although EMU has experienced a dramatic increase in the number of students, international faculty members have decreased by 24% since 2010. According to EMU's Office of Academic Affairs, the number of international academic instructors dropped from 181 in 2010 to 137 in 2014 (EMU Personnel Office, 2014).

As Cyprus universities wish to globalize their curriculum and attract foreign professors, this study focuses on international EMU faculty members as a sample of

academic SIEs who have left their country for the opportunity to live and work in Cyprus. In order to understand the challenges that EMU's academic SIEs face in their new surroundings, socializing in a different culture and working at an international university, this research examines their motivation factors and expectations for living in Cyprus and working as an EMU instructor. This research also investigates cross-cultural adjustment by EMU academic SIEs using a model with three dimensions (Black & Stephens, 1989): general, interaction, and work adjustment. Finally, this study seeks to identify any effects of previous international experiences and cultural distance on academic SIEs' adjustment. Overall, this study is intended to help academic human resource managers handle academic expatriates' adjustment to unfamiliar surroundings in different cultural contexts.

1.2 Statement of the Problem

Considering the decrease in international academic expatriates at EMU since 2010, this study attempts to determine their challenges living and working in Cyprus. Universities in Cyprus aim to invite more foreign professors and internationalize their curriculum. These goals require a better understanding of academic expatriates' level of cross-cultural adjustment, which it is an important factor in the retention of SIEs.

1.3 Aim and Objectives of the Study

The numbers of academic SIEs and the universities hosting them recently have increased drastically across the world. SIEs seek and find work abroad on their own (Inkson, 2003). Although entering a new environment has advantages, expatriates also deal with difficulties in everyday life in a new atmosphere. Although SIEs are an important type of expatriates, only a small number of studies have focused on them so far. Therefore, the aim of this research is to understand how EMU's

academic SIEs from different parts of the world adjust to Cyprus and what factors affect their cross-cultural adjustment. This research draws conclusions and suggestions to help Cyprus universities globalize their curricula and attract international instructors.

1.4 Research Methodology

The small number of academic expatriates in Cyprus makes applying questionnaire surveys difficult, so this study used qualitative research method. The semi-structured interview questions in this research were designed to elicit participants' explanations in their own words. The research framework and interview questions were developed based on a review of the relevant literature, which identified gaps. The interviews were evaluated to determine the most appropriate approach for the research analysis. The interviews were analyzed, and the strongest connections identified.

1.4.1 Sample

Fifteen academic SIEs at EMU were interviewed from April to June 2014. International faculty members were randomly sampled using lists provided by each department at EMU. Faculty members were contacted in-person, visit to their offices and an interview appointment requested. Participants completed a paper requesting their demographic information before the interview. The semi-structured interviews allowed interviewer to further explore relevant topics. The interview questions covered three topics: 1) participants' motivation factors for coming to Cyprus; 2) expectations before coming to Cyprus and satisfaction level with their adjustment to the new environment; and 3) any international experience prior coming to Cyprus and any effects on their adjustment to Cyprus.

Nine of 15 instructors were male (60%). Participants' origin countries were the European Union (40%), Turkey (26.7%), Iran (26.7%), and Kenya (6.6%). More demographic information about participants is shown in Table 1.

Table 1: Respondent Demographic Information

Age	Marital status	Gender	Country	Field	Position
5: 30s	10 Married	9 Male	6 Europe	13 Applied Science	8 Assist. Professor
6: 40s	5 Single	6 Female	4 Turkey	2 Social Science	4 Assoc. Professor
4: 50s			4 Iran		2 Senior instructor
			1 Kenya		1 Professor

1.4.2 Analysis

All interviews were conducted in English in instructors' offices and were recorded and fully transcribed. The researcher carefully read the transcripts and coded relevant, repeated sections, which revealed their level of importance to the interviewee. The degree of satisfaction expressed by participants regarding their adjustment in all transcripts was coded as completely satisfied, somewhat satisfied, or dissatisfied.

1.5 Limitations

Though this study obtained and analyzed valuable data from interviews of 15 academic expatriates at EMU, certain limitations should be acknowledged. First, among different countries and cultures, academic professionals can be quite independent and treated similarly, while expatriates in other job categories experience different levels of adjustment. Second, this research collected data on academic expatriates at only one university in Cyprus. Third, it focused only on SIEs, while the experiences of

other kinds of academics expatriates, especially work adjustment, can vary among universities.

Chapter 2

LITERATURE REVIEW

2.1 Cyprus

The island of Cyprus, which has an area of 9,251 square kilometers, lies in the eastern Mediterranean Sea and is the third largest Mediterranean island (EMU, 2013). Northern Cyprus, with a population of 300,000, was proclaimed the Turkish Republic of Northern Cyprus (TRNC) three decades ago but is recognized only by Turkey. Consequently, Northern Cyprus has no significant trade relationships and is isolated politically, diplomatically, and economically from the world (Güsten, 2014).

2.1.1 Living in North Cyprus

Cyprus is in the Mediterranean climate zone and has hot, dry summers and mild winters (Giannakopoulos, Hadjinicolaou, Kostopoulou, Varotsos, & Zerefos, 2010). Most houses have been built without considering the environment, geographic climate, availability of materials and socio-cultural features (Oktay, 2006). Due to the low level of infrastructure and high price of energy, inhabitants of north Cyprus face difficulties cooling and warming their homes.

The dominant transportation system in Northern Cyprus is bus service connecting the major towns. Locally, EMU runs its own bus service in the city and campus. Bus services are free and generally on time, while taxis can be quite expensive, especially for long distances. Many people also use bicycles and taxis, while others apply for TRNC driving licenses and use their own cars. Traffic in Cyprus circulates

on the left (EMU, 2013). Transportation issues include roads unsuited for walking and a lack of bicycle lanes.

There are different pathways to access the health care system in Northern Cyprus. First, the public health care system offers a steep discount to those holding social insurance, which is required of all working in Northern Cyprus, both inside and outside the university. For children, subsidized health care service is available. The private sector is the second health care path. According to recent statistics the use of private hospitals have been increasing (Rahmioglu, Naci, & Cylus, 2012). A third alternative is using Turkish health care system. North Cyprus government sends patients to Turkey for specific health care if it is not available in public sector. The final path is to cross the southern border to the Republic of Cyprus and access public health care service, which Turkish Cypriots may use (Rahmioglu, Naci, & Cylus, 2012).

Due to the outbreak of war between Greek and Turkish Cypriots in 1960, universities in Northern Cyprus are recognized by the European and international association of universities but may not contribute to international agreements (Güsten, 2014). However, as the world becomes gradually independent and national academic limitations have been blurred, science becoming increasingly international (Altbach & Lewis, 1996). As the result of this phenomenon, new concepts such as self-initiated expatriates, third-country expatriates, short-term workers, and inpatriates have emerged (Collings, Scullion, & Morley, 2007).

The TRNC hosts individuals from a variety of nationalities seeking education. Northern Cyprus has nine universities, with faculty members representing 60

nationalities (Güsten, 2014). The primary instructional language is English (Güsten, 2014). EMU is among the academic institutions that play a significant role in attracting immigrants from across the world to Northern Cyprus.

2.1.2 Eastern Mediterranean University

Established in 1979, EMU is the TRNC's only state university. It has a highly developed campus infrastructure, 11 faculties, 5 schools, an area of 200,000 square feet, and 3,000 square feet of land (EMU, 2013). EMU has 16000 students from 90 different nationalities. International movement is found not only among students but also among academics (Eastman & Smith, 1991). EMU has 1,000 international faculty members from 35 countries, who all teach in English. EMU also has the largest cultural and conference center in the region, as well as 50 student clubs which provide social and cultural activities. EMU has established collaborations with more than 200 higher education institutions across the world (EMU, 2014). The 6,600 square feet university library has 140,000 books and subscriptions to 50 online databases, allowing students, academics, and local residents access to information (Altınay & Ezel, 2012). Finally, EMU has more than 30 research centers and a fully equipped health care center with 13 doctors (EMU, 2014).

Amid the internationalization of education (Mason, 1988) (Welch A. , 1997a) and the relatively higher need for more international activities and associations between academic institutions (Schuster, 1994) (Scott, 1994), the number of academics taking up overseas assignments has been increasing (Altbach, 1996) (Schermerhorn, 1999). Higher education institutions seek to benefit from international scholars, who desire to develop their research networks and communication skill (Welch A. , 1997b). One responsibility of the EMU Personnel Affairs is helping international staff members with institutional and personal difficulties. The office's mission is to increase

productivity by creating an efficient working environment (EMU Personnel Office, 2014). Although the number of students has drastically increased in recent years, the number of international instructors has decreased since 2010, according to EMU's Personnel Affairs statistics (Table 2).

