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Thèse par articles intitulée
**Intelligence culturelle : une compétence clé pour la réussite
professionnelle des expatriés**

Présentée par
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Geneviève Morin

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« À tous ceux qui ont compris que la richesse de notre monde réside dans sa diversité culturelle. Que chaque rencontre est un pas vers l'enrichissement personnel et collectif. Continuez à développer votre intelligence culturelle, à explorer le monde et à apprécier la différence pour créer un avenir plus tolérant, plus juste et plus harmonieux pour tous. »

« Il n'y a qu'une chose qui puisse rendre un rêve impossible, c'est la peur d'échouer. »

Paulo Coelho

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Résumé

Les entreprises multinationales ont de plus en plus recours à des expatriés pour effectuer des transferts de connaissances, contrôler ou harmoniser leurs processus. Cette tendance a conduit les chercheurs à étudier plus en détail les comportements des expatriés, afin de mieux comprendre les implications de ces pratiques en matière de gestion des ressources humaines. Les expatriés constituent un bassin de ressources humaines internationales qui offre aux organisations des alternatives au manque de ressources humaines qualifiées. Ce phénomène touche pratiquement tous les domaines ne se limitant plus aux multinationales. L'expatriation professionnelle présente divers défis avant le départ, pendant l'expatriation et au retour dans le pays d'origine. Ces défis expliquent pourquoi apprendre à gérer les différences culturelles est une compétence vitale pour les gestionnaires et les professionnels, ainsi que pour les responsables du recrutement. Le concept de l'intelligence culturelle (CQ) est l'un des concepts dominants dans la recherche sur la compétence culturelle.

Cette thèse par articles est constituée de trois articles distincts. Ils examinent chacun un objectif spécifique de cette recherche. D'abord, la revue systématique présentée dans le chapitre 2 brosse le portrait des connaissances sur la CQ des expatriés (n=97). Les résultats mettent en évidence cinq éléments fondamentaux associés à la CQ et cinq pistes de recherche pour l'avenir. Ensuite, en s'appuyant sur la théorie des enfants de la troisième culture (TCK) et la théorie de l'apprentissage social (SLT), le chapitre 3 vise à comprendre comment les expériences internationales avant l'âge adulte affectent la CQ des travailleurs expatriés (n=1937). Les analyses ont permis d'identifier six antécédents profonds de la CQ selon deux contextes d'expatriation basés sur l'indice de distance de pouvoir (PDI) et l'indice d'évitement de l'incertitude (UAI) d'Hofstede. Ce chapitre contribue à la littérature scientifique sur les antécédents de CQ en étudiant les expériences internationales avant l'âge adulte. Enfin, le chapitre 4 porte sur les comportements de citoyenneté organisationnelle (OCB) pouvant jouer un rôle dans l'amélioration de l'efficacité et de l'efficience de l'organisation dans le contexte de la diversité culturelle. Dans ce chapitre, un outil de mesure empirique facilitant la compréhension des comportements de citoyenneté organisationnelle

axés sur la diversité culturelle (OCBC) est proposé. Cet outil de mesure a permis d'identifier deux types principaux d'OCBC : l'initiative culturelle et l'aide culturelle. Ces actions améliorent les pratiques organisationnelles d'intégration de la diversité culturelle et de promotion des diverses valeurs culturelles. Ce chapitre permet de mieux comprendre les OCBC et le rôle des individus dans des contextes culturellement diversifiés. Il contribue à la recherche et à la pratique en matière de gestion des ressources humaines internationales en élaborant un instrument destiné à être utilisé dans des contextes d'expatriation et de diversité culturelle sur le plan organisationnel. Les résultats présentés dans ce chapitre jettent ainsi un regard plus approfondi sur les OCB et contribuent à la littérature scientifique sur le rôle des ressources humaines dans la promotion du développement durable au sein des organisations.

Mots clés : Intelligence culturelle; comportements de citoyenneté organisationnelle; CQ ; compétence culturelle; diversité; échelle de mesure; expatriés; expérience internationale; gestion internationale des ressources humaines; multiculturalisme; responsabilité sociale des entreprises.

Abstract

Multinational companies are increasingly using expatriates to transfer knowledge, control or harmonize their processes. This trend has led researchers to study expatriates in more detail, to better understand the human resource management implications of this practice. Expatriates constitute a pool of international human resources that offers organizations alternatives to the lack of qualified human resources. Employing expatriates is no longer limited to multinationals. Professional expatriation presents various challenges before departure, during expatriation, and upon return to the country of origin. These challenges explain why learning to manage cultural differences is an important skill for managers and professionals, as well as for recruiters. The concept of cultural intelligence (CQ) is one of the dominant concepts in cultural competence research.

This dissertation consists of three articles, each of which examines a specific aspect of this research. First, the systematic review presented in Chapter 2 provides a portrait of what is known in peer-reviewed articles about expatriate CQ (n=97). The results highlight five core elements associated with CQ and five areas for future research. Next, drawing on Third Culture Child Theory (TCK) and Social Learning Theory (SLT), Chapter 3 aims to understand how international experiences prior to adulthood affect expatriate workers' CQ (n=1937). Analyses identified six deep antecedents of CQ. The analyses were based on two expatriate contexts using Hofstede's Power Distance Index (PDI) and Uncertainty Avoidance Index (UAI). This chapter contributes to the scientific literature on CQ antecedents by examining international experiences prior to adulthood. Finally, Chapter 4 focuses on organizational citizenship behaviors (OCB) that may have an effect in improving organizational effectiveness and efficiency in the context of cultural diversity. In this chapter, an empirical measurement tool facilitating the understanding of organizational citizenship behaviors focused on cultural diversity (OCBC) is proposed. This measurement tool identified two main types of OCBC: cultural initiative and cultural assistance. These actions enhance organizational practices of integrating cultural diversity and promoting diverse cultural values. This chapter provides a better understanding of OCBCs and the role of

individuals in culturally diverse contexts. It contributes to international human resource management research and practice by developing an instrument for use in expatriate contexts or contexts associated with organizational cultural diversity. The results presented in this chapter thus take a deeper look at OCBs and contribute to the scientific literature on the role of human resources in promoting sustainable development within organizations.

Keywords: Cultural intelligence; organizational citizenship behaviors; OCB; CQ; cultural competence; diversity; measurement scale; expatriates; international experience; international human resource management; multiculturalism; corporate social responsibility.

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Liste des abréviations, sigles et acronymes

AE	Expatrié affecté
ATCK	Adulte de la théorie des enfants de la troisième culture
CFA	Analyse factorielle confirmatoire
EFA	Analyse factorielle exploratoire
EI	Expérience internationale
CQ	Intelligence culturelle
OCB	Comportements de citoyenneté organisationnelle
OCBI	Comportements de citoyenneté organisationnelle sur le plan individuel
OCBO	Comportements de citoyenneté organisationnelle sur le plan organisationnel
OCBE	Comportements de citoyenneté organisationnelle environnementaux
OCBC	Comportements de citoyenneté organisationnelle culturels
PRISMA	Preferred Reporting Items for Systematic Reviews and Meta-Analyses
PME	Petite ou de moyenne entreprise
SIE	Expatrié autonome
SLT	Théorie de l'apprentissage social
TCK	Théorie de la troisième culture

Introduction

Après la Deuxième Guerre mondiale, l'économie globale a connu une phase de reconstruction et une nouvelle ère de mondialisation s'est progressivement amorcée (Engelen & Tholen, 2014 ; Kivisto, 2002). Les débuts du commerce électronique et les progrès technologiques ont favorisé la mobilité des capitaux à travers les frontières nationales (Isidor et al., 2011 ; Roehl, 2021 ; Vladoš et al., 2022). Les politiques économiques protectionnistes ont été revues pour faciliter le commerce international et des institutions ont été créées pour réguler les échanges commerciaux et financiers (p. ex., Organisation mondiale du commerce, Banque mondiale, Fonds monétaire international) (Giddens, 2009). Ces nouvelles politiques ont favorisé la croissance économique dans de nombreux pays comme le Canada, les États-Unis et l'Australie (Johnson, 2021). Ce contexte a entraîné une augmentation du nombre d'expatriés¹ et de nouvelles opportunités pour les travailleurs et leurs familles (Morence et al., 2020).

À la suite de la crise financière de 2008, le phénomène de l'expatriation s'est transformé, reflétant les changements dans l'économie mondiale, la technologie et les politiques de gestion des talents (Ererdi et al., 2022). Les entreprises ont dû s'adapter rapidement aux nouvelles réalités, tout en continuant à offrir des opportunités de carrière internationales attractives à leurs employés (Schuler et al., 2011). Les multinationales ont étendu leur présence dans les pays émergents, en particulier en Asie et en Afrique, entraînant une augmentation de la demande pour les expatriés et une diversification des destinations d'expatriation (Cooke et al., 2019). En développant des chaînes d'approvisionnement complexes et en déplaçant leurs activités à l'échelle internationale, les multinationales jouent un rôle important dans ce phénomène d'expansion (Schuler et al., 2011). Ces entreprises recherchent maintenant plus activement des talents stratégiques pouvant aider à atteindre les

¹ L'expatriation est un processus complexe qui implique l'affectation d'un employé d'une organisation à l'étranger pour remplir une mission spécifique. Les expatriés sont confrontés à des défis uniques qui nécessitent une préparation adéquate et une gestion efficace (Morence et al., 2020). Pour cette étude, nous considérons que l'expatriation est le processus de vivre et de travailler dans un pays autre que celui où l'on est né ou dont on a la nationalité.

objectifs de la société et à améliorer sa compétitivité. Les nouvelles technologies jouent aussi un rôle important dans la promotion de l'expatriation, car elles facilitent le travail à distance et la communication entre les employés travaillant à l'étranger et ceux restés au pays (Froese et al., 2020). Les politiques mises en place par les entreprises visant à attirer et retenir des talents internationaux sont devenues plus flexibles et innovantes (Chand & Tung, 2019). Cela est particulièrement vrai pour des pays émergents qui proposent aux entreprises des avantages tarifaires et fiscaux plus attractifs que dans bien des pays développés (Zee et al., 2002, Haudi et al., 2020). Ce nouveau portrait de la main-d'œuvre a fait naître un intérêt croissant pour la compréhension de la nature et la dynamique des équipes multiculturelles (Butler et al., 2018; Sindambiwe & Ndahimana, 2022). En mettant en place une bonne structure de gestion et en travaillant avec des professionnels compétents culturellement, les entreprises peuvent créer un environnement favorable qui leur permet de recruter et de fidéliser des employés clés (Froese et al., 2020). La mondialisation a le potentiel de stimuler l'innovation, la croissance économique et le développement humain dans le monde entier si elle est gérée de manière responsable. Il est donc important de promouvoir un développement durable des ressources humaines à long terme, une des questions qui ont eu tendance à être négligées par le passé (Boiral et al., 2018).

Aujourd'hui, la mondialisation est caractérisée par une plus grande intégration des marchés financiers, des échanges commerciaux et des flux de migration (Roehl, 2021; Vlados et al., 2022). La mobilité de la main-d'œuvre s'est développée et tend à être considérée comme une étape importante dans le développement d'une carrière professionnelle internationale (Morence et al., 2020). Au Québec, les difficultés de recrutement pour les PME ont généré des pertes de près de 11 milliards en 2020 (FCEI, 2022). Une étude réalisée par la Fédération canadienne de l'entreprise indépendante (FCEI) a révélé que 63 % des propriétaires de petite ou de moyenne entreprise (PME) affirment avoir été contraints de travailler plus d'heures pour combler les besoins de leur entreprise. Dans le cas des employés, ce sont 45 % qui ont vu leur semaine de travail s'alourdir. La pénurie de personnel a également amené les PME à refuser des ventes ou des contrats (9 %) et à annuler ou reporter des projets d'entreprises (26 %) (FCEI, 2022). Les conséquences de cette pénurie de personnel ont également un effet

sur les organisations publiques. Plusieurs professions du domaine du secteur public ont connu de fortes croissances en termes de nombre de postes vacants entre 2019 et 2022 (Institut du Québec, 2021). Le recrutement international peut donc s'avérer une option intéressante pour les organisations canadiennes confrontées à des pénuries de personnel ou à un manque de main-d'œuvre qualifiée (Morence & al., 2020).

La tendance actuelle à faire appel à des expatriés pour assurer le transfert de connaissances, le contrôle ou l'harmonisation des processus dans les entreprises multinationales a incité les chercheurs à analyser plus en profondeur les personnes qui partent exercer leur profession à l'étranger (Linder, 2019 ; Thorn, 2009). Les expatriés constituent un bassin de ressources humaines internationales qui offre aux organisations des alternatives au manque de ressources humaines qualifiées (Bonache & Zárraga-Oberty, 2008 ; Lapointe et al., 2022). Ce phénomène touche pratiquement tous les domaines, ne se limitant plus aux multinationales. Toutefois, l'expérience professionnelle des expatriés n'a pas été suffisamment étudiée (Al Ariss & Özbilgin, 2010 ; David et al., 2021). La recherche sur l'intégration organisationnelle et la performance professionnelle de différents types d'expatriés n'en est qu'à ses débuts. Par conséquent, de nombreuses questions de recherche demeurent sans réponse (Linder, 2019).

Les défis pour accueillir et intégrer les travailleurs expatriés² au sein de l'organisation sont nombreux et difficiles à surmonter sans des compétences culturelles appropriées (Morence & al., 2020). Les compétences culturelles sont essentielles pour les personnes travaillant ou vivant à l'étranger, mais aussi pour toutes les autres personnes qui travaillent ou sont confrontées à la dynamique des équipes multiculturelles (Garrido et al., 2019). Les compétences culturelles peuvent aider les travailleurs à mieux s'adapter à leur nouvel environnement, à comprendre les différences culturelles, et à interagir efficacement avec les personnes de cultures différentes (Fantini, 2020). Les nombreux termes associés à la compétence culturelle (p. ex., compétence transculturelle, compétence interculturelle ou

² « Individus qui résident de manière temporaire ou permanente dans un pays autre que celui où ils sont nés. » (González & Oliveira, 2011 p.1)

multiculturelle, sensibilités culturelles multiples et intelligence culturelle) reflètent bien le besoin d'interagir efficacement avec d'autres cultures (Pollitt & Hupe, 2011). L'une d'entre elles, l'intelligence culturelle (CQ), est définie comme « la capacité d'une personne à réussir dans de nouveaux contextes culturels, c'est-à-dire dans des contextes non familiers attribuables au contexte culturel » (Earley & Ang, 2003, p.9). Ce modèle dynamique, composé de quatre dimensions (cognitive, métacognitive, comportementale motivationnelle), est basé sur le fait qu'un individu développe continuellement des compétences pour s'adapter à son environnement (Ang et al., 2006).

Cette recherche doctorale porte donc sur la CQ des travailleurs expatriés. Plus précisément, elle s'intéresse aux antécédents pouvant affecter l'évolution de la CQ et aux comportements de citoyenneté organisationnelle en contexte de diversité culturelle (OCBC). Les OCB et la CQ sont deux concepts importants en gestion et en psychologie organisationnelle. Bien qu'ils abordent des aspects différents de la vie en entreprise, il existe un lien entre eux, notamment en ce qui concerne la manière dont ils contribuent tous les deux à la création d'un environnement de travail positif et à la réussite globale d'une organisation. Nous pensons que la CQ et les comportements de citoyenneté organisationnelle sont liés dans la mesure où une main-d'œuvre qui comprend et valorise la diversité culturelle est plus susceptible de développer des comportements positifs au sein de l'organisation. Cela crée un cercle vertueux où la CQ favorise les comportements de citoyenneté organisationnelle parce qu'à leur tour ils contribuent à un environnement de travail plus harmonieux, productif et inclusif favorisant le développement de la CQ.

Question de recherche et intégration des articles de la thèse

Cette thèse compte trois articles répondant tous à une même question générale de recherche : comment les travailleurs expatriés développent-ils leur intelligence culturelle et leurs comportements culturels ?

Cette question générale se décline en trois sous-questions :

- Quels sont les éléments fondamentaux associés à la CQ des travailleurs expatriés et les recherches futures nécessaires ? (Article 1)
- Quelles sont les premières expériences de vie pouvant influencer la CQ des travailleurs expatriés ? (Article 2)
- Comment peut-on mesurer les comportements de citoyenneté organisationnelle pour la diversité culturelle ? (Article 3)

Le premier article de cette thèse (chapitre 2) correspond à la revue systématique de la littérature sur la CQ des travailleurs expatriés et répond à la sous-question : quels sont les éléments fondamentaux associés à la CQ des travailleurs expatriés et les recherches futures nécessaires ? Les objectifs de cette revue systématique consistent à (1) décrire les éléments fondamentaux associés à la CQ des travailleurs expatriés (p. ex., hypothèses validées, antécédents, prédicteurs) et à (2) identifier des pistes de recherches futures. L'identification et l'évaluation critique des recherches antérieures ont permis de retenir 97 articles scientifiques et à brosser le portrait de la recherche sur la CQ des travailleurs expatriés. Plus précisément, les résultats de cette étude démontrent, entre autres, que la CQ a un impact positif sur plusieurs facteurs environnementaux (p. ex., leadership, soutien du superviseur, contrat psychologique, transfert de connaissances, bien-être social, créativité) et individuels (p. ex., ajustement, adaptation, engagement dans la carrière/intégration dans l'organisation, performance, succès, intention de retour prématuré, innovation, satisfaction dans la vie, compétences relationnelles). Cet examen conclut sur des pistes de recherche futures ciblées pour améliorer les connaissances sur la CQ des travailleurs expatriés. L'attention est portée sur des thèmes peu étudiés, comme l'utilisation de la CQ en tant que variable dépendante (VD) ou encore en tant que médiateur ou modérateur dans les relations. Cette synthèse de la littérature sur la CQ des travailleurs expatriés positionne les différentes contributions de cette thèse et collabore au débat sur la CQ.

