University of Brasilia – UnB

Institute of Psychology – IP

Department of Social and Work Psychology

Graduate Program of Social, Work and Organizational Psychology – PG/PSTO

Dissertation

Between the desire of going global and creating a global team: Proposal of a diversity management model, construction of scale and implications

Hannah Deborah Hämer

Brasília, November of 2021

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Dissertation presented to the Graduate Program of Social, Work and Organizational Psychology at University of Brasília – UnB, as requirement to obtain the PhD in Social, Work and Organizational Psychology.

Supervisor: Claudio Vaz Torres, Ph.D. (University of Brasília)

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Dedication

To all the ones who dare to discover the great unknown where feet may fail.
To all the ones who give support where fear surrounds the ones who dare.
To all the ones who stand with faith and keep their eyes above the waves.

You call me out upon the waters
The great unknown where feet may fail
And there I find You in the mystery
In oceans deep
My faith will stand

And I will call upon Your name
And keep my eyes above the waves
When oceans rise
My soul will rest in Your embrace
For I am Yours and You are mine

Your grace abounds in deepest waters
Your sovereign hand
Will be my guide
Where feet may fail and fear surrounds me
You've never failed and You won't start now

(Oceans – Where Feet May Fail, Hillsong United)

Acknowledgments

One of the sentences that marked me since my Master studies is "Research is truly me-search", a sentence that a student of the Graduate Program of Social, Work and Organizational Psychology at University of Brasília would hear quite often from Hartmut Günther in his course "Planning of Research in Psychology". Is it me-search, though? These acknowledgments are presented as a reflective journey of myself as a Ph.D student and the ones who have been a part of this journey.

Coming to Brazil myself has been a journey of cross-cultural adaptation which has been colored by relations with people who taught me along the way, some with love and care, others with contempt and discrimination. Both have impacted me as to psychological and sociocultural adaptation. At times, I felt lonely and maybe a little lost, missing family and faithful friends, and even asking myself about the purpose of what I was doing. This is experiencing very vivid and hurtful internal and interpersonal conflicts related to cultural distance and cultural traditions. Some examples of that might be a situation in which a professor told me that I could be treated in any way because I had no feeling for being German, or a student wrote in an evaluation that she/he could not understand me because I was a foreigner. These examples affect directly psychological adaptation, the "great unknown where feet may fail". At other times, I could see how much the local culture had influenced me and how much Brazil had become my new home to the point that people would call me "German from Paraguay". This just as much means that, somehow, I did not fulfill the stereotype of someone outside of Brazil, a "gringo". Another example of sociocultural adaptation for me is probably temperature, doing shopping and wearing knit wear in Brazilian winter. Both positive and negative experiences have taught me, molded me, and got me where I am today, considering that His "grace abounds in deepest waters". And I am grateful for these experiences.

Writing this dissertation has been a journey of persistence, of patience with myself, and of acceptance of circumstances. Thereby, I kept "my eyes above the waves" and trusted for God to be my guide. Along the way, for sure, I have been presented by an extraordinary supervisor, Cláudio Vaz Torres, who has supported me and guided me through the process of writing this dissertation. Not only as an excellent researcher in the field of cross-cultural psychology, but as human being, who was worried about my well-being, my professional career, my family, among others. Besides my supervisor, Fabrício Jamati de Souza, my loving and patient husband has given me support along the way, being understanding about full weekends that I was confined and working, acknowledging my exhaustion various times, and thinking of caring ways to get me through, including weeks of paralyzing anxiety. Finally, my family at home and here in Brazil, which has always been and always be my anchor, cheering for my success and calming me where "fear surrounded me".

It has been an emotional and challenging journey, but it could not be done without the participants who took their time for either interviews or answering survey, neither without the friends who have shared the research and have supported me along the way. I think each these friends knows of the importance of their support, the chats and the coffee breaks, their prayers and the care and love they have given me. No need to cite names for the ones that are important have been with me through this journey. Thank you!

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Abstract

The growing diversity in organization may bring benefits and challenges to the members of teams that belong to these organizations. Aiming for their strategic goals, organizations frequently emphasize that the heterogeneity in multicultural teams is beneficial. However, the fact that professionals bring along diverse cultural baggage potentializes the creation of subgroups and interpersonal conflicts. The aim of this dissertation was to study the cross-cultural adaptation of international professional in multicultural teams. It is composed by three manuscripts. In Manuscript 1, an integrative model of cultural and organizational socialization is proposed that defends the importance of considering the cultural and social backgrounds of team members to effectively manage cultural diversity. Frequent challenges in multicultural teams are discussed, analyzing the contributions of the contact hypothesis to reduce previous theoretical and practical shortcomings concerning diversity management. Hence, the acknowledgment of cultural diversity may reduce conflicts and anxiety, and organizational policies may promote a more inclusive culture that incentivizes team members to share their knowledge and create affective bounds, enhancing cooperation and team cohesion. Manuscript 2 describes the development of a scale that measures organizational-cultural socialization (OCS), a process that international professionals experience as they transfer among countries and organizations. It is considered that previous scales are questionable as to their psychometric properties and are not able to capture the phenomenon of organizational-cultural socialization. Thus, three subsequent studies were conducted for this manuscript. Study 1 proposed a theoretical construction of the scale, seeking to solve methodological and psychometric problems of previous scales. 60 items for 11 proposed theoretical dimensions were constructed and evaluated by a team of experts in psychometrics and organizational psychology. Results pointed to evidence for good content validity and excellent comprehension of scale items. Study 2 sought to consolidate the theoretical constructed scale by conducting in-depth interviews with 11 international professionals and 12 local professionals. A descending hierarchical classification (DHC) identified three classes of content: "Make oneself understood and be understood"; "Value the differences and integrate"; "Responsibilities and competencies". These classes were aligned with both theory and the scale that had been constructed in Study 1. Therefore, both studies point to evidence for content validity of the scale. Study 3 was conducted with 174 international professionals who answered the OCS scale in an online survey, resulting in four factors with satisfactory to very good evidence for construct validity ($.75 < \alpha < .86$). A total of 32 items were excluded in the exploratory factor analysis, resulting in 28 remaining items. Manuscript 3 aimed to test the model that was proposed in Manuscript

1 partly. Specifically, it was hypothesized that difference in cultural dimensions of the birth and the host country (individualism, power distance), together with organizational-cultural socialization predict psychological and sociocultural adaptation. 79 international professionals answered an online survey with three scales, namely the OCS scale, the brief psychological adaptation scale, and the brief sociocultural adaptation scale. Cultural dimensions scores are available as metadata on the website of the Hofstede Center. A confirmatory factor analysis for the OCS scale supported the previous structure and internal consistency of it. Results show a mediation effect for organizational practices (β = .35, t = 3.00., p < .01), when predicting sociocultural adaptation by individualism. Further, colleague's proactivity (β = .47, t = 4.49, p < .01) and mastery (β = .37, t = 3.31, p < .01) affect sociocultural adaptation positively. However, there is a negative effect of mastery on psychological adaptation (β = -.30, t = - 2.47, p < .05.). Last, the own proactivity affects psychological adaptation positively, β = .30, t = 2.60, p < .05. Thus, multinational corporations may benefit from the insights of this research, as they align their cultural diversity and inclusion policies with the needs of the international professionals they hire, considering their cultural baggage and providing space for social interaction and integration to occur.

Keywords: Cultural diversity; Organizational-cultural socialization; Cross-cultural adaptation; model proposition; scale construction

Resumo

A crescente diversidade nas organizações pode trazer benefícios e desafios aos membros de equipe que pertencem a estas organizações. Visando seus objetivos estratégicos, organizações frequentemente enfatizam que a heterogeneidade em equipes multiculturais é beneficial. Entretanto, o fato que esses profissionais trazerem bagagens culturais diversos potencializa a criação de subgrupos e conflitos interpessoais. O objetivo dessa tese é estudar a adaptação transcultural de profissionais internacionais em equipes multiculturais. Ela é composta por três manuscritos. No Manuscrito 1, um modelo integrativo de socialização cultural e organizacional é proposto que defende a importância de considerar os contextos social. Desafios frequentes em equipes multiculturais são discutidos, analisando as contribuições da hipótese de contato para reduzir falhas teóricas e práticas prévias relacionadas a gestão de diversidade. Assim, o reconhecimento da diversidade cultural pode reduzir conflitos e ansiedade, e políticas organizacionais podem promover uma cultura inclusive que incentive membros da equipe de compartilhar seu conhecimento e criar vínculos afetivos, promovendo a cooperação e a coesão da equipe. O Manuscrito 2 descreve o desenvolvimento de uma escala que mensura socialização organizacional-cultural (SOC), um processo que profissionais internacionais vivenciam quando transferem entre países e organizações. Considera-se que escalas previas são questionáveis em relação às suas propriedades psicométricas e que não são capazes de capturar o fenômeno da socialização organizacional-cultural. Portanto, três estudos subsequentes foram conduzidos para esse manuscrito. O Estudo 1 propõe uma construção teórica da escala, buscando resolver problemas metodológicos e psicométricos de escalas anteriores. 60 itens para 11 dimensões teoricamente propostas foram construídas e avaliadas por um comitê de especialistas na área de psicomatria e psicologia organizacional. Resultados apontam para evidências de boa validade de conteúdo e uma compreensão excelente de itens da escala. O Estudo 2 busca consolidar a escala teoricamente construída ao realizar entrevistas em profundidade com 11 profissionais internacionais e 12 profissionais locais. Uma classificação hierarquica descendente (CHD) identificou três classes de conteúdo: "Se fazer entendido e ser entendido"; "Valorizar as diferenças e integrar"; "Responsabilidades e competências". Essas classes são alinhadas com ambos a teoria e a escala que foi construído no Estudo 1. Portanto, ambos os estudos apontam para evidências de validade de conteúdo da escala. O Estudo 3 foi conduzido com 174 profissionais internacionais que responderam a escala SOC em um *survey* online, resultando em quatro fatores com evidências satisfatórias a muito boas de validade de construto ($.75 < \alpha < .86$). Um total de 32 itens foi excluído durante a análise fatorial exploratória, resultando em 28 itens remanescentes. O Manuscrito 3 buscou

testar o modelo que foi proposto em Manuscrito 1. Especificamente, foi hipotetizado que a diferença em dimensões culturais entre o país nativo e anfitrião (individualismo, distância de poder), em conjunto com socialização organizacional -cultural predizem a adaptação psicológica e sociocultural. 79 profissionais internacionais responderam um *survey* online com três escalas, nomeadamente a escala SOC, a escala breve de adaptação psicológica e a escala breve de adaptação sociocultural. Os escores de dimensões culturais são disponíveis como metadados na website do Hofstede Center. Uma análise fatorial confirmatória da escala SOC dá suporte a sua estrutura previa e sua consistência interna. Resultados mostraram um efeito de mediação para práticas organizacionais ($\beta = .35$, $t = 3.00.$, $p < .01$), ao predizer adaptação sociocultural com individualismo. Além disso, a proatividade de colegas ($\beta = .47$, $t = 4.49$, $p < .01$) e domínio ($\beta = .37$, $t = 3.31$, $p < .01$) afetam a adaptação sociocultural de forma positiva. Entretanto, existe um efeito negative de domínio sobre adaptação psicológica ($\beta = -.30$, $t = -2.47$, $p < .05.$). Finalmente, a proatividade própria afeta a adaptação psicológica de forma positiva, $\beta = .30$, $t = 2.60$, $p < .05$. Portanto, corporações multinacionais podem se beneficiar dos conhecimentos dessa pesquisa, na medida em que alinham suas políticas de diversidade cultural e inclusão com as necessidades de profissionais internacionais que contratam, considerando suas bagagens culturais e favorecendo espaços para interação social e integração ocorrerem.

Palavras-chave: diversidade cultural; socialização organizacional-cultural; adaptação transcultural; proposição de modelo; construção de escala

General Introduction –

Between the desire of going global and creating a global team: Proposal of a

diversity management model, construction of scale and implications

Bert, an international professional from Switzerland, had already been working over 30 years with his organization that started out as a small family business in the 1990. Over the years, following the slogan "Let's go global", the business expanded to over 60 countries and needed people to implement their projects in the subsidiaries. The slogan was a dream of the business at time, providing clients in different countries with high-quality products and still express the identity of the small family business. However, not all business changes and international professional were warmly welcomed. In fact, what the organization had envisioned as strategic and boost for innovation, many times had brought up conflicts. Locals would say "I don't even know what Bert is saying" or when they were especially difficult changes to be implemented "Well, you should adapt since it was you that came to this country". After a very negative result of a climate research and particularly Bert's leadership, a local, Maria, had confronted Bert and they began to change the culture and create cooperatively new ways of implementing projects and doing business. Today, the team considers Bert as "one of them", or even the "most Brazilian Swiss" they have ever seen.

"Let's go global" is a frequent strategic objective for businesses, that invest in

foreign economies and strive to expand their market share (UNCTAD, 2018). To make

their businesses more profitable and reach out to new clients, they, therefore, have

envisioned the preparation of global teams, that would account for meeting the needs of

local clients while maintaining their organizational culture and projects (Deloitte, 2017).

At the same time, professionals have sought to enlarge their perspectives either

concerning their careers or living conditions in general (Altman & Baruch, 2012;

Donato & Massey, 2016), resulting in about 164 millions of migrant workers (IOM,

2020), where Northern, Southern and Western Europe is the most frequent destination,

followed by Northern America and Arab States. This scenario has increased the cultural

diversity index and challenged the development of projects and performance in heterogenic teams (Thomson Reuters, 2016).

"You should adapt since it was you that came to this country", on the other hand, might be a frequent speech of local professionals that receive internationals in their team or organizations, highlighting potential conflicts due to perceived dissimilarities (Leung & Wang, 2015) and group categorization processes (Kauff, et al., 2016). Even though there might be a desire to increase creativity, innovations, and performance within culturally diverse teams (e. g. Bouncken, Brem, & Kraus, 2016; Homan, et al., 2015; Tröster, Mehra, & Van Knippenberg, 2014), organizations and teams, often may not dispose of effective practices to reach the envisioned strategic advantages. Thus, one may question what organizations should do to guarantee that cultural diversity becomes beneficial? Which sociopsychological processes permeate the group and may provoke a reevaluation of conflicts that emerge in a positive way? If adaptation is a matter of individual or collective responsibility? And which means may be the best for multicultural team members to adapt to new environments, psychologically and socioculturally?

To answer these questions, the focus of this research is to study the cross-cultural adaptation of international professionals in multicultural team, starting by the proposal of an integrative model of cultural and organizational socialization. Specifically, in the dissertation is composed by three independent manuscript that follow the author guidelines and format of the journals to which they have been or will be submitted. Manuscript 1, entitled "Diversity and Inclusion: Contributions of the Contact Hypothesis to Organizational and Cultural Socialization" defends a contextual comprehensive model of organizational-cultural socialization, a phenomenon that is experienced by international professional in the process of transition between

organizations and cultures. The contribution of the contact hypothesis to this phenomenon are discussed as we describe and defend the integrative model. Manuscript 2, entitled "Construction of the Organizational-Cultural Socialization Scale: Evidence for Content and Construct Validity" describes the development of a scale to measure organizational-cultural socialization. We present the theoretical construction process, as well as evidence for content and construct validity of the scale. Manuscript 3, entitled "Criterion Validity Evidence for the Organizational-Cultural Socialization" exposes an empirical study with international professionals in different countries concerning their sociocultural and psychological adaptation based upon their process of organizational-cultural socialization.