Table 2: The number of both local and international EMU instructors

	2010	2011	2012	2013	2014
Local (TRNC)	397	351	349	359	371
International	181	140	140	134	137
Total	578	491	489	493	508

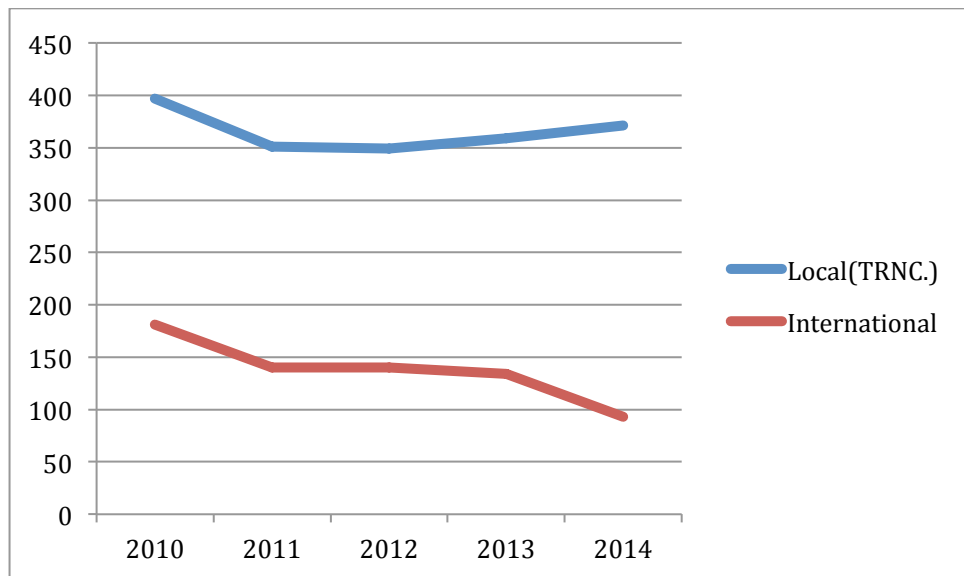


Figure 1: The number of local and international instructors in EMU

In addition to achieving a wide understanding of Northern Cyprus and EMU, this study focuses on applying the three dimension model of cross-cultural adjustment (Black, Mendenhall, & Oddou, 1991) to analyze EMU academic SIEs' anticipatory adjustment and motivation factors for coming to Cyprus and working as instructors at EMU. Next, this study examines the effect of EMU academic SIEs' prior international experience and cultural distance and attempts to link them to cross-cultural adjustment. Therefore, the following literature reviews focuses first on

significant motivation factors for academics that choose to pursue their career at EMU.

2.2 Motivation to expatriate

Previous research broadly categorized expatriates' motivations into three areas: organizational expatriates (OEs') motivation reasons (Stahl & Cerdin, 2004; Dickmann, Doherty, Mills, & Brewster, 2008), expatriates' willingness (Brett & Stroh, 1995; Tharenou, 2008), and SIEs' motivation factors (Inkson, Arthur, Pringle, & Barry, 1997; Richardson & Mallon, 2005). Those who seek overseas work of their own decision and initiative are called SIEs (Inkson K. a., 2003). Earlier researchers identified SIEs' motivation factors based on samples of 30 Korean expatriates (Froese, 2012) and 30 British academic expatriates (Richardson & Mallon, 2005). Another model based on cognitive theory (Lent, Brown, S.D, & Hackett, 1994), describes expatriates' willingness to differentiate between personal and family agency, interests, and backgrounds (Tharenou, 2008).

Despite these significant findings, the most appropriate model for explaining the factors motivating expatriates to go overseas is the socio-economic pull/push model (Bierbrauer & Pedersen, 1996). Under this model, diverse environmental and individual factors can pull or push professionals to overseas work. Multinational companies can use as both push and pull factor for individual to make decisions about overseas assignments (Miller & Cheng, 1978). According to this model, individual and financial hardships typically drive individuals to work abroad and, hence, can be considered push factors (Bierbrauer & Pedersen, 1996). These pull factors might also be linked to expatriate willingness. Dickman et al. (2008) demonstrated that family and career-related matters related are the most significant

needs of OEs. Other studies found wider motivations for SIEs; for example, recent college graduates in New Zealand are eager for more personal experiences (Froese, 2012). Desires for life change and more adventure were found to be pull factors for 30 academic expatriates employed in different countries (Richardson & Mallon, 2005). . Family also plays an essential role in decisions whether to go abroad (Richardson & Mallon, 2005; Inkson et al., 1997). Money and careers are secondary but important motivating factors for expatriates.

Although current management literature (Anderson, 2001; Forster, 1997; Glanz & Der Sluiz, 2001) claims that family plays a vital role and dominates decision to go abroad, traveling in order to experience different cultures and careers was found to be the dominant factors and family and financial concerns only secondary in the New Zealand SIEs survey (Thorn, 2009). For 448 Finnish expatriates, seeking international experience and professional development were found to be pull factors (Suutari & Brewster, 2000).

Overall all desire for adventure and travel are two dominant motivation factors for most of the previous studies. (Tung R. , 1998) Claims that individuals' enthusiasm for growth and experiencing new culture is the dominant motives for going overseas to work. Financial incentives and career motivation vary among studies. Family plays a highly important role for British academic expatriates (Richardson, 2005) and is the primary motivation for New Zealand married couples (Thorn, 2009) but is of less concern to young people in New Zealand (Inkson et al., 1997). It is common for young people to be more attracted to adventure, while older people are more risk adverse (Bakshi & Chen, 1994). Financial incentives were less important for Finnish than British and New Zealand academic expatriates.

Although these studies give wide insight into motivation factors for expatriates in varied occupations and host countries, earlier studies such as Froese (2012) have claimed that motivation factors can support better adjustment by expatriates and that there are links between SIEs' motivation factors and cross-cultural adjustment. This study focuses on motivation factors for SIEs who came to Cyprus to work as instructors at one particular institute (EMU).

2.3 Anticipatory adjustment

Many researchers have suggested a three-stage model for socialization (Fisher, 1986). Anticipatory socialization is often referred to as the first stage (Brief, P, J, Van Sell, & Melone, 1979). In this stage, expatriates make anticipatory adjustment to organizational choice and selection and form expectations. Encounters are the second stage of socialization. Individuals began to learn the tasks of the job and form relationships, which involves working in the new environment. Finally, in the third stage, the individual becomes fully accepted as a member of the organization. In this process, accuracy is key to anticipatory adjustment, because accurate and complete anticipatory socialization can ease and speed adjustment (Fisher, 1986). Previous studies suggested that better anticipatory adjustment reduces surprises and culture shocks (Black et al., 1991). Researchers have identified various areas about which individuals form expectations in anticipatory adjustment: 1) organizational culture; 2) general culture; 3) daily life; 4) nationals of the host country; and (5) the job (Black, 1988; Bochner, 1982; Brislin, 1981).

Church (1982) and Stening (1979) found that, for the individual entering a new environment, similar prior international experiences could be a better resource for forming accurate expectations than dissimilar previous international experience.

Additionally, the researchers suggested that work-related prior international experience increases the accuracy of work-related expectations and that non-work-related prior international experience helps in forming non-work-related expectations (Church, 1982; Stening 1979).

Expatriates desire to reduce the level of uncertainty of living in new surroundings and dealing with new behaviors. Anticipatory adjustment can be made if related information about the host country is available to expatriates before arrival. This study is intended to identify factors, which shape the expectations of international EMU instructors before living, working, and interacting with people in Cyprus. Finding links between anticipatory adjustment and cross-cultural adjustment is also a focus of this research.

2.4 Adjustment

Globalization affects and complicates expatriates' cross-cultural adjustment (Froese, 2012). The cross-cultural adjustment process involves five dimensions. Three involve issues before the expatriate comes to the host country: 1) previous overseas experience; 2) organizational selection mechanisms; and 3) pre-departure training. The other two dimensions are relevant after expatriates reach their destination: (4) non-work-related factors and (5) individual skills (Black, Mendenhall, & Oddou, 1991). Previous researchers distinguished between psychological and socio-cultural adjustment (Searle & Ward, 1990; Ward & Kennedy, 1991; Ward & Searle, 1991). The concept of socio-cultural adjustment emerges from the theory of cultural learning and focuses on social skills and behaviors (Black & Mendenhall, 1991). For example, the ability to fit in with and interact with the people of the host country is related to socio-cultural adjustment (Ward & Kennedy, 1996). Psychological

adjustment determines the level of satisfaction in new cultural environments and concerns the individual's cognitive insights and emotional state (Ward & Kennedy, 1996). It focuses on attitudinal factors in the process of adjustment (Grove & Torbiorn, 1985; Oberg, 1960). However, Black and Mendenhall (1991) suggested that cross-cultural adjustment should be conceived through a multidirectional model, not a unitary model.