Le deuxième article (chapitre 3) s'intéresse à l'enfance des expatriés comme antécédents de la CQ. Ce chapitre répond à la sous-question suivante : quelles sont les premières expériences de vie pouvant influencer la CQ des travailleurs expatriés ? Une approche quantitative a été

utilisée et les données ont été recueillies grâce à un questionnaire en ligne (n= 1937). Les objectifs de cette étude visaient à évaluer l'effet des expériences de socialisation et des expériences internationales (EI) vécues pendant l'enfance, sur la CQ des expatriés. En s'appuyant sur la théorie des enfants de la troisième culture (TCK) et la théorie de l'apprentissage social (SLT), ce chapitre répond à l'invitation de Fang et ses collègues (2018) de s'intéresser aux expériences internationales et aux expériences de socialisation vécues pendant l'enfance. Des études antérieures ont démontré que les expériences de socialisation influencent le développement des compétences interculturelles (p. ex., De La Torre et Toyne, 1978 ; Tung, 1987 ; Ghosh, 2013 ; Bunce & McElreath, 2017). Le fait d'accorder plus d'importance aux antécédents, comme les premières expériences de vie des individus, permet de distinguer les caractéristiques relativement stables pendant la vie, qui contribuent à son développement (van Hoorn, 2019). Ott et Iskhakova (2019) ont mis en évidence la diversité de la terminologie utilisée pour désigner l'EI et l'absence de consensus sur sa définition portant à confusion quant à ses effets. Pour cette étude, les analyses ont identifié six antécédents profonds de la CQ associée à l'EI vécue avant l'âge adulte : (1) le nombre de langues apprises durant l'enfance; (2) l'exposition à la diversité; (3) être né à l'étranger; (4) avoir voyagé à l'étranger pendant l'enfance; (5) avoir participé à des activités de coopération internationale pendant l'enfance; (6) le statut générationnel. Les résultats de cette étude montrent que la dimension la plus sensible aux expériences internationales antérieures est la CQ cognitive. Cette dimension est le produit des connaissances d'une personne sur les valeurs et les systèmes politiques, sociaux, culturels, économiques et juridiques d'autres cultures et s'acquiert par l'éducation.

Les résultats démontrent également que les EI dans un contexte différent du pays d'origine jouent un rôle plus important dans le développement du CQ. La présente étude apporte deux contributions. Premièrement, elle contribue à la littérature scientifique sur les antécédents de la CQ en étudiant les EI non liées au travail avant l'âge adulte (Fang et al., 2018). Deuxièmement, cette étude contribue à la littérature scientifique sur le CQ en examinant deux contextes culturels de l'expatriation : PDI et UAI de Hofstede (Fang et al., 2018). Enfin, cette meilleure compréhension des antécédents profonds de la CQ peut avoir d'importantes

implications pratiques, notamment pour les gestionnaires, en les aidant à concevoir et à mettre en œuvre des programmes de formation interculturelle efficaces pour les employés et à identifier ceux ayant une aptitude naturelle à travailler efficacement avec des personnes culturellement diverses.

Le troisième article (chapitre 4) jette des ponts entre les théories des comportements de citoyenneté organisationnelle (OCB) et la gestion de la diversité. Les OCB constituent une forme de pratique informelle dans les organisations. Ces comportements sont volontaires, non prescrits par l'organisation, et peuvent contribuer à améliorer l'efficacité et l'efficience d'une entreprise dans un contexte de diversité culturelle (p. ex., Kadam et al., 2021; Ng et al., 2019; Popescu et al., 2018). Ce chapitre répond à la sous-question suivante : comment peut-on mesurer les comportements de citoyenneté organisationnelle pour la diversité culturelle ? Une approche quantitative a été utilisée et les données ont été recueillies grâce à un questionnaire en ligne (n=980). L'objectif principal de ce chapitre est de proposer un instrument de mesure adapté qui facilite la compréhension et l'analyse des comportements de citoyenneté organisationnelle axés sur la diversité culturelle (OCBC). Les OCBC sont définis dans cette étude comme les comportements sociaux individuels et discrétionnaires qui ne sont pas explicitement reconnus par le système de récompense officiel et qui contribuent à une gestion plus efficace de la diversité culturelle dans l'organisation. Cette étude répond ainsi à l'invitation de Ng et ses collègues (2019) à approfondir la compréhension des OCB et le rôle des individus dans les contextes culturels. L'outil a permis d'identifier deux types principaux d'OCBC : l'initiative culturelle et l'aide culturelle. Ces actions améliorent les pratiques organisationnelles d'intégration de la diversité culturelle et de promotion des diverses valeurs culturelles. Cette étude contribue à la recherche et à la pratique de la gestion internationale des ressources humaines en développant un instrument à utiliser dans des contextes d'expatriation ou des contextes associés à la diversité culturelle. Elle offre également un regard plus approfondi sur les OCB et contribue à la littérature scientifique sur le rôle des ressources humaines dans la promotion du développement durable dans les organisations (Macke & Genari 2018 ; Amrutha & Geetha 2020).

Structure générale de la thèse

Cette introduction permet de mettre en contexte la pertinence et la complémentarité des articles de cette thèse. Cette thèse comprend quatre chapitres.

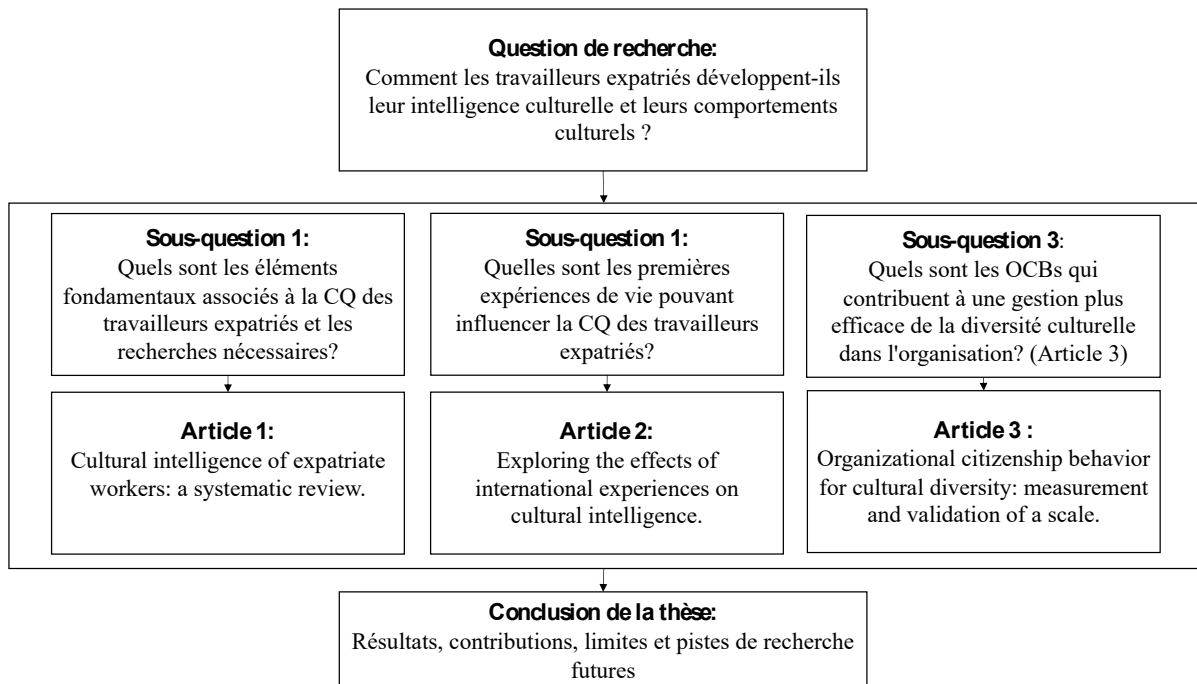
Chapitre 1 : Approches conceptuelles et méthodologiques.

Chapitre 2 : Cultural intelligence of expatriate workers: a systematic review.

Chapitre 3 : Exploring the effects of international experiences on cultural intelligence.

Chapitre 4 : Organizational citizenship behavior for cultural diversity: measurement and validation of a scale.

Figure 1 Structure de la thèse



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PARTIE I :

CADRE DE LA THÈSE

CHAPITRE 1 : APPROCHES CONCEPTUELLES ET MÉTHODOLOGIQUES

Ce chapitre examine les différentes approches conceptuelles mobilisées dans les trois articles de cette thèse, en l'occurrence : les compétences culturelles, l'intelligence culturelle (CQ), la théorie de la troisième culture (TCK), la théorie de l'apprentissage social (SLT) et les comportements de citoyenneté organisationnelle (OCB). Ensuite, les différentes approches méthodologiques utilisées pour étudier la CQ des expatriés et les OCB sont présentées.

1.1 Approches conceptuelles

1.1.1 Les compétences culturelles

Depuis les années 1990, l'intérêt pour les compétences culturelles a conduit les chercheurs de différentes disciplines à proposer diverses façons de les définir ou de les modéliser (Curtis et al., 2019, p.3). Les compétences culturelles amènent les individus à comprendre et à respecter les distinctions au sein des groupes culturels et permettent aux individus d'ajuster leurs pratiques aux besoins des personnes issues de cultures étrangères différentes (Garrido et al., 2019). Plus précisément, la compétence culturelle se caractérise par deux concepts : la culture et la compétence. La culture est un terme vaste et complexe qui peut être défini de différentes manières, selon le domaine d'étude et la perspective. Il s'agit d'un concept à plusieurs niveaux influencés par une série de variables telles que le sexe, la classe sociale, la religion, la langue et la nationalité (Tribe, 2005). Dans une perspective sociologique, Giddens (2009, p.1115) présente la culture comme l'ensemble des valeurs auxquelles adhèrent les membres d'un groupe donné et comprend les normes qu'ils suivent et les biens matériels qu'ils créent. La compétence réfère aux comportements qui révèlent des ressources internes (p. ex., des aptitudes, des traits de personnalité, des capacités et des connaissances) et externes (p. ex., des outils et des réseaux) susceptibles de mobiliser les gens (LeBoterf, 2000 ; Spencer & Spencer, 2008 ; Zarifian, 2004).

Dans le contexte organisationnel, les compétences culturelles représentent la capacité de détecter, de comprendre et d'utiliser les différences culturelles qui se manifestent dans tous les processus organisationnels et dans tous les domaines (Babińska, 2021). Plus précisément, les compétences culturelles sont définies comme « a psychological construct usually understood to consist of a set of attitudes, knowledge, and skills that together form a personal attribute that facilitates smooth and effective communication and interaction with people who are culturally and linguistically different » (Lonner, 2013, p.301). Cette capacité à relever les défis et à s'adapter avec succès à de nouveaux environnements excède la connaissance et la conscience des différences interculturelles (Ghosh, 2013). Elle se compose d'un ensemble de facteurs comme les expériences de socialisation, les valeurs, l'éducation et la formation amenant l'individu à développer notamment la tolérance de l'ambiguïté et de l'incertitude (Lonner, 2013). Ces caractéristiques sont toutes considérées comme primordiales pour décrire les personnes culturellement compétentes (Lonner, 2013).

Il existe de nombreux autres modèles de compétences culturelles issus de diverses disciplines. Citons par exemple les compétences culturelles dans la prestation des services de santé (Campinha-Bacote, 2002), la compétence transculturelle (Abbe et al., 2007), la compétence interculturelle et ses composantes (Fantini, 2006), le modèle arc-en-ciel de la compétence en communication interculturelle (Kupka & Everett, 2007) et le quotient ou l'intelligence culturelle (CQ) (Earley & Ang, 2003). Les nombreux termes associés à la compétence culturelle reflètent le besoin perçu de la capacité d'interagir efficacement avec d'autres cultures. La CQ est l'un des concepts dominants dans la recherche sur la compétence culturelle et est conceptualisé comme une facette de l'intelligence (Ott et Michailova 2018). Il a été introduit pour la première fois par Earley (2002) et Earley et Ang (2003). Earley et Ang (2003) l'ont défini comme « a person's capability for success in new cultural settings, that is, for unfamiliar settings attributable to cultural context » (p. 9).

1.1.2 L'intelligence culturelle (CQ)

Cette sous-section présente le cadre conceptuel de la CQ mobilisé dans l'article 1 et l'article 2. Ce concept joue un rôle essentiel dans la compréhension et l'analyse des interactions interculturelles.

Depuis que Earley et Ang (2003) ont introduit l'intelligence culturelle, des chercheurs en psychologie organisationnelle et en gestion des ressources humaines lui ont accordé une attention considérable (p. ex., Ang & Van Dyne, 2015 ; Livermore, 2011 ; Thomas et al., 2008 ; Ang et al., 2007 ; Earley et al., 2006 ; Triandis, 2006 ; Thomas & Inkson, 2005 ; Earley et Mosakowski, 2004 ; Earley & Peterson, 2004 ; Ott & Michailova, 2018). Cet intérêt a conduit les chercheurs à proposer diverses manières de la définir, de la modéliser ou de la mesurer (Ott & Michelova, 2018). Les principaux modèles sont la meilleure pratique de Earley et Mosakowski (2004), l'approche de gestion globale de Thomas et al. (2008) et le modèle à quatre facteurs de Earley et Ang (2003).

Selon Earley et Mosakowski (2004, p.10), la CQ est la capacité naturelle d'un étranger à interpréter les gestes inhabituels et ambigus d'une personne, de la même manière que le feraient ses compatriotes, et à les reproduire. La CQ est aussi définie comme un système de connaissances et de compétences en interaction liées par une métacognition culturelle permettant aux personnes de s'adapter pour sélectionner et façonner les aspects culturels de leur environnement (Thomas et al., 2008, p.126). Thomas et Inkson (2005, p.5) décrivent la CQ en tant que construction composée de trois éléments qui fournissent une plateforme pour la flexibilité et la compétence, à savoir la connaissance pour comprendre les phénomènes interculturels, la vigilance pour observer et interpréter des situations particulières et l'adaptation des comportements pour agir de manière appropriée dans des situations culturellement différentes. D'autres auteurs estiment que la CQ se compose plutôt de quatre dimensions : la cognition, la métacognition, le comportement et la motivation (Earley & Ang, 2003 ; Ng & Earley, 2006 ; Van Dyne & Ang, 2005). L'examen systématique de Yari et ses collègues (2020, p.220) a révélé ce modèle comme étant le plus utilisé et cité dans la littérature scientifique.

1.1.2.1 Le modèle à quatre dimensions d'Ang et ses collègues

Le modèle de la CQ dynamique est basé sur le fait qu'un individu développe continuellement des compétences pour s'adapter à son environnement (Ang et al., 2006). Les dimensions métacognitive, cognitive, motivationnelle et comportementale forment un cycle qui amène l'individu à actualiser régulièrement ses compétences (Ang et al., 2007).

La dimension métacognitive fait référence aux processus mentaux qui permettent aux individus de prendre conscience de leurs pensées et de leurs émotions pendant les interactions interculturelles, puis d'y réfléchir (Ang et al., 2007). Ces processus permettent aux individus de planifier leurs interactions interculturelles pour en assurer la réussite. Par conséquent, les individus restent à l'affût pendant les interactions interculturelles des pensées qui émergent dans leur champ de conscience (Ang et al., 2007). C'est-à-dire qu'ils écoutent les pensées venant d'eux-mêmes (inconsciemment) et pendant leurs interactions et ils ajustent (consciemment) leurs processus de pensée en fonction de ces informations (Ang et Van Dyne, 2015). Un environnement favorable contribuera aux modifications de la pensée ainsi qu'à l'ajustement des actions et des gestes posés (Ang et al., 2007).

La dimension cognitive est le produit des connaissances d'une personne sur les valeurs et les systèmes politiques, sociaux, culturels, économiques et juridiques d'autres cultures. Ce type de connaissances s'acquiert par l'éducation. Ces connaissances peuvent aider les individus à connaître et à comprendre les similitudes et les différences entre les cultures (Ang & Van Dyne, 2015). Elle implique la capacité de reconnaître et d'apprécier les différences culturelles, ainsi que de naviguer efficacement dans des contextes interculturels. La dimension cognitive peut être développée grâce à des expériences interculturelles telles que le voyage, l'étude ou la collaboration avec des personnes issues de cultures différentes (Ang et al., 2007).