Thereby, we hope to contribute with this dissertation and the studies that we have developed to more effective practices of organizational-cultural socialization. We understand that management practices that assume the value of diversity and that seek to integrate professionals with different social and cultural backgrounds are indispensable to reach for strategic advantages of diversity (Pitts, 2009). However, it is necessary to understand the dynamic process that underlies the interactions, communication, and decisions among team members (Lozano & Escrich, 2017) to tackle the challenges that emerge from the inability of introducing migrants actively in the labor market or to match occupations with the competencies they present (Arenas, et al., 2017). This dissertation hopes to present possible solutions to these challenges by identifying underlying psychological and social process, comparing cultural groups, and verifying the relation between organizational practices and individual adaptation.

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Manuscript 1 –

Diversity and Inclusion: Contributions of the Contact Hypothesis to

Organizational-Cultural Socialization

Abstract

The aim of this proposal is to defend an integrative model of organizational-cultural socialization, drawing upon the contributions of the contact hypothesis. First, we discuss frequent challenges in multicultural teams, such as intragroup conflicts. We, then, present our proposal of an integrative model of organizational-cultural socialization, a process that is experienced by international professionals as they transfer among countries and organizations. Specifically, we discuss the four conditions of the contact hypothesis to reduce previous theoretical and practical shortcomings concerning diversity management. Hence, the acknowledgment of cultural diversity may reduce conflicts and anxiety, and organizational policies may promote a more inclusive culture that incentivizes team members to share their knowledge and create affective bounds, enhancing cooperation and team cohesion. Thus, multinational corporations may benefit from the insights of this research, as they align their cultural diversity and inclusion policies with the needs of the international professionals they hire.

Keywords: diversity management; organization-cultural socialization; contact hypothesis; integrative model proposition

Diversity and Inclusion: Contributions of the Contact Hypothesis to

Organizational-Cultural Socialization

Bert, an international professional from Switzerland was ready to start in his new position. He had already been to many country postings in different parts of the world and had gathered a lot of experience. The organization had sent him to audit and accompany some new projects in South America. Bert thought that everything was going well and according to his plan. However, when the results of the organizational climate study came out, he was astonished. What was happening? Why were the results so different from what he had expected? So, he called for a team meeting. That was when Maria, a Brazilian local answered him: "The reason for this bad organizational climate is you!". Bert did not understand, what had he done wrong?

The case of Bert is relatively common in culturally diverse teams. The increasing globalization has been characterizing social and productive environments[1], reflected by a workforce that is more and more culturally diverse[2]. Even though, some might defend strategic advantages[3] of a culturally diverse team such as the increase of creativity[4], innovation[5] and performance[6], the confrontation of different cultural baggage intensifies the junction of subgroups[7] and enhances the possibility of conflict. The interpersonal[8] and intrapersonal conflicts[9] deriving from that confrontation may threaten the cross-cultural adaptation of professionals that integrate those teams and result in negative outcomes for team performance and organizational climate, for example. But what could individuals, teams, and organizations do to avoid these threats and benefit from the positive aspects of cultural diversity?

Cultural Diversity as a Sociopsychological Process

Many classic theories describe the individual and their relation to groups considering cultural diversity as a sociopsychological process. For example, the Theory

of Social Identity[10] and the Social Categorization Theory[11] hold that individuals have knowledge about themselves based upon their belonging to specific groups, and consequently not belonging to other groups (i.e., foreigners and locals), which leads to a classification in terms of "us" vs. "them"[12]. This categorization provokes a series of outcomes for group behavior, such as ingroup favoritism[11], outgroup derogation[13], conformity[14], compliance[15,16], obedience[17,18], group cohesion[19] and group polarization[20,21].

In the context of work, identification with a specific group may provide the sense of safety and social support, as well as diminish the intention of turnover[22]. Thus, organizational diversity depends on both the individual and organizational values congruence[23], as well as the psychological experience of inclusion and the sense of belonging experienced by the individual[24]. In Bert's case this would translate to a compatible perception of himself within its team and the aims that they might want to achieve.

Cultural Diversity Management Practices

To enhance this compatibility and to favor business performance, a variety of studies have focused on the best mix of individual or group features. Specifically, they seek to understand which practices may ease conflicts that originate from diversity[25,26,27]. Thus, the goal is to promote the potentials of diversity while reducing its threats to strategic advantages. Traditionally, onboarding practices are based upon the tactics of socialization[28]. However, cultural and social backgrounds of individuals that participate in such activities are crucial to its effectiveness. For example, while Bert, who originally is from Europe, might prefer individualized activities, the same experience for Maria, who is originally from Brazil might be unsatisfying. This occurs because they probably adopt different approaches to work practices in reference to their

cultural backgrounds. Both, Bert and Maria, have different lifelong experiences on how to relate and interact with others. Hence, should socialization practices be adapted to individuals considering their cultural backgrounds? Or would focusing on different organizational practices be effective enough to guarantee well-being and performance of international professionals? Seeking to answer these questions and to overcome shortcomings of previous models on diversity management, we propose an integrative model of organizational-cultural socialization which takes into account the cultural and social backgrounds of members in multicultural teams, considering that these affect their perceptions about themselves and the relations they establish with others.

Diversity and Inclusion: The Proposition of an Integrative Model of Organizational-Cultural Socialization

We argue that diversity management practices may only work effectively if they take into consideration the cultural and social background of members within multicultural teams, thus assuming a contextually unified and comprehensive model. This proposal further aligns with the ecological perspective of development[29], which holds that an individual and its environment influence each other mutually along time impacting perceptions, attitudes, behavior, socio-affective relationships and learning processes. Thus, we propose an Integrative Model of Organizational-Cultural Socialization, presented in Figure 1.1. This figure depicts the individual's membership to its initial social and cultural reference group (upper part), as well as the individual and group dynamics when establishing contact with another cultural reference group (lower part). Namely, socio-affective issues and task relevant issues characterize the interactions among individuals resulting in group categorization processes and potential conflicts associated with them. A widely explored strategy to manage group conflict[30]

and that we hold as crucial for the success of multicultural teams is the contact hypothesis[31].

This approach suggests that four conditions must be met to reach good outcomes as a group: (a) group members should enjoy the status of equality; (b) group members should be motivated to reach a superior goal cooperatively; (c) group members should be encouraged or approved by superior authorities; and (d) group members should have sufficient time to get to know each other more to create an affective (and not exclusively formal) bounding.

Figure 1.1
Integrative Model of Organizational-Cultural Socialization

Within specific cultural reference group (native culture)
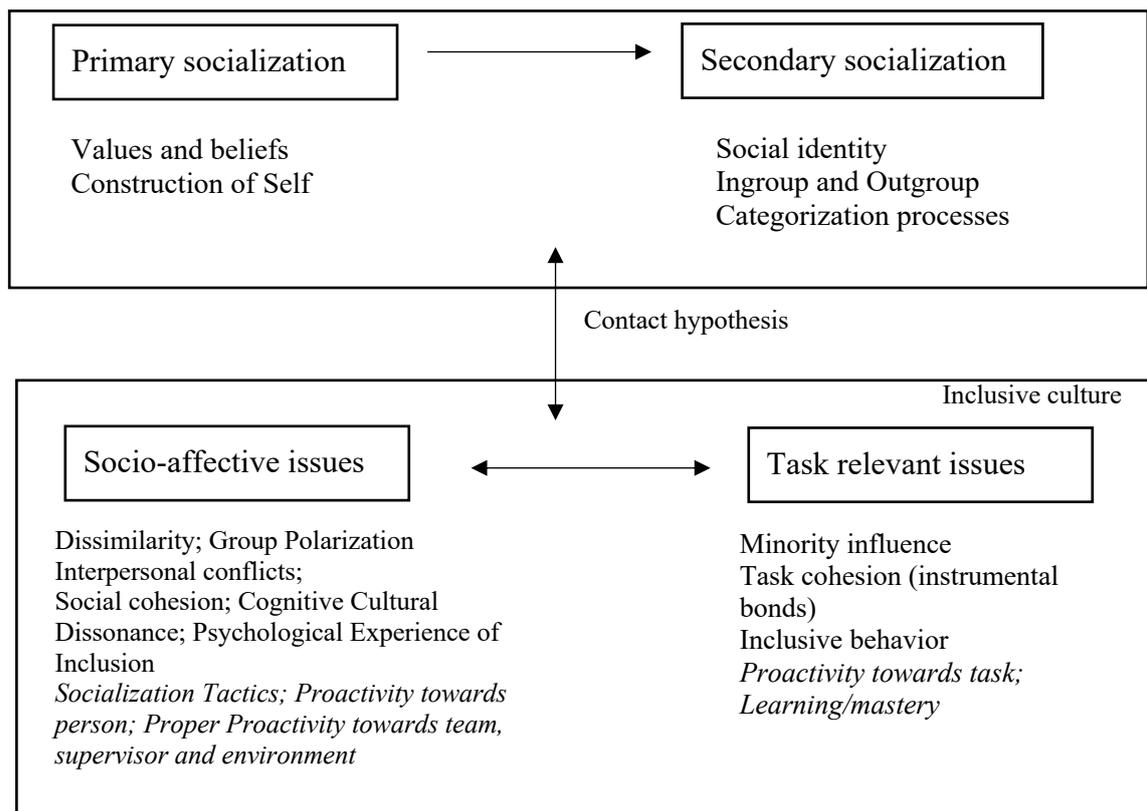
Within different cultural reference group (host culture)

For Bert and his team that would translate into (a) sharing ideas and acknowledgment of both locals and international professionals; (b) seeking innovative outcomes that would be only reached by cooperation; (c) establishing norms and values that encourage an

inclusive culture and social interaction; and (d) creating spaces to get to know each other personally. In terms of our proposition that means that the development of a functional multicultural team occurs through organizational and cultural socialization in which an inclusive organizational culture allows parallelly for inclusive management practices and sociopsychological dynamics that value and acknowledge the singularity of everyone in the team. In the following the four conditions of the contact hypothesis and their implications for our proposition will be discussed.

Equality

Members of multicultural teams represent collectively two or more cultures[32] and thus have different primary socialization experiences. Specifically, individuals accumulate knowledge on how to behave adequately by social interactions within their reference group[33] (family, school, organizations etc.). Moreover, culture constitutes itself by using artefacts that are constructed and invented in previous generations[34], and thus may also be influenced by individuals' behavior along the time. In other words, cultural socialization practices and transmission of cultural heritage itself may be affected by cultural, temporal, and economic context[35].

This continuous interaction molds and determines individuals' values which are (1) concepts or beliefs; (2) that belong to final states or desired behaviors; (3) that transcend specific situations; (4) that guide the selection and evaluation of behaviors and or events; and (5) that are ordered accordingly to a relative importance[36]. They have an intimate association with the affective system and constitute motivational goals as to seeking to reach situations that may promote positive affects (or reduce negative affects)[37]. Specific configuration of experiences and personal attributes lead to variations in an individual's value priorities, even though the wider environment may be

shared with other people and the system of values is universal. The shared behavioral

patterns that members of a culture have in common reflect cultural values[38]. Notably,

the individual's value structure develops by the interaction with the cultural contexts, as

well as the individual's ability of thinking abstractly and judging the congruence of this

system considering its own self[39,40].

The construction of self has been defined as the modes of being in different

cultures" together with the reference that the individual has[38]. While researchers initially

suggested the distinction of two types of self[41] (independent self – interdependent self)

more recent evidence points out a model of seven self-evaluation dimensions on the

modes of being[42]. Probably, this diversity of modes of being independent or

interdependent is associated with the socioeconomic context in which child raising

occurs[43], thereby affecting the socialization practices of parents[44,45]. Notably, the

socialization agents intend to turn the individual into an adapted member of its specific

social environment by the transmission of necessary knowledge and skills for social

interaction[46]. Considering the development of values and the construction of self by the

cultural socialization practices, most probably Bert and Maria do have different

perceptions on how they should relate to each other, and which kind of behavior would

be expected within a specific social environment.

However, socialization experiences go beyond the reference of the core family

as individuals take part in other social groups and are resocialized[34]. Thus teachers[38],

peers[47] and colleagues[48] may become relevant reference groups and provoke a

behavioral adaptation. Specifically, the transition process of integrating in an

organization which previously had been unfamiliar and becoming an active member of

it, is known as organizational socialization[48]. For the development of a functional

multicultural team, practices associated with this process are particularly important as

team members parallelly adapt to a new organization and a new culture. This is where the first condition of the hypothesis of contact becomes relevant. Even though team members may have different hierarchical status (job positions), a key point here is the quality of intercultural contact that reduces the anxiety between groups and the perceived threat concerning the own group[49]. Thereby, empathy and conscientiousness of others are increased, resulting in the engagement in positive attitudes and group recategorization.

In the case of Bert and his team, that would mean a continuous pursuit of understanding each other culturally, independent of Bert being a manager and Maria being a team member and thus treating each other as equals. Both interpret the environment around them through their specific cultural lenses. As to diminish anxiety and perception of threat, learning about one's other culture is crucial to mutual understanding.

Affective bounding

Essentially, this group recategorization should be favored by the possibility of getting to know each other and creating affective bounds. Naturally, the first moment of interaction between novel and more experienced professionals in teams is characterized by the anxiety before the new and unknown situation[50]. While international professionals might be afraid of not being included[51] and endeavor to satisfy their peers and/or supervisors[50], locals may see the new member as a threat to the group identity[52] and engage themselves in categorization processes such as group cohesion[53] and groupthink[54]. To the extent that individuals perceive a higher level of cultural similarity they tend to affiliate to others that belong to the same culture[7], promoting this kind of categorization processes[55], that are especially harmful to the goals of multicultural

teams[56]. This is because the frustrated attempts of international professionals (outgroup) to bound with a group, that is already established, increases their perception of dissimilarity.

Dissimilarity may be perceived on three different levels: superficial level (visual stimuli); professional information; and profound dissimilarity (norms, values and beliefs)[57]. Specifically, differences in personality, values and perspectives are potential sources of tension and disagreement, as the newcomers need to assure their individuality parallelly to their need to become a group member. This tension may cause either an intraindividual or an interpersonal conflict. In case of intraindividual conflicts, situational demands for culturally adequate behaviors and their anticipation potentially result in a perception of inconsistencies among values, attitudes, beliefs, and behavior (VABBs) that are expected in native culture and host culture[58]. As to reduce this cultural cognitive dissonance and reestablish consonance, the individual may make use of different strategies. Notably, modification of VABBs and modification of perception tend to have a positive impact for adaptation of international professionals in the long term, when encouraging cognitive orientation and means of negotiation[59]. However, the perception of dissonance and the way of leading with it may vary across cultures, depending on the relational self-concept that was endorsed[60].