Much research has examined expatriates' cross-cultural adjustment. Three dimensions of cross-cultural adjustment have been identified: general adjustment, interaction adjustment, and work adjustment (Black & Stephens, 1989). General adjustment refers to how expatriates cope with living abroad, interaction adjustment to how expatriates establish relationships with locals, and work adjustment to how expatriates fit in at work. All three dimensions of adjustment have been confirmed and employed by other studies (Bhaskar-Shrinivas, Harrison, Shaffer, & Luk, 2005). (Black J. , 1988) Found that job variables, such as role ambiguity and conflict, were connected only to work adjustment, not to general adjustment. Similarly, non-work-related variables have stronger connections with interaction and general adjustment than work adjustment.

A study of 66 organizational expatriates concluded that the most significant predictor for cross-cultural adjustment is family, particularly spouse adjustment (Bhaskar-Shrinivas, Harrison, Shaffer, & Luk, 2005). A spouse's dissatisfaction negatively affects overall adjustment (Caligiuri, Hyland, Bross, & Joshi, 2002). Expatriates motivated by their families express higher satisfaction, especially in interaction and general adjustment, because their host country spouses give them more support (Caligiuri, Hyland, Bross, & Joshi, 2002).

Regarding expatriates' social life, learning the host country's language is important and can contribute to the ability to form relationships, which affects all factors in adjustment. A study involving 125 SIEs in South Korea showed the positive relationships of language proficiency to interaction and general adjustment, while English speaking and communication skills in the workplace were more strongly connected to work adjustment (Froese, 2012). In another study, (Black J. , 1988) reported that the more expatriates interacted with people from the host country, the more information they obtained about what is culturally appropriate, positively affecting interaction and general cross-cultural adjustment. Job-related factors, such as discretion, role clarity, and organizational support, were positively connected to work adjustment (Brett & Stroh, 1995; Pinder & Schroeder, 1987).

Increasing expatriates' cross-cultural adjustment is extremely important because it leads to better performance and higher job satisfaction, which can reduce turnover among expatriates (Bhaskar-Shrinivas et al., 2005). Although much research has focused on SIEs' adjustment, the present study not only investigates motivation factors, anticipatory adjustment, and cross-cultural adjustment among EMU's academic expatriates but also their prior international experiences and any links to their cross-cultural adjustment.

2.5 Previous Overseas Experience

Foreign assignments, which can create a substantial set of work experiences, are highly important for managers (Takeuchi, Tesluk, Yun, & Lepak, 2005). Such foreign experiences are considered decisive resources (Sambharya, 1996) (Carpenter, Sanders, & Gregersen, 2001) and assets for developing core competencies (Spreitzer & McCall, 1997) for international institutions and companies. (Welch D. , 1998)

Found that individuals with international experience were more privileged and occupied in higher position than their coworkers with no or little overseas experience. In addition, previous studies suggest that having international experience can contribute to assignment success for expatriates (Black, Mendenhall, & Oddou, 1991) (Parker, McEvoy, & G.M, 1993). More specifically, Clerck and Joynson (1992) confirmed that academic expatriates who have overseas experiences are more familiar with cultural differences and gain new insights through practices and teaching processes.

In this context, it is not surprising that, as the number of expatriates working abroad has increased, so has the research attempting to identify factors that influence expatriates' cross-cultural adjustment (Black, Mendenhall, & Oddou, 1991) (Shaffel & Harrison, 1998). Failure to adjust to the new environment can cause expatriates to fail in their assignment (Shaffel & Harrison, 1998; Caligiuri, 2000). Earlier studies pointed to international experiences as an important factor in expatriate adjustment (Parker, McEvoy, & G.M, 1993). According to (Black, Mendenhall, & Oddou, 1991) previous non-work and work-related abroad experiences are linked to higher levels of adjustment. Black (1988) found a relationship of prior overseas work experiences to work adjustment but not to general adjustment. Although many researchers have tried to determine the effect of previous international experience for expatriates in order to expand the three-dimension model for cross-cultural adjustment (Black, Mendenhall, & Oddou, 1991): General, work and interaction (Lee & Sukoco, 2010) (Takeuchi, Tesluk, Yun, & Lepak, 2005) recognized that prior international experience is a moderate variable and can improve expatriates' cultural adjustment if they also have high cultural intelligence (CQ), or the ability to adapt one's behavior to a new culture (Earley & Peterson, 2004). Expatriates with greater

ability to interact with individuals from different cultures adjust better to a new environment (Earley & Ang, 2003).

Most recent researchers focused on three significant characteristics of expatriates: cultural effectiveness (the ability to communicate and interact with host country residents), CQ, and cultural adjustment. However, the relationships among these three variables have mostly been ignored (Lee & Sukoco, 2010). Although many studies limit CQ to the ability to solve problems in academic areas, research on CQ outside the classroom and universities has increased recently (Sternberg & Detterman, 1986). Many researchers have focused on challenges in organizations caused by increasing cultural diversity. For instance, Tsui and Gutek (1999) investigated challenges for multicultural work teams, and Earley and Gibson (2002) multinational team working. Previous studies found that those with high behavioral, motivational, and cognitive CQ realize what constitutes smart behavior in diverse cultures (Earley & Ang, 2003; Berry & Ward, 2006).

Few studies have attempted to determine why some people are more effective in multicultural situations. Earley and Ang (2003) developed a model based on CQ to fill this gap. Earley and Ang (2003) theorized that CQ has cognitive, metacognitive, behavioral, and motivational dimensions. Cognitive CQ is defined as knowledge of norms, conventions, and practices in different cultures obtained from personal experience and education. This includes knowledge of the basic framework (Hofstede, 2001) and the economic, social, and legal systems of different cultures (Triandis, 1994). Individuals with high cognitive CQ understand differences and similarities across different cultures (Brislin, Worthley, & MacNab, 2006). Metacognitive CQ refers to the mental processes individuals use to understand

cultural knowledge (Flavell, 1979) Behavioral CQ is defined as the ability to commit appropriate non-verbal and verbal actions while interacting with individuals from different cultures. Motivational CQ reflects the ability and desire to learn the characteristics of different cultures (Kanfer & Heggestad, 1997).

Research has indicated that motivational CQ positively affects cross-cultural adjustment (Templer, Tay, & Chandrasekar, 2006) and improves performance (Earley & Ang, 2003). Ang et al. (2007) focused on the relationship of the CQ dimensions to cultural adaptation in intercultural encounters. Searle and Ward (1990) defined adaptation as a psychological feeling of comfort and a sense of sociocultural adjustment. (Ang, et al., 2007) Indicated a relationship of cultural adaption to motivational and behavioral CQ but not to cognitive and metacognitive CQ, because individuals' abilities do not necessarily translate into behaviors and actions.

In summary, understanding the nature of prior international experiences is extremely important to improving academic expatriates' adjustment. Many studies have attempted to understand expatriates' level of cultural understanding and ability to adapt to changing situations. The present research focuses on the prior international experiences of EMU academic SIEs and tries to find links between their previous international experience and cross-cultural adjustment.

2.6 Cultural Distance

Kroeber and Kluckhohn (1952) found 164 definitions for culture. Cultural distance, which Mendenhall and Oddou (1985) described as culture toughness, has been suggested as an important non-work-related factor in international adjustment. Johanson and Vahlne (1977) defined cultural distance as differences in education,

development level, language, business, and values between any two countries. Expatriates must deal with a different context in their host country culture every day, which is challenging for them. Some cultures seem to be more difficult to adapt than the other (Church, 1982) declares, Torbiorn (1982) found that expatriates in India, Pakistan, the Middle East, Southeast Asia, North Africa, Liberia, and East Africa experience high levels of dissatisfaction with pressure and stress levels, health care, entertainment, food, housing standards, and co-workers' skills. Larger cultural barriers for expatriates have also been reported in Japan, Africa, the Middle East, and Southeast Asia. Another study found that the groups, including the Chinese, Japanese, Samoans, Maori, Caucasians, and Tongans, had more difficulties adjusting to the Hawaiian lifestyle compared to rest of the sample because of the gap between cultures (Crahan, 1983). Earlier research demonstrated that adjustment is much easier in a less strict cultural context than a stricter cultural context (Brewster C. L., 1993).