La dimension motivationnelle fait référence aux motivations personnelles des individus à s'adapter aux situations culturelles. Cette dimension représente la capacité des individus à démontrer, par leur intérêt et leur énergie, un engouement pour le contact culturel. Elle peut aboutir à des interactions interculturelles efficaces (Earley & Ang, 2003). Toutefois, pour

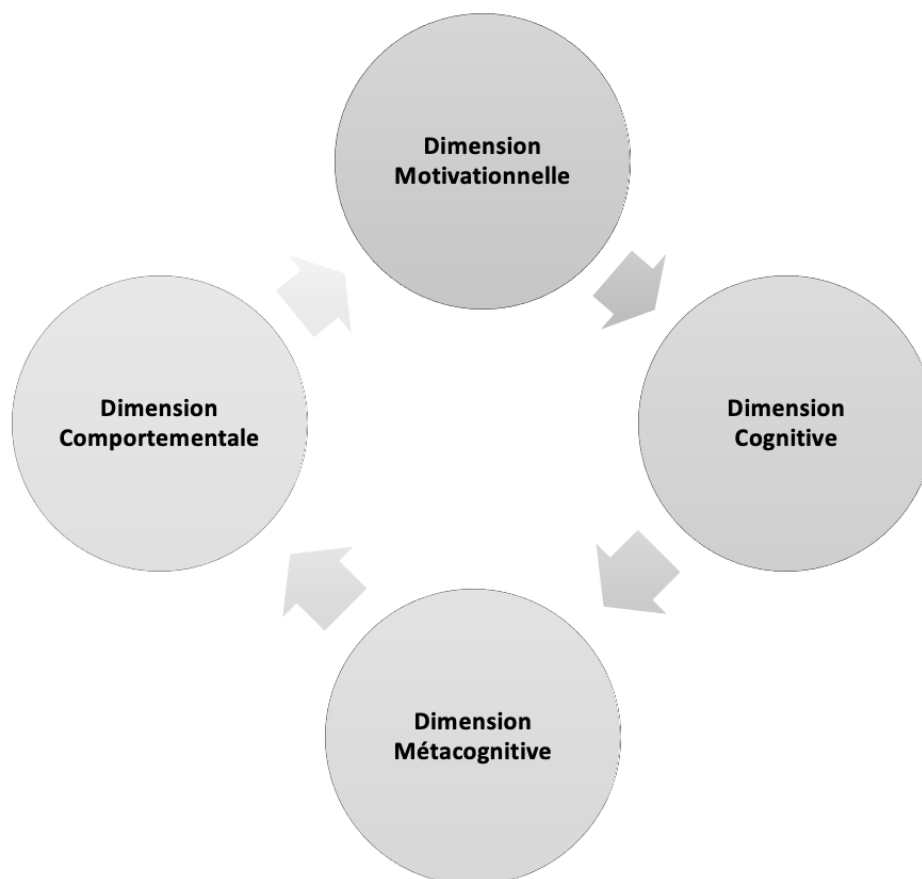
réussir, les individus doivent avoir confiance en leur capacité à interagir avec des personnes d'autres cultures (Earley & Ang, 2003). Avec leurs motivations intrinsèques, les individus attribuent une valeur aux interactions interculturelles parce qu'ils les perçoivent comme des activités satisfaisantes (Ang et al., 2007). De plus, ces individus recherchent activement des occasions de vivre et de travailler avec des personnes de cultures différentes (Ang et al., 2007). À l'inverse, avec des motivations extrinsèques, les individus accordent de la valeur aux avantages tangibles découlant de contacts interculturels (p. ex., une meilleure employabilité et des possibilités de promotion). Ainsi, de cette manière alternative, ces individus sont conscients que les contacts interculturels peuvent leur apporter des avantages personnels et professionnels. La CQ motivationnelle fait donc référence aux intérêts, désirs et besoins intrinsèques et extrinsèques d'une personne qui motivent l'action, la réflexion et l'adaptation (Ang & Van Dyne, 2015).

La dimension comportementale reflète la capacité à utiliser une communication et des comportements culturellement appropriés et sensibles lors de l'interaction avec des individus d'autres cultures (Ang et al., 2007). Une CQ comportementale élevée se manifeste par des comportements qui sont cohérents avec l'environnement ou le cadre culturel dans lequel ils se trouvent (Ang et al., 2007). Les compétences cognitives pour la compréhension et la motivation culturelles doivent donc être associées à la capacité de présenter des actions verbales et non verbales appropriées basées sur des valeurs culturelles (Ang et al., 2007). Il est nécessaire d'être compétent dans un large éventail de styles comportementaux pour s'adapter à un environnement (Ang & Van Dyne, 2015).

Le modèle de la CQ est dynamique et repose sur le développement constant des compétences des individus pour s'adapter à leurs environnements (Ang et al., 2007). Les dimensions de la CQ forment un cycle conduisant l'individu à mettre régulièrement à jour ses compétences (Livermore, 2009 ; 2011). La dimension motivationnelle fournit le dynamisme et l'énergie nécessaires pour acquérir de nouvelles connaissances et développer la dimension cognitive (Ang et al., 2007 ; Earley & Ang, 2003). Les nouvelles connaissances nourrissent la réflexion métacognitive sur le comportement, contribuant ainsi à cette dimension (Earley & Ang, 2003). La réflexion permet d'adapter davantage les actions de l'individu à son

environnement. Elle conduit également au développement de la dimension comportementale (Ang et al., 2007 ; Earley & Ang, 2003). Les expériences réussies de contact interculturel encouragent les individus à répéter l'expérience, alimentant ainsi la dimension motivationnelle (Earley & Ang, 2003). Dans ce modèle, les individus doivent disposer d'un répertoire global de compétences d'adaptation (Livermore et al., 2012). En outre, les personnes travaillant naturellement bien dans des situations interculturelles sont dites « culturellement intelligentes ». Ainsi, elles peuvent rapidement modifier leurs comportements et s'adapter à l'environnement multiculturel (Ang et al., 2007). La CQ devient particulièrement importante lorsque des personnes d'origines culturelles différentes travaillent ensemble et lorsque vient le temps de surmonter les nombreux défis associés à l'expatriation. La figure 2 présente les quatre dimensions de la CQ et les liens qui les unissent.

Figure 2 Dimensions de la CQ



Adapté de Morin & Talbot, 2021, p.3

Les recherches menées dans ce domaine montrent que la CQ peut être améliorée par un apprentissage intentionnel et soutenu (Morin et Talbot, 2023). Les programmes d'apprentissage formel ou informel peuvent ainsi aider les individus à développer leur CQ, à comprendre les valeurs et la dynamique culturelles et à adapter leurs comportements pour naviguer efficacement dans des contextes interculturels. Les interactions interculturelles continuent d'augmenter dans le monde contemporain. Les recherches sur la CQ sont d'autant plus nécessaires pour mieux comprendre comment développer et améliorer cette compétence chez les individus.

1.1.3 Théorie de la troisième culture (TCK) et de l'apprentissage social (SLT)

Cette sous-section présente les théories de la SLT et de la TCK. Elles sont mobilisées dans l'article 2. Ces concepts jouent un rôle essentiel dans la compréhension et l'analyse de la CQ. Ces théories permettent de comprendre de manière plus nuancée comment les individus développent leur CQ dans un monde de plus en plus connecté et diversifié.

La famille est le principal lieu de socialisation d'un individu et constitue le fondement de la participation sociale (Deniz et al., 2013). Par conséquent, le facteur parental joue un rôle essentiel dans la détermination de la vie des enfants (Baumrind, 1980), des voies vers l'âge adulte (Ivanova et al., 2020) et des expériences de socialisation (Deniz et al., 2013). La socialisation est le processus par lequel un individu s'intègre dans le système social, en maîtrisant ses normes, ses règles de comportement, ses valeurs, ses connaissances, ses compétences et ses attitudes psychologiques (Ivanova et al., 2020, p.2201). Le processus de socialisation se poursuit tout au long de la vie, mais les changements à l'âge adulte sont moins importants que pendant l'enfance (Podymov et al., 2019 ; Ivanova et al., 2020). En outre, l'éducation et la socialisation dès la petite enfance forment efficacement les compétences non cognitives, qui jouent un rôle crucial à l'âge adulte (Heckman et al., 2013; Yamamura et Tsutsui, 2019 ; De Mello e Souza & Tomei., 2021). Un nombre croissant d'études ont exploré la manière dont les caractéristiques spécifiques de l'éducation et de la socialisation façonnent les préférences et les points de vue sur la société (par exemple, Hryshko et al., 2011 ; Charbonneau et Van Ryzin, 2017 ; Yamamura et Tsutsui, 2019). Les choix des parents

influencent de nombreux aspects de la vie de leurs enfants, tels que les langues qu'ils connaissent, les quartiers dans lesquels ils grandissent, les écoles qu'ils fréquentent et les activités sociales, culturelles et artistiques auxquelles ils participent. Les études sur les expériences internationales générales montrent que ces diverses expériences permettent aux individus d'acquérir des connaissances, de développer des compétences et d'adopter des comportements essentiels pour vivre et travailler dans des contextes multiculturels (Gudykunst et al., 1988). Les expériences internationales conduisent également les individus à développer des stratégies d'adaptation efficaces dans des contextes multiculturels (Frías-Jamilena et al., 2018). Pour mieux comprendre comment les individus développent des stratégies d'adaptation efficaces en contexte de diversité culturelle, cette étude s'appuie sur la théorie des enfants de la troisième culture (TCK) et sur la théorie de l'apprentissage social (SLT).

Les adultes de la théorie des enfants de la troisième culture (ATCK) sont des personnes dont la mobilité et les expériences interculturelles ont façonné leur enfance (Fanoe & Marsico, 2018 ; Pollock et al., 2017 ; Westropp et al., 2016). Pour les ATCK, la familiarisation avec un mode de vie mobile à l'échelle mondiale a eu lieu pendant leur enfance (Caselius & Mäkelä, 2022). Le terme TCK est utilisé pour décrire les personnes qui ont passé une partie de leur développement (entre 5 et 19 ans) en dehors du pays du passeport de leurs parents (Pollock et al., 2017). Selon cette théorie, les enfants qui grandissent dans des environnements multiculturels développent une « troisième culture » qui intègre des éléments de leur culture d'origine et de la culture de leur pays d'accueil. Cette troisième culture n'est pas un lieu géographique, mais une « culture entre les cultures » (Cranston, 2017, p. 27). Selon Van Knippenberg et ses collègues (2007), les expériences de chacun en matière de diversité influencent les convictions individuelles sur la diversité culturelle. Parmi ces expériences, grandir dans un contexte interculturel est une forme unique d'expérience interculturelle qui influence les perspectives d'un individu sur les différences culturelles et les diverses croyances (de Waal et al., 2020). Notamment, les enfants ne naissent pas prédisposés à la plupart des normes sociales (Bunce & McElreath, 2017). Ils développent leur réceptivité à l'apprentissage par l'expérimentation, indépendamment des normes

utilisées pour les socialiser (Legare & Nielsen, 2015). Ainsi, l'adaptation à une nouvelle culture commence par l'observation et l'imitation des comportements et des normes de la culture d'accueil (Pauluzzo, 2021). Certaines recherches montrent que les enfants et les adultes issus d'une troisième culture font preuve d'un meilleur bien-être, sont plus résilients et s'adaptent mieux sur le plan cognitif et émotionnel que ceux qui ne sont pas issus d'une troisième culture (par exemple, Abe, 2018 ; Brimm, 2010).

La SLT explique efficacement le développement personnel, l'apprentissage, l'adaptation et le changement dans divers contextes (p. ex., Akers & Jennings, 2015 ; Bandura, 2002 ; Black & Mendenhall, 1990). L'apprentissage se produit dans un contexte social avec des interactions continues, dynamiques et réciproques entre les déterminants cognitifs, comportementaux et environnementaux (Bandura, 1977). Les ATCK sont souvent confrontés à des situations où ils doivent apprendre à communiquer, à se comporter et à s'adapter à un nouvel environnement caractérisé par des expériences culturelles uniques (par exemple, la langue, la nourriture, les fêtes, les traditions et les coutumes locales). La SLT peut expliquer comment les gens apprennent en observant les comportements des autres individus et en tirant des conclusions sur les conséquences de ces comportements (Bandura, 1986). Cette théorie soutient que les gens peuvent acquérir de nouvelles compétences, des attitudes et de nouveaux comportements en observant les autres, en imitant les comportements efficaces et en évitant les comportements inefficaces (Pauluzzo, 2021). Par conséquent, les expériences interculturelles précoces aident les individus à développer des compétences interculturelles et des convictions positives en matière de diversité (de Waal et al., 2020).

Ainsi, les ATCK ont une expérience d'expatriés et des compétences interculturelles parce qu'ils ont appris à s'adapter à une nouvelle culture à un jeune âge (Abe, 2018). Cette capacité n'est pas forcément courante chez un adulte typique (Westropp et al., 2016). Les ATCK ont une vision du monde élargie et une compréhension interculturelle plus large qui peuvent leur être bénéfiques sur le plan personnel et professionnel (Fanoe & Marsico, 2018 ; Kwon, 2019 ; Lijad, 2018 ; Pollock et al., 2017). Dotés de ces compétences et de ces convictions, les ATCK peuvent apporter une valeur ajoutée aux organisations et à la société (Caselius & Mäkelä, 2022 ; de Wall et al., 2021). Compte tenu de ces éléments, il est raisonnable de supposer que

la participation à la vie multiculturelle et l'expérience internationale ont une incidence sur le CQ.

La prochaine section présente les OCB pouvant favoriser un apprentissage informel favorable aux comportements culturels.

1.1.4 Les comportements de citoyenneté organisationnelle (OCB)

Cette sous-section présente le concept d'OCB. Ce dernier est mobilisé dans le troisième et dernier article de cette thèse.

Les OCB ont été introduits pour la première fois par Smith et ses collègues (1983) et utilisés avec une précision croissante dans les travaux ultérieurs d'Organ (p. ex., 1988, 1994, 1997, 2013, 2015, 2018). Ce concept est basé sur les distinctions antérieures faites entre les comportements dans le rôle et les comportements hors rôle par Barnard (1938) et Katz (1964). Ces comportements spontanés contribuent à la réalisation des objectifs de l'organisation et ont été appelés comportements extrarôles. L'OCB se compose de cinq catégories : la conscience, l'esprit d'équipe, la courtoisie, l'altruisme et le devoir civique (Organ, 1988 ; Organ & Ryan, 1995 ; Konovsky et Organ, 1996). D'autres termes ont aussi été utilisés comme synonymes d'OCB, tels que spontanéité organisationnelle et comportement hors rôle (de Geus et al, 2020). L'OCB est ancré dans les études organisationnelles et dans la tradition des relations humaines sur la coopération et la collaboration (Organ, 2015). L'OCB se produit lorsque l'employé reçoit une rétroaction positive pour avoir fait de son mieux, indépendamment des seuils de performance attendus (Miller et al., 2014 ; Yankelovich & Immerwahr, 1984).

Ces comportements non normés sont par conséquent non répréhensibles (Tagliabue et al., 2020) et présentent des avantages pour l'organisation (Becker & Kernan, 2003). Par exemple, les composantes de l'OCB contribuent à la création d'un environnement de travail psychologiquement sain, bénéfique pour tous (1) en stimulant le développement de relations interpersonnelles, (2) en évitant de créer des situations difficiles pour les autres, (3) en faisant preuve d'un degré élevé de tolérance dans les situations défavorables (p. ex., un manque de

respect, d'équité et de protection de l'intégrité physique et psychologique associé à la diversité ou à des divergences d'opinions ou de façons de faire), (4) en acceptant de respecter les lois et les règles qui régissent l'activité de l'organisation et (5) en s'impliquant volontairement dans la vie de l'organisation (Popescu et al., 2018). Les OCB permettent également d'analyser les contingences de la performance et de mesurer la coopération organisationnelle à un niveau de complexité plus précise que l'analyse de la relation entre l'effort et le résultat de la performance individuelle (Tagliabue et al., 2020). Les recherches antérieures ont démontré un lien étroit entre les mesures des OCB et plusieurs résultats souhaitables, comme la qualité des performances des employés, un faible taux de rotation du personnel, un faible taux d'absentéisme, une productivité élevée, une grande efficacité, des coûts réduits et une plus grande satisfaction des clients (Podsakoff et al., 2009). D'autres recherches ont pu identifier des prédicteurs tels que la satisfaction (p. ex., Chan & Lai, 2017), la motivation (p. ex., Joo & Jo, 2017 ; Somech & Khotaba, 2017), l'autonomie (p. ex., Akram et al., 2017) et l'engagement (p. ex., Hu et al., 2017).

L'étude des OCB a évolué depuis la création du concept et de nouvelles taxonomies ont émergé. Williams et Anderson (1991) et LePine et ses collègues (2002) ont établi une distinction entre les OCB orientés vers l'organisation (OCBO) et les OCB axés sur les interactions de personne à personne sur le plan individuel (OCBI). Cette distinction entre les OCBI et les OCBO permet de comprendre les manifestations individuelles et organisationnelles de l'OCB (LePine et al., 2002 ; Williams & Anderson, 1991). En analysant l'OCBO orienté vers l'organisation de 433 fonctionnaires anglais, Rayner et ses collègues (2012) ont confirmé que la distinction entre OCBI et OCBO s'applique également dans le secteur public. Outre la distinction faite entre l'OCBI et l'OCBO, d'autres dimensions de l'OCB commencent à émerger dans la littérature. Hassan (2015) a étudié l'influence du leadership éthique sur le « voice behavior » en tant que comportement hors rôle, par lequel les employés protestent ou s'expriment face à des préoccupations éthiques. Boiral (2009) a proposé un OCB environnemental (OCBE), selon lequel les employés vont volontairement au-delà de leurs tâches formelles pour agir d'une manière qu'ils estiment meilleure pour l'environnement.