This is where affective bounding becomes relevant. The proactivity of peers towards the person and the individual's proactivity towards the supervisor, peers and environment may be means of cultural-organizational socialization to solve conflicts and accept individual differences as valuable and contributing to the team as a whole. Specifically, the opportunity to interact in a more extensive and repetitive way with natives of the host country may delimit the types of behavior that are observed and learned[61]. Thus, the perception of one's own integration and the promotion of socio-

affective questions occur by appreciation of the individual, acknowledgement of diversity and involvement of the individual in the work group[62]. This is also called psychological experience of inclusion[24].

In turn, the pursuit for advice from natives of the host culture, initiated by the proper individual is a potentially more efficient strategy, when compared to reactive behavior[63]. It should be considered, however, that strategies that are initiated by the individual may be affected by the value that it attributes to the maintenance of (1) relations with the predominant society and (2) his own identity and cultural characteristics[64] Thus, the proactivity of an individual in this case meets the environment in which it lives in a general way. To the extent to which advice is efficient and social interaction promotes the acknowledgement of different identities, the individual may be authentic and has the possibility to influence decisions.

In the case of Bert, this translates into seeking advice from the natives on decisions and implementations within the organization as to avoid the perception of a cultural imposition. Notably, it also requires to some extent the reflection on own values and behaviors as well as their adequation to the specific cultural context. On the other hand, Bert's team would have to create opportunities to get to know Bert personally, including traditions that might be important to him. Thus, team members create affective bounds that go beyond formal or structural assumptions of a workgroup.

Reaching goals cooperatively

The affective bounding is enhanced if team members have goals that they can only reach if they cooperate. Even though differences may continue to exist, they are managed by more mature strategies that emphasize, among others, the goal, the structure, the function of members or performance and well-being. Specifically, these

strategies favor the opportunity of novel professionals to become a source of influence[65] that allows for integration of diverse knowledge (learning/mastery). This information may be valuable for the performance of the team when it becomes public[66], even though it might be initially shared in a private conversation with a member of the majority group[67]. Moreover, these interaction opportunities with members of the majority promote the individual's learning concerning task, function, power structure, social norms, and values of the organization, among others[68,69].

In addition, task and social cohesion is crucial for the individual's learning and team performance[19]. In fact, task cohesion determines to which extent team members to identify themselves as an interdependent collective and fulfill a task together. Beyond task cohesion, social cohesion is necessary to canalize all the efforts of team members to accomplish tasks, pursue goals and assure the well-being of each of the members[70]. It further conveys direction to the individual in terms of its role in the group[71]. Even though more extensive and conclusive research on cohesion was conducted in the context of sport teams[72], we suggest that at least two characteristics of those teams make them similar to multicultural teams, namely: the importance of (1) social bound and (2) effective communication. Both are necessary characteristics to generate beneficent results for the team out of its diversity[73], once that the lack of group identification, the use of ineffective communication styles and the lack of language proficiency may damage creativity within the team[7]. An environment that values cultural identities, cultural values and divergent knowledge most probably guarantees a more efficient transmission of knowledge[74] for its openness to diversity, its effort towards inclusion, and, consequently, the reduction of cultural cognitive dissonance favor a better performance.

In the case of Bert, becoming a source of influence could occur by a more proximate relationship between him and Maria which would enable a better understanding of the local team's needs. Most probably, this closer interaction with Maria also would improve Bert's language proficiency. Moreover, sharing and understanding cues of effective communication within the specific cultural context could improve social and task cohesion. Thus, the team reaches goals cooperatively based upon a commitment to each other and to the projects that the team develops.

Team approval and encouragement

The practice of sharing and taking on one's other perspective substantially depends on organizational culture and organizational practices. Specifically, we suggest that organizational strategies may encourage an interactive process of learning at the long term[75] and relieve negative results, such as perceiving dissimilarity. In fact, the change of diverse information may activate different facets of the self simultaneously while the phenomenon of group cohesion emerges[53]. Hence, a superior norm that regulates divergences between subgroups may turn diversity into a beneficent outcome.

Specifically, the adoption of different tactics of socialization to enhance the integration of new employees is a common organizational practice. However, we claim that strategies which are adopted by the organization are culturally informed and perceived. Thus, it is necessary that rules and mandatory procedures (prescriptive strategies) are perceptible in the behavior of individuals that are already members of an organization (real strategies) and that these practices meet the needs of new members while valuing individual differences.

Essentially, seeking practices that meet the needs of individuals and value differences while striving to achieve goals collectively characterizes an inclusive

culture[76]. Even though they are different, employees are treated as members of a group with a common goal, while seeking to encourage them at the same time to express what turns them unique[77]. Thus, the feeling of validation, acceptance and appreciation between members is promoted[76]. In this environment, the principle of acknowledgment has a crucial role[78]. We suggest that the acknowledgment of one own and of others in their specific needs leads to plurality of perspectives and mutual capacitation. Trust and integrity that are generated by construction of inclusive social relations are cornerstones that support an intercultural moral perspective, in which the management of cultural diversity is not reducible to social exchanges[79]. By valuing the differences and creating work environments that may contribute to goals, this environment becomes propitious for individual cognitive systems to converge in new shared values[74].

In the case of Bert, a superior norm that would encourage both himself and his team could be suggested by the proper multinational organization in which he works. Specifically, it could include activities to enhance integration, cultural diversity awareness and cultural exchanges. Thereby, both Maria and Bert could learn about each other's cultures and improve the well-being and climate in their team.

Implications for Research and Practices

First, studies on diversity management should be based upon a contextually unified and comprehensive approach. This is because the diversity of cultural perception and behaviors is dynamic and complex. Thus, it is desirable to conduct research as from a specific cultural context (emic) rather than imposing a premeditated understanding of how and under which conditions diversity ought to be beneficial or not for teams.

In line with that, we suggest that organizations and managers invest time and effort in high-quality interactions with their teams to get to know their people and the

needs of those people. Hence, best practice should be knowing about the difficulties and challenges of people, valuing them as individuals and leading them to acknowledge and include their colleagues. Thus, organizations need to face the challenge of making their culture inclusive by creating interactions that convey psychological safety, respect, and acknowledgement to new ideas, as well as the opportunity of continuous learning.

Conclusions

To conclude, the contributions of the contact hypothesis to intergroup conflicts within multicultural teams highlight the importance of considering parallelly the cultural and organizational of international and local professionals. In fact, if Maria had not pointed out to Bert that his team was feeling uncomfortable, Bert would not have had the chance to rethink his behavior and to discuss culturally different practices among countries that he had previously been to and Brazil. Notably, practicing cultural humility in a team may be helpful when approaching goals, tasks, and interpersonal relationships.

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Manuscript 2 –

Construction of the Organizational-Cultural Socialization Scale: Evidence for

Content and Construct Validity

Abstract

The aim of this research was to construct and gather validity evidence for a scale that measures organizational-cultural socialization (OSC), a process experienced by international professionals as they transfer among countries and organizations. We conducted three subsequent studies. Study 1 proposed a theoretical construction of the scale, seeking to solve methodological and psychometric problems of previous scales. In Study 2, we sought to consolidate the theoretical constructed scale by conducting in-depth interviews with 11 international professionals and 12 local professionals. Both studies point to evidence for content validity of the scale. In Study 3, 174 international professionals answered the OSC scale in an online survey, resulting in four factors with satisfactory to very good evidence for construct validity ($.75 < \alpha < .86$). We suggest conducting further studies to verify the robustness of the scale's structure.

Keywords: organizational-cultural socialization scale; content validity; construct validity

Validity Evidence for the Organizational-Cultural Socialization Scale

Corporations have been viewing diversity and inclusion as a strategical matter (McKinsey, 2020), aiming to extend their niche of clients, and building a global workforce (Bartlett & Ghoshal, 2017). However, considering the labor immigration flow of professionals (IOM, 2020) that seek career growth and opportunities for better living conditions in general (Altman & Baruch, 2012; Donato & Massey, 2016), the continuous growth of cultural diversity in organizations goes beyond business interest. Therefore, organizations, teams and individuals must develop strategies to manage challenges that may arise in this context and may account for the interest of each party.

Building upon one traditional way of managing cultural diversity, the ideal mix, a large variety of antecedent, mediator and moderator variables were analyzed to find ways of diminishing potentially damaging effects in cultural heterogenic teams (e.g. cultural intelligence, Malik et al., 2014; cultural identity, Moon, 2013; team leadership, Raithel et al., 2021). More recent studies, however, have pointed out the need to see diversity management as a dynamic process, that would hold individuals and organizations accountable for social interaction (e.g. Lozano & Escrich, 2017). We defend that this process is configured by organizational-cultural socialization and may enhance proximate and distal outcomes for individuals and organizations.

Acknowledging Van Maanen and Schein's theory on organizational socialization (1979) and considering the specific challenges in multicultural teams, we propose that cultural- organizational socialization is a process by which an individual acquires values, expected behavior and social knowledge necessary to assume an active role as a member of an organization in a host culture. To the extent in which shared goals and responsibilities exist, this process involves peers, supervisors, and the organization in which the individual works when seeking to learn and grow with the

difference of the ones that compose the team (Thomas & Ely,1996). Beyond the adjustment to the organizational environment, cultural norms, language, and culturally adequate behaviors, international professionals must learn to confront potential discrimination and adapt to general conditions of life (Black et al., 1991). Evidently, organizational strategies, the team's proactivity, the own proactivity and a set of knowledge, skills and abilities that have already been acquired and those that are being developed, create propitious conditions and compose this process together (e.g. Fisher 1986; Saks et al., 2007), enhancing the psychological experience of inclusion (Ferdman & Sagiv, 2012).

However, instruments that are available in Brazil, and internationally do not consider the phenomenon in question for evaluating organizational and cultural socialization separately. Specifically, the scales that measure cultural socialization were constructed based upon the experience of immigrant families that had to socialize they children in the host culture (e.g. Derlan et al., 2016). On the other hand, the scales that propose to evaluate organizational socialization were constructed to meet the needs of newcomers in organizations for the first time or after transference between two organizations (e.g. Borges et al., 2010; Chao et al., 1994). Thus, these scales do not consider cultural aspects, inevitable to international professionals that undergo a transference between organizations and across cultures.

Additionally, measures that propose to evaluate organizational socialization are questionable as to their psychometric proprieties. For instance, Haueter et al. (2003) criticize the widely used scale by Chao et al. (1994) for (1) not distinguishing sufficiently the level of analysis among specific dimensions, (2) measuring knowledge, with little focus on the professional's role e (3) not differentiation between task socialization and work performance. However, the scale proposed by these authors

continues to present measuring level problems. Moreover, it does not meet a series of item construction criteria (Pasquali, 2010). Borges et al. (2010) sought to adapt Chao et al. (1994)'s scale to Brazil. However, the validity evidence of this adapted scale also has shown to be unsatisfactory concerning content and internal consistency.

Thus, this research aimed to solve methodological and psychometric problem pointed out in previous scales by (1) construct an adequate scale to measure organizational-cultural socialization; and (2) gather evidence for content and construct validity of the scale. Considering that organizational-cultural socialization constitutes and intersection of two phenomena that occur simultaneously – organizational socialization and cultural socialization, the theoretical fundaments for the scale draw upon both psychological constructs.

Organizational-Cultural Socialization Tactics

Frequently, organizations adopt different socialization tactics to transfer knowledge about policies and expected behaviors to new employees. One of the most traditional theories hold that six tactics structure the socialization experience of newcomers within a national context (Van Maanen & Schein, 1979): collective vs. individual; formal vs. informal; sequential vs. random; fixed vs. variable; serial vs. disjunctive; investiture vs. divestiture. Specifically, a meta-analysis claims that practices which value the individuality of newcomers (i.e. investiture) are the best predictors for adjustment (Saks et al., 2007). Further, cross-cultural trainings (CCT) have been an advisable practice to a successful adaptation of international professionals in their new work and cultural environment (Okpara & Kabongo, 2017). As to their effectiveness, Kempf and Holdbrügge (2020) have recently drawn attention to the methods of CCT and their alignment with moderator variables that may affect the engagement in the

training and the training outcomes, such as cultural distance and interaction with host country nationals.

Regarding this issue, we highlight that the native culture of individuals may affect their perception about organizational strategies (Kagitçibasi, 2017). Specifically, the primary cultural context of socialization may endorse needs to be connected or not with others. Aligned with that, emotional self-efficacy beliefs, for instance, reduce intentions to quit by the perception of organizational socialization strategies and identification (Cepale et al., 2020). Thus, we propose to differentiate prescriptive socialization strategies, such as practices that are planned and regulated by organizations, and real socialization strategies which would be the ones that are perceptible in behavior of organizational members, as they step up to newcomers, approaching their needs and valuing differences.

Person-Situation Integration

Beyond the organization, the proactive behavior of colleagues and superiors may significantly affect the perception of the level of integration of the individual. Specifically, supervisor leader-member exchange contributes to newcomers' role clarity and job satisfaction by delegation of tasks and empowerment (Jokisaari & Vuori, 2018). Moreover, team potency may enhance international professionals' identification with their workgroup, as peers engage in coordinated work activities and provide support (Almazrouei et al., 2020). Hence, peers may be valuable sources for information that transfer knowledge about values, people, histories, and policies by interaction (Klein et al., 2011). However, the level in which local professionals engage in socialization behaviors depend on the level of outgroup categorization (Toh & Denisi, 2007), differentiating it by superficial attributes (ethnics, salary, status, etc.) and more profound attributes (personal values, ethnocentric attitudes, etc.). The first may affect

colleagues' task-related proactivity, the latter colleagues' person-related proactivity towards the international professional.

Stages of Organizational-Cultural Socialization

Organizational-cultural socialization also characterizes a learning process in which individuals perceive a higher level of integration as they accumulate knowledge on norms, attitudes, behaviors, and beliefs in their professional environment. Notably, Fisher (1986) proposed four domains of content in organizational socialization: task demands; role responsibilities; norms of the workgroup; organizational climate and culture. While as the first two enhance cognitive skills related to mastery of task and power structure in the organization, the latter require integration of social norms, values, and beliefs on the micro, meso and macro level of organizational behavior, thus developing affective skills. Evidently, an important factor of these two last stages is the learning and the use of an adequate language to the occupation and organization.

Beyond competencies for a new organizational context, international professionals also are required to adapt to a new cultural environment, intensifying potential stress that emerge during the transition. As a coping strategy, learning may be able to reduce stress that emerges by demonstrating behaviors, considered adequate in the host culture, but that do not belong to the natural repertoire of the individual and therefore result in cultural cognitive dissonance (Maertz et al., 2009). Integration occurs to the extent that cultural cognitive dissonances are reduced effectively and adaptatively.