While previous research (Shenkar O. , 2001) claimed that the key variable in human resource management is cultural distance, scholars still debate whether culture is the main feature distinguishing human groups from one another. Most theory and past research supports that increased cultural dissimilarities between the home and the host country make adjustment more difficult (Brein & David, 1971; Church, 1982; Black et al., 1991; Mendenhall & Oddou, 1985; Furnham, 1988). Additionally, Torbiorn (1982) claims that cultural distance has the greatest impact in the first two years of expatriates' assignments, and afterward, its influence diminishes. A survey of 148 expatriates in Japan demonstrated that cultural distance had an important influence on job satisfaction (Froesea & Peltokorpi, 2011).

Previous studies also focused on asymmetry in cultural distance and its influence on the assignment's direction and the expatriate's concept of adjustment. Selmer, Chiu, and Shenkar (2007) examined cultural distance symmetry and asymmetry and compared sociocultural and psychological adjustment among groups using aggregated quantitative measures constructed from Hofstede's (1980) dimensions. Shenkar (2001), on the other hand, claims that individuals adjust themselves to the environment, not vice-versa. Kogut and Singh (1988) shape the cultural distance dimensions into a single index as an aggregate measure of Hofstede's (1980) dimensions, including individuality, masculinity, power distance, and uncertainty avoidance. While systematic research on the experience of cultural distance by expatriates, especially academic expatriates, remains limited, the present research seeks to determine the relationship between cultural distance and cross-cultural adjustment among EMU's academic SIEs, using the aggregate measure of Hofstede (1980).

Chapter 3

FINDINGS

3.1 Motivations for Expatriation

Analyzing the factors that motivated participants to come to Cyprus and work as instructor revealed three main themes in the decision to expatriate: international exposure, career conditions, and family, ranked in order of importance. Table 3 gives more detailed information about these factors and their frequency.

Table 3: Motivation

Respondents' Demographic information	Total	International experience		Career conditions			Family
		Region	Travel	Financial	Teaching	Research	
All	15	6	3	1	2	4	5
Age							
30-39	5	2	1			1	3
40-49	6	2	1	1	1		2
50+	4	2	1		1	3	
Nationality							
European	6	2	2		1	2	2
Turkish	4	1		1		1	1
Iranian	4	3	1				2
Kenyan	1				1	1	

Note: n=15. few respondents stated more than one factor which motivated them coming to Cyprus hence total raw in more than 15.

3.1.1 International experience

Most participants stated that the desire for international experience motivated them to come to Cyprus. As table 3 shows, 9 of 15 participants wanted to gain more international experience. International experience can be split in two themes:

regional and travel. Six instructors had an exact interest for the Mediterranean area, but three were interested in general international experience, and the region was unimportant to them. The latter group was looking to travel and experience new things and was willing to enter any international environment. They desired to experience different cultures and saw Cyprus as a golden opportunity to meet people from different nationalities. For example, an Iranian instructor who had spent half of her life in East Asian universities came to Cyprus because, in her words,

I was looking for universities all around the world. Suddenly, I found out that north Cyprus is one of the golden destinations for students around the world. It brings me by itself an opportunity to travel and see different cultures. (Maryam, Iran)

In contrast, participants interested in the Mediterranean region in particularly typically had a specific attachment to Turkey or this part of the world. Three instructors had previous experience in Cyprus, either as doctoral students or visitors. For example, Benjamin, a German with a Turkish father, visited Cyprus with his family in 2002. He was very impressed by local culture, weather, and the beauty of the island, which so mesmerized him that when his co-supervisor called him requesting assistance, he immediately accepted the offer. Other two expatriates had worked previously with Turkish universities and had many Turkish friends who recommended that they work in Cyprus. The following quotation demonstrates these attitudes.

I had cooperation with both a Middle East technical university as well as international architecture studios from Gazi School of Architecture in Turkey. The education system in Turkey was very familiar to me, so I decided to come here, not anywhere else. I felt the mentality and the way of communication is very familiar for me. Also, I have many friends from Turkey. Therefore, I decided to come here. (Kosta, Serbia)

3.1.2 Job Conditions

After the desire for international experience, the attractiveness of job conditions was the second most important factor that motivated participants to come to Cyprus. Research, teaching, and salary were cited as motivational factors. Three instructors identified Cyprus as having a good research environment.

Two participants stated that their field of research motivated them to come to Cyprus. A Polish law professor named Victor stated the following:

The reason that I came was I wanted to see Cyprus' problems with my own eyes. I was always teaching Cyprus' political problems. It was constantly my research field of study, so once I saw the offer, I thought this is the perfect place for me to see the vacancies of Cyprus. (Victor, Poland)

An engineer from Turkey saw an opportunity to fund a laboratory while working on her research at EMU. Although she had some technical problems funding her laboratory, she identified Cyprus as a pleasant, laidback place, which she could focus more on her research. Two expatriates sought more time teaching in an English language university. Jack, from Kenya, had been in Cyprus for nearly 12 years.

Before here, I was working in my country Kenya. I was very busy with a lot of administration jobs that I was given by the university. I was not satisfied and I was looking for a place to just teach, so I started looking for job in other places. Cyprus offered me a job and I accepted. (Jack, Kenya)

Only one participant came to Cyprus because of financial incentives.

3.1.3 Family

Table 3 shows that 5 of 15 participants were motivated by their families to live in Cyprus. An Iranian instructor who came to EMU for her doctoral studies stated that she stayed and worked as an instructor while her husband was completing his PhD. Both now live in Cyprus and work as an instructor. Three other participants stated that they have Turkish or Turkish Cypriots spouses. All five instructors acknowledged that their families influenced their decision to move to Cyprus and

those they targeted Turkey or Cyprus as a destination due to family connections. John a business administration instructor from England thought the move was right for him.

My wife is from Turkey, and we had considered move in Turkey for many years to be close to the family, and when the opportunity came to move, we looked at Turkey and Northern Cyprus as well. Our decision at that time was based upon the cost of living and finding the right school for our 11-year-old son. So we looked through schools both in Istanbul and Northern Cyprus, and we found the school that we liked and that combined with the lower cost of living here than Istanbul. But we are still close to the family, and my wife has easy access to Istanbul from here, so we decided upon here. (John, United Kingdom)

3.2 Anticipatory Adjustment

The concept of anticipatory adjustment was used to understand expatriates' international adjustment. What did international instructors expect before coming to Cyprus, and how accurate were their expectations? Two of 15 instructors could not clearly answer state their expectation before coming to Cyprus, because they earned their PhDs at EMU before working as instructors.

Maybe I cannot answer this question because I had some background of living here as PhD student. I learn[ed] all the positive and negative points of living in Cyprus when I was student, and also I was very familiar with working area because I worked as an assistant in the university when I was doing my PhD. (Ali, Iran)

Four instructors reported that they did not have any expectations before coming to Cyprus. They believed that it is not good to have expectation. They were willing to enter a new environment and were excited to experience new things. Tony, who was from Serbia and married to Turkish Cypriot, stated that:

I did not have any expectations. I tried to keep my mind open to the places I would go. Of course, you are always bring your perceptions from where you are coming from, and the more you are seeing, the more you understand how limited your perception is. So if you let yourself be too much influenced by your own ideas, you become blind to the environment. (Tony, Serbia)

The international instructors who did not have any expectations before coming to Cyprus reported adjusting well, especially in work and general adjustment. Kosta was very excited to experience Mediterranean culture.

I didn't expect anything, because expectations are very dangerous things. I just want to adjust myself through reality not expectations, so since I came here, I found myself as I am at home, considering the general culture, food, living conditions and everything. Only the weather was quite nice but different than understood in my country. In Serbia, we have both [a] central continental climate mixed with [a] Mediterranean climate that comes from the river from south to north, so we are experiencing minus 25 [degrees Celsius] in the winter and plus 15 [degrees Celsius] in the summer, so that was the only difference, meaning that I came to very pleasant surroundings. Because in Cyprus, they don't know what it means to have minus 25 [degrees Celsius] in winter, so the weather was quite surprising, (Kosta, Serbia)

Four instructors reported they expected better weather in Cyprus. These participants expected that the hot weather would be challenging but did not anticipate harsh winters. Ela was excited to come to Cyprus because a friend had told her how wonderful it is.