Les effets positifs de la CQ et des OCB sont bien documentés, mais la relation entre ces constructions a peu été explorée. Quelques études ont montré qu'il existe une relation directe et significative entre les dimensions de la CQ (motivationnelle, cognitive, métacognitive et comportementale) et les OCB (p. ex., Rajabbaigy et al., 2013 ; Popescu et al., 2018 ; Afsar et al., 2019). L'un des facteurs les plus influents sur les OCB est la dimension motivationnelle (Rajabbaigy et al., 2013). Les capacités interculturelles des individus (qui reflètent en partie la CQ métacognitive et cognitive) sont un prédicteur positif de l'OCB (Rockstuhl et al., 2015). Ces constats ont amené Jiang et ses collègues (2018) à examiner la relation entre la CQ et le comportement vocal (considéré comme un OCB) des employés migrants internationaux. En mettant l'accent sur le mécanisme qui sous-tend cette relation, leurs résultats suggèrent que la CQ des migrants est positivement liée à leur OCB sur le lieu de travail. Ainsi, la CQ contribue aux résultats positifs des employés, tels que l'exécution des tâches et l'OCB (Groves & Feyerherm, 2011 ; Lee & Sukoco, 2010). Les niveaux d'OCB et de CQ semblent donc exercer une influence sur les relations qui existent entre les personnes qui travaillent ensemble dans une organisation (Lee et al., 2013 ; Ang, & Van Dyne, 2015). Toutefois, les études ne sont pas unanimes sur l'effet des OCB sur la CQ. Une étude chez les étudiants roumains a mis en évidence certaines influences des composants des OCB sur la CQ (Popescu et al., 2018). Les auteurs s'attendaient à ce qu'un niveau élevé d'OCB puisse induire une volonté de plus en plus forte d'augmenter le degré d'adaptation à d'autres cultures et implicitement un niveau élevé de CQ. Cependant, l'intensité de ces influences est apparue comme étant faible. Dans cette situation précise, l'OCB n'a pas pu être considéré comme un prédicteur de la CQ (Popescu et al., 2018).

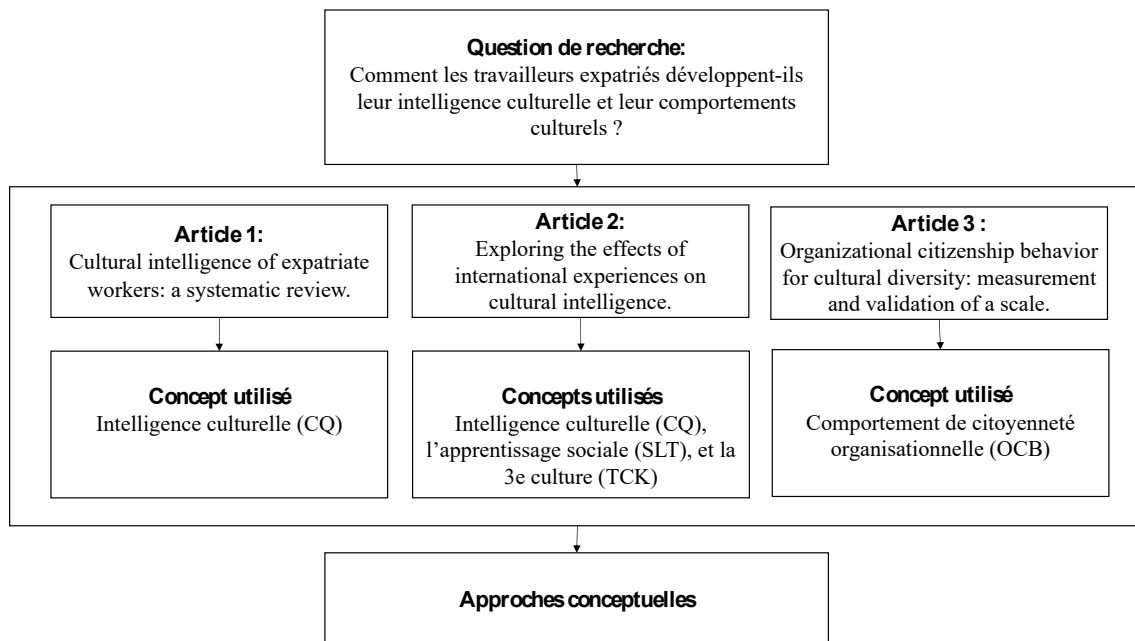
D'autres études ont montré que les individus ayant une forte dimension comportementale de la CQ démontrent une sensibilité accrue aux normes, aux valeurs et aux comportements culturels dans différents contextes (Groves & Feyerherm, 2011 ; Lee & Sukoco, 2010). Ils sont capables de s'adapter et de comprendre les attentes comportementales spécifiques à chaque culture. Cette sensibilité culturelle peut favoriser l'émergence d'OCB de différentes manières (Afsar et al., 2019). Par exemple, les individus intelligents sur le plan interculturel sont capables de communiquer efficacement avec des personnes de cultures différentes, de

résoudre les conflits interculturels et de favoriser la collaboration (Popescu et al., 2018). Ces compétences et comportements favorisent un climat de travail positif et inclusif, encourageant ainsi les OCB tels que l'aide aux collègues, la participation proactive aux activités de l'organisation et le respect mutuel.

Les organisations sont constamment à la recherche de moyens d'améliorer leurs performances et considèrent de plus en plus les OCB (p. ex., Yang et al., 2016 ; Hart et al., 2016) et la CQ (p. ex., Burakova & Filbien, 2020 ; Chen & Lin, 2019 ; Chen et al., 2011) comme des moyens importants d'accroître la performance des organisations. Les niveaux d'OCB et CQ sont des éléments déterminants dans la réalisation des performances individuelles et organisationnelles (Lee et al, 2013 ; Ang, & Van Dyne, 2015). La relation entre ces deux construits est encore méconnue (Lee et al., 2013 ; Ang & Van Dyne, 2015) et elle mérite d'être approfondie dans les recherches futures. Dans le cadre de cette thèse, une nouvelle adaptation des OCB au contexte culturel (OCBC) sera développée et testée. Cette nouvelle échelle de mesure pourrait ensuite être utilisée pour approfondir notre connaissance de l'évolution de la CQ et des OCB.

La figure 3 résume les différentes approches conceptuelles mobilisées dans cette thèse.

Figure 3 Approches conceptuelles



1.2 Approches méthodologiques

1.2.1 Positionnement de la thèse

La conception de cette recherche est basée sur une approche hypothético-déductive et ancrée dans le paradigme postpositiviste (Patton, 2014). Dans ce paradigme, la connaissance humaine est basée sur des présomptions pouvant être modifiées ou retirées, à la lumière d'une recherche plus approfondie (Patton, 2014). Il ne s'agit pas d'une forme de relativisme. C'est-à-dire que l'idée d'une vérité objective est conservée, tout comme l'existence d'une réalité. Toutefois, contrairement aux positivistes, cette réalité est connue de façon imparfaite et probabiliste (Patton, 2014). Les postpositivistes tirent aussi du constructionnisme social pour former leur compréhension et définition de la réalité (Patton, 2014). Ainsi, les théories, les connaissances et les valeurs peuvent influencer ce qui sera observé dans cette recherche. Le biais est indésirable, mais inévitable. Des mesures et des précautions seront mises en place pour le détecter et essayer de le réduire ; plus précisément une meilleure compréhension des valeurs et des croyances pouvant influencer cette recherche, notamment par le choix des mesures ainsi que par l'interprétation et l'analyse des données obtenues.

1.2.2 Les méthodes de recherche

1.2.2.1 La revue systématique

Pour brosser le portrait des connaissances sur la CQ des travailleurs expatriés, une approche qualitative a été utilisée. D'abord, les données ont été collectées en utilisant la base de données Scholar. Dans le cadre de cette étude, le protocole PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) a été utilisé. Ce protocole a d'abord permis de sélectionner 97 articles répondant à nos critères d'inclusion et d'exclusion (Annexes B et C). Ensuite, ce protocole a fourni un ensemble de lignes directrices facilitant la rédaction, la présentation et la synthèse des données. La liste de vérification détaillée a permis de s'assurer que toutes les informations importantes sont incluses dans la version finale du manuscrit et de garantir que la revue est complète, transparente et reproductible par d'autres chercheurs (Page et al., 2021).

1.2.2.2 L'étude des antécédents de la CQ

Pour étudier les antécédents de la CQ, une approche quantitative a été utilisée. Les autorisations éthiques ont d'abord été obtenues (Annexe A). Les données ont ensuite été collectées avec un questionnaire (Annexes C et E) en utilisant les réseaux sociaux numériques pour recruter les participants (n= 1937). Les analyses ont été effectuées en deux étapes. Dans un premier temps, l'échantillon global a été divisé en sous-échantillons d'expatriés plus petits et plus homogènes. De cette manière, nous avons considéré le contexte d'expatriation actuel de chaque participant en fonction du niveau relatif (faible ou fort) de la distance culturelle pour deux dimensions de Hofstede (UAI et PDI). De cette façon, nous pouvons observer avec un niveau de confiance plus élevé comment les expériences internationales identifiées dans une revue systématique de la littérature sur la CQ des travailleurs expatriés sont appliquées (Morin & Talbot, 2023). Comme l'a suggéré Achen (2005, p. 337), l'utilisation de sous-groupes avec des coefficients similaires basés sur la théorie et l'expérience est une stratégie efficace d'analyse des données. L'utilisation de modèles linéaires avec de nombreuses variables indépendantes pour contrôler les influences externes n'est pas aussi anodine que

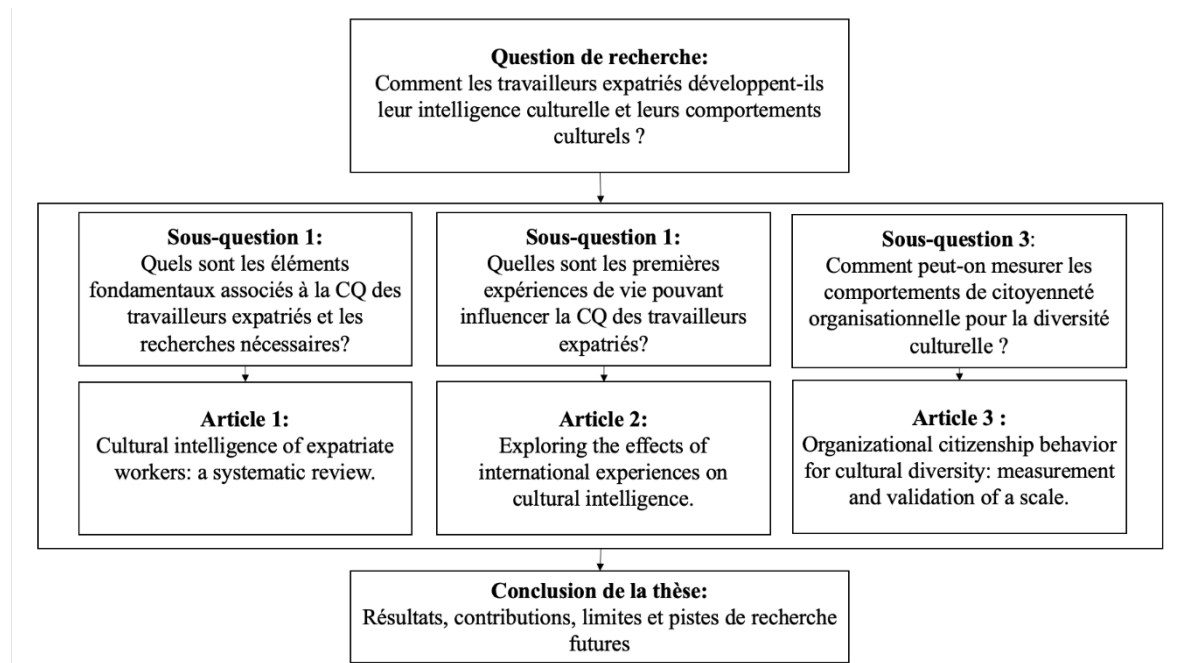
beaucoup le supposent (Achen, 2002, p. 447, 2005, p. 337 ; Doberstein & Charbonneau 2022 p. 506 ; Schrodtt, 2014, p. 295-296 ; Green et al., 2016, p. 422-423). L'utilisation de modèles linéaires avec de nombreuses variables indépendantes pour contrôler les influences externes a des répercussions potentiellement importantes sur les estimations de l'effet, de sorte que de nombreux auteurs ont recommandé d'utiliser des modèles plus simples pour éviter les erreurs d'estimation.

1.2.2.3 Développement et validation d'une échelle

Pour étudier, développer et valider la nouvelle échelle de mesure des OCBC, une approche quantitative a été utilisée. Les autorisations éthiques ont d'abord été obtenues (Annexe A). Les données ont ensuite été collectées avec un questionnaire (Annexes D et E) en utilisant les réseaux sociaux numériques pour recruter les participants (n = 980). Les analyses ont été effectuées en deux étapes. Une analyse factorielle exploratoire (EFA) a d'abord été utilisée, suivie d'une analyse factorielle confirmatoire (CFA). L'analyse factorielle (AF) peut être considérée comme une approche hypothético-déductive (Haig, 2019). Cette approche consiste à formuler des hypothèses a priori sur les relations entre les variables et à tester ces hypothèses à l'aide de l'AF. Pour l'analyse factorielle confirmatoire (CFA), des hypothèses sur la structure sous-jacente des données ont été identifiées. Ces hypothèses ont ensuite été testées en comparant différents modèles factoriels à l'aide de critères d'ajustement statistique (Berger, 2021; Gaskin & Happell 2014). L'objectif était alors de trouver le modèle qui correspond le mieux aux données observées. De manière générale, l'approche hypothético-déductive se caractérise par la formulation d'hypothèses a priori qui sont ensuite testées empiriquement. Dans cette optique, l'analyse factorielle peut être considérée comme relevant de cette approche, car elle permet de tester des hypothèses préexistantes sur la structure sous-jacente des données (Haig, 2019).

La figure 4 résume les différentes approches méthodologiques mobilisées dans cette thèse.

Figure 4 Approches méthodologiques



La partie 2 de cette thèse sera consacrée aux trois articles constituant cette recherche :

Chapitre 2: Cultural intelligence of expatriate workers: a systematic review.

Chapitre 3: Exploring the effects of international experiences on cultural intelligence.

Chapitre 4: Organizational citizenship behavior for cultural diversity: measurement and validation of a scale.

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PARTIE II :
LES ARTICLES

CHAPITRE 2 : CULTURAL INTELLIGENCE OF EXPATRIATE WORKERS: A SYSTEMATIC REVIEW

Abstract

Expatriation for work presents various challenges before departure, during expatriation, and upon return to one's home country. These challenges are why learning to manage cultural differences is a vital skill for expatriate managers and professionals, and hiring managers. Cultural intelligence (CQ) has been the subject of much research over the last decade. The present systematic review contributes to the literature on expatriate worker CQ by collecting and analyzing 97 empirical articles on the subject. Findings point to five core elements associated with CQ and five avenues for future research. Ultimately, the study results show that CQ positively affects many outcomes during expatriation.

Keywords: Cultural intelligence; CQ, cultural competence; expatriates; international assignments; international human resource management; systematic review.

Le premier article de la thèse a été accepté et publié dans *Management Review Quarterly* le 16 novembre 2021.

La première autrice (Geneviève Morin) a conçu le projet d'articles, développé la méthodologie, procédé à la collecte et l'analyse des données ainsi qu'à la rédaction du manuscrit. Le second auteur (David Talbot) a supervisé toutes les étapes du processus et validé le codage.

Morin, G., & Talbot, D. (2023). Cultural intelligence of expatriate workers: a systematic review. *Management Review Quarterly*, 73(1), 413-454.

Résumé

L'expatriation professionnelle présente divers défis avant le départ, pendant l'expatriation et au retour dans le pays d'origine. Ces défis expliquent pourquoi apprendre à gérer les différences culturelles est une compétence vitale pour les gestionnaires et les professionnels expatriés, ainsi que pour les responsables du recrutement. L'intelligence culturelle (CQ) a fait l'objet de nombreuses recherches au cours de la dernière décennie. La présente revue systématique contribue à la littérature sur la CQ des travailleurs expatriés en recueillant et en analysant 97 articles empiriques sur le sujet. Les résultats mettent en évidence cinq éléments fondamentaux associés à la CQ et cinq pistes de recherche pour l'avenir. En fin de compte, les résultats de l'étude montrent que la CQ affecte positivement de nombreux résultats pendant l'expatriation.

Mots-clés : Intelligence culturelle ; CQ ; compétence culturelle ; expatriés ; affectations internationales ; gestion internationale des ressources humaines ; revue systématique.

2.1 Introduction

Over the past two decades, globalization and multiculturalism have become everyday features of the contemporary working world (Roehl, 2021). These phenomena have led to fundamental changes to the global economic and political systems (Engelen & Tholen, 2014; Kivisto, 2002). Globalization has also contributed to the growing numbers of expatriates across the globe (Morence *et al.*, 2020) and the economic interconnectedness between various regions of the world (Isidor *et al.*, 2011; Roehl, 2021). Another area of growth is labor mobility, which tends to be considered an essential step in developing an international professional career (Morence *et al.*, 2020). Through their expertise, expatriates bring added value to organizations by enabling them to achieve or maintain a level of global competitiveness (Anggraini & Sholihin, 2021; Farooq, Hao, & Liu, 2019). Additionally, hiring expatriates is often a good solution when there are insufficient numbers of local-born professionals with particular technical and managerial skills (Morence *et al.*, 2020).

Despite its many benefits, expatriation presents many challenges that must be overcome before departure, during displacement, and after returning home (Morence *et al.*, 2020). Research on international mobility shows that expatriations' failure rate is between 30% and 50% (Burakova & Filbien, 2020, Livermore, 2011). The expatriate failure rate represents the frequency of premature (i.e., before term completion) returns home (Naumann, 1993, p.153). The financial cost to organizations for high failure rates is excessive (Morence *et al.*, 2020), ranging from 250,000 to 1 million USD (Erogul & Rahman, 2017; Yeaton & Hall, 2008). These high expenses have various sources. For example, expatriate salaries are higher salary than local employees. There are also costs associated with expatriate travel or relocation to the host country. Since there is a positive relationship between failure rates and travel and relocation costs, growth of the former escalates the latter. Premature expatriate returns can also cause adverse psychological impacts on (1) expatriates and their families and (2) the organization's reputation and ongoing operations (Black & Gregersen, 1999; Minbaeva & Michailova, 2004; Nowak & Linder, 2016).