The individuals' proactivity

At last, we suggest that seeking information from members of the organization as to the attributed roles as well as expected social and cultural behaviors from colleagues and supervisors may be helpful (e.g. Jokisaari & Vuori, 2018; Malik et al.,

2014). Individuals may be evaluating their attempts to demonstrate proactive behaviors by the efficacy of outcomes, as they accumulate knowledge, skills, and attitudes to fulfill their tasks (Kammeyer-Mueller et al., 2011), and create space to adjust their own role to reach for a greater integration in their work environment (Ashforth et al., 2007). Specifically, proactive behaviors, rather than reactive one, have been highlighted as a potentially efficient strategy in the process of cultural transitions (Mahajan, & Toh, 2014).

Aim

In order to reach the two objectives of this research, we developed three subsequent studies. After constructing the scale theoretically by consulting literature on cultural and organizational socialization, we sought to reunite evidence for content validity by submitting the scale to six independent evaluators (Study 1). In Study 2, we conducted in-depth interviews with international and local professionals to consolidate the theoretical constructed measure. At last, we aimed to gather evidence for construct validity by doing an online survey study (Study 3). According to the resolution Nº 510/CNS, Art. 1, Inc. V this research was not submitted to the system CEP/CONEP as data from all participants were aggregated and thus may not be identified individually. Also, all procedures in the study were performed in accordance with the ethical standards of the Institute of Psychology of the University of Brasília – Brazil, and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards. Informed consent was obtained from all individual adult participants included in the studies 1 to 3.

Study 1 – Scale development and first evidence for content validity

Method

Participants

For the semantic and content evaluation, six independent experts in psychometrics and organizational psychological participated, considering their potential methodological and thematic contributions to the scale.

Instruments and Materials

Organizational-Cultural Socialization Scale for International Professionals. The scale construction was constructed based upon a literature review focused on organizational and cultural socialization theories. Our scale suggests the junction of these theories, considering that organizational-cultural socialization constitutes an intersection between the organization and the local culture to which international professionals transfer. After methodological and conceptual cleansing, as well as dimensional separation by measurement level, we propose 11 dimensions: two that are related to socialization tactics (e.g.,Van Maanen & Schein, 1979): (1) prescriptive strategies of socialization and (2) real strategies of socialization; two that are associated with proactivity of colleagues (e.g., Morrison, 1993): (3) task-related proactivity of colleagues and (4) person-related proactivity of colleagues; four that are related to content of socialization (e.g., Fisher, 1986): (5) language, (6) norms and values, (7) power structure, and (8) task mastery; and three that are associated with own proactivity (e.g., Ashforth et al., 2007): (9) own proactivity towards colleagues/ peers; (10) own proactivity towards supervisor; (11) own proactivity towards the social environment in general. For each dimension, we constructed initially five items, except for the dimensions "person-related proactivity of colleagues" and "language" with six items each, and "norms and values" with eight items.

Manual for evaluation. The manual for evaluation by experts contained an introduction about the phenomenon for clarification, a description about the dimensions and an instruction for the evaluation.

Instrument for semantic and content evaluation by experts. The instrument consisted of a table with the items of the scale in the first column and the name of the proposed dimensions in the remaining columns. Experts had to evaluate the comprehensibility of each item on a Likert scale from 1 (= inadequate) to 5 (= completely comprehensible), beyond identifying the dimension to which the item belonged in their evaluation.

Procedures

Experts for evaluation of content were chosen by consulting their curriculum on the Lattes platform and, later, contacted by e-mail. Once they accepted to participate, they received the consent form and the materials for expert evaluation. They answered the instrument in the period from December 2017 and March 2018. The index of content validity (IVC) was calculated. Their suggestions as to the semantics and potential problems with the scale dimensions were analyzed qualitatively

Results

The index of content validity referring to comprehensibility of items was high, M(CVCi) = 0,975. As to the attribution of items to specific factors, mostly the index of agreement among experts were good (>.60) or excellent (.75). In the facets of prescriptive and real socialization strategies, some problematic items were identified, presenting a lack of discrimination between the two dimensions. Additionally, the experts suggested changes in the wording of four items, either to use a more commonly used word or to specify a behavior to which the item referred.

Study 2 – Complementary evidence for content validity

Method

Participants

11 international professionals and 12 local professionals were interviewed. Among the international professionals, the majority were males (*N*=8). Among local professionals, the majority were females (*N*=9). They mostly worked in public or humanitarian services.

Instruments

To conduct in-depth interviews, we created two semi-structured outlines, one for international professionals and one for local professionals.

Outline for international professionals. Consisted of five questions that were explored more profoundly according to the speech of the participants: (1) Please, describe the activities you develop together with your team; (2) You described that your team configures like X. If you were to think your path, since you arrived, were there any changes associated to the configuration (tasks, relations etc.)?; (3) In which way, these changes were enhanced or not (organization; colleagues; own proactivity, knowledge acquisition)?; (4) In general, how does the organization/ team/ colleague manage the arrival of newcomers?; (5) Anything else that you would like to add/ share?

Outline for local professionals. Consisted of five questions that were explored more profoundly according to the speech of the participants: (1) Please, describe the activities that you develop together with the team; (2) In some organizations and teams, there are strategies for a better integration and adaptation of newcomers. What do you comprehend by organizational-cultural socialization? (3) You describe that your team configurates like X. Also, you came up with some concepts to define organizational/ cultural socialization. If you thought about the path of a colleague, an international

professional, since his/her arrival, in which way you perceive changes in the configuration of the team (tasks, relations, etc.)? Could you give me examples? (3) In which way, these changes were enhanced or not (organization; colleagues; own proactivity, knowledge acquisition)?; (4) In general, how does the organization/ team/ colleague manage the arrival of newcomers?; (5) Anything else that you would like to add/ share?

Procedures

We contacted international organizations by e-mail asking them to forward the invite to international professionals. In case lack of answer to e-mails, we did follow-up with a phone call to verify the interest. We also shared the research in events of *internations*, a worldwide online-community for expatriates Majorly, we collected data during March and April of 2019. We scheduled the interviews according to the preference of interviewees. As far as possible, local professionals were interviewed together when their work dynamic allowed for it. Participants who could not participate in group interviews were interviewed individually. On average, individual interviews lasted for 30 to 40 minutes, the group ones for 60 to 80 interviews. Most of the interviews were conducted in Portuguese, except for two that were conducted in German and English, respectively. All interviews were transcribed using the software Listen N Write Free. The interviews conducted in foreign languages (Portuguese, English) were translated by a program and correctly posteriorly for orthographic and grammatical errors. Following the recommendations of Salviati (2017), verbs using pronouns were adapted to proclitic format and unnecessary expressions were eliminated ("Ah", "uhmm", "né", "tá" etc.). Beyond that, any information that might identify interviewees or institutions were eliminated. Both corpus (international professionals; local professionals) were analyzed together using the software IRAMUTEQ 0.7 alpha 2.

Results

Aiming to improve and consolidate the construction of the measure, we conducted interviews with international and local professionals. The quantitative-qualitative analysis indicated 1460 text segments that compose the analyzed corpus. The descending hierarchical classification (DHC) pointed to 49.379 occurrences; 4650 forms, of which 2659 were active and 24 supplementary. The average frequency of active forms was 3:1039. The software maintained 83.84% of all text segments for analysis. Among the active forms with the most occurrences are the substantives "people" (n=648) and "persons" (n=467). The descending hierarchical classification identified three classes (Figure 2.1).

The first class contains 36.7% of the analyzed occurrences. We suggest calling this class "Make oneself understood and be understood". This class is defined by the need to understand others on linguistic, social, and cultural level. It also includes the challenge of efficient and adequate communication in a specific context and the interaction with one another, favoring the creation of bonds, cultural comprehension, and adaptation. This class is equally representative for international and local professionals. The most characteristics words in this class were: "understand" ($\chi^2 = 42.9$); "thing" ($\chi^2 = 34.4$); "believe" ($\chi^2 = 31.34$); e "speak" ($\chi^2 = 31.03$). An exemplary speech for this class is: "And I took time to get used to, explain an activity to a waiter and read his mind, that he was not understanding, repeat, try to repeat things in a way that he would not feel offended, thinking that he is a total idiot"; $\chi^2 (2) = 193.05$, *p < .01*

The second class contains 35.9% of the analyzed occurrences. We propose to denominate this class "Value the differences and integrate". This class approached practices that are enhanced by the organization and by the environment to favor a better hosting, such as briefing, presentation to people and monthly socialization activities. It

also includes the appreciation of people, respect to diversity, acknowledgment of cultural baggage and difficulties. The speeches of the local professionals contributed significantly more to the definition of this class (χ^2 = 14.43, p < .01). The most characteristic words are: "commission" (χ^2 = 49.0); "world" (χ^2 = 33.46); "people" (χ^2 = 32.1); e "role" (χ^2 = 27.7).

Figure 2.1
Dendrogram of the interviews with local and international professionals
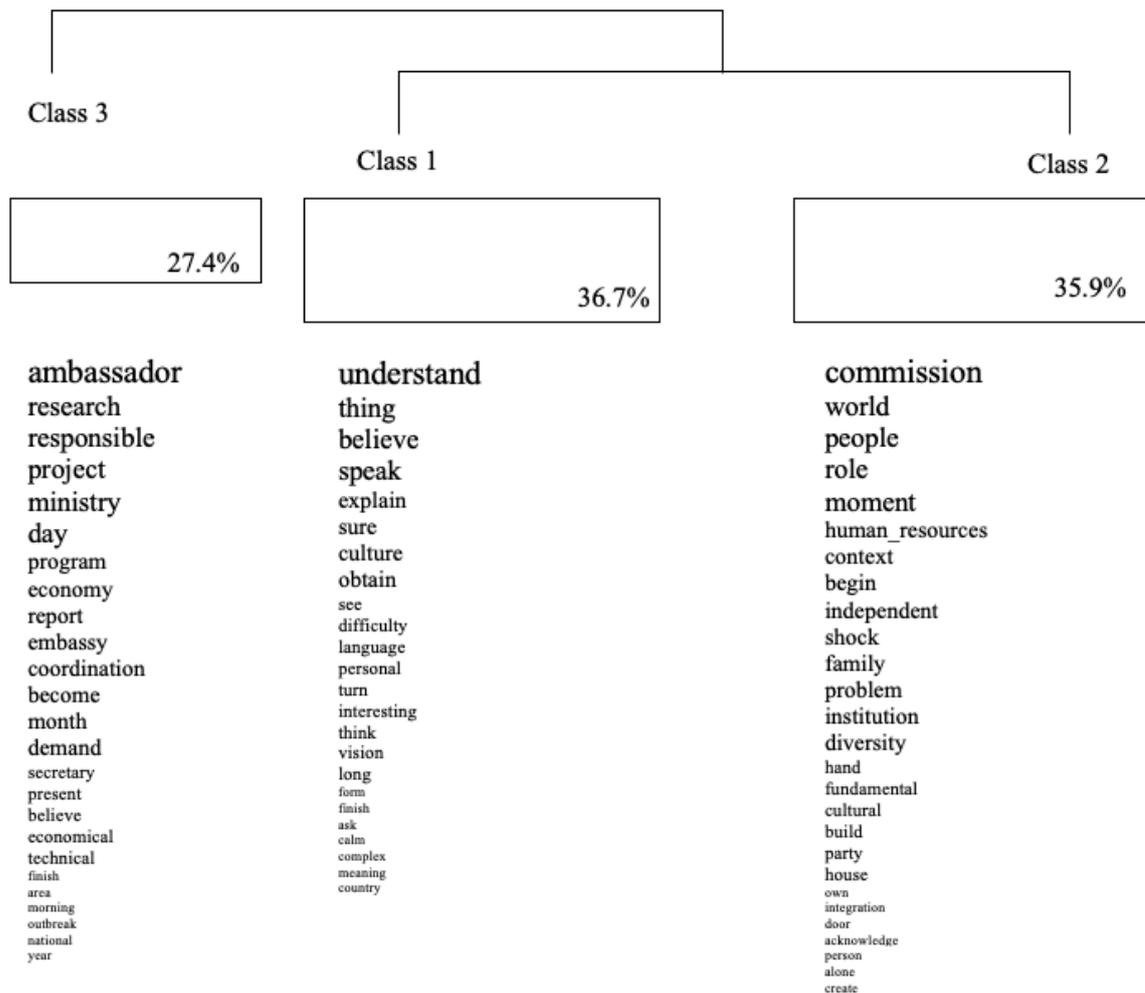
Note. Figure 2.1 depicts the classes which originated from descending hierarchical classification (DHC).

An exemplary speech is: "The idea is when these people arrive, we refer them to get to know all the people of the commission, talking with everyone and obviously, the organizational and cultural part also are part of this issue; χ^2 (2) = 182.08, *p* < .01

Finally, the third class contains 27.4% of the analyzed occurrences. We suggest naming it "Responsibilities and competencies". This class describes the responsibilities of the professionals, routinely dynamics and demands, pointing also to the competencies that are necessary to fulfill their roles. Differently from the second class, this one builds on significantly more speeches of the international professionals, χ^2 (2) = 15.09, $p < .01$. The most characteristic word are: "ambassador" (χ^2 = 54.15); "research" (χ^2 = 44.88); "responsible" (χ^2 = 43.59) e "project" (χ^2 = 42.62). An exemplary speech for this class is: "After that, I worked again on the PNI [National Program for Immunization]. Then, I was responsible for research and for some projects that we conducted on the efficiency of Brazil against pentavalent rotavirus. And today, currently, I continue in the National Program for Immunization, it has been almost 23 years of the program", χ^2 (2) = 252.07, *p < .01*

Study 3 – Evidence for construct validity

Method

Participants

174 international professionals participated. 6 cases were excluded from analysis. Among these, the majority were male (*N*=109), the remaining were female (*N*= 56). The average age was *M* = 39.62 (*SD* = 11.22). *N*=58 (34.5%) were from South America, followed by *N*=48 (28.6%) from Europe, *N*=26 (15.5%) from North America, *N*=17 (10.1%) from Asia, *N*=10 (6.0%) from Oceania and *N*=5 (3.0%) from Africa. Considering educational level, the majority had either a bachelor *N*=41(24.4%) or a master's degree *N*=40 (23.8%), followed by specialization *N*=28(16.7%), incomplete bachelor's degree *N*=25 (14.9%) or doctoral degree *N*=22 (13.1%). The minority did not have concluded the high school level yet, *N*=9 (5.4%).

Instruments and Materials

The Organizational-Cultural Scale with 11 theoretically proposed factors and 60 items, associated to a Likert scale from 1 (= Totally disagree) to 4 (= Totally agree). Sample items are "My organization provides support for resolving daily problems for newcomers."; "I can tell who are the most influential people in this organization."; "I ask my supervisor to advise me on how I am expected to behave in my organization."; "My coworkers call me to hang out with them during their time off work."

Procedures

Data were collected online from August 2019 to August 2021 via the link: https://huji.az1.qualtrics.com/jfe/form/SV_b8BIqRzItsshgYl . Participants could choose to either fill in the questionnaire in Portuguese or English language. During the first year of data collection, over 400 multinational organizations that are based in Brazil were contacted. However, with the start of the pandemics in 2020, the focus of data collection was changed to international networks in social media, such as Facebook, *Internations*, Instagram, *WhatsApp*. Since August 2020, efforts were made to contact people in these international groups by private messages, getting into contact with people from 28 countries. In May 2021, considering the adherence of Latin-American international professionals, data collection was centered in this population, sending out invites to over 720 professionals. Data analysis was done by SPSS Statistic Package.