My expectation was it would be sunny all the time, and I would be able to swim all through out the year, but I saw that I couldn't swim during winter. Also, swimming pools here are not appropriate, so I have to stay home during wintertime. There is no suitable heating system, and getting hot water is also difficult during winter. So my expectation was that I would live in heaven, but now I realized that I have to struggle along winter. (Ela, Turkey)

Instructors who did not know much about Cyprus and expected to find a developed country reported disappointment. Two professors did know that Cyprus is not developed country and believed that they had come with the right expectations. Maryam, who had been in Cyprus for eight months, expected higher living standards.

When arriving [in] Cyprus, I do remember that the mini-bus came to take my husband and I, and it was shock. I was coming from quite [a] developing country, but Cyprus' conditions and situations are quite different compared to that. I remember that at the time I was even thinking of going back. (Maryam, Iran)

Instructors who knew about Cyprus' situation and had lower expectations reported adjusting better. John, who was aware of the similarities and differences in Cyprus from his home country, expressed his expectations when moving to Cyprus.

In our expectations, we knew the infrastructure of places is not necessarily at the same level or standards as it was in our country England. We knew that we had to have some way of having light if the power [were] cut. We knew that we [needed to] keep water in the house if the water goes off. These things happen, so we just knew how to deal with it, and we prepared for it. I think and the hope we are very satisfied. We came with the right expectations. (John, United Kingdom)

Another main theme mentioned by 9 of 15 instructors was social life. Seven responded they expected a better social life. Most were not completely well adjusted in interacting with new people. The three dissatisfied instructors (Table 5) stated that they expected more interaction and better social standards. The following quotation expresses such expectations about the social life in Cyprus.

I expected everybody would socialize, but nobody is socializing here, because everybody here is working, or during the weekend, they are with their families. It is hard to socialize with people in Cyprus. I am alone most of the time with my dog, which I found in the yard while walking, so I am disappointment about that (Ela, Turkey).

Two participants who reported complete satisfaction with their interactions expected less of social life and were afraid of being alone in a new environment before coming to Cyprus.

I can say [the] social life in Cyprus is better than I expected. I had a very good group of friends in my home country, and I was not sure that I could find [the] same kind of friends here, because it is a different culture with different people, but very soon, we got used to each other, and I could built good friendships in Cyprus. (Ava, Iran)

Regarding their work, most instructors expected to come to multicultural environment, work with colleagues of different nationalities, and teach English to students from diverse cultures. All but two instructors reported that their expectations

about working as instructors in Cyprus were correct and that they were satisfied with their work. Victor had spent all of his life working in academia.

The expectation was simple: to teach and to conduct research. I spent whole my professional life working in academia, and this is an international university, which is not much different from [the] universities [where] I worked before. (Victor, Poland)

Participants stated that they formed expectations for being international instructors at EMU in three main areas. First, their main expectations for daily life concerned the weather and social life. Most instructors accurately anticipated the job conditions and university culture. They expected an international university with multicultural students, at which they would teach and communicate in English. Although this research finds three main dimensions (daily life, organizational culture, and job conditions) in which instructors formed expectation before coming to Cyprus, the results show that anticipatory adjustment helped improve cross-cultural adjustment. As long as participants' expectations were accurate, they reported better anticipatory adjustment and improved, easier, and faster cross-cultural adjustment. Expatriates with correct information and expectations about Cyprus were better adjusted. Overall, those with inaccurate expectations showed less anticipatory adjustment, which contributed to less cross-cultural adjustment. The accuracy of expatriates' expectations made their anticipatory adjustment more effective, reducing surprises, adverse reactions, and culture shocks during adjustment.

3.3 Adjustment

3.3.1 General Adjustment

The majority of participants were generally satisfied with their adjustment. Six instructors reported complete satisfaction in their non-work environment in Cyprus (Table 4), while four reported dissatisfaction with living conditions (Table 5). The

remaining four were somewhat satisfied. Although most participants reported adjusting well to living in Cyprus, seven mentioned about water problems, and six weak heating systems in houses. A weak, expensive transportation system was also reported by six instructors. Instructors who had their own cars complained about fuel prices, while others without cars mentioned the need for a larger, inexpensive transportation system. Most participants stated that their houses were outside the city. A Turkish professor in the Political Science and International Relations Department made the following comment about Cyprus' transportation system.

Transportation is much more expensive than I expected, and I am having difficulties with it. Because I was not sure that I am going to stay here, I did not buy a car, so I have to take the taxi all the time. I am living close to the university, so I intended to walk, but the roads are always blocked with mud. It is impossible to walk or cycle, so I have to take the taxi, and it is eating up my money. So if I intend to stay here for another year, I am going to buy a car. (Ela, Turkey)

In addition, six instructors criticized Cyprus's expensive, unreliable health care system. Although all EMU instructors were covered at the government hospital, which was cheap, five reported expensive health care. They stated that the government hospital did not provide appropriate services and was not reliable. An Iranian instructor who earned his PhD at EMU and spent almost 11 years in Cyprus complained about the health care system.

I can say out of four times that I went to governmental hospital, just one was good. Even the receptionist's behavior was not good. Normally, we need to go to private hospitals, which are not covered by our health insurance, so it is very expensive, especially when you have kids. I may spend 500 to 1,000 Turkish liras per month for the private hospital. Yes, the services are good, but they charge you even more than what they are providing, so the health care system is not that acceptable. (Ali, Iran)

A mass communication professor from Kenya said she had been lucky to never be sick and go to the hospital for a long time.

If you have [a] special kind of sickness, surgery, or medical condition, then usually, the expectation is that you go to Turkey. I live in an Eastern Mediterranean University house right now. My immediate next-door neighbor is taking the whole semester off. He moved out of his house. The reason is his wife is sic, and they couldn't get adequate care here, and if you go to their home, it is locked. (Jack, Kenya)

Almost half the instructors stated that they were unhappy with the water quality. They think it damaged their hair and had other side effects. The following statement was representative of comments about water quality problems.

Obviously the water quality is not good, and it has side effects and consequences, as well as allergic problems. It damages my hair, so once I realized that I am losing lots of hair, I started using drinking water to wash my hair, which is more expensive (Leila, Iran).

In addition to those specific problems, six participants reported weak, insufficient heating systems in their houses. Cyprus houses do not have central heating and cooling systems, and each house has its own heating system installed individually. Most are air conditioners, which can be used for both cooling and heating. All the participants who were unsatisfied with the living conditions in Cyprus mentioned the lack of heating system. Zehra, who worked for Yildiz Technical University in Turkey, said the following.

When I came here, I realized that the infrastructure is not as the same level or standard as it was in Turkey. I remember everybody warning me about the winter, although I expected [that] the hot weather would be challenging for me. I remember me crying at home in winter. The weather was cold, and the air conditions were not able to warm my apartment. (Zehra, Turkey)

Table 4: Satisfied international instructors' characteristics

Respondents	Total	General	Interaction	Work		
				Teaching area	Research area	University Service
Satisfied		6	6	9	4	7
Age						
30-39	5	2	4	4	2	4
40-49	6	2	2	3	2	1
50+	4	2		2		2
Nationality						
European	6	2	2	4	1	2
Turkish	4	1	2	1	2	1
Iranian	4	3	2	4	1	4
Kenyan	1					
Motivation						
Region	6	4	2	4	1	4
Travel	3			2	1	1
Financial incentives	1	1				
Teaching	2			1		
Research	4	1	1	2		1
Family	5	2	4	4	3	4

Participants also reported problems related to shopping in Cyprus. Five cited a lack of shops in Cyprus. No problems with daily or grocery shopping were reported. Three participants stated that they could not find appropriate clothing in Cyprus, so when they had free time and few responsibilities, they flew to Turkey, stayed for a couple of days, and shopped for what they needed before coming back. Two instructors had problems shopping practical equipment, technological tools, and maintenance instruments. Four said that they could not enter southern Cyprus to shop, because they were not European citizens.

For a long time, I used Apple Macintosh, and we didn't have Apple dealers here. Imagine that, in order to get something from Apple, I had to go to Istanbul or wait until I went to [the] U.S. In south Nicosia, there is one, so my colleague who is an American Turkish passport holder, and he would just go. But for me, it would be, like, go to Istanbul—meaning, I buy a ticket for airline, book a hotel, then spend a week there, and you know about the costs. (Jack, Kenya)

Additionally, instructors married to Turkish Cypriots or otherwise motivated by their family to come to Cyprus reported receiving support from their families, which lead to relatively better general and interaction adjustment. Halil came to Cyprus because of his wife's influence.