As multiculturalism expands, physical and political borders soften between countries, increasingly making cultural barriers the contemporary borderlands (Roehl, 2021; Loth, 2006). Therefore, the ability to manage cultural differences is a vital skill for expatriate professionals and managers (Diaz-Carrion *et al.*, 2018; Anggraini & Sholihin, 2021). This skill enables individuals to adapt their practices to the needs of people from different cultures (Garrido *et al.*, 2019). However, there is no consensus regarding the definition or components of this concept (Alizadeh & Chavan, 2016). One definition frequently used in the literature is that of Cross *et al.* (1989). The authors define cultural competence as “a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations” (Cross *et al.*, 1989 p. 13).

There are many other cultural competence models from various disciplines. Examples include the Process of Cultural Competence in Delivery of Healthcare Services (Campinha-Bacote, 2002), Cross-Cultural Competence (Abbe *et al.* 2007), Intercultural Competency and Components (Fantini, 2006), and the Rainbow Model of Intercultural Communication Competence (Kupka & Everett, 2007). One model of particular interest to the present work is Cultural Quotient or Intelligence (CQ) (Ott & Michailova, 2018; Triandis, 2006; Thomas *et al.*, 2008b). The concept of CQ is one of the most dominant paradigms in cross-cultural competence research. This model has received much attention in recent decades and is conceptualized as a facet of intelligence (Ott & Michailova, 2018). It was first introduced by Earley (2002) and Earley and Ang (2003). Earley and Ang (2003) define CQ as “a person’s capability for success in new cultural settings, that is, for unfamiliar settings attributable to cultural context” (p. 9).

The present study provides a snapshot of empirical research on expatriate CQ. In particular, expatriates are defined here as people either living or working (or both) in a country where they are not citizens, often temporarily and for professional reasons (González & Oliveira, 2011). Ultimately, this work seeks to achieve two primary research objectives. The first is to identify and describe the core elements associated with expatriate worker CQ (e.g., validated hypotheses, antecedents, and predictors). The second objective is to identify research gaps and recommend avenues for future research.

This systematic review considers 97 empirical articles on expatriate worker CQ. Results show that, among other things, CQ has a positive impact on several environmental and individual factors. Some environmental factors are leadership, supervisor support, psychological contract, knowledge transfer, social well-being, and creativity. Examples of individual factors include adjustment, adaptation, career commitment, organizational integration, performance, success, intention to return early, innovation, life satisfaction, and relational skills.

The present review concludes by recommending future research to improve the literature on expatriate worker CQ. For instance, attention should be given to understudied themes, such as using CQ as a dependent variable (DV) or as a mediator and moderator in relationships. A mediator is a variable representing the mechanism by which an independent variable (IV) affects a DV (Baron & Kenny, 1986). Findings show that future CQ research should use triangulated methods to counter the limitations of traditional single method analysis (Earley & Ang, 2003).

The rest of the present work is organized into four main sections. First, the methodology section describes how the 97 reviewed studies were identified and analyzed. Then, the results section examines the theoretical underpinnings and research findings for each area of interest. Next, the discussion provides a snapshot review and analysis of the studies' findings. It also discusses emerging issues regarding expatriate worker CQ that require further investigation. Finally, the conclusion section summarizes the results, describes the study's limitations, and recommends future avenues for research on expatriate worker CQ.

2.2 Methodology

2.2.1 Relevance of systematic literature reviews

Systematic literature reviews are relevant to the present study for three reasons. First, there is a considerable and growing number of empirical studies on expatriate CQ at the time of writing. Since the studies used different research methods, theoretical frameworks, and data sources, their results also vary. In fact, some studies' results are ambiguous in context

with other research (e.g., Chen, 2015 and Kaleramna, Saharan, & Singh, 2019 or Malek & Budhwar, 2013, and Kaleramna, Saharan, & Singh, 2019). Thus, a systematic literature review was conducted to reduce or eliminate misleading results from individual studies (Petticrew & Roberts, 2008).

Second, the study's rigorous methodological process enabled the inclusion of only the most relevant articles, reducing the possibility of missing important information (Cooper, 2010). Inclusion and exclusion criteria serve as the basis for such a review, making the final selection replicable (Petticrew & Roberts, 2008).

Third, the systematic review helped identify and categorize various hypotheses associated with expatriate worker CQ. These categories may assist managers and organizations dealing with this population. Moreover, managers and professionals spend too little time reviewing the academic literature and thus, cannot incorporate this information into their policies, practices, and training programs (Tranfield *et al.*, 2003). Therefore, managers and professionals benefit from systematic literature reviews that provide global summaries of the literature on a particular subject, such as expatriate worker CQ.

Importantly, systematic reviews provide and assess the subject's core elements to assist communities and agents working with the relevant populations (e.g., expatriates). These elements can also serve as a starting point for future research by providing robust evidence summaries (Daniels, 2016, p.334). Notably, the present systematic literature review differs from previous systematic reviews on CQ by examining only empirical research on expatriate worker CQ. Furthermore, since systematic reviews generally include original studies and exclude reviews and editorials, only empirical studies were chosen for this work (University of Melbourne Library, 2020).

2.2.2 Examination protocol

A review protocol was developed to identify as many articles as possible that addressed expatriate worker CQ. In many ways, this protocol determines the quality of the literature synthesis results (Kitchenham, 2004; Staples & Niazi, 2007). The chosen publication period is 18 years, from January 2003 to October 2021. The year 2003 was selected as the

starting point because, that year, Earley and Ang first introduced the CQ model in their book “Cultural intelligence: Individual interactions across cultures.” This publication strongly contributed to the CQ debates, stimulating new measurement methods and concept definitions (Ott & Michailova, 2018).

The current study used the Google Scholar database. This search engine provides access to peer-reviewed journals not reported to major research databases, such as the Expanded Social Science Citation Index, ABI-Inform, and the Expanded Academic. Google Scholar aggregates search results into broad categories and provides comprehensive coverage (Fernandez *et al.*, 2015). Additionally, Google Scholar did not uncover any relevant publications before 2003³, providing further support for the study’s chosen start date.

Wang *et al.* (2015) and Stern and Kleijnen (2020) argued that when a research team is able, they should ideally investigate studies in more than one language. Indeed, several authors stress the importance of including other languages to decrease cultural bias and improve the review’s quality and credibility (Lasserson *et al.*, 2021, Wang *et al.*, 2015). Thus, since one member of the research team is fluent in English and French, empirical articles were selected in both languages. After their initial collection, articles were eliminated primarily due to lack of relevance. Also, studies with student samples were excluded to avoid using students as proxies for professionals (Daniels, 2016, p. 333). Previous studies in psychology have advised against using student samples when the research questions do not provide a good fit with student populations (Henry, 2008). Additionally, no theoretical articles were selected. Only empirically confirmed results were targeted, regardless of whether the variables were explanatory, descriptive, or exploratory (Shields, 2020). At this stage, no distinction was made about whether each study’s CQ model was used as a DV or an independent variable (IV). These selection criteria were used to limit the search and include only those articles that meet the research objectives (Kuckertz & Block, 2021). See Table 1 for a full list of the inclusion and exclusion.

³ Additional searches were conducted in three databases (EBSCO host, Proquest, and PsycINFO) from 1970 to 2021. These searches did not reveal any additional articles relevant to this study.

Tableau 1 Inclusion and exclusion criteria

Inclusion Criteria	Exclusion Criteria
+ Published between 2003 and 2021	- Theoretical and conceptual (not empirical)
+ Published in peer-reviewed journals	- Systematic reviews, meta-analyses, and editorials
+ Deals with expatriate CQ	- Books, dissertations, and theses not published as articles
+ Has rigorous and clearly described methodology (qualitative, quantitative, or mixed)	- Published in a language other than English or French
	- The study's sample includes students

Data collection was carried out in three stages to ensure the inclusion of a wide range of relevant scientific studies. The first stage consisted of keyword searches and coding to identify a broad potential sample pool. The second stage involved reading the sample pool's abstracts to quickly eliminate any works outside the present review's scope. Finally, the remaining articles were downloaded, and some were read in full to further eliminate anything irrelevant. The rest of this subsection describes these stages in greater detail (Kuckertz & Block, 2021). See Figure 5 (inspired by PRISMA by Liberati *et al.*, 2009) for a flow-chart illustrating this selection process.

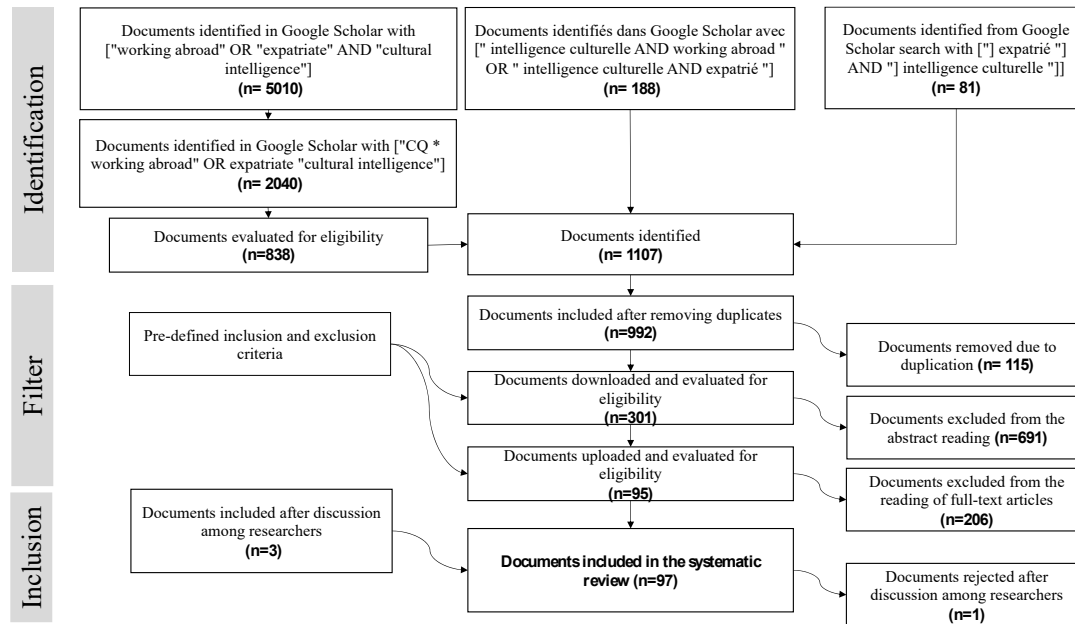
For the first stage, the initial search term used was ["working abroad" OR "expatriate" AND "cultural intelligence"], generating 5,010 results. This keyword search was then refined using the term [CQ * "working abroad" OR expatriate "cultural intelligence"], which yielded 2,040 results. The study's two coders then applied the inclusion and exclusion criteria to the results by reading the titles and identifying the works' provenance. During this step, 838 publications were selected for further analysis. Conversely, over 3,000 articles were rejected, which is consistent with similar studies that generated high initial numbers of articles (e.g., Caiado *et al.*, 2017; Boehm & Thomas, 2013). Next, the search term ["cultural intelligence AND working abroad" OR "cultural intelligence AND expatriate"] was used, uncovering 188 publications. Then, the search was repeated in French with the term [expatrié AND "intelligence culturelle"], which identified 81

publications. These three electronic searches were conducted several times, with the last search performed in October 2021. The results were ultimately combined, totaling 1107 publications. However, 115 duplicates were identified and removed from the sample, bringing the total down to 992 articles.

During the second stage of data collection, the abstracts of 992 studies were read and evaluated. This step uncovered and excluded 396 documents that were not scientific articles that had escaped our first filter. These excluded documents consisted of 174 books, chapters, and book reviews; 80 dissertations and theses; 23 reports; 47 conference proceedings; and 72 other documents (e.g., blog posts, student journal entries, workshop proceedings, essays, development programs). Moreover, 26 articles were excluded for being published in languages other than English or French. Then, 125 non-empirical studies (e.g., conceptual, theoretical, editorial, and systematic reviews) were removed from the sample. Finally, another 144 documents were eliminated for not directly using the CQ model.

In the third step, the remaining 301 articles were downloaded to further review the methodology sections, eliminating 206 additional articles. Publications studying multiple populations at once (e.g., expatriate workers and students) were retained. Then, 98 publications with samples consisting only of non-employed expatriate students were excluded. Moreover, 108 publications with samples that were not expatriates were also excluded. The remaining 95 articles were read in full to better assess their fit against the inclusion and exclusion criteria. Using these criteria, the two coders compared and discussed their results, agreeing to the inclusion of 95 publications. After cross-checking the 95 selected publications, three additional studies were included and one was excluded, making the final sample 97 publications. A list of these articles and their key information (i.e., title, author[s], year of publication, sample, and method) is provided in Appendix C.

Figure 5 Flow diagram of the selection process



2.2.3 Data extraction and analyses

Content analysis is a type of qualitative research method is the primary form of data analysis in the present work. This research technique objectively and systematically identifies specific themes and characteristics from non-numerical data (Holsti, 1969, p.14). The current content analysis was conducted in two stages. The first step was to assign text passages to the themes and subthemes, as presented in Appendix B. This method is used in qualitative studies to interpret collected data (Hsieh & Shannon, 2005; Krippendorff, 2018). The second step is to extract information about recurring themes (Schilling, 2006). This approach to coding enables the synthesis of critical qualitative data to quantitatively uncover and analyze trends (Maxwell, 2010; Elo & Kyngäs, 2008). Dedoose v.8.3 was the software used for coding. This software complimented the coding scheme developed based on Tranfield and colleagues' (2003) recommendation. The coding scheme consisted of two levels of analysis; item characteristics and results. The first level of analysis identified critical trends in the literature via seven characteristic variables. These variables include; (1) year of publication, (2) research methodologies (quantitative, qualitative, or mixed), (3) data collection and analyses, (4) theoretical framework, (5) sample size, (6) activity sectors, and (7) countries of investigation.

The second level of analysis focuses on the studies' use of CQ model variables and the investigated hypotheses. Initially, the CQ dimensions were classified according to their use as an antecedent, predictor, moderator, or mediator. Next, the hypotheses were examined to discern which concepts were included or not in each article. They were then classified using Dedoose v.8.3. Coders assigned a "1" when a topic was discussed or a "0" when it was not. The same or similar concepts were grouped according to the overarching themes identified by Solomon and Steyn (2017, p. 5), as shown in Table 2. Other identified concepts that do not fit within the themes were grouped and designated as "unclassified."

Both researchers independently coded each hypothesis as validated, partially validated, or not validated according to the results. The two researchers initially concurred on the coding of 321 of the 349 hypotheses, constituting 91.98% agreement. Subsequently, the researchers met twice more to agree on the coding of the remaining 28 hypotheses. Finally, 100% agreement was reached on the remaining 349 hypotheses. Table 2 lists the 14 themes used for coding the hypotheses.

Tableau 2 Themes from Salomon and Steyn (2017 p.5)

Themes	
1	CQ exists as a discrete intelligence type;
2	CQ cultivates cross-cultural collaborative dealings;
3	CQ predicts international leadership potential, effectiveness, and styles;
4	CQ and psychological capital are positively related;
5	CQ correlates with personality;
6	CQ and self-efficacy share a positive relationship;
7	International experience and exposure improve CQ;
8	CQ increases cross-cultural communication effectiveness;
9	Cross-cultural training and experiential learning stimulate CQ;
10	CQ advances cross-cultural team knowledge sharing, performance, and development of shared values while team trust enhances CQ;
11	CQ promotes organizational agility, adaptive capability, and commitment
12	CQ improves cross-cultural job performance, satisfaction, involvement, and adaptation;
13	CQ and cross-cultural adjustment positively relate; and
14	Unclassified – did not fit any of the themes above

For the data extraction and analyses, the researchers conducted scheduled meetings to discuss their perspectives and distance themselves from their analyses. Moreover, researcher triangulation strengthens the present work's critical interpretative perspectives (Patton, 2014), and significantly reduces researcher bias (Buscemi *et al.*, 2006). Finally, the data extraction was directly related to the following two research questions: (1) what are the core elements associated with expatriate worker CQ and (2) what future research is needed?

2.3 Results

2.3.1 General portrait of empirical research

Most of the reviewed empirical studies were quantitative and published between 2010 and 2021. Specifically, of the 97 studies analyzed, 86% were quantitative (n=83), 9% qualitative (n=9), and 5% (n=5) had a mixed design. Moreover, eight publications (n=8) reported longitudinal measures; six were quantitative (Elenkov & Manev, 2009; Ren *et al.*, 2021; Rockstuhl *et al.*, 2011; Sousa & Gonçalves, 2017; Wilson, 2008, Zhao, Liu & Zhou, 2016), one was mixed (Firth *et al.*, 2014), and one was qualitative (Gertsen & Söderberg, 2010).

Of the 83 quantitative studies assessed here, six (7%) classified CQ as a DV (Alon *et al.*, 2018; Gupta *et al.*, 2013; Moon *et al.*, 2012, 2013; Wang *et al.*, 2019; Wilson, 2008) while nine (11%) considered it a moderator variable (Ali *et al.*, 2019; Aktan *et al.*, 2021; Arokiasamy & Kim, 2020; Elenkov & Manev, 2009; Lee & Nguyen, 2019; Lee *et al.*, 2013; Ren *et al.*, 2020; Wu & Ang, 2011; Zhao *et al.*, 2016). Moreover, one quantitative study (1%) treated CQ as a mediator variable (Moon *et al.*, 2012), and 80 (96%) approached it as an independent variable (e.g., Burakova & Filbien, 2020; Guang & Charoensukmongkol, 2020, 2021; Mahmud *et al.*, 2020; Zhang *et al.*, 2021). Finally, as previously discussed, in other reviews not expressly focused on expatriate workers, the authors were more interested in determining CQ outcomes than antecedents (Ott & Michailova, 2018).