Results

Preliminary Analysis

In total, six cases were excluded, one for being a Brazilian and the other five for being multivariate outliers. The univariate analysis of outliers indicated over 50 outliers in different items. Thus, rather than excluding these cases, outliers were recodified by the median, considering cases in which X = Q1- 1.5*IQR or X = Q3+1.5*IQR. Two

items were excluded from the analysis because they presented lack of variability of answers. As to the remaining assumptions for factor analysis, there were attended with KMO = .82 and Bartlett sphericity χ (1653) = 4480.62, p <.0001

Exploratory Factor Analysis

A principal axis analysis with Promax rotation and Eigenvalue > 1 indicated similar results to the initial principal component analysis, with 17 components (Eigenvalue > 1), however after the fourth to fifth suggest factor there was few incremental explained variances for subsequent components. Thus, further analysis was conducted using four, five and six fixed factors and suppressing factorial loadings <. 4. The factorial solutions that seemed to be more adequate was the one with four factors.

These factors are defined as the following: factor 1 – organizational practices for integration in culture and tasks; factor 2 – mastery on organizational processes and expectations; factor 3 – cultural and work adaptation (cultural, work and team related own proactivity); factor 4 – social proactivity of colleagues for integration in culture. The 4-factor solution with factor loading and α Cronbach is depicted in Table 2.1.

Correlations

Finally, the means of the factors were calculated to evaluate the correlations among factors. The correlations vary between r =. 4 and r = .5, indicating a medium relation between factors. The results are shown in Table 2.5

Table 2.2
Correlations among factors of the organizational-cultural scale

Factor	M	SD	OP	OCM	PP	CP
OP	2.734	.784		.413**	.458**	.522**
OCM	3.484	.389			.515**	.475**
PP	3.204	.599				.383**
CP	3.231	.507				

Note. **p <.01; N = 169; OP = Organizational practices; OCM = Organizational and cultural mastery; PP = Proper Proactivity; CP = Colleague Proactivity. Correlations among factors are moderate.

Table 2.1

Factor loadings and internal consistency for organizational-cultural socialization scale Internal consistency of factor 1: organizational practices for integration

Item	OP	OCM	PP	CP	α Cronbach
My organization provides support for resolving daily problems for newcomers.	.759				.86
My organization plans a monthly training to keep its employees align with its expectations.	.730				
My organization explicitly regulated the order of tasks and business priorities.	.673				
My organization structures a formal learning program for each employee.	.653				
My organization clearly defines the responsibilities of each employee.	.595				
My organization formalizes each procedure to accomplish tasks and/or projects.	.583				
I can tell who are the most influential people in this organization.		.727			.81
I know whom to contact when I need my projects to be completed on time.		.671			
I adjust my work to the goals of the organization.		.554			
I defend the values of my organization when they are questioned by our clients.		.533			
I can classify the members of my organization according to their function.		.506			
I can identify the motives behind people's behavior in this organization.		.407			
By observing the work style of my co-workers, I infer organizational customs		.388			
I prioritize tasks according to whom asked me to do them.		.345			
I consult my coworkers about behaviors that are expected in their culture.		.321			
I ask my supervisor to advise me on how I am expected to behave in my organization.			.759		.83
I ask my supervisor to point out improvements in how I complete my tasks.			.730		
I ask my supervisor to evaluate my work.			.673		
I talk to my supervisor about local culture.			.653		
I ask my coworker to mask suggestions on how to improve my work.			.595		
I talk to my colleagues to determine how to distribute the tasks of our team in a way that is best for everyone.			.583		

Note. Table 2.1 depicts the factor loadings for the 28 items that the organizational-socialization scale and the internal consistency of each factor; OP = Organizational practices; OCM = Organizational and cultural mastery; PP = Proper Proactivity; CP = Colleague Proactivity

Table 2.1 (continuation)
Factor loadings and internal consistency for organizational-cultural socialization scale Internal consistency of factor 1: organizational practices for integration

Item	OP	OCM	PP	CP	α Cronbach
My coworkers call me to hang out with them during their time off work.				.578	.75
My coworkers teach me about expected behaviors in their culture.				.495	
My coworkers invite me to company social events.				.445	
My coworkers respect my cultural customs.				.396	
My coworkers talk to me to get to know me better.				.380	
My coworkers ask me about my native culture.				.373	
My coworkers spontaneously explain specific procedures of the organization.				.372	

Discussion

This study proposed the construction of a scale that measures organizational-cultural socialization in international professionals. In addition to constructing the scale theoretically, we sought evidence of content validity by consulting experts that evaluated the semantics and comprehensibility of items. Parallelly, we interviewed international and local professionals that work together in multicultural teams. At last, we aimed to gather evidence for construct validity by conducting an online survey.

Considering the results of the content evaluation by experts, we reached a high index of content validity supporting that in general the proposed items are very comprehensible. However, we reformulated some of the items of the dimensions "prescriptive socialization strategies" and "real socialization strategies" to clarify the difference between the two dimensions. While as the first aim to evaluate behaviors that are established in organizational norms, the latter seek to gather evidence on the behavior of the members of an organization. Additionally, we included examples in items that described organizational ceremonies or rituals to rule out misunderstandings, as suggested by the experts. We did however not change the wording of these specific items, as these terms (ritual, ceremony) are commonly used in organizational socialization literature (Borges et al., 2010; Chao et al., 1994). Further, we adhered to the experts' suggestions concerning the familiarity of words among potential respondents, such as changing "acronym" for "initials". On the hand, propositions that were not aligned with the literature were not adopted, such as specification of "supports" or "role", considering that organizations may offer different types of support (Almazrouei et al., 2020; Jokisaari & Vuori, 2018), and, that professionals comply with both social and functional roles.

Additionally, the analysis of the interviews gave support for the content validity of the proposed scale, indicating three classes which are associated to the suggested dimensions: "Make oneself understood and be understood" (Class 1); "Value the differences and integrate" (Class 2); "Responsibilities and Competencies" (Class 3). Specifically, the first class characterizes two big subdimensions of the proposed measure: proactivity of the individual; and proactivity of colleagues. The fact that they joined in one cluster demonstrates their potential interdependence, both into what refers to tasks as well as to the person. Notably, the acknowledgment of diversity, the feeling of belonging and having access to information contribute to the psychological experience of inclusion (Ferdman & Sagiv, 2012). Thus, the interest of colleagues in the native culture of the individual (item 16: "My coworkers ask me about my native culture") is corresponded by international professionals themselves when they open themselves to the culture of the host country (item 47: "I consult my coworkers about behaviors that are expected in their culture."). Hence, this category is equally important for local and international professionals, favoring the interaction and promoting solutions for socio-affective issues (Almazrouei et al., 2020; Kammeyer-Mueller et al., 2011; Klein et al., 2011).

Further, the second cluster is contemplated by the items that refer to prescriptive and real socialization strategies, such as item 8 ("My organization structures a formal learning program for each employee") and item 4 ("My organization provides support for resolving daily problems for newcomers."), respectively. We highlight that this category is significantly created by more contributions of local professionals, reflecting the organizational consideration towards adjustment of new employees to behavior, social and functional expectations (Kempf & Holdbrügge, 2020; Van Maanen & Schein, 1979). Moreover, adaptation to a new role and environment might also be a distress for

international professionals, having the need to fit and to identify with the team (Cepale et al., 2020).

Last, the third class covers the learning of the individual, including mastery of task (item 34 to 38); power structure (item 29 to 33); norms and values (item 21 to 28); and language (item 39 a 44). We point out that this category received significantly more contributions from international professionals, reflecting the need and the importance of meeting goals, roles of members, performance, and well-being of the team (Kammeyer-Mueller et al., 2011; Maertz et al., 2009; Mahajan & Toh, 2014). Supporting that, understanding the cultural and organizational context, and developing relations with new work colleagues as a cornerstone for a successful integration (Malik et al., 2014). We further suggest that the team's potency in coordinating work activities in a joint effort and providing newcomers with information and support may be valuable for the international professional's performance and satisfaction (Almazrouei et al., 2020). Hence, the interviews with local and international professionals sustain the content of the proposed measure, consolidating its theoretical construction.

As to construct validity, the best factor solution pointed to four factors, named organizational practices for integration in culture and tasks (factor 1); mastery on organizational processes and expectations (factor 2); cultural and work adaptation (factor 3); social proactivity of colleagues for integration in culture (factor 4). The four factors separate into three measurement levels (organization; team; individual), thus solving one of the previous problems of scales on organizational socialization (Haueter et al., 2003). Considering internal consistency, three factors present a good level (.81 < α < .86), the remaining an acceptable one (α = .75).

The first factor, called organizational practices for integration in culture and tasks, assembles two theoretically proposed dimensions: prescriptive and real

socialization strategies. Initially, this factor was composed by 13 items, from which 7 items were excluded. These items presented a lower correlation with the scale and partly referred to coworkers' behavior. Hence, the exclusion of the items aimed to strengthen the measurement level (organization). The remaining items refer to organizational strategies that aim to support the employee at work aligning tasks, roles, and expectations (Van Maanen & Schein, 1979). Mainly, these strategies characterize as investiture focusing on the individuals' needs and thus enhancing adjustment (Saks et al., 2007). They include learning programs and social support that have been recommended to promote cultural and general adaptation of international professionals (Almazrouei et al., 2020; Okpara & Kabongo, 2017). Supposedly, the items reunite in one factor because it is the observed behavior in an organization that provokes a dynamic process of social interaction, and which results in positive outcomes of diversity (Lozano & Escrich, 2017).

The second factor, named mastery on organizational processes and expectations, aggregates the three aspects of socialization content (Fisher, 1986): task mastery; norms and values; and power structure. Initially, this factor consisted in 19 items, from which 10 items were excluded. These items presented a lower correlation with the scale and mostly were associated to language or norms and values. The final item composition characterizes the individual's learning process, seeking cues to facilitate the acquisition of competencies for the successful fulfillment of tasks and roles (Jokisaari & Vuori, 2018). In this case, integration occurs additionally by gathering and adapting to cultural expectations, broadening the proper repertoire, and reducing cultural difference effectively (Maertz et al., 2009). Specifically, this process might be rather associated with cultural intelligence than language itself (Malik et al., 2014).

The third factor, denominated cultural and work adaptation, reunites two aspects of own proactivity: towards colleagues and towards the supervisor, respectively. Initially, this factor was constituted by 9 items, from which 3 items were excluded. These items presented a lower correlation with the scale and mostly were associated to proactivity towards the general environment or the own culture. The remaining items are associated to behaviors that aim adjusting oneself and one's role to the work environment to seek enhanced integration (Ashforth et al., 2007). Specifically, in a multicultural environment, Mahajan and Toh (2014) have highlighted that seeking advice may be an efficient strategy, considering its potential to enhance Leader-Member-Exchange (Jokisaari & Vuori, 2018).

The fourth factor, called social proactivity of colleagues, mainly was composed by items that refer to the interest in the individual's cultural background and its integration in the new environment. Initially, this factor was constituted by 9 items, from which 2 items were associated with own proactivity towards the general environment. Hence, the exclusion of the items aimed to strengthen the measurement level (team). These items also presented low correlation with the scale. The remaining items express the consideration of peers towards the newcomer, giving support and valuing the cultural background, while also sharing about expectations within the new cultural background (Klein et al., 2011). Specifically, this social support by coworkers may help newcomers to a greater level of embeddedness within the organization and culture (Almazrouei et al., 2020).

Finally, the dimensions of the proposed scale are moderately correlated ($.38 < r < .52$) which indicated that organization, teams, and individuals contribute to the organizational-cultural socialization process, in a dynamic and interactive way (Lozano & Escrich, 2017). However, this might not be a problem for multicollinearity when

predicting cross-cultural adaptation, considering that at a moderate correlation among dimensions shows that they separately account for different aspect of a global phenomenon.

Concerning factor analytic issues, this research is limited by the sample size, as some authors (e.g., Pasquali, 2010) recommend 5 to 10 respondents per item. However, it should be considered that the specific population is of difficult access and that recent studies have been using samples of around 100 to 150 participants. For this reason, many studies have been conducted with international students. Hence, this research contributes to the field by approaching expatriate and immigrant workers, considering a response rate around 20%.

For future research, we suggest conducting a confirmatory factor analysis to verify the robustness of its structure. Further, it is necessary to gather evidence on criterion validity by conducting studies that relate organizational-cultural socialization to cross-cultural adaptation, performance, and well-being for instance. Considering the nature of organizational-cultural socialization as a process along time, longitudinal studies also may enhance the understanding of the field. Last, we suggest comparing the socialization process among different countries and groups to reunite further evidence for its internal structure as to invariance among these groups.

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Manuscript 3 –

Cross-cultural adaptation in multicultural teams: Evidence for Criterion Validity

of the Organizational-Cultural Socialization Scale

Abstract

There has been a continuous effort to understand either the variables that (1) increase cross-cultural adjustment among sojourners in the workplace or (2) the ones that reduce potentially negative effects in a culturally diverse group. However, should cross-cultural adjustment mainly be the responsibility of the international professional? Or does the behavior of colleagues and organizational practices play a role as well? And what is the role of cultural dimensions in this process? This study hypothesized that difference in cultural dimensions of the birth and the host country (individualism, power distance), together with organizational-cultural socialization predict psychological and sociocultural adaptation. 79 international professionals answered an online survey with three scales, namely the organizational-cultural socialization scale, the brief psychological adaptation scale, and the brief sociocultural adaptation scale. Results show a mediation effect for organizational practices ($\beta = .35$, $t = 3.00.$, $p < .01$), when predicting sociocultural adaptation by individualism. Further, we found that colleague's proactivity ($\beta = .47$, $t = 4.49$, $p < .01$) and mastery ($\beta = .37$, $t = 3.31$, $p < .01$) affect sociocultural adaptation positively. However, there is a negative effect of mastery on psychological adaptation ($\beta = -.30$, $t = -2.47$, $p < .05.$). Last, the own proactivity affects psychological adaptation positively, $\beta = .30$, $t = 2.60$, $p < .05$. Thus, for a successful cross-cultural adaptation both cultural dimensions and socialization practice must be considered.

Keywords: cross-cultural adjustment; organizational-cultural socialization; cultural dimensions

Cross-cultural adjustment in multicultural teams: Evidence for Criterion Validity

of the Organizational-Cultural Socialization Scale

After an organizational climate study, Maria, a Brazilian local had confronted Bert, an international professional, "The reason for this bad organizational climate is you!". At first, Bert did not understand, he was hurt. He had so much previous experience in other countries, and he thought that somehow Brazil was like his home country, but somehow it was not. So, he started to question with modesty, trying to understand aspects that were causing conflicts, and proposing himself to change. Maria suggested him to assume a new position and together, they started to create a new culture. Initially, Bert was insecure, he remembered how people would manage their team in his home country. Then, gradually, listening to the tips of his team, Bert learned to share professional aspects and personal ones, striving for the common goals. Today, his Bert's team considers "He even shares emotions. He has become a Brazilian".