My wife came here before me, so once I came here, we had a house and car, and I didn't face so many orientation problems. (Halil, Turkey)

There are potential links of general adjustment to family motivation and a specific interest in this region (Table 4). Those who reported such motivations generally were more satisfied.

3.3.2 Interaction Adjustment

Participants had varied experiences of interaction adjustment (i.e., building relationships and connections with people in Cyprus). Six participants reported complete satisfaction in their interactions, while three stated that they are unsatisfied. The remaining six had experiences in between those and had expected more interaction (see tables 4 and 5). The majority of participants attempted to explain why they had failed to establish more links with people and to socialize more. Nine of 15 participants emphasized the need for more activities, such as cultural events, social gatherings, cinemas, and theatres. Victor, a 61-year-old international law professor from Poland, described his experience thus:

I came from Vorso University. Every day, you had many events to choose, such as cultural activities, exhibits, and concerts. These sorts of activities in Famagusta and Eastern Mediterranean University are dramatically limited. If there was no Internet, Famagusta would be like a desert, so these are the things that I miss. I mostly read books, and if I have no movie in [the] cinema, I can watch it on [the] laptop or whatever. (Victor, Poland)

Five participants said that the low level of activities in Cyprus made it necessary for them to travel to a more cosmopolitan city at least once a semester. Jack, from

Kenya, had traveled to many countries, such as Pakistan, Germany, and the United Kingdom and lived in the United States and India for more than 10 years.

If you come from a city with communal places, living in north Cyprus becomes more of a challenge. I am not very satisfied socially, but I have ways of coping. I travel to my country almost every semester, and I am thinking to go to England next month. (Jack, Kenya)

Five instructors reported feeling isolated in Cyprus. They all stated that the small scale of the island allowed interaction with only a few people but frequent interaction with students off campus. A 30-year-old architecture professor was not originally from a capital city but had spent many years in cosmopolitan cities, such as Tehran and Kuala Lumpur.

In the scale of the city, my social life is pretty limited, and I feel isolated. The big question is where to go! Once I am out, students are everywhere, so sometime once I want to go out with my family and I put on some casual and informal dresses or I am not in the mood, I see all my coworkers and students everywhere, and I do not feel comfortable. It is a bit annoying to me somehow. (Ava, Iran)

Seven instructors could speak Turkish fluently, and four were Turkish nationals. Five participants mentioned the importance of the Turkish language in building relationships and getting more involved in the local community. Only two instructors who were socially unsatisfied and not well adjusted cited language as the reason. A Spanish economy professor who was unsatisfied with his social life in Cyprus stated the following:

I expected to socialize more, although I found it difficult here. I didn't think that would be a lot of language problem[s]. I put it positively: I think [the] Turkish people really love their language. I, for example, can go to a staff meeting, and we speak English, but after a short while, my colleagues prefer to speak in their own language. I found social adaptation more difficult than academic adaptation. (Gabriel, Spain)

Table 5: Dissatisfied international instructors' characteristics

Respondents	Total	General	Interactional	Work		
				Teaching area	Research area	University Service
Unsatisfied		4	3	2	2 ^a	1
Age						
30-39	5	1				1
40-49	6	3	3	1		
50+	4			1	2	
Nationality						
European	6	2	2		1	
Turkish	4	2	1	1		1
Iranian	4					
Kenyan	1			1	1	
Motivation						
Region	6	1	2	1		
Travel	3	1	1		1	
Financial incentives	1					
Teaching	2	1	1	1	1	
Research	4	1		1	2	1
Family	5	1				

Note :^a three instructors were not attentive in conducting research

As Table 4 shows, there was a strong connection between the family motivation factor and interaction adjustment. Four of five instructors encouraged by their family to come to Cyprus reported adjusting well socially. A 48-year-old instructor with a Turkish wife voiced satisfaction with his social life.

I enjoy being here now. I found that school would be a good opportunity to meet new parents at school, which is very similar wherever you are, whichever country. You always meet parents through children, which is good. We also meet retired people here that we get some of them from the UK. The community here is [a] mixture of Turkish Cypriots and also people from Turkey who came to live here. My wife is from Turkey, so we make contacts in both communities. (John, United Kingdom)

3.3.3 Work Adjustment

Generally, a professor's job consists of teaching, research, and service. EMU is an international university, and all the courses are taught in English to a variety of students from different nationalities. All meetings and administration business is also

conducted in English. Thirteen instructors reported a good, enjoyable teaching experience. Nine reported complete satisfaction with teaching and students (Table 4). Most said that they occasionally revised their lectures to keep them up-to-date, productive, and more interesting. Kosta, from Serbia, expressed the opinion of most instructors.

I love it, and as a teacher, I am very satisfied. My teaching develops through time. I am very critical of myself in teaching. I succeeded [in] developing very interesting methods of how to make students more interested in what I am teaching, and so far in [the] courses that I teach here, I have clear results. For instance, when your student starts with “I think that,” can you imagine what an advantage is that for a student in [the] second year? It proves that my methodology is okay, and I still will improve and adjust it. (Kosta, Serbia)

While most instructors acknowledged the students’ diligence and keenness, five criticized them. These instructors reported a low performance level in English by students. Ela voiced dissatisfaction with teaching and students’ performance.

Some of the students don’t do the assignments. They didn’t pay attention to the lessons, and they are demanding grades all the time. I expected better linguistic proficiency among students. I have to come up with techniques in the class. I am lecturing the same part two or three time, slowly finding interesting ways to teach. (Ela, Turkey)

Two instructors dissatisfied with teaching mentioned that students’ low English level affected the instructors’ use of English. The following passage illuminates this attitude.

If I were teaching in Kenya or [at an] American university, I would not speak the way I speak here. I would speak much faster. Here, we have to speak slowly and simply, and when you are done with teaching here, because of language problem[s], you realize that something is happening to your English. (Jack, Kenya)

All but three instructors reported that they were engaged in research. Of the 12 instructors performing research (Table 4), four were completely satisfied doing research in Cyprus. The Cyprus environment, in particular, was found to be

satisfactory. All satisfied researchers emphasized that Cyprus has a calm, peaceful environment conducive to doing research. Halil, who was from Turkey, had studied in Denmark, and worked in academia in France and Switzerland, summarized Cyprus research environment.

Doing research here is very enjoyable, because there is a peaceful, stimulating environment to write down your ideas and do research. If you live in a big city, you cannot find enough time, and you have to spend a lot of time in traffic every day with a lot of stress, but in here, I can find some extra time for myself to do research. (Halil, Turkey)

However, seven professors found it very difficult to do research in Cyprus. Five were unsatisfied doing research in Cyprus (Table 5). These instructors reported having heavy teaching loads, which made doing research difficult. The remaining three responded uncertainly. An electrical engineer doing research with high voltage technology stated her frustrations.

My research is not going well because I don't have too much time for that. I am busy with lectures and students, which take too much time of my time. At the same time, I have just started [a] new laboratory, and it is very time consuming. I think comparing to other universities, here we have less time for doing research. For example, North American universities have special days for doing research. Here, we don't have such a thing, so I manage it through my personal life. (Nursel, Turkey)

Three instructors reported that a lack of a good library, resources, conferences, and international relations made doing research in Cyprus difficult.

Research sort of activities are limited and difficult in north Cyprus because library is not excited and limited. [The] Internet is also inadequate, especially related to my field: international law. Here, we also have fewer conferences, and if I want to go to an academic conference in any country that does not have an embassy in north Cyprus, it is difficult and very expensive. (Victor, Poland)

Most participants were happy with the services of the university. Ten instructors reported very good relationship with other colleagues and students. Seven stated complete satisfaction, as shown in Table 4. Only one professor, who had studied at a

good university in Istanbul and then went to Zurich University, one of the best in the world in her field, expressed frustration.

The university is beneath me. Coming here was somehow disappointment for me. I thought this could be a step for me [so] that I can jump to higher place, but it was not. We had very strict rules in Germany, and I am thinking this is missing here. Sometimes, we need some regulations and more rules. I found Eastern Mediterranean University disorganized, with a lack of discipline. For instance, we just wait until [the] last minutes for getting decision[s], so in that sense, I can say it is not what I expected. (Nursel, Turkey)

Expatriates who were motivated by their families or had a particulate interest in Mediterranean region expressed more satisfaction with the university's services and their teaching. This tendency indicates a potential link between work adjustment and regional interest as a motivation factor. These professors tended to be more satisfied with their work conditions.