2.3.2 The main analyses

For qualitative inquiries, researchers used thematic analysis to answer their research questions. For quantitative works, statistical tests varied widely (e.g., hierarchical regression and structural equation models). Common method bias (CMB) was addressed or reported in 46 cases (55%). Some authors specified measures used to minimize CMB in their analyses (30%, n=25). For instance, Harman's one-factor analysis (1967) or Lindell and Whitney's (2001) marker variable technique, an unmeasured latent method factor, were sometimes added to the hypothesized confirmatory factor analysis model. The majority of studies (91%, n=89) were cross-sectional, and most quantitative studies (89%, n=74) used one data source for their analyses.

2.3.3 Samples studied

The expatriate populations examined in the selected studies had two main categories of countries or continents of concern; (1) origin and (2) host. Some studies focused their research on one population. In contrast, others examined multiple populations for both expatriate origin country (n=38, 39%) and host country (n=16, 16%). Asia is the most studied continent regarding both expatriate origin (n=17, 17%) and host (n=38, 39%) country. Moreover, in the order of most to least commonly studied, the other host continents include North America (n=8, 8%), Oceania (n=4, 4%), Europe (n=5, 5%), Africa (n=1, 1%), and South America (n=1, 1%). Also in order, the other continents of origin are Europe (n=5, 5%), Africa (n=1, 1%), and Oceania (n=1, 1%). Additionally, for most of the studies that specified it (n=40, 40%), the expatriates' origins were not limited to a single continent.

2.3.4 Measuring CQ

While the present work's authors used different methods to assess CQ, 76% (n=74) of the studies only used self-reported questionnaires. In 70% of the studies (n=68), the authors used the 20-item CQS from Ang *et al.* (2007). The remaining studies that used a questionnaire employed; the 12-item scale (3%, n=3) by Earley and Mosakowski (2004), the SFCQ scale (n=5, 5%) by Thomas and colleagues (2008a), the 21-item scale (2%, n=2)

by Earley, Ang, and Tan (2006), and the 37-item E-CQS (2%, n=2) by Van Dyne and colleagues (2012).

Moreover, Alon *et al.* (2018) developed a new CQ measurement tool, the Business Cultural Intelligence Quotient, combining self-report measurement with observation. For qualitative and mixed-method approaches, the authors used interviews (10%, n=10), observation (1%, n=1), and focus groups (1%, n=1)

2.3.5 Main theoretical frameworks used portrait

Table 3 presents the 67 theories associated with CI publications, showing that the authors come from various disciplines. For example, Stoermer, Davies, and Froese (2020) combined trait activation and institutional theories to advance understandings of the contextualization of CQ effects. Conversely, He *et al.* (2019) drew on resource conservation theory to examine CQ as an antecedent of work-family conflict. Finally, Ismael *et al.* (2019) used resource theory, social capital theory, and anxiety and uncertainty theory to explore the role of a shared vision on the effects of CQ and feedback-seeking on knowledge transfers. Table 3 lists the most commonly mobilized theories (i.e., used at least three times) in the reviewed studies.

Tableau 3 Most frequent theories

Most frequent theories	no	%
CQ (Earley 2002; Earley and Ang 2003)	97	100.0%
Social learning theory	10	10,3%
Theory of multiple intelligences (Sternberg and Detterman, 1986)	9	9.3%
Social capital theory	6	6.2%
Social exchange theory (Blau 1964)	6	6.2%
Theories of intelligence	4	4.1%
Trait activation theory (Tett & Burnett, 2003; Tett & Guterman, 2000)	4	4.1%
Self-concept theory (Early 2003)	4	4.1%
U-curve theory of adjustment	4	4.1%
Anxiety and uncertainty theory	3	3.1%

Conservation of resources theory (Hobfoll, 1989, 2001,2002)	3	3.1%
Cross-cultural adjustment	3	3.1%
Social cognitive theory	3	3.1%
Spillover theory (Wilensky, 1960)	3	3.1%
Theory of acculturation	3	3.1%
Theory of social categorization and social support	3	3.1%

2.3.6 The studied hypotheses

The results sections of the included studies were reviewed to identify assumptions. The number and percentage of assumptions associated with CQ are presented by theme in Table 3. The themes used to classify the hypotheses are the same as those used by Solomon and Steyn (2017). In the present systematic review, 572 hypotheses were identified in the 97 analyzed publications. Of these 572 hypotheses, 167 did not directly use CQ, so they were excluded from the analyses. Ultimately, 405 hypotheses were retained, and 44% (n=177) were confirmed. Moreover, 32% of all hypotheses (n = 112) were empirically validated. Table 4 shows that the observed hypotheses were classified into 14 themes, including the “unclassified” group (Solomon & Steyn, 2017). The “unclassified” group refers to concepts that appeared but were not associated with the Solomon and Steyn (2017) classification. The results presented in Table 4 are ranked in ascending order based on the number of times the hypotheses were identified in the samples. The remaining 19 themes in the “unclassified” group are listed in Table 5. The themes emerging from the unclassified category primarily demonstrate positive and negative relationships between CQ and at least one other variable.

Tableau 4 CQ hypotheses

Themes		Hypotheses			Supported Hypotheses			
		(a)	(b)	(c)	(d)	(e)	(f)	(g)
		No	%	% total	No	%	% total	TS % (d/a)
1	CQ exists as a discrete intelligence type	0	0.00%	0.00%	0	0.00%	0.00%	0.00%
2	CQ cultivates cross-cultural collaborative dealings	1	0.25%	0.25%	0	0.00%	0.00%	0.00%
3	CQ predicts international leadership potential, effectiveness and styles	5	1.23%	1.48%	4	2.29%	2.29%	80.00%
4	CQ and psychological capital are positively related	5	1.23%	2.72%	4	2.29%	4.57%	80.00%
5	CQ correlates with personality	7	1.73%	4.44%	1	0.57%	5.14%	14.29%
6	La CQ et l’auto-efficacité sont positivement liées	9	2.22%	6.67%	6	3.43%	8.57%	66.67%
7	International experience and exposure progress CQ	9	2.22%	8.89%	3	1.71%	10.29%	33.33%
8	CQ increases cross-cultural communication effectiveness	17	4.20%	13.09%	2	1.14%	11.43%	11.76%
9	Cross-cultural training and experiential learning stimulate CQ	20	4.94%	18.02%	0	0,00%	11.43%	0.00%
10	CQ advances cross-cultural team knowledge sharing, performance and development of shared values whilst team trust enhances CQ	25	6.17%	24.20%	11	6.29%	17.71%	44.00%
11	CQ promotes organisational agility, adaptive capability and commitment	49	12.10%	36.30 %	23	13,14%	30.86%	46.94%
12	CQ improves cross-cultural job performance, satisfaction, involvement and adaptation	88	21.73 %	58.02%	43	24.57%	55.43%	48.86%
13	CQ and cross-cultural adjustment relate positively	86	21.23%	79.26%	38	21.71%	77.14%	44.19%
14	Not classified – could not be arranged per above themes	84	20.74%	100,00%	40	22.86%	100,00%	47.62%
	Not relate to CQ	167						
	Total hypothese	572						
	Total hypothese retained	405			175			~~
	Total percentage of hypotheses that generated TS ($\sum d/\sum a$) Average TS% per theme ($\sum g/14$)							

Salomon & Steyn, 2017 p.5

Table 4 shows that approximately 60% of the hypotheses can be classified into four themes. These themes include (1) CQ advances, knowledge sharing, performance, and development of shared values in cross-cultural teams, while trust within the team enhances CQ; (2) CQ promotes organizational agility, adaptability, and commitment; (3) CQ improves job performance, satisfaction, involvement, and cross-cultural adaptation; and (4) CQ and cross-cultural adaptation are positively related. These themes represent 66% of all validated hypotheses. While the average percentage of validated hypotheses is approximately 46% per theme, the associated range extends from a low of 12% for “CQ increases intercultural communication effectiveness” to a high of 80% for “CQ and psychological capital are positively related.” However, these results must be considered in context with the relative number of tested hypotheses belonging to the respective themes.

Tableau 5 Themes in the "unclassified" group

CQ is positively linked to...	CQ is negatively linked to ...
+ abilities to international opportunity recognition; + acceptance of a foreign assignment; + benevolence; + creativity; + cultural learning; + emotional stability; + Guanxi; + innovation; + judgment/decision-making; + institutional success; + organizational integration; + perception of promotion opportunities for expatriates after repatriation + role clarity; + social well-being; + spouse support; + support; + task performance; + the number of local employees in the host country with whom the expatriate works; + thriving; + voice behavior.	- burnout; - conflict; - psychological empowerment of expatriates; - the number of home country co-expatriates with whom expatriates work.

As shown in Figure 6, the present systematic review demonstrates how CQ has been used as an antecedent, an outcome, a moderator, or a mediator variable. Figure 6 also illustrates the relationships between each focus area and CQ, identifying which topics of interest directly or indirectly influence CQ. In particular, the right side of Figure 6 shows the common outcomes examined in the analyzed literature. The left side reveals CQ's antecedents. The middle section shows the subjects studied that used CQ as a moderating or mediating variable. Finally, the right side shows the outcomes. The following three subsections describe the main areas of study regarding expatriate worker CQ.

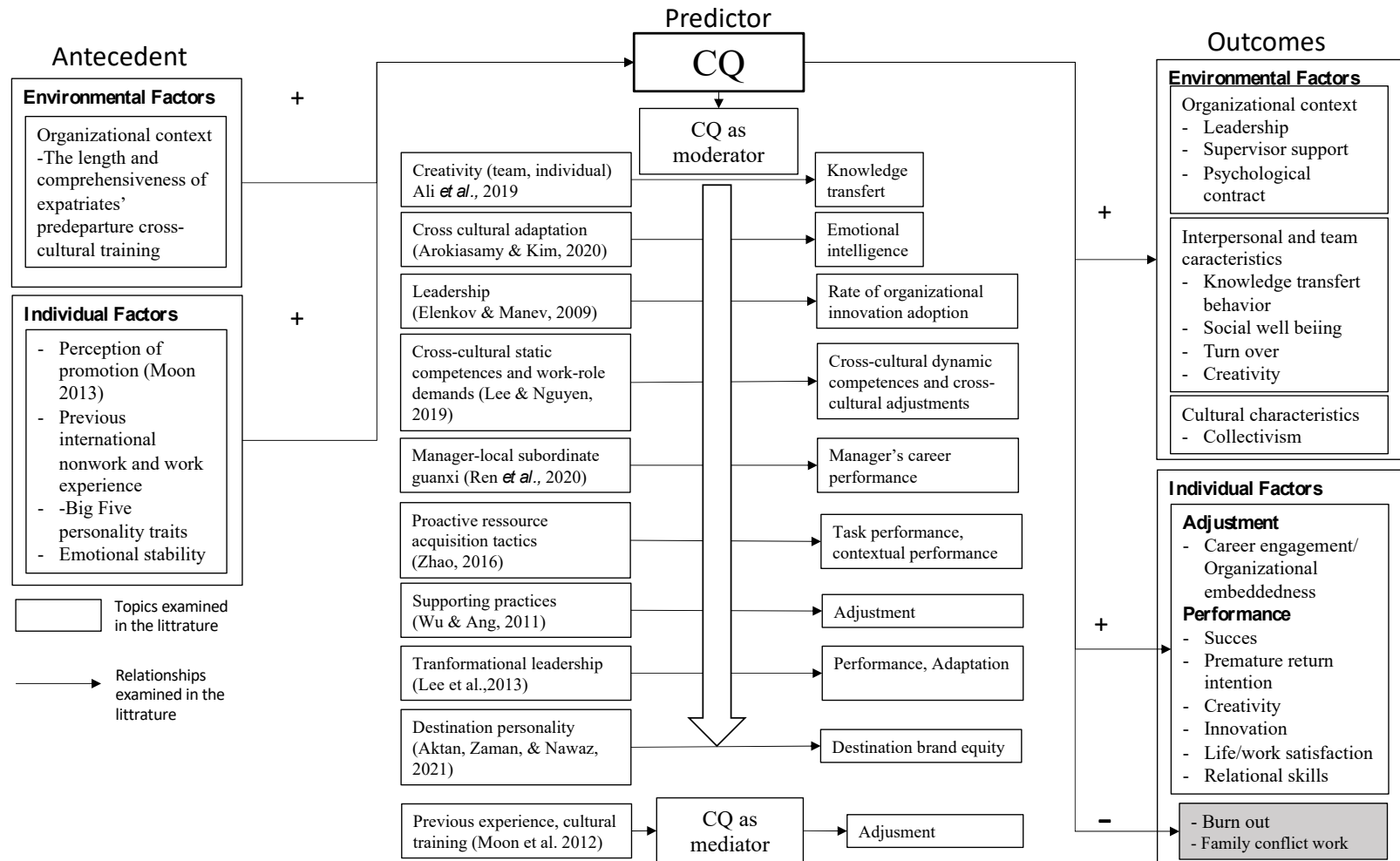
2.3.7 CQ as an antecedent

The leading research on expatriate worker CQ as an antecedent has focused on environmental and individual factors. First, environmental factors may influence expatriate CQ on several levels. For example, contact with colleagues from the host country may have a positive influence on expatriate CQ. Additionally, the number of co-expatriates from the home country is negatively related to CQ. Finally, the number of local employees in host country workplaces is positively associated with expatriate CQ (Moon et al, 2013).

Pre-departure training's influence on expatriate worker CQ has also been researched (Chen, 2015; Gupta *et al.*, 2013; Moon *et al.*, 2012). For instance, Moon *et al.* (2012) showed that the duration of pre-departure cross-cultural training only affects cognitive CQ, ignoring the other three CQ dimensions. Moreover, how comprehensive a training program is positively impacts all four CQ dimensions (Moon *et al.*, 2012). While this body of literature is informative and useful, it still requires further research and analysis, especially regarding the CQ dimensions. Studying CQ's antecedents will provide a better understanding of what contributes to the CQ dimensions' development.

Second, individual factors may also influence expatriates' CQ on several levels. First, research suggests that expatriate experience is associated with improved CQ and moral reasoning (Wilson, 2008). Changes in CQ are more significant for first-time expatriates and are even greater for those in challenging cultural contexts where the cultural distance is greater (e.g., China or Africa) (Wilson, 2008).

Figure 6 Main areas of research interest in expatriate worker CQ



Triandis (1994) identified several criteria for cultural distance, including mother tongue, religion, perceptions of marriage and family, personal values, and socioeconomic status. Thus, compared to experienced expatriates in relatively comfortable cultural settings, when expatriates are in challenging cultural environments and have little to no experience working abroad, the gains from CQ development will be higher. As expatriates' levels of experience increase, the magnitude of change is somewhat reduced, but progress is still made. Thus, it is possible to improve expatriate CQ, but the magnitude of change decreases with experience and cultural distance (Wilson, 2008).

Affective, cognitive, behavioral, and motivational facets are also considered essential aspects of CQ (Mendenhall & Oddou, 1985; Bird *et al.*, 2010). Therefore, these different individual facets are valid predictors of expatriate success indicators (Lee & Sukoco, 2010). Although these elements have already been discussed in the expatriate CQ literature, they are still understudied and require greater attention.

2.3.8 CQ as moderator or mediator

CQ has also been studied as an important moderating variable that enhances expatriates' skills and helps them work more effectively. A moderator variable affects the direction or intensity of the relationship between variables. Negative relationships have opposite direction effects. In other words, when the IV goes up, the DV goes down, and when the IV goes down, the DV goes up. Conversely, positive relationships between variables have same direction effects. Thus, when the IV goes up, the DV goes up, and when the IV goes down, the DV goes down. Notably, a statistical interaction principle states that individual IVs typically have different effects than the combined effects of all relevant IVs (Rasche & Irachabal, 2001). Therefore, the combined effects of all IVs should be considered instead of individually.

Expatriate CQ also has moderating effects. These effects reinforce the influence of static intercultural competencies and job role demands on dynamic intercultural competencies and adjustments (Lee & Nguyen, 2019). Perceived assignment value and organizational support also reinforce the influence of dynamic cross-cultural competencies and expatriate

adjustment (Lee & Nguyen, 2019; Yamazaki & Kayes, 2010). Dynamic intercultural competencies and adjustment positively influence expatriates' work effectiveness, including knowledge transfer (Lee & Nguyen, 2019), innovative work behaviors (Elenkov & Manev, 2009), expatriate performance (Lee *et al.*, 2013; Ren *et al.*, 2020; Zhao *et al.*, 2016), and job satisfaction (Lee & Nguyen, 2019).

Other studies show that CQ facilitates the positive effects of emotional intelligence on the social dimension of cross-cultural adjustment (Arokiasamy & Kim, 2020). Expatriates' informal interactions with local staff are also affected by CQ. The positive effect of CQ enables expatriates to develop quality relationships with members of different cultures from their own. These quality relationships help expatriates gain valuable knowledge and tools to improve their job performance (Ren, 2020; Zhao *et al.*, 2016). Supportive expatriate practices are positively related to cross-cultural adjustment (Wu and Ang, 2011) and performance (Ren, 2020).