Bert's experience is a relatively common one in multicultural teams concerning conflicts and cross-cultural adjustment, a process by which individuals adapt to cultural norms, language, cultural adequate behaviors, ways to confront potential discrimination and general life conditions (Black et al., 1991). Thus, there has been a continuous effort to understand either the variables that (1) increase cross-cultural adjustment among sojourners in the workplace (Briones et al., 2012; Dang & Chou, 2019; Dang et al., 2020; Osman-Gani & Rockstuhl, 2009) or (2) the ones that reduce potentially negative effects in a culturally diverse group (e.g. Berg, 2012; Cheng et al. 2012; Crotty & Brett, 2012; Lisak & Erez, 2015; Starren et al., 2013). Evidently, multinational corporations have a strategic interest in a successful cross-cultural adjustment of their professionals to ensure knowledge transfer and implementation of projects in their subsidiaries, as well as to meet the local market needs (Brookfield, 2016; Lee & Croker, 2006). Beyond

that, a lack of cross-cultural adjustment might impair the potential benefits of cultural diversity in teams such as creativity, innovations, and performance (e.g. Bouncken, Brem, & Kraus, 2016; Homan et al., 2015; Tröster et al., 2014).

Even though Bert and his colleagues are part of a same work unit, each of the team members have different cultural baggage that originates from their native countries and potentializes interpersonal conflicts (Berry, 2005) and intrapersonal conflicts (cultural shock; Sussman, 2000). Notably, the singularity of the individuals that compose the team, their attitudes and behaviors are anchored by their primary socialization and the development of their self beliefs (Markus & Kitayama, 1991). Beyond self-knowledge, the social environment suggests patterns of expected behavior and provides feedback on the extent to which the individual meets or not these expectations (Fiske & Taylor, 2007). When becoming part of a multicultural team, demands from different cultural backgrounds potential clash, incentivizing an interpersonal bound by similarity (Leung & Wang, 2015) and categorization processes (Barros et al., 2017). These may threaten cross-cultural adjustment, in terms of well-being (psychological adaptation) and cultural adequate performance (sociocultural adaptation; Berry & Sam, 1997).

Additionally, international professionals perceive differences of their individual attributes and characteristics of other members of the team (perceived dissimilarity; Jackson et al., 1995), which potentially enhance conflicts that emerge from different cultural and social identities and are perceived as threats (Van Der Zee et al.,2004). However, this psychological discomfort may be reduced to the extent in which learning, sharing of knowledge and openness to new experiences occur, which turn conflicts into a beneficial resource for assimilation among members of a team and for their performance (Tjosvold et al., 2003). Possibly, this learning process may configure as

reframing (shared social perception), observation and imitation (developed cognition), or affirmation of the own beliefs and practices (self and socialization; Hamel et al., 2010).

Though, should cross-cultural adjustment mainly be the responsibility of the international professional? Or does the behavior of colleagues and organizational practices play a role as well? And what is the role of cultural dimensions in this process? We propose in this article that a dynamic and interactional process among the organization, team members and international professionals enhance the psychological and sociocultural adaptation of international professionals, and thereby favor the benefits of cultural diversity in teams. Therefore, we approach first cross-cultural adjustment and then organizational, group and individual variables that may contribute to it.

Cross-cultural adjustment

In multicultural teams, individuals from different cultural backgrounds meet and may provoke changes in the cultural pattern of one or both cultural groups. This process is known as acculturation (Redfield et al.,1936). However, the assimilation of one of the two groups, named acculturation group, is more frequent (Berry & Sam, 1997), as can be observed in Bert's effort to understand differences and proposing himself to a continuous change. The local team, on the other hand, may partly expect that Bert adapts to the norms, values, and behaviors of the national (Brazilian) culture, due to their perception of cultural distance (English et al., 2021). The perception of cultural distance depends on the difference of cultural dimensions among countries, as theorized in Hofstede's framework (1980). Especially, individualism-collectivism and power distance dimensions have been important aspects to study adaptation among expatriates and their job satisfaction (e. g. Yi et al., 2021). Thus, adaptation may be more difficult

as cultural distance increases. It depends, however on the voluntariness and temporality of transference and encompasses two dimensions, namely, psychological adaptation and sociocultural adaptation (Searle & Ward, 1990).

Psychological adaptation

Psychological adaptation refers to the set of internal psychological results, such as personal and cultural identity, well-being, and satisfaction with the new cultural environment (Searle & Ward, 1990). Even though Berry et al. (2012) affirm that psychological changes occur mainly on long-term, other authors indicate that even during short periods of permanence, there are elements that affect the psychological constitution of individuals, requiring adaptation to guarantee well-being (e.g. Sussman, 2002). Adopting the latter position, variables that affect psychological adaptation have been investigated in diverse acculturation groups, such as cultural orientation and perceived ethnic discrimination (Briones et al., 2012); perceived social support, perceived loneliness, stress, and psychological well-being (O'Reilly et al., 2010); and realistic information before departure (Fan & Wanous, 2008). Bert's initial psychological response to Maria's feedback, specifically being hurt and insecure, is part of the psychological adaptation process.

Sociocultural adaptation

On the other hand, sociocultural adaptation encompasses outcomes that associate the individual and its context, such as the capacity to manage daily problems, specifically in the domains of family, life, and study (Berry & Sam, 1997). In the specific case of international professionals, it is possible to distinguish three types of sociocultural adaptation: general or cultural adaptation, adaptation to work, and interactional adaptation (Black et al., 1991). Bert's attempt to understand aspects that cause conflict, to listen to tips from his team and share professional aspects are possibly

connected to interactional and work adaptation, as Bert and his team have goals in common that also might contribute to career goals (Zimmermann et al., 2017). Potentially, these adaptations are most crucial for organizations and professionals that work in multicultural teams, providing, on the long term, support for general adaptation. Yet, how may organizations, teams and individuals contribute to psychological and sociocultural adaptation, and ultimately reach their personal, team, and business goals?

Organization-cultural socialization

We propose that cultural- organizational socialization as a process by which international professionals acquire socially and culturally adequate competences and behaviors, as well as develop strategies to overcome potential discrimination and to adjust to general life conditions (Haemer et al., 2021). This process involves, beyond the individual, peers, supervisors, and the organization as the multicultural team pursues common goals and enhances its performance by learning and growing with different cultural perspectives (Thomas & Ely, 1996).

First, an organization's diversity identity is characterized by attempt to promote diversity in the organization, understanding it as a central value to enhance a particular image before society, using affirmatives that are strategically designed (Cole & Salimath, 2013). Specifically, these authors propose that it is not sufficient for organizations to submit themselves to the pressures of society to practice inclusion, but it is necessary, that organizations choose among a variety of answers the ones that promote a continuous diversity identity by proactivity. Notably, the organization articulates this value by leaders that allow the consideration of different perspectives and that seek to change the attitude of group members as they manage their interaction successfully (Mitchell, et al., 2015).

Thus, to benefit of multiculturalism, we suggest that intragroup diversity should be maintained and promoted by seeking to encourage an egalitarian daily life of all members (Ashikali & Groeneveld, 2015). Specifically, meanwhile native cultures and the identity is maintained, people also are required to actively participate in cultural groups of the bigger society. Hence, multinational corporations that are characterized by employees from different ethnocultural groups, ideally should articulate policies that allow for a plural society as well as goals of diversity and equality that would enhance a major integration (Jackson & Van de Vijver, 2018). Potentially, this is more easily achieved by inclusive organizational and communitarian cultures (Humberd et al., 2015), that build culture in a continuous learning process of repetitive engagement in a selective set of cultural tasks that become proceduralized (neuro-cultural interaction model; Kitayama & Usukul, 2011).

Moreover, aiming to enhance performance, satisfaction, and well-being, as well as to reduce the number of international professionals that return before the expected time, organizations have sought to improve the selection processes based upon personal characteristics and technical knowledge (Haemer, 2017). Aligned with that, Cepale et al. (2020) have highlighted organizational strategies and identification as factors that reduce turnover intentions. One advisable practice to provide adaptation to their new workplace and cultural environment have been cross-cultural trainings which are offered either prior to the transference or immediately after getting to their destination (Kempf & Holdbrügge, 2020; Okpara & Kabongo, 2017). In Bert's case, the above-mentioned policies and organizational strategies could include debriefing of culture, as well as getting to know norms and processes within the organization. Thus,

Hypothesis 1: Cultural dimensions of the host country predict (a) psychological adaptation and (b) sociocultural adaptation, being mediated by organizational practices

for integration. The relation of organizational practices and (a) psychological adaptation and (b) sociocultural adaption is further moderated by the difference in cultural dimensions of the host and native country.

Yet, Kraimer et al. (2016) highlight that adaptation problems continue to occur and question the implementation of the research finding in practice. In fact, training and selection practices might not be enough to favor an environment of psychological safety and mutual trust, as Lapointe et al. (2014) point out. These authors claim that to benefit from diverse perspectives and contributions, that emerge from members of a multicultural team, it is necessary that colleagues establish relations which allow for sharing of information and affective bounds among them. In turn, the establishment and maintenance of affective bounds, as well as the perception of being valuable in terms of duties and beyond them, promote the individual's involvement with the team, expressed in affective commitment and organizational citizenship behavior towards the team (Ashikali & Groenveld, 2015).

Notably, the theory of social identity (Tajfel & Turner, 1986) together with the theory of optimal distinctiveness (Brewer, 1991) might explain this relation. On the one hand, people need to be accepted, and, thus, they join the ones that are more similar (Tajfel & Turner, 1986). However, beyond seeking like-minded people, individuals want to be accepted in their individual aspects (Brewer, 1991). Thus, an intercultural group climate which is characterized by the acknowledgment of employees that perceive themselves as culturally different, is essential to psychological and sociocultural adaptation (Luijters et al., 2008). The perception of this climate causes the identification with the team to be less determined by perceived profound dissimilarity (Brodbeck et al., 2011), specifically the lack of similarity in values.

Beyond that, Almazrouei et al. (2020) demonstrate that the engagement in coordinated work activities and team support boost international professionals' identification with their workgroup. Thus, common goals may turn peers in valuable sources of knowledge on the organization and culture (Klein et al., 2011). Moreover, the interdependency of the members of multicultural teams favors the interpersonal trust and the overcoming of psychological barriers (Han & Harms, 2010). Thereby, individuals that perceive they are valuable for an organization, which is open to unicity, are more prone to share ideas among them (Cheng, et al. 2012). In Bert's case, Maria's support, and the tips from his team are essential for his adaptation process. Thus,

Hypothesis 2: Cultural dimensions of the host country predict (a) psychological adaptation and (b) sociocultural adaptation, being mediated by social proactivity of colleagues. The relation of social proactivity of colleagues and (a) psychological adaptation and (b) sociocultural adaptation is further moderated by the difference in cultural dimensions of the host and native country.

Last, the neuro-cultural interaction model proposes that values and cultural practices are a collective reality that affects cerebral changes on the long-term, as members of a specific context need to adapt to guarantee their own "survival" (Kitayama & Usukul, 2011). Evidently, this learning process includes task demands; role responsibilities; norms of the workgroup; organizational climate and culture (Fisher, 1986). To adjust successfully to expected social and cultural behaviors, Jokisaari and Vuori (2018) have pointed out that team members and supervisors are valuable sources of information.

Moreover, considering the adaptation to a new cultural environment, international professional may reduce their stress, as they widen their natural repertoire of cultural adequate behaviors (Maertz et al., 2009). Therefore, individuals may relearn

as from the condition that facilitate the proper learning process, to the extent they are interculturally sensitive, attentive, and intentional learners. While intercultural sensitivity aims to acknowledge the differences between the native culture and the host culture (D'Souza, et al., 2016), the attention and intentionality become necessary because previous and potentially automatic cognitive associations exist (Fiske & Taylor, 2008). In other words, the individual is more efficient in identifying what is self-schematic and self-affirmative. To the extent that new behavioral patterns are learned and repeated, the association at neurological level is strengthened (Hebbian principle), turning the adaptation more probable and more efficient.

To conclude, it should be emphasized that the adaptation in multicultural teams is not only an issue for the newcomer, but a concern for every member that composes the team. Thus, cultural cognitive dissonances may serve as triggers for the assimilation among members of a team which would enhance levels of performance and well-being. Aligned with that, Morris et al. (2015) claim that rather than assuming one cultural perspective it is necessary to adopt a polyculture perspective, which favors the learning and renovation of norms by interaction and immersion, by cognitive dynamics and the use of knowledge of the host culture. Hence, to the extent that sharing of knowledge and assimilation occur, the "reproductive" success in the economic market (competitiveness) will increase. In Bert's case sharing professional and personal aspects, as he strives a common goal with his team, and asking about aspects that provoke conflicts express his individual learning process, resulting in acknowledgment from his team. Thus,

Hypothesis 3: The individual's mastery on organizational processes and knowledge about expectations is positively associated to sociocultural adaptation.

Further the difference in cultural dimensions of the host and native country moderate this relation. moderated by.

Hypothesis 4: The individual's proactivity predicts (a) psychological adaptation and (b) sociocultural adaptation, being moderated by the difference in cultural dimensions of the host and the native country.

Method

Participants

79 professionals answered an online survey with three scales. From those, 7 cases were excluded for not meeting the criteria of being in international professional. The remaining participants were majorly female (63.9%), being on average $M = 38.96$ ($SD = 10,17$) years old. Most have either a Master's (32.9%) or a Doctorate (26.0%) degree, followed by Bachelor's (21.9%) and specialization (13.7%), incomplete high school (2.7%) and incomplete bachelor's (1.4%). 49.3% are native from South America, followed by Europe (20.5%), Asia (16.4%), North America (9.6 %), Africa (1.4%) and Oceania (1.4%). Participants live currently in Europe (52.1%), followed by South America (23.3%), North America (11.0%), Oceania (5.5%), Asia (5.5%), and Africa (1.4%). They have been working in these countries for up to one year (24.7%), followed by 1 to 3 years (23.3%), 3 to 5 years (16.4%), 5 to 10 years (16.4%), and over 10 years (15.1%.) As to cultural dimensions, the descriptive comparison of means shows differences for power distance in the birth country, $M = 62.45$ ($SD= 18.31$) compared with the host country, $M = 50.97$ ($SD= 16.88$). Similarly, there is a descriptive difference of means related to individualism in the birth country, $M = 47.65$ ($SD= 19.06$) compared to individualism in the host country, $M = 61.71$ ($SD= 23.05$). In other words, 76.39% of participant came from high power distance and from collectivist cultures (66.7%), and now work in a low power distance (69.4%) and individualist

culture (69.4%) Although different variables are described in Hofstede´s categorization, only a single sample was investigated. The wrongful use of the t-test or ANOVA to compare results in two or more variables within a single sample is not uncommon to appear in studies of multifactorial instruments (Wendl, 2016). However, this should not be performed for two reasons (Grissom & Kim, 2005): (1) ontological - there is no shared measurement unit between different factors, even if it is of the same scale; (2) - computational - the mean and standard deviation of latent variables are arbitrarily decided, due to the invariance of the factorial model with respect to the sample type and scale of the variables of interest. Thus, no tests for differences between means was performed, keeping the study more parsimonious and without incurring an error commonly made.