3.4 Prior International Experience

Most instructors had previous international experience. Three did not and said that Cyprus was their first international experience. Thus, the following discussion refers to the 12 instructors who had lived and worked outside their home countries before coming to Cyprus. All these instructors reported that their previous international experience helped them to adjust well in Cyprus, especially at work. All stated that their prior international experience gave them the opportunity to see diverse people from different nationalities and cultures. This international experience helped them to be exposed to different cultures and to adjust better. Four participants mentioned that their previous international experiences helped them work in groups with members from different nationalities and cultures. Nursel, from Turkey, stated that the experience of different surroundings helped her understand the similarities and differences in people.

In Zurich, we were a big group in my field with very experienced scientists from different countries, and we were collaborating and sharing opinions all the time. It gave me the sort of understanding and tolerance. It made me realize that you indeed have to be tolerant and take people as they are. Of course, here I am now using that knowledge that I gained. (Nursel, Turkey)

Three reported that having international experience in various countries helped them to teach and interact with students from different cultures. Jack, from Kenya, thought that his prior international experiences positively affected his work.

Yes, it helps me to keep current because of my international experiences. I am very interested and exposed to international affairs issues. And I had students from different parts of the world in my class, more than 10 nationalities I can say. And, for instance, this international experience [of] having being in Beijing and China helps me to communicate with Chinese students, giving the examples which are familiar from their cultures. And I talk with Iranians, and if I've been to Iran, it really helps enrich and complement my teaching and delivering to the students. We are having academic discussions all the time, not just giving lectures, and students say this helps them. (Jack, Kenya)

Seven instructors reported that their previous international experiences helped them adapt quickly in Cyprus, especially at work. Ela, who lived and worked in many countries with her diplomat father, explained this claim.

My previous international experiences help me to adapt quicker. I have been in different places in Europe, so it was easier maybe to get used to the new environment. Maybe the other professors might have had much more difficulties if they had stayed just in their own countries. (Ela, Turkey)

Two instructors who had worked in Turkey mentioned that the experience also helped them adjust faster and more easily. An Iranian instructor who worked for Bilkent University in Turkey stated that:

I lived in Turkey before coming here. Although here is a bit different, I was very familiar with the culture. So, of course, living in Turkey made living in north Cyprus much easier, I can say. Because I knew the language and the culture, I had no problem communicating with other people and feel[ing] like one of them. (Ava, Iran)

Four participants stated their international experiences were in different surroundings, were culturally unrelated, and did not affect their general adjustment in Cyprus. Halil, who had lived and work in United States, answered so.

Living in the United States was completely different compared to north Cyprus, so it does not influence my life in north Cyprus. (Halil, Turkey)

Expatriates with prior international experience adjusted better at work and in social interactions. The results show that those instructors with prior international experience had a higher cognitive CQ. They reported that, as they had been exposed to different cultures through international experiences, they had better understandings of cultural similarities and difference. They reported this high level of cognitive CQ, obtained from their prior international experiences, allowed them to adjust better. In addition, the results show that prior international experience can increase behavioral CQ; hence, instructors reported that a greater ability to interact with different cultures at and outside work positively affected their adjustment. Prior international experience also lent participants a higher level of motivational CQ. The result show that academic instructors with prior international experience can learn and adapt to cultural differences quickly. Thus, previous international experience, whether working or traveling, increased the CQ of EMU academic expatriates. Expatriates could transfer cultural intelligence developed during previous international experiences to the new environment and use it to adjust better, especially at work and in social situations.

3.5 Cultural Distance

With Cyprus divided in two due to political matters, TRNC has no score according to Hofstede's (1989) characteristics. Therefore, this research assumes that north Cyprus

has the same score as Turkey for Hofstede's (1989) characteristics. Table 6 displays the scores of the seven national cultures using Hofstede's (2001) cultural indices.

Table 6: Cultural Characteristics (Hofstede, 2001)

	Power distance	Individualism	Masculinity	Uncertainty avoidance	Pragmatism	Indulgence
Turkey	66	37	45	85	46	49
Iran	58	41	43	59	14	40
Serbia	86	25	43	92	52	28
Spain	57	51	42	86	48	44
Germany	35	67	66	65	83	40
UK	35	89	66	35	51	69
Kenya	70	25	60			
Poland	68	60	64	93	38	29

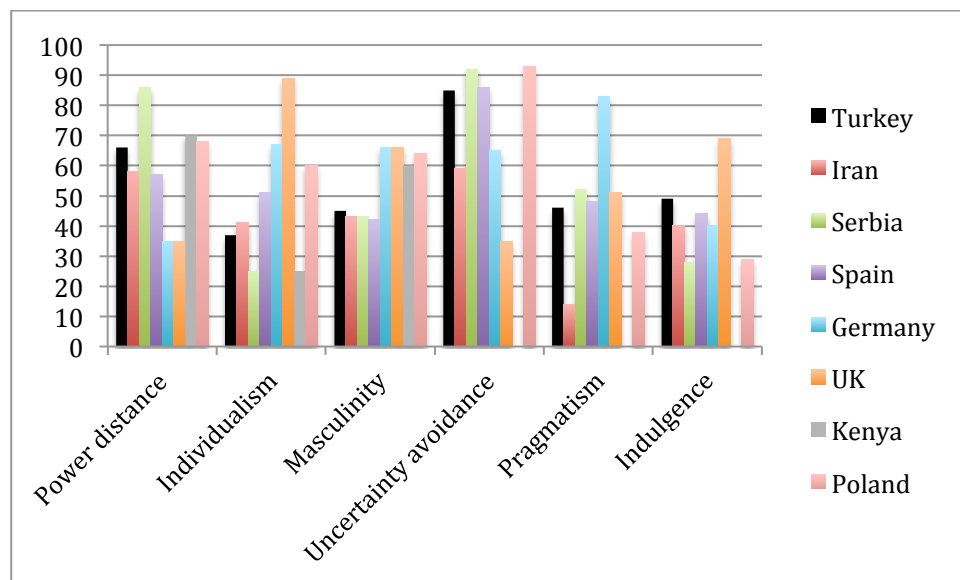


Figure 2: Cultural characteristics comparison (The Hofstede center)

Compared to Turkey, the United Kingdom and Germany exhibit greater cultural distance, while Iran, Serbia, and Spain demonstrate similar cultural characteristics and less cultural distance. Regarding power distance, Turkey scores notably higher than the United Kingdom and Germany, which shows that Germany and England are highly decentralized and Turkey is hierarchical and centralizes power. Consequently, Turkish employees expect to be controlled and told what to do, while control is

disliked, and direct communication and meetings are common in the United Kingdom and Germany. Compared to Turkey's collectivist society, the United Kingdom and Germany have individualistic societies. For example, Turks belong to in-groups who take care of each other, while the British and Germans are private people. Germany, the United Kingdom, and Kenya are examples of masculine societies, while Turkey's score of 45 (Table 6) allows it to be considered as a feminine society. Competition, accomplishment, and success are drivers of masculine societies, but softer aspects of culture, such as sympathy and consensus, encourage Turks. A high difference in uncertainty avoidance in Turkey and the United Kingdom shows that Turks are more resistant to changes and need more laws and regulations than the British people. A German instructor with a large cultural distance from Turkey reported dissatisfaction with interaction and work adjustment (Table 6), whereas John, a British instructor with a massive cultural distance, reported complete satisfaction in general, interaction, and work adjustment (Table 4).

According to Table 6, the cultural distances between Iran, Spain, Serbia, and Turkey are relatively small in almost all characteristics. Although two Iranian instructors reported a few issues in their social life and interaction adjustment, most Iranian instructors were well adjusted in Cyprus. However, Gabriel, from Spain which has a low cultural distance from Turkey, reported dissatisfaction, especially in general and interaction adjustment.

Of 15 instructors interviewed, 4 were Turkish. Although Turkey and Cyprus have quite similar cultures, 2 instructors reported difficulty with general and interaction adjustment (Table 5). These Turkish instructors cited several work-related issues and dissatisfaction, especially with teaching (table 5).

These results do not support a link between cultural distance and cross-cultural adjustment.

3.6 Discussion

This study assessed the adjustment level of EMU's SIEs living and working in Cyprus by focusing, first, on their motivation factors and expectations and, second, on the effects of previous international experience and cultural distances. Both pull and push factors were found to motivate academic expatriates to come to Cyprus. Among motivational factors, international experience and job condition were the dominant pull factors, while family played a significant role as a push factor. Unlike previous research in South Korea (Froese, 2012), this study did not find labor market conditions to be a factor driving academic expatriates to leave their home country. No academic expatriates were pushed to come to Cyprus because of a poor labor market. The results of this research support previous studies (Inkson et al., 1997; Suutari & Brewster, 2000; Richardson, 2005; Froese, 2012) finding that the desire for international experience is a significant motivation factor for SIEs. These studies specified that SIEs' main motivation is to work and live in a specific region or country. The present study found that wanting an international experience in a particular region and seeking travel, adventure, and novel experiences were important pull factors in coming to Cyprus.