Furthermore, expatriate CQ moderates the positive relationships between expatriate employee creativity and knowledge sharing individually and collectively (Ali *et al.*, 2019). Indeed, CQ has different moderating roles depending on its dimension. For example, metacognitive and cognitive CQ negatively moderate the relationship between expatriate support practices and adjustment. At the same time, motivational CQ has a positive moderating effect on the same relationship (Wu & Ang, 2011). Then, cognitive CQ also moderates the relationship between destination personality and destination brand equity (Aktan, Zaman, & Nawaz, 2021).

The present systematic review found only one study that used CQ as a mediator variable (Moon *et al.*, 2012). A mediator variable represents the mechanism by which IVs affect DVs (Baron & Kenny, 1986). Moon *et al.* (2012) used CQ to explain the effects of international experience and pre-departure cross-cultural training on expatriates' cross-cultural adjustment. The majority of previous studies had examined these variables separately (e.g., Gupta *et al.*, 2013). However, by assessing all of these variables at once, Moon *et al.* (2012) tested the mediating effects of expatriate worker CQ to explain why prior international

experience and pre-departure cross-cultural training are positively related to cross-cultural adjustment. Ultimately, this mediating effect partially explains the inconsistent empirical results of previous studies on the complex and nuanced relationships between cross-cultural training, cultural adjustment, cross-cultural experience, and performance (Puck *et al.*, 2008; Takeuchi *et al.*, 2005). For instance, Puck *et al.* (2008) studied the impact of pre-departure cross-cultural training on expatriate adjustment among non-U.S. expatriate employees in a wide range of host countries. Still, they could not find a significant relationship between the comprehensiveness of cross-cultural training and cross-cultural adjustment.

Overall, depending on the dimension, CQ has different mediating impacts on expatriate workers (Moon *et al.*, 2012). Cognitive, motivational, and behavioral CQ show full mediating effects (Moon *et al.*, 2012). However, metacognitive CQ has not been shown to play a mediating role in this relationship. One possible explanation for this difference is that metacognitive CQ cannot be developed in a short time (Moon *et al.*, 2012). It requires a longer period because a fundamental change in the individual's mental structure or thinking is necessary. Therefore, additional analyses are needed to test whether the relationships between IVs and metacognitive CQ change over time. Longitudinal studies would also help to better understand the mediating effects of the metacognitive dimension over time.

Motivational CQ was found to have the most substantial mediating effects of all IVs studied (Moon *et al.*, 2012). This finding could be related to the fact that motivational CQ likely encourages individuals to pay attention and work harder to learn about and adapt to cultural differences (Templer *et al.*, 2006). More than any other CQ dimension, motivational CQ also promotes improved cultural knowledge and more culturally appropriate choices and actions (Akhal & Liu, 2019).

2.3.9 CQ as outcomes

The present work investigated how CQ influences expatriate workers and its dimensions (cognitive, metacognitive, motivational, and behavioral) on other variables (see the right side of Figure 6). Analyses of the relationships between CQ and the DVs focused primarily on coping (e.g., Akhal & Liu, 2019), engagement (e.g., Guang & Charoensukmongkol, 2020;

He *et al.*, 2019), performance (e.g., Jyoti & Kour, 2015; Ramalu *et al.*, 2012; Kim & Kamalanabhan, 2021), and satisfaction (e.g., Sousa & Gonçalves, 2017; AlMazrouei & Zacca, 2020; Zhang, Wei, & Grey, 2021). Indeed, 59% of the 97 studies investigated one of these relationships. Most relationships between CQ and its DVs were positive, besides burnout (Seriwatana & Charoensukmongkol, 2020) and family conflict (He *et al.*, 2019). The rest of this subsection provides a more significant explanation of the six primary relationships between CQ and its DVs.

First, CQ is a primary intercultural skill that helps expatriates improve their job performance while working abroad (Naushad & Majid, 2020). Job performance is often linked to higher metacognitive and behavioral CQ (Naushad & Majid, 2020). Specifically, previous studies have shown that motivational CQ is positively related to job performance through expatriate work adjustment (e.g., Jyoti & Kour, 2015; Lee & Sukoco, 2010; Ramalu *et al.*, 2012; Burakova & Filbien, 2020; Zhang & Hussain, 2021). This relationship is more robust for expatriates who have lower levels of organizational support (Chen *et al.*, 2010). This relationship is also stronger for expatriates in countries similar to their home country, resulting in less cultural distance (Chen *et al.*, 2010; Hofstede, 1991).

Second, CQ is also vital for expatriates' cross-cultural adaptation (Mahmud *et al.*, 2020; Lovin *et al.*, 2021). CQ directly affects adaptation (Sambasivan *et al.*, 2017) and can be associated with adaptation's many facets (Ang *et al.*, 2007; Huff, 2013). Some dimensions of CQ, however, appear to have a more significant effect on adaptation than others. For example, high levels of metacognitive and motivational CQ allow individuals to adapt better to new environments (Ang *et al.*, 2007; Naushad & Majid, 2020; Lovin *et al.*, 2021).). The motivational dimension has emerged as potentially the most critical facet for facilitating adaptation and overcoming adjustment problems (e.g., Ang *et al.*, 2007; Akhal and Liu, 2019; Guðmundsdóttir, 2015).

Third, CQ is positively associated with job satisfaction (AlMazrouei & Zacca, 2020; Zhang, Wei, & Grey, 2021). In particular, metacognitive, cognitive, behavioral, and motivational CQ, combined with local language proficiency, predict satisfaction in the mission and living

in a foreign country (Huff, 2013). Cognitive CQ is also positively related to overall life satisfaction while living and working abroad (e.g., Le, Jiang & Nielson, 2016; Malek, Jaguli & Rabie, 2019; Sousa & Gonçalves, 2017). Moreover, job satisfaction plays a vital role in the relationship between CQ and turnover intention (AlMazrouei & Zacca, 2020). Indeed, job satisfaction partially influences the relationship between CQ and creative self-evaluation (e.g., Mahmud *et al.*, 2020; Ramalu *et al.*, 2010).

The fourth primary relationship is that CQ increases expatriate workers' capacity to be caring and supportive of their colleagues. Supervisor support, subordinates' leadership effectiveness, and commitment to the supervisor or organization are critical determinants of expatriate CQ effectiveness (Guang & Charoensukmongkol, 2020). Individuals with high CQ consider other cultural perspectives and are more willing to adapt their behaviors to the local culture (Guang & Charoensukmongkol, 2020; Solomon & Steyn, 2017). CQ is also positively related to social well-being (Presbitero, 2020), but its moderating conditions may make it particularly critical for reducing burnout (Seriwatana & Charoensukmongkol, 2020).

Fifth, non-national employees with higher CQ levels are more likely to exhibit "voice behavior." Voice behavior is defined as engaging in non-required behavior that emphasizes constructive challenges to improve and innovate rather than simply criticize (Xu *et al.*, 2019). This relationship is influenced by the transformational leadership characteristics of their immediate supervisor (Afsar *et al.*, 2019).

Finally, CQ contributes to positive employee outcomes, such as discretionary behaviors (e.g., Ang *et al.*, 2007; Afsar *et al.*, 2019) and organizational citizenship behaviors (e.g., Chen *et al.*, 2011; Afsar *et al.*, 2019). Both outcomes share some commonalities with voice behavior (Afsar *et al.*, 2019). CQ fosters working relationships among employees and makes them comfortable with others so that they can freely exchange ideas and innovate (e.g., AlMazrouei and Zacca, 2020). Moreover, a supervisor's transformational leadership mediates the relationship between CQ and an employee's voice behavior.

2.4 Discussion

This systematic literature review's findings show the need for five avenues for future research to better understand the concept and influence of expatriate worker CQ. The first suggestion for researchers is to target understudied topics, such as experiential learning and intercultural communication and training. Second, the use of CQ as a dependant, mediating, and moderating variable also deserves further study. Third, future research could design an expatriate training program suitable for the development of CQ. Fourth, future work should use various combinations of instruments for measuring CQ. Finally, future research should pay special attention to the sample when analyzing the results. These research directions are explained in the following five subsections.

2.4.1 First avenue for future research

Future research should target the themes with a low rate of validated hypotheses (less than 5%), as presented in Table 3. These themes reflect areas in which CQ did not act as intended or partially acted as the theory stated. Among other topics, these themes cover how: (1) CQ increases the effectiveness of cross-cultural communication; (2) cross-cultural training and experiential learning boost CQ; (3) CQ advances knowledge sharing, performance, and development of shared values of cross-cultural teams; and (4) trust within the team enhances CQ.

Similarly, more attention should be paid to the relationship between CQ and other themes, using fewer hypotheses at one time. Among other topics, these themes cover how: (1) CQ exists as a type of discrete intelligence; (2) CQ fosters cross-cultural collaborative relationships; (3) CQ predicts international leadership potential, effectiveness, and styles; (4) CQ and psychological capital are positively related; (5) CQ correlates with personality; (6) CQ and self-efficacy are positively related; and (7) international experience and cultural exposure enhance CQ.

A better understanding of CQ's effects and antecedents would enable managers to better develop expatriate teams. Such teams would foster an employee-centered corporate culture,

emphasizing quality, continuous improvement, retention, and the development of key employees with fewer premature departures. While some themes demonstrated a higher percentage of confirmed assumptions (> 30%), they incorporated fewer assumptions. Then, the unranked group comprises rarely studied themes in expatriate worker populations, making them additional areas for future study (see Table 4). Finally, all of the themes in Tables 3 and 4 should also be examined longitudinally. The main advantage of longitudinal studies is that they provide information on intra-individual changes and establish sequences of events, which a cross-sectional study cannot do (Fitzmaurice *et al.*, 2012).

2.4.2 Second avenue for future research

Few studies have yet to consider CQ as a DV to identify its antecedents. Indeed, the majority of studies have focused on how CQ affects different DVs. Thus, future research should place more emphasis on the activities leading to CQ development. This research would help managers hire individuals who will be successful expatriates. Particular personal or professional characteristics must also be considered conditions that could make CQ more or less relevant for individuals. For instance, some characteristics could reduce expatriate workers' stress regarding cross-cultural interactions (Seriwatana & Charoensukmongkol, 2020) or the failure rate (Chew *et al.*, 2019).

As a relationship mediator or moderator, CQ's effects require further investigation. For example, to examine the moderating effect of CQ, researchers should focus on the direction and intensity of CQ's impacts on the relationships between the independent and dependent variables. Such research would provide a richer account of how, when used in isolation, CQ dimensions have different effects than their combined effect. Additionally, using CQ as a mediating variable would provide a better understanding of the processes through which the IVs are likely to influence the DVs. In this case, the IVs would trigger the CQ action or change its intensity, affecting the DVs.

As with the first avenue of future study, CQ's dimensions (e.g., metacognitive and cognitive) should also be assessed longitudinally. This approach would provide information on intraindividual changes, and thus, a better understanding of CQ's long-term effects.

2.4.3 Third avenue for future research

Future research could also focus on designing an outline for expatriate training adapted to CQ development. Human resource managers must understand the crucial elements that must be in place to improve employees' speaking behavior. Additionally, HR managers must design training programs that involve authentic and direct interactions between supervisors and employees to strengthen relationships. This training could encourage expatriates to speak up about cultural barriers in the training sessions and later in their actual work abroad (Van Dyne *et al.*, 2008; Afsar *et al.*, 2019).

Furthermore, the average total duration of expatriates' participation in cross-cultural training before expatriation is insufficient to increase CQ (Puck *et al.*, 2008). Ang *et al.* (2007) argue that expatriates should participate in various cross-cultural training programs before departure to develop the four dimensions of CQ. Therefore, human resource practitioners should develop many pre-departure cross-cultural training programs to fill this need. Some examples of such programs include orientation lectures, role-playing, language training, and field experiences (Moon *et al.*, 2012).

An appropriate expatriate selection system is vital for reducing expatriation failure and improve their performance abroad (Caligiuri *et al.*, 2009). Prior non-working international experience is more positively related to all dimensions of quality of life and cross-cultural adjustment (Moon *et al.*, 2012). Expatriate candidates with previous non-working international experience will help attract expatriates with high levels of CQ to organizations. These expatriates are ideal, as they have the potential to adapt well in a foreign country (Moon *et al.*, 2012; Vlačić *et al.*, 2019a).

2.4.4 Fourth avenue for future research

Although there are several instruments for assessing CQ, Ang *et al.*'s (2007) CQS is the most widely used scale. Despite its popularity, the CQS is also the most criticized CQ scale. Some authors have noted the CQS's lack of clarity (e.g., Alon *et al.*, 2018), its discriminant validity issues associated with its four dimensions (Bucker *et al.*, 2015; Gabrenya *et al.*, 2011), and

its unsuitability for the business management context (Lima *et al.*, 2016). Van Dyne *et al.* (2012) proposed an improved version of the scale called the E-CQS. While the E-CQS addresses several of the CQS's shortcomings mentioned above, this scale remains underused. Ultimately, it facilitates more focused and tailored measures for personal development plans to improve expatriate CQ.

Moreover, researchers should consider how the available scales rely on standard research methods that compromise their study's validity. For example, using a single-format medium with a Likert-based self-report survey (Akhal, 2019) introduces more bias (e.g., social desirability bias) than other methodologies. The measurement instruments have also been criticized for conceptualization problems since their underlying models do not separately address all CQ characteristics and dimensions (Thomas *et al.*, 2008b). Therefore, studies should use more than one method to assess CQ.

Despite these recurring criticisms, the present study's findings indicate that CQ measurement scales remain the most widely used tool. Yet, in their 2003 book, Earley and Ang discussed CQ measurement issues and highlighted the importance of using a triangulated perspective when assessing CQ, such as through a multi-methods approach and data triangulation. Such an approach enables the measurement of CQ aspects not captured by single conventional methods, such as the self-reported measurement scale (Ang & Van Dyne, 2015). Ultimately, triangulation helps to counteract the limitations of traditional approaches used alone.

The proposed triangulated approach to measuring CQ assesses individuals' CQ repertoires and behaviors. Researchers using triangulation must seek to understand (1) the general cognitive structures and motivational processes from which CQ is individualized, (2) how CQ develops, and (3) CQ's role in ongoing social interactions between people of different cultures (Earley & Ang, 2003).

Moreover, very few studies have taken qualitative approaches to investigating CQ. This research gap is limiting since qualitative methods could provide richer understandings of CQ and its impacts on task effectiveness, especially regarding expatriates working abroad

(Naushad & Majid, 2020). In other words, these approaches describe an individual's CQ and provide more meaningful explanations. These explanations help to better understand personal experiences and explain certain aspects of CQ in particular contexts.

In particular, Earley and Ang (2003) proposed a five-pronged approach for constructing triangulated CQ measurement instruments and techniques. First, researchers should present the more standard survey (open- or closed-ended questions), interview (structured semi-structured, unstructured), and observation (participant or no participant) methods. The second prong is to use a computer simulation program. Such programs have artificial intelligence that accurately reflects the individual's level of understanding and knowledge. Respondents must interpret a situation and justify their actions from different perspectives regarding goals, alternative hypotheses, and knowledge-building. Third, the authors propose the critical incident evaluation method to assess a person's memory. The fourth prong is to create an assessment centered on assisting the measurement of expatriate worker CQ. This is a multimodal approach where various observers observe and score multiple cultural skills. Multimodal research approaches provide more accurate and comprehensive pictures of an individual's CQ. Finally, the fifth method the authors proposed is the cultural assimilator. This is a cultural training program tailored to the individual and their environmental context.

Akhal (2019) suggests that future CQ measures should use an online tool that randomly presents an adequate number of questions (20-50) from a much larger set of questions ($\geq 1,000$). These questions directly test an individual's; (1) knowledge of a specific culture, (2) ability to process that knowledge, (3) behavioral responses in certain cultural situations, and most importantly, (4) their motivation to do all of the above. Finally, limiting the questions to one specific culture per test will be vital in developing a more reliable, logical, and simple tool (Akhal, 2019). Additionally, to adapt the questions to the individual, this tool must also consider the respondent's origin and host countries (Alon *et al.*, 2018). In adapting the assessments, certain subtleties of the home and host countries must be considered (Mumtaz et Rowley, 2020). The degree to which cultural norms differ between countries can also be determined in the evaluation (Hofstede, 2001; Kogut & Singh, 1988).

2.4.5 Fifth avenue for future research

Previous studies have shown that CQ varies across countries (e.g., Alon *et al.*, 2018). Thus, future research should pay particular attention to the sample's host and origin countries. These differences can generate important nuances to the results. For example, Hofstede's (2001) typology of cultural dimensions suggests that Australians score low on power distance and have a long-term orientation that is highly individualistic. Conversely, Chinese people tend to score high on power distance and have a long-term approach that is low on individualism. These distinguishing characteristics between Western and Eastern cultures highlight the importance of studying CQ regionally (Zhang & Oczkowski, 2016).

Notably, most previous studies on this topic have investigated Asian or multiple populations. Therefore, future research could focus on the lesser-studied expatriate populations, such as those in Europe and North and South America. Then, as Ott and Michailova (2018) explained, researchers must expand on what they have learned about individual CQ to the group, team, and organizational levels.

2.4.6 Managerial implications

Several managerial implications can be drawn from the study's results. The first implication is that organizations operating in a multicultural environment must consider expatriates' characteristics in terms of CQ, foreign experience, and language proficiency (Chen, 2019; Lee and Kartika, 2014). In addition, expatriates must be open-minded and willing to change their thinking and behavior to fit the cultural context. Expatriates with high cross-cultural motivation are more likely to demonstrate high initial levels of adaptation (Fifth et al. 2014) and job performance (Chen et al. 2010).