Instruments

Organizational-cultural socialization scale *(submitted).*

The organizational-cultural socialization scale is composed by 28 items that load on four factors, named organizational practices for integration in culture and tasks (α =.83); mastery on organizational processes and expectations (α =.78); cultural and work adaptation (α =.73); and social proactivity of colleagues for integration in culture (α =.83). The scale is associated to a Likert-like scale from 1 (= Totally disagree) to 4 (= Totally agree). Sample items are "My organization provides support for resolving daily problems for newcomers" (for organizational practices); "I can tell who are the most influential people in this organization." (for mastery); "I ask my supervisor to advise me on how I am expected to behave in my organization." (cultural and work adaptation); "My coworkers call me to hang out with them during their time off work." (proactivity of colleagues).

Brief sociocultural adaptation scale (adapted from Demes & Geeraert, 2014)

The Brief Sociocultural Adaptation Scale is composed by 11 items that represent key issues in sociocultural adaptation and load on a single factor (α = .90). The scale is associated to a Likert-like scale from 1 (= very difficult) to 7 (= very easy). A simple item is "It was …to adapt to the climate (temperature, rainfall, humidity) where I am currently living"

Brief psychological adaptation scale (Demes & Geeraert, 2014)

The Brief Psychological Adaptation Scale is originally composed by 8 items that describe feelings towards the host country and home country, loading on a single factor The scale is associated to a Likert-like scale from 1 (= never) to 7 (= always). A confirmatory factor analysis in our sample showed better fit, when reducing the scale in three items (PA1, PA3, PA7) reaching α =.86. A sample item is "In the last two weeks, I felt out of place, like I don't fit into the local culture"

Procedures

We collected data in the period of September to October 2021 by an online survey, using Google Forms (https://forms.gle/1vUGx7aMR8xEXHSu5). The survey was sent by e-mail to potential respondents who had participated in the previous research. Moreover, an invitation to participate on the study was shared in social networks, such as Facebook, Twitter, and Instagram, or by contacting colleagues of the principal researcher who work in cross-cultural research. To assess the cultural dimension regarding the native and country of participants, we used metadata from Hofstede Center to attribute an average of cultural dimension score by region. Specifically, countries were classified by region and the cultural dimension scores of countries were averaged for the specific region. We analyzed data by using PASWStatistics18 for exploratory data analysis and regression analysis. In total, seven

cases were excluded for residing and working in their native country, thus not configuring international professionals. The univariate analysis of outliers indicated several outliers in different items. Due to the relatively small sample size, we opted to recodify by the median, considering cases in which X = Q1- 1.5*IQR or X = Q3+1.5*IQR. There were no multivariate outliers and the remaining assumptions for data analysis were met. For moderation and mediation analysis means were centered. Factor structures of the scales were explored by Confirmatory Factor Analyzes (CFAs) with IBM SPSS Amos 26, specifically to test the solutions found for the organizational-cultural socialization scale in a previous sample. We used multiple fit indexes for the evaluation of the models' covariance structures, with CFI > 0.90 (Bentler, 1990), RMSEA < 0.06 (Browne & Cudeck, 1993) and SRMR < 0.08 (Hu & Bentler, 1999). We also included the χ^2/d.f. ratio which is a badness-of-fit index. West et al. (2012) suggest that smaller values of the $\chi 2$/d.f. ratio indicate better fit up to the value of 5. The estimation method used was the weighted least square mean and variance adjusted (WLSMV), which is specifically designed for ordinal data (Kline, 2016), which is less biased and more accurate than the robust maximum likelihood. To achieve identification, the variance of latent factors was set at 1, allowing the loadings to have free estimate.

Results

Confirmatory factor analysis

First, we conducted a confirmatory factor analysis for the organizational-cultural socialization scale. Table 3.1 presents the adjustment indices for three suggested models. Initially, the correlated model presents the best fit among the three. This model was respecified to meet the recommendations of Weston et al. (2008). Specifically, we reduced factor 2 by two items (OCM 8, OCM 9) and factor 4 by two items (PP2, PP6),

based on item-scale correlation and internal consistency indices. There was no

correlation among errors.

Table 3.1
Initial comparison of alternative models' adjustment

Model	χ^2	df	χ^2/df	CFI	RMSEA	SRMR
Independent Model (M1)	1075.22	378	2.84	.00	.16	.21
Uncorrelated Model (M2)	560.48	350	1.61	.70	.09	.06
Difference	514.74	28	1.23	.70	.07	.06
Correlated Model (M3)	481.97	344	1.40	.80	.075	.08
Difference	32.77	316	.23	.10	.015	.07

Note. Table 3.1 depicts the fit indices for three different structural models of the organizational-cultural socialization scale.

Table 3.2
Pattern and structure coefficients for the factors of the final model (M3)

Variables/ Statistics	Pattern				Structure			
	OP	OCM	PP	CP	OP	OCM	PP	CP
OP					0.30			
OCM					0.12	0.07		
PP					0.15	0.05	0.43	
CP					0.24	0.11	0.67	0.47
OP1	0.59				0.30	0.12	0.15	0.24
OP2	0.53				0.25	0.10	0.12	0.20
OP3	0.64				0.35	0.13	0.17	0.28
OP4	0.66				0.36	0.14	0.18	0.29
OP5	0.81				0.40	0.15	0.20	0.32
OP6	0.76				0.37	0.14	0.18	0.30
OCM1		0.39			0.12	0.07	0.05	0.11
OCM2		0.72			0.22	0.14	0.10	0.20
OCM3		0.55			0.16	0.10	0.07	0.14
OCM4		0.64			0.19	0.11	0.09	0.17
OCM5		0,64			0.21	0.12	0.09	0.19
OCM6		0.66			0.27	0.16	0.12	0.24
OCM7		0.43			0.12	0.07	0.06	0.11
PP1			0.67		0.15	0.05	0.43	0.12
PP3			0.61		0.13	0.04	0.36	0.10
PP4			0,65		0.14	0.05	0.41	0.11
PP5			0.60		0.15	0.05	0.43	0.12
CP1				0.61	0.24	0.11	0.12	0.47
CP2				0.60	0.20	0.09	0.10	0.39
CP3				0.63	0.22	0.10	0.12	0.44
CP4				0.50	0.11	0.50	0.06	0.22
CP5				0.63	0.14	0.06	0.07	0.38
CP6				0.72	0.23	0.10	0.12	0.46
CP7				0.83	0.27	0.12	0.14	0.53
χ^2	301.82							
df	246							
χ^2/df	1.23							
CFI	0.90							
RMSEA	0.06							
CI90%	[0.03. 0.08]							
SRMR	0.06							

Note. Table 3.2 depicts the pattern and structure coefficients for the final model which is composed by four factors, namely organizational practices for integration (OP), organizational-cultural mastery (OCM), own proactivity (PP), and proactivity of colleagues (CP).

Adjustment indices for the respecified correlated factor model can be observed in Table 3.2. Figure 3.1 shows the path diagram of the organizational-cultural socialization scale (final model).
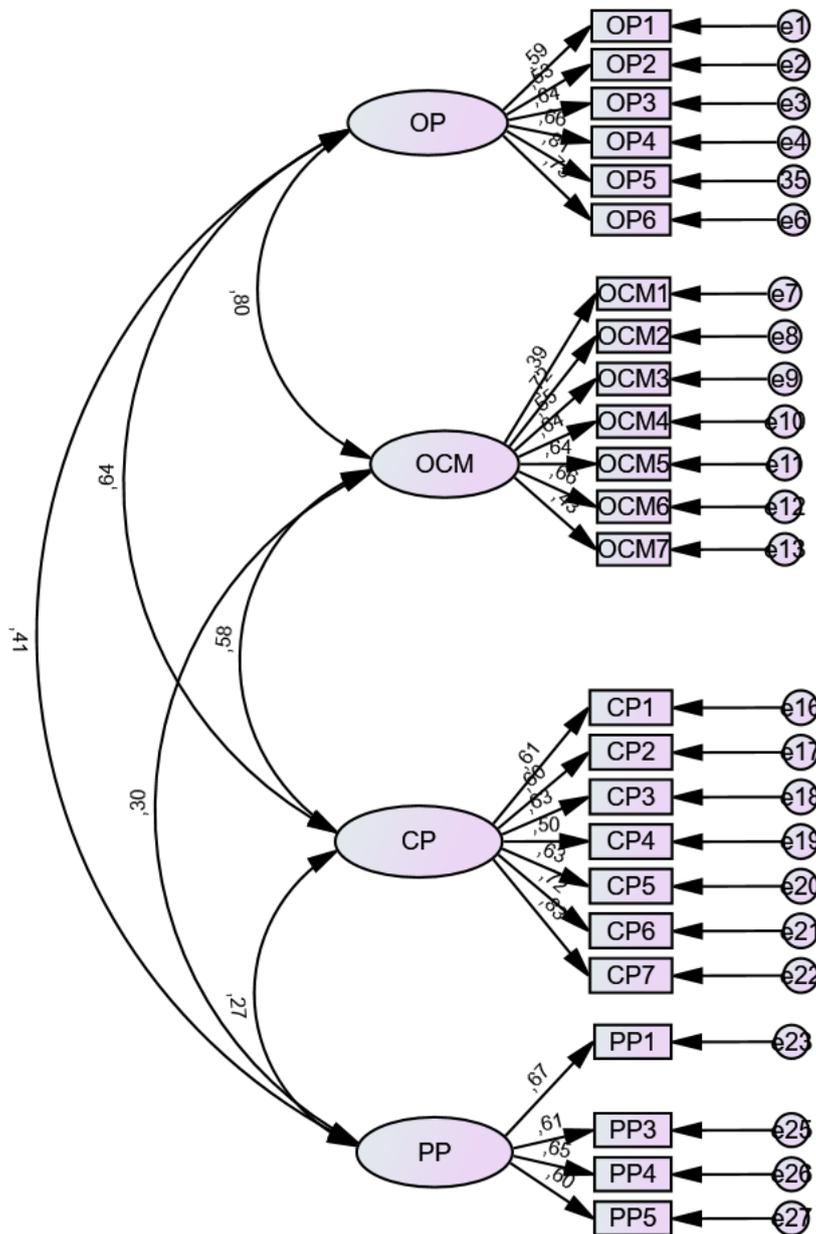

Figure 3.1. Path diagram of organizational-cultural socialization scale for the final model, using standardized estimates.

This Table also shows standardized pattern and structure parameters for the model.

With χ^2= 301.820, df = 246, χ^2/df = 1.227, CFI =.898, RMSEA = .057, SRMR =.063,

our final model indicates an acceptable fit to data. Further, Cronbach alphas for the four

factors (OP α = 0.83; OCM α = .78; CP α =.83; PP =.73) indicate acceptable to good

construct reliability, confirming previous findings. Table 3.3 presents the non-

standardized pattern parameters for the final model, confidence intervals and the Wald

test for each of them.

Table 3.3
Non-standardized pattern parameters of the final model.

Variável	B	S.E.	CI95%	Critical Ratio
OP1	1.00			
OP2	0.83	0.22	[0.41,1.25]	3.73
OP3	1.14	0.26	[0.62, 1.66]	4.32
OP4	1.19	0.27	[0.66, 1.72]	4.41
OP5	1.31	0.26	[0.80, 1.82]	5.03
OP6	1.23	0.25	[0.73,1.72]	4.82
OCM1	1.00			
OCM2	1.92	0.64	[0.66, 3.18]	2.98
OCM3	1.34	0.50	[0.38, 2.33]	2.72
OCM4	1.63	0.57	[0.52, 2.74]	2.88
OCM5	1.76	0.61	[0.56, 2.96]	2.88
OCM6	2,3	0.79	[0.74, 3.84]	2.91
OCM7	1.06	0.44	[0.20, 1.92]	2.41
PP1	1.00			
PP3	0.84	0.22	[0.41, 1.27]	3.81
PP4	0.97	0.24	[0.49, 1.44]	3.97
PP5	0.99	0.26	[0.48, 1.51]	3.77
CP1	1.00			
CP2	0.82	0.20	[0.44, 1.21]	4.19
CP3	0.94	0.21	[0.52, 1.36]	4.37
CP4	0.46	0.13	[0.21, 0.71]	3.61
CP5	0.60	0.14	[0.33, 0.87]	4.36
CP6	0.97	0.20	[0.57, 1.36]	4.79
CP7	1.13	0.21	[0.71, 1.55]	5.26

Note. Table 3.3 depicts the non-standardized pattern parameters of the final model, which is composed by four correlated factors, namely organizational practices for integration (OP), organizational-cultural mastery (OCM), own proactivity (PP), and proactivity of colleagues (CP). It also demonstrates a confidence interval of 95% for each of the parameters and the Wald-test.

Hierarchical Regression Analysis

Table 3.4 shows means, standard deviations, and correlations for each of the

variables. We conducted a linear regression analysis to test our hypotheses, considering

Table 3.4

Means, Standard-Deviations and Correlations among Variables

Variable	*M*	*SD*	PDI-birth	IND-birth	PDI-host	IND-host	PDI-dif	IND-dif	OP	OCM	CP	PP	PA	SCA
PDI-birth	64.11	10.31		-.960**	-.395**	.386**	.819**	-.830 **	.322**	.215	.140	.528**	.094	-.018
IND-birth	37.83	19.41			.405**	-.399**	-.803**	.863**	-.358**	-.247*	-.151	-.537**	-.084	-.003
PDI-host	53.97	11.24				-.978**	-.850**	.800**	-.284*	-.040	-.136	-.298*	-.171	-.177
IND-host	58.61	16.63					.832**	-.808**	.295*	.019	.165	.292*	.139	.198
PDI-dif	10.14	18.00						-.975**	.361**	.148	.165	.488**	.160	.100
IND-dif	-20.78	30.19							-.393**	-.169	-.188	-.506	-.131	-.111
OP	2.57	0.68								.626**	.527**	.329**	-.139	.377**
OCM	3.20	0.48									.439**	.232*	-.249*	.368*
CP	2.86	0.64										.240*	-.187	.473**
PP	2.83	0.74											.297*	-.161
PA	3.75	1.53												-.499**
SCA	4.89	1.24												

Note. Table 3.4 depicts the means, standard-deviations and correlations among variables used in the regression analysis. PDI-birth = power distance score in birth country; IND-birth = individualism score in birth country; PDI-host = power distance score in host country; IND-host = individualism score in host country; PDI-dif = difference of score in power distance birth country-host country; IND-dif = difference of score in individualism birth country-host country; OP = organizational practices for integration, OCM = organizational-cultural mastery; PP = own proactivity; CP = proactivity of colleagues; PA = psychological adaptation; SCA = sociocultural adaptation; *N* = 79, **p* <.05, ***p* <.01

the correlations among variables in table 3.4. Notably, non-significant correlations were not included in the regression analysis.