While most instructors desired to obtain new experiences, other important factors motivating participants were job conditions and family. Most expatriates motivated to come to Cyprus due to job conditions wanted to do research in Cyprus. Family also played an important role pushing academic expatriates to live and work in Cyprus, supporting the results of Richardson and Mallon (2005), Richardson (2005),

and Froese (2012). The present researcher found a strong link between the motivational factors of family and regional interest and academic expatriates' level of adjustment. Instructors motivated by their families to come to Cyprus and work as EMU instructors reported adjusting well in general and socially. The support of Turkish and Turkish Cypriot spouses allowed expatriates to build more relationships and contacts and know more about new environment and culture of Cyprus. Those interested in experiencing and meeting different cultures in this particular region mostly had an attachment to Turkey and this part of the world. This attachment helped them to build more networks and know more about working and non-working life in Cyprus, which improved their general, interaction, and work adjustment. Based on these findings, the author proposes a framework linking expatriates' motivation and cross-cultural adjustment (Figure 3).

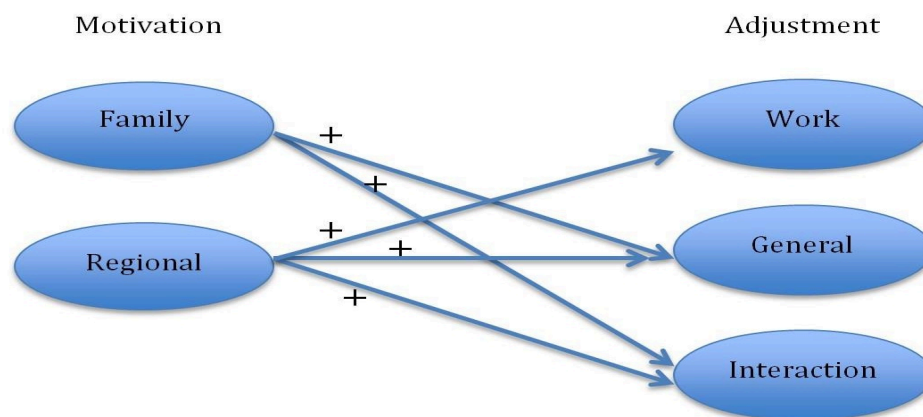


Figure 3: Motivation and the relationship of the three dimensions of adjustment

In addition, this study's findings enhance the understanding of what instructors expected after they motivated to and decided to come to Cyprus. This research found a positive link between academic SIEs' anticipatory adjustment and cross-cultural adjustment. This finding confirmed previous research (Black & Mendenhall, 1991) suggesting that more accurate anticipatory adjustment could improve expatriates'

adjustment. Overall, the results indicate that anticipatory adjustment leads to accurate expectations for academic expatriates before coming to Cyprus. Once instructors learned that their expectations were accurate, they faced less uncertainty and fewer cultural shocks, helping cross-cultural adjustment. Thus, this study concurs that accuracy is a key factor (Fisher, 1986).

The investigation of the factors influencing academic expatriates' adjustment in Cyprus found that international EMU instructors were generally well adjusted. Instructors reported the best adjustment to work and the least to social interactions. Although most participants were generally satisfied and well adjusted to living in Cyprus, they cited low water quality, a lack of appropriate heating systems, weak and expensive transportation, health care system, and a shortage of stores as challenges. The lack of activities and events in Cyprus were found to be the primary reasons for SIEs' dissatisfaction with their interaction adjustment. Knowing Turkish language helped significantly in building relationships and increasing one's social life. The majority of EMU expatriates were well adjusted in their work and satisfied with the services the university provides. Some instructors identified students' low level of English skills and performance as disadvantages.

The present study also found that previous international experiences helped academic expatriates adjust better and more easily and quickly, especially at work and in social interactions, agreeing with Black and Mendenhall's (1991) findings. The present author found a link between EMU SIEs' previous international experience and cross-cultural adjustment. As Figure 4 shows, experience in different countries and cultures can increase academic expatriates' cognitive, motivational, and behavioral CQ, supporting better general, interaction, and work adjustment. Overall, prior

international experiences increased EMU international instructors' ability to interact well at and outside work and allowed them to more quickly understand aspects of Cypriot culture.

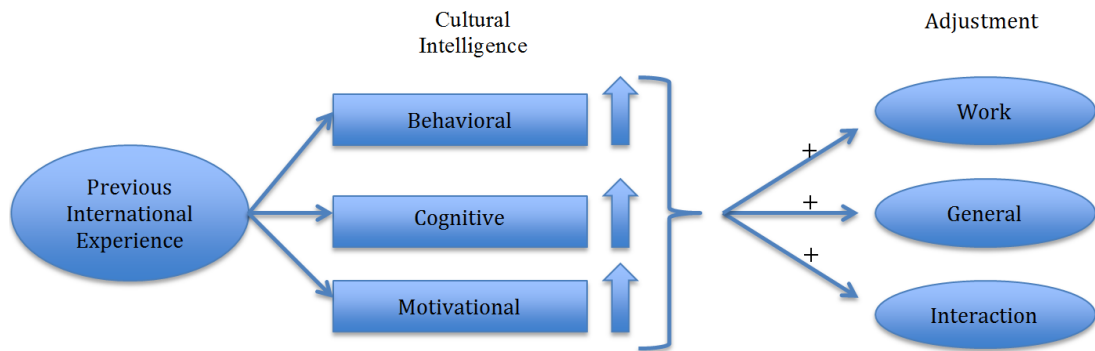


Figure 4: Previous international experience and cross-cultural model (Upward flesh sign demonstrates increase)

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Using aggregate measures based on the work of Hofstede (1980), this research compared cultural distances between home and host countries and found no strong evidence of a link between cultural distance and SIEs' adjustment. Although previous studies (Brein & David, 1971; Church, 1982; Black et al., 1991;

Mendenhall & Oddou, 1985; Furnham, 1988) found that large cultural dissimilarities between home and host countries made adjustment more difficult, this study could not confirm those results. Expatriates from countries with smaller cultural distance, such as Iran, Serbia, Spain, and even Turkey which has a very similar culture to Northern Cyprus, did not adjust better than those who came from larger cultural distances. Therefore, this study does not propose a theoretical framework linking cultural distance to cross-cultural adjustment by academic expatriates in Cyprus.

Chapter 4

CONCLUSION

The findings of this study suggest several practical suggestions for Cyprus universities hiring academic expatriates. As well, the following suggestions might help Cyprus academic expatriates improve their cross-cultural adjustment. Increasing cross-cultural adjustment is extremely important because it improves job satisfaction and performance, and reduces turnover (Bhaskar-Shrinivas et al., 2005).

First, based on participants' complaints about the health care system, Cyprus universities should provide more reliable and less expensive health care for academic expatriates. Second, instructors require more research support to be productive. For example, universities should host more conferences, engage in more international collaboration, and set aside days for research weekly. Third, by running more social activities and cultural events, Cyprus universities can help academic expatriates socialize more. Universities could also secure promotions from hotels, airlines, and travel agencies for instructors to occasionally visit Turkey. Fourth, during the recruitment process, Cyprus universities should target instructors with prior international experiences who are likely to have higher CQ. Fifth, universities should attempt to determine applicants' priorities based on whether they have local contacts, Turkish or Turkish Cypriot spouses, or a particular interest in the region. Finally, universities should inform expatriates of what to expect in Cyprus and help them make anticipatory adjustment, because generally, expatriates who come with accurate expectations adjust better.

Clearly, globalization and mobility in labor markets have increased the need for talented, innovative researchers to focus on expatriate adjustment and to explore the factors and links influencing adjustment. The present study presents some suggestions for future research. Comparisons and measurements are needed for expatriates to adjust better. First, further studies can focus on expatriates' age and gender and seek to compare the factors influencing them before entering the new environment and after starting to live and work in the host country. In addition, a comparison between local and international expatriates could be helpful for the adjustment of expatriates. Finally, future studies could investigate more deeply interactions between expatriates' family and work. The present researcher believes that different aspects of family should be considered in relation to cross-cultural adjustment.

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