Thus, for hypothesis 1 we tested if cultural dimensions of the host country predicted sociocultural adaptation, being mediated by organizational practices for integration. Stepwise linear regression results were marginally significant for the individualism-collectivism dimension in step 1, β = .20, t = 1.69, p =.09. After inclusion of organizational practices for integration in step 2, results were significant for the mediator, β = .35, t = 3.00., p < .01, but the predictor became non-significant, β = .09, t = .82, p = .42, suggesting therefore mediation. Effect size for this model was small (*Adjusted* R² = .13, f² = .14). Figure 3.2 depicts this model. Thus, H1 was partially supported.
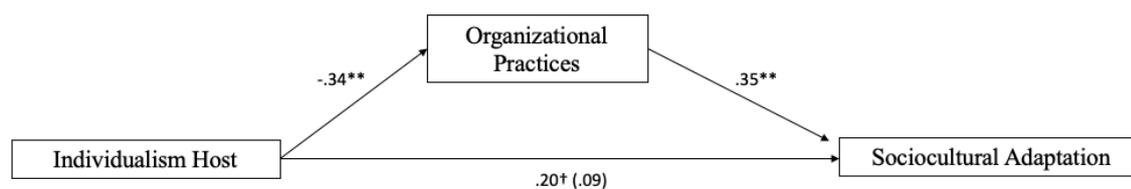

Figure 3.2. Mediation model for organizational practices, individualism in host country and sociocultural adaptation
**p <.05, † p =.09 .

Due to the lack of correlation of colleagues' proactivity and psychological adaptation, hypothesis 2 was only tested for sociocultural adaptation. Results indicate that proactivity of colleagues affects sociocultural adaptation positively, β = .47, t = 4.49, p < .01. However, we did not find the predicted mediation effect neither for the individualism-collectivism dimension, β = -.09, t = .82, p =.41, nor for the power distance dimension, β = .02, t = .29, p =.77. Effect size for this model was medium (*Adjusted* R² = .23, f² = .30). Thus, H2 was only supported for the direct effect between colleagues' proactivity and sociocultural adaptation.

Results for hypothesis 3 indicate that organizational and cultural mastery affects sociocultural adaptation positively, β = .37, t = 3.31, p < .01. Effect size for this model was small (*Adjusted* R² = .12, f² = .14). Organizational and cultural mastery also affects psychological adaptation, however, negatively, β = -.30, t = - 2.47, p < .05. However, we did not find the predicted mediation effect neither for the individualism-collectivism dimension, β

= -.13, t = -1.07, p =.29, nor for the power distance dimension, β = .18, t = 1.53, p =.13. Effect

size for this model was small (*Adjusted* R^2 = .07, f^2 = .07). Thus, H3 was only supported for

the direct effect for cultural/organizational mastery on sociocultural adaptation.

Finally, for hypothesis 4, results indicate that the own proactivity affects

psychological adaptation positively, β = .30, t = 2.60, p < .05. However, we did not find the

predicted mediation effect neither for the individualism-collectivism dimension, β = .10, t =

.50, p =.62, nor for the power distance dimension, β = .11, t = .49, p =.63. Effect size for this

model was small (*Adjusted* R^2 = .08, f^2 = .08). For sociocultural adaptation, no direct effect

for the own proactivity is found, β = -.16, t = -1,36, p =.18. However, the own proactivity

seems to have a suppressor effect on both cultural dimensions. Specifically, when including

individualism in step 1 of the hierarchical regression model to predict sociocultural

adaptation, no significant effect is found, β = -.17, t = -1.43, p =.16. Yet, when the own

proactivity is included in step 2, individualism becomes significant, β = -.28, t = -2.25, p <

.05, as well as the own proactivity, β = -.28, t = -.2.21, p < .05. For power distance the same

effect occurs. Notably, in step 1, when including power distance, no significant effect is

found, β = .10, t = .84, p =.40. In step 2, power distance becomes marginally significant, β =

.24, t = 1.76, p <.10, as well as the own proactivity, β = -.28, t = -2.07, p <.05. Thus, H4 was

only supported for the direct effect between own proactivity and psychological adaptation.

Discussion

The main objective of this study was to analyze the dynamic and interactional

processes in multicultural teams that enhance psychological and sociocultural adaptation of

international professionals. Beyond the role of cultural dimensions, we considered that the

proactive behavior of colleagues, organizational practices for integration, the individual's

mastery concerning organizational and cultural competencies as well as the individual's

proactivity are essential to a successful adaptation. Thus, four main hypotheses were tested.

Hypothesis 1 held that cultural dimensions of the host country predict (a) psychological adaptation and (b) sociocultural adaptation, being mediated by organizational practices for integration. The relation between the mediator and the outcome variables would be further moderated by the difference in cultural dimensions of the host and native country. This hypothesis was partially confirmed in relation to sociocultural adaptation. Specifically, individualistic cultural environments affect sociocultural adaptation positively if organizational practices for integration are present. In our sample, this should be particularly true for professionals who are native from either South America or Asia and live currently in North America or Europe. Notably, organizational practices may help to overcome perceived cultural distance if the practice of inclusion is continuously promoted and considered as a key value (Cole & Salimath, 2013), allowing international professionals to participate in the local community (Ashikali & Groeneveld, 2015). The articulation of organizational practices may further promote a greater integration, as international professionals adapt to the general environment, people and living conditions, among others (e.g., Cepale et al., 2020; Jackson & Van de Vijver, 2018).

Hypothesis 2 assumed that cultural dimensions of the host country predict (a) psychological adaptation and (b) sociocultural adaptation, being mediated by social proactivity of colleagues. The relation between the mediator and the dependent variables would be further moderated by the difference in cultural dimensions of the host and native country. Preliminary data analysis demonstrated no direct effect for psychological adaptation.The test of the hypothesis for sociocultural adaptation also only accounted for a direct effect between colleagues' proactivity and sociocultural adaptation. This direct effect is supported by previous findings of Lapointe et al. (2014), that highlight the importance of social interaction for affective bounding, knowledge sharing and involvement with the team. Further, being acknowledged by colleagues in respect to cultural differences and advised concerning organizational and cultural processes may favors sociocultural adaptation (Luijters et al.,

2008) and interpersonal trust (Han & Harms, 2010). These are all aspects of factor we named colleagues' proactivity for integration in work and culture.

Hypothesis 3 held that individual's mastery on organizational processes and knowledge about expectations is positively related to sociocultural adaptation. Further this relation would be moderated by difference in cultural dimensions of the birth and the host country. Results show that higher level mastery predict higher level of sociocultural adaptation. Curiously, we also found an effect for psychological adaptation, however in the opposite direction. In other words, higher levels of mastery predict lower level of psychological adaptation. The finding that aligns with the hypothesis is supported by the neuro-cultural interactional model which defends cerebral changes on the long-term may guarantee individuals' survival (Kitayama & Usukul, 2011) as people adjust to socially and culturally expected behaviors (Jokisaari & Vuori, 2018). However, the learning process may be stressful because it requires the widening of a natural repertoire of cultural adequate behaviors (Maertz et al., 2009) and may be less self-schematic and self-affirmative (Fiske & Taylor, 2008), provoking intrapersonal conflicts (cultural shock; Sussman, 2000) and threats to the self beliefs which are anchored in the primary socialization environment (Markus & Kitayama, 1991).

In Hypothesis 4, we assumed that individuals' proactivity predicts (a) psychological adaptation and (b) sociocultural adaptation. This relation would be further mediated by the difference in cultural dimensions. Results demonstrate that higher levels of own proactivity predict higher level of sociocultural adaptation. In other words, being interculturally sensible and directing the own attention and intentionally to learning about the new environment, organization, and culture facilitates de adaptation in the host culture (D'Souza, et al., 2016; Fisher, 1986). Thus, seeking feedback from colleagues, observing, and affirming practices may contribute to a shared social perception (Hamel et al., 2010) and even favor polyculture perspective by interaction and immersion in the host culture (Morris et al., 2015) For

psychological adaptation, we did not find any direct effect of own proactivity. The suppression effect we found may indicate, however, a moderation of own proactivity in the relation of difference in cultural dimensions and psychological adaptation.

Limitations and Future Research

This research contributes to the understanding of socialization processes in multicultural teams using a sample of international professionals who live and work in various countries and thus is differentiated from frequently used student samples. However, it is mainly limited by the sample size which may impact the outcomes of analyses, both the confirmatory factor analysis and the multiple regression analysis. We understand that the pandemic scenario contributed to people feeling overwhelmed by the amount of information they receive, thereby complicating the conduction online surveys It is however, currently the most adequate format of conducting research with these professionals. Further, the professionals that answered the research come from a variety of countries, which makes the comparison of cultural dimensions difference more difficult, as they do not constitute big enough groups. An aggregation of cultural dimensions by region may disregard continental difference (i. e. score for individualism in the UK vs. Moldova). We suggest that further research widens the sample size to create favorable conditions for data analysis and gather further evidence of the relations we have found. We also suggest that both the organizational-cultural scale and the hypothesized predictions would be studied in different countries by creating sample groups that are big enough to verify the scale structure concerning invariance and specific within-country dynamics related to socialization and cross-cultural adaptation.

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General Discussion

This dissertation aimed to study cross-cultural adaptation of international professionals in multicultural teams, by presenting and testing an integrative model of cultural and organizational socialization. Based on the proposition, that international professionals undergo parallelly a cultural and an organizational socialization process (Fan & Wanous, 2008), psychosocial dynamics during their transition among countries and organizations, that affect team performance and well-being, were discussed. Specifically, potential conflicts that underly the socialization process were pointed out. These conflicts concern socio-affective as well as task-related issues. However, adhering to the four recommendations of the contact hypothesis (Allport, 1954) may help tackle these challenges and thus convert them into benefits of cultural heterogeneity. The proposed model questions current practices in human resource management concerning the importance of culturally adequate socialization processes. In fact, the perception of self, context, and relation with others must be considered to create a sense of belonging for individuals in multicultural teams. Thus, an effective human resource management should identify and comprehend cultural differences, evaluate if its onboarding and team development processes are culture sensitive, and a create culturally inclusive community by practices that promote psychological safety, well-being and performance.

Beyond the proposal of the integrative model of cultural and organizational socialization, a scale to measure organizational-cultural socialization based on theories on organizational and cultural socialization was developed (e.g. Ashford et al., 2007; Chao et al., 1994; Derlan et al., 2016; Fisher, 1986; Morrison, 1993; Van Maanen & Schein, 1979). Previous scales either methodological or psychometric problems (Haeuter et al., 2003). They also did not account for the specific phenomena of organizational and cultural transition that international professionals experience. Thus, the presented scale seems to address the previous challenges pointed out by literature and indicates good evidence of construct validity

for the final four obtained factors, named organizational practices for integration in culture and tasks (Factor 1); mastery on organizational processes and expectations; (Factor 2); cultural and work adaptation (Factor 3); and social proactivity of colleagues for integration in culture (Factor 4). Even though, the construction of the scale proposed initially 11 dimensions, the four factors align with the main aspects that previous theories have pointed out, especially: organizational-cultural socialization tactics; colleagues' proactivity; socialization content; and own proactivity. The item reduction in study 2 and 3 point to the continuous process of seeking for higher parsimony but might be affected by the sample size and consequent statistical power. Thus, the results do not indicate a fragility of scale construction. Moreover, a factor clustering based on semantics is also a hypothesis to be discarded, as items of different subdimensions and level of measurement loaded on the organizational practice factor and the own proactivity factor. To reach higher parsimony, differentiate among level of measurement and increase internal consistency, they were, however, excluded.

The proposed integrative model was tested by relating organizational-cultural socialization to psychological and social adaptation. Specifically, the difference in the cultural dimensions of individualism and power distance were assumed to be predictors for psychological and sociocultural adaptation, being mediated by the two of the four factors of the organizational-cultural socialization scale, namely organizational practices for integration in culture and tasks: and social proactivity of colleagues for integration in culture. For the other two dimensions, mastery on organizational processes and expectations; and own proactivity (cultural and work adaptation) hypothesized predictors for psychological and sociocultural adaptation, being the difference in cultural dimensions the moderator for this relation. Results indicated a mediated effect for individualism on sociocultural adaptation by organizational practices. Further, direct positive effects for own proactivity on psychological adaptation; mastery on sociocultural adaptation; and colleagues' proactivity on sociocultural

adaptation were found. Moreover, a direct negative effect for mastery on psychological adaptation was evidenced.

The outcomes of this dissertation suggest that organizations should simultaneously draw their attention to practices that promote integration of culture and tasks, as well as creating spaces that allow for social proactivity among colleagues. Notably, the final composition of items of the scale highlights the importance of tasks socialization and social/cultural integration, supporting previous evidence of the need of inclusive culture and community (Arenas et al., 2017; Adair et al., 2013; Humberd et al., 2015). Further, diversity management practices and research need to consider specific cultural contexts, as observed by Bert's anecdotal experience in the introduction of the dissertation. His story was taken as example and based on interviews that were conducted with local professionals and international professionals. In other words, organizations, teams, and individuals must be sensible to cultural variations and evaluate their practices in a contextually unified and comprehensive perspective.

Moreover, considering the relation between organizational-cultural socialization, sociocultural and psychological adaptation, differences in cultural dimensions may account for the need of international professionals for social support and organizationally consolidated practices that help them in the process of adaptation. This is particularly true for the difference in individualism in the sample that was studied. Other relations may not have had sufficient effect size to become significant in the conducted regression analysis but have been focus of various studies on behalf of cross-cultural psychology (e. g. Beugelsdijk et al., 2017). Thus, practitioners must be cautious to adapt their organizational policies and actions to cultural contexts.

To the best of our knowledge, this dissertation therefore contributed to the discussion of cultural diversity management practices indicating the importance of cultural awareness on organizational, team, and individual level. Further, the proposed scale intended to solve

psychometric and methodological problems of previous scales, and by approaching the concept of organizational socialization, also considered the experience of international professionals. Finally, results for regression analysis demonstrated the importance of a joined effort of organizations, teams, and individuals to promote psychological and sociocultural adaptation.

However, the conducted studies had limitations that might be addressed by subsequent studies. First, the structure of the proposed scale should be tested in a new and wider sample of professionals, considering the limitation of analysis with the current sample size. The specific population that the scale is aimed at has been proven to be of difficult access, especially in a pandemic scenario. Also, it would be interesting to test the structure of scale with individuals of different countries, verifying its invariance and further investigating emic variances of the phenomena in several countries. At last, it is suggested that the organizational-cultural socialization process would be observed by a longitudinal and multilevel analysis. In the first case, a group of international professionals would be investigated during their process of socialization, exploring phases of adaptation. In the second case, organizational culture and team-level practices could be taken into consideration within a specific organization or group of organizations.

As for the personal research agenda, the author of this dissertation will seek to broaden the current sample size to favor a multigroup analysis among Europeans that work in South America and South Americans that work in Europe. A broader sample will allow for a more robust confirmatory factor analysis and for mediation/ moderation analysis using SEM. Further, it may be possible to increase effect size and reduce measurement error.

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