These findings suggest that organizations would benefit from taking steps to improve expatriates' cross-cultural motivation before assignment. For example, organizations could use pre-departure training to help expatriates recognize the positive benefits of better adaptation. Such training could continue on the job, focusing on the host country's culture.

Pre-arrival and ongoing training can help candidates minimize and, in some cases, overcome cultural barriers (Chen, 2019).

Training could also target perceptual-cognitive and emotional management skills to make expatriates more aware of ethnic biases and stereotypes (Ang & Tan, 2016). Leaders and team members inadequately trained to function in a foreign culture may not achieve the desired results. Therefore, expatriate training must include information about CQ. Such training would help expatriates avoid culture shock and integrate better (Dogra & Dixit, 2019).

The second implication is that organizations operating in a multicultural environment must pay attention to expatriates' family dynamics (e.g., family support, adaptability, demands on time, and family-work conflicts). These factors are critical since they can help or hinder expatriates' adjustment to the workplace (Lee & Kartika, 2014). Organizations should design specific mechanisms to facilitate the adjustment of family members to reduce the stress level of expatriates and their families, among other things (Lee & Kartika, 2014).

Finally, the third study implication is that leaders should pay close attention to managerial choices. Managers with high CQs are more receptive and sensitive to diversity, helping them improve their abilities to lead in a multicultural environment. Multicultural teams give rise to conflict, which must be managed diligently. Thus, managers or teams who are familiar with CQ can leverage it to complete overseas assignments or projects (Dogra & Dixit, 2019). Moreover, expatriates' abilities to respect the local culture can make a positive impression on local employees. This ability promotes employee engagement and helps to limit inter-employee conflict (Guang & Charoensukmongkol, 2020).

2.5 Conclusion

The present systematic review collected and assessed 97 peer-reviewed publications on expatriate worker CQ. More specifically, this review identified and described the core elements associated with expatriate worker CQ environmental and individual factors. The studies reviewed here also identified validated hypotheses, antecedents, and predictors of

CQ. The findings of this review were then used to suggest five avenues for future research and three managerial implications.

Like all research, this systematic review has some limitations that likely influenced its findings. For instance, its results exclude the conclusions of theoretical and conceptual studies. Moreover, this review's findings reflect not only the selected empirical studies' findings but also their potential biases (e.g., common source and methods biases). Another limitation is that, although this systematic review addresses gaps in the literature, future studies could use more rigorous methods. One way to be more rigorous is triangulating data sources measuring CQ whenever possible rather than only using self-reported data. Nevertheless, self-reported measures are used independently in most (76%) of the studies in this review.

Another limitation is that the present work's results depend on the existing literature, especially concerning the sample distribution and respondent status. For instance, the work's sample included very few ($n = 8$, 8%) longitudinal studies on expatriate workers' CQ, indicating a need for more. Longitudinal studies would provide a better understanding of the concept and allow for more detailed analyses of CQ's evolution and its long-term impacts.

Additionally, because of the selection criteria used in this systematic review (e.g., excluding articles not published in peer-reviewed journals), potentially interesting studies and their findings may have been overlooked. Although these types of selection criteria are pretty widely accepted as necessary for systematic reviews (Petticrew & Roberts, 2008; Cooper, 2010), they may still result in a narrow sample.

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CHAPITRE 3 : EXPLORING THE EFFECTS OF INTERNATIONAL EXPERIENCES ON CULTURAL INTELLIGENCE

Abstract

Over the past two decades, the profile of human resources has evolved, and multiculturalism is a major characteristic of the contemporary workplace. This study aims to assess the effects of pre-adult international experiences on expatriate workers' cultural intelligence (CQ). Two data sources were used to achieve this goal; a quantitative survey administered online to expatriates (n=1713) and the culture database of Hofstede. The analyses identified six deep antecedents of CQ. The dimension most sensitive to prior international experiences was cognitive CQ. Moreover, international experiences in a context different from the home country play a more important role in CQ development. This study contributes to the scientific literature on the antecedents of CQ by examining non-work-related international experiences before adulthood in two cultural contexts. It is also one of the first studies to use third culture kid theory to explain expatriate CQ.

Keywords: cultural intelligence, CQ, cultural competence, antecedent, international experience, expatriate, diversity, multiculturalism, third culture kids.

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La première autrice (Geneviève Morin) a conçu le projet d'articles, développé la méthodologie, procédé à la collecte et l'analyse des données ainsi qu'à la rédaction du manuscrit. Le second auteur (David Talbot) a supervisé toutes les étapes du processus et validé les analyses.

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Résumé

Au cours des deux dernières décennies, le profil des ressources humaines a évolué et le multiculturalisme est une caractéristique majeure du lieu de travail contemporain. Cette étude vise à évaluer les effets des expériences internationales vécues avant l'âge adulte sur l'intelligence culturelle (IC) des travailleurs expatriés. Deux sources de données ont été utilisées pour atteindre cet objectif : une enquête quantitative administrée en ligne à des expatriés (n=1713) et la base de données culturelle de Hofstede. Les analyses ont permis d'identifier six antécédents profonds de l'IC. La dimension la plus sensible aux expériences internationales antérieures est la CQ cognitive. En outre, les expériences internationales dans un contexte différent de celui du pays d'origine jouent un rôle plus important dans le développement de la CQ. Cette étude contribue à la littérature scientifique sur les antécédents de la CQ en examinant les expériences internationales non liées au travail avant l'âge adulte dans deux contextes culturels. C'est également l'une des premières études à utiliser la théorie de l'enfant de la troisième culture pour expliquer la CQ des expatriés.

Mots clés : intelligence culturelle, CQ, compétence culturelle, antécédent, expérience internationale, expatrié, diversité, multiculturalisme, responsabilité sociale des entreprises.

3.1 Introduction

Over the past two decades, the profile of human resources has evolved; multiculturalism is a major characteristic of the contemporary workplace (Roehl, 2021). Globalization has contributed to the increasing number of expatriates⁴ (Morence *et al.*, 2021) and the economic interconnectedness between different world regions (Roehl, 2021). The expatriate experience is seen as an opportunity for learning and developing cultural competencies by exposing individuals or groups to a foreign cultural environment (Fee & Michailova, 2020). In this new environment, individuals learn, discover, and interpret cultural information that contributes to the development of cultural competence (Richards, 2002; Wei *et al.*, 2020).

Cultural competence is “a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations” (Cross *et al.*, 1989 p. 7). Several definitions in the literature also report that self-awareness, specific knowledge about other cultures, and the use of specific interpersonal skills are critical variables affecting cultural competence (Tahee *et al.*, 2020). Those definitions also emphasize the ongoing nature of awareness, knowledge, and skill acquisition, and the need to shift from a finite learning process to dynamic one. Thus, cultural competence focuses on developing a general understanding of cultural differences and adapting to them in ways that promote positive interactions (Tehee *et al.*, 2020).

The many terms associated with cultural competence (e.g., cross-cultural competence, intercultural or multicultural competence, multiple cultural sensitivities, and CQ) reflect the perceived need for the ability to interact effectively with people from other cultures. CQ is “a person's capability for success in new cultural settings, that is, for unfamiliar settings attributable to cultural context” (Earley & Ang, 2003, p. 9). This model involves understanding not only different cultural norms and values but also the ability to apply this knowledge in practical situations (Ang & Van Dyne, 2015). Some authors have associated international

⁴ For this study, an expatriate is a person who lives outside of their home country, either temporarily or permanently. This definition applies to workers, diplomatic personnel, and retirees living abroad, including voluntary expatriation (SIE) and assigned expatriation (AE).

experience with CQ development (e.g., Wilson 2008; Moon *et al.*, 2012; Engle & Nash, 2016). However, too few studies have examined the antecedents of CQ and the activities leading to its development (e.g., Morin & Talbot, 2023, p. 431; Ott & Michailova, 2018 p. 112). Still, systematic reviews demonstrate a disconnect between (1) how researchers measure international experiences and (2) the obtained results (Fang *et al.*, 2018). Fang *et al.* (2018) suggested that future research should define the types of international experiences studied and how these experiences relate to CQ's different dimensions.

Engle and Nash (2016 p. 28) showed that the distance or distinctiveness of one country from another can play an important role in studying CQ backgrounds. Lustig and Koester's (1999) findings also support this view. They showed that individuals who spend most of their international experience in a country significantly different from their home country are more likely to be aware of cultural differences, as the differences are more abundant and clearly perceptible. One factor that may have a particular impact on the development of CQ is "whether the countries visited are culturally distinct from each other or from the person's native culture" (Crowne, 2008 p. 394). Thus, countries objectively considered different from a person's home country may offer a greater opportunity to develop CQ, like coming from France to live and work in Japan (Crowne, 2008, p. 394). Given that the brain's neural plasticity is better in younger people than it is for older people (e.g., Doidge, 2007), international experiences have a stronger impact on people early in life, at least in terms of the culture(s) with which an individual identifies (Martin & Shao, 2016; Martin, Shao, & Thomas, 2019; Maddux *et al.*, 2021).

Informed by third culture kids theory (TCK) and social learning theory (SLT), this study responds to Fang *et al.*'s (2018) invitation to study how international experiences affect expatriate workers' CQ. This work also addresses Tan and colleagues' (2021) call to study the impacts of international experiences that occurred before age 18. It has been shown that when individuals are exposed to new cultures, they acquire important information about the culture. develop processes for dealing with cultural differences and form accurate expectations of other cultures (Iskhakova *et al.* 2022). This study focuses on the links between the TCK and expatriate workers' CQ, which still need to be discovered and analyzed (Morin & Talbot,

2023). The current study surveyed over 1,713 expatriates⁵ about their international experiences. Specifically, it focused on expatriate experiences during childhood⁶.

This study also considers expatriation context—one of the elements that Spitzberg and Cupach (1984) argued is necessary for CQ. Respondents were then divided into two subsamples associated with expatriation contexts. Expatriates were split according to the relative level of cultural distance based on the dimensions of Hofstede's power distance index (PDI) and the uncertainty avoidance index (UAI). The PDI context is related to different solutions to the fundamental problem of human inequality. PDI measures the extent to which less powerful members of a society accept and expect that power is distributed unequally. It reflects the degree of inequality that exists and is accepted among people with and without power (Hofstede, 2001). In societies with a high PDI, there is a greater acceptance of hierarchical order, and people recognize their place in the social hierarchy. Superiors are seen as more powerful and unquestionable, and there is less expectation of upward mobility (Hofstede, 2001). In societies with a low PDI, there is a tendency to downplay differences in power and wealth, and there is an expectation of more equal distribution of power. Superiors are more accessible, and there may be a greater emphasis on collaboration and consultation (Hofstede, 2001). UAI is related to a society's stress level in the face of an unknown future (Hofstede, 2001). UAI measures the extent to which members of a society feel uncomfortable with uncertainty and ambiguity. It reflects the degree to which a culture prefers structured situations over unstructured ones and how individuals deal with the unknown (Hofstede, 2001). In societies with a high UAI, there is a strong desire for rules, order, and structure. People tend to have a low tolerance for ambiguity and may feel anxious in uncertain situations. There is a preference for formalized procedures and guidelines (Hofstede, 2001). In societies with a low UAI, there is a greater acceptance of uncertainty and ambiguity. People may be more open to change, and there is a willingness to take risks and experiment with new ideas. There is less reliance on formal rules and regulations (Hofstede, 2001). Moreover, in their systematic review, Fang and colleagues (2018, p. 158) highlighted the vital role of context in assessing

⁵ This study defines an expatriate as an individual working abroad for at least six months.

⁶ For this study, childhood refers to the period of life before adulthood. The exact age range of childhood may vary according to cultural, legal, and social contexts but, generally includes individuals from infancy through adolescence. This definition was provided to the respondents before the survey.

the effects of CQ. Recent articles call for renewed efforts to collect contextual information and more details about the CQ development process (Fang *et al.*, 2018; Caligiuri *et al.*, 2019; Pidduck *et al.*, 2022).

This study makes two main research contributions. First, it contributes to the scientific literature on the antecedents of CQ by investigating non-work-related international experiences before adulthood (Fang *et al.*, 2018; Pidduck *et al.*, 2022). This knowledge clarifies the role of international experience in stimulating expatriates' CQ development (Lee & Sukoco, 2010; Frías-Jamilena *et al.*, 2018). This study also specifies the effects of international experience on advancing knowledge, behavioral abilities, developed strategies, and motivation to interact constructively with other cultures (Ott & Iskhakova, 2019; Ott & Michailova, 2018). Thus, this work identifies new individual factors that may influence CQ.

This study also contributes to the scientific literature on CQ by investigating two cultural contexts of expatriation associated with Hofstede's power distance and uncertainty avoidance. Furthermore, the current study has implications that can help managers identify characteristics that can reduce worker stress (Seriwatana & Charoensukmongkol, 2020; Cavazotte *et al.*, 2021) and expatriation failure rates (Chew *et al.*, 2021). Thus, this study also contributes to demonstrating that the effects of CQ can also have a role in the success of a transfer within the same "passport countries" for all the other people who work or are confronted with the dynamics of multicultural teams (Garrido *et al.*, 2019).

The present article has four sections. First, the theoretical concepts are discussed, and the main hypothesis is presented. The second section describes the study's methodology, and the third section analyzes the results. Finally, the contributions and implications of the study's results are discussed.

3.2 Childhood as a Breeding Ground for Cultural Intelligence

3.2.1 Cultural intelligence (CQ)

CQ is a dynamic, four-dimensional model based on individuals continuously develop skills to adapt to their environment (Ang *et al.*, 2006). The metacognitive, cognitive, motivational, and behavioral dimensions form a cycle that leads people to regularly update their skills (Ang *et al.*, 2007). The metacognitive dimension refers to the mental processes enabling people to be aware of and reflect on their thoughts and emotions during intercultural interactions (Ang *et al.*, 2007). The cognitive dimension is the product of an individual's knowledge of other cultures' political, social, cultural, economic, and legal values and systems (Ang & Van Dyne, 2015). The motivational dimension refers to personal motivations to adapt to cultural situations (Earley & Ang, 2003). Specifically, it refers to intrinsic and extrinsic interests, desires, and needs that motivate individual action, thinking, and adaptation (Ang & Van Dyne, 2015). Conversely, the behavioral dimension reflects the ability to use culturally appropriate and sensitive communication and behaviors when interacting with people from other cultures (Ang *et al.*, 2007). Specifically, it refers to verbal behavior, non-verbal behavior, and speech acts (Van Dyne *et al.*, 2012).

3.2.2 Experiences, Learning, and Third Culture Kids

The main research studying the antecedents of expatriate workers' CQ has focused on environmental (e.g., organizational context, duration, and completeness of pre-departure cross-cultural training) and individual factors (e.g., promotion perception, international work and non-work experience, the BigFive personality traits, and emotional stability) (Morin & Talbot, 2023). The antecedents that have received less attention are the deep antecedents, which are experiences in early childhood that can shape a person's outlook and behavior (Charbonneau & Van Ryzin, 2017). Multicultural experiences, may have different effects at different life stages (Maddox *et al.*, 2021, p. 366). Multicultural experiences may have a more significant impact at a younger age, given that neural plasticity in the brain is greater in youth (e.g., Doidge, 2007). Indeed, recent studies suggest that cultural immersion experiences have an impact early in life, at least in terms of the culture with which an individual identifies (Martin & Shao, 2016; Martin, Shao, & Thomas, 2019).

The family is the primary site of an individual's socialization and provides the foundation for social participation (Deniz *et al.*, 2013). Therefore, the parenting factor plays a vital role in determining children's lives (Baumrind, 1980), pathways to adulthood (Ivanova *et al.*, 2020), and socialization experiences (Deniz *et al.*, 2013). Socialization is the process by which an individual becomes integrated into the social system, mastering its norms, rules of behavior, values, knowledge, skills, and psychological attitudes (Ivanova *et al.*, 2020, p.2201).

The socialization process continues throughout life, but changes in adulthood are less significant than during childhood (Podymov *et al.*, 2019; Ivanova *et al.*, 2020). Moreover, early childhood education and socialization effectively train non-cognitive skills, which play a crucial role in adulthood (Heckman *et al.*, 2013; Yamamura and Tsutsui, 2019; De Mello e Souza & Tomei., 2021). A growing number of studies explore how specific features of education and socialization shape preferences and views about society (e.g., Hryshko *et al.*, 2011; Charbonneau & Van Ryzin, 2017; Yamamura & Tsutsui, 2019). This evidence suggests that a better understanding of childhood socialization experiences could provide a broader understanding of CQ's antecedents. Parents' choices affect many aspects of their children's lives, such as the languages they know; the neighborhoods they grow up in; the schools they attend; and the social, cultural, and artistic activities they participate in. Studies of general international experiences show that these diverse experiences allow individuals to acquire knowledge, develop skills, and adopt behaviors essential for living and working in multicultural contexts (Gudykunst *et al.*, 1988). They also lead people to develop effective coping strategies in multicultural contexts (Frías-Jamilena *et al.*, 2018).

Adult third culture kids theory (ATCKs) are individuals whose mobility and cross-cultural experiences shaped their childhoods (Fanoe & Marsico, 2018; Pollock *et al.*, 2017; Westropp *et al.*, 2016). For the ATCKs, familiarization with a globally mobile lifestyle occurred during their childhood (Caselius & Mäkelä, 2022). The term TCK is used to describe people who spent part of their development (between the ages of 5-19) outside of their parent's passport country (Pollock *et al.*, 2017). According to this theory, children who grow up in multicultural environments develop a "third culture" that incorporates elements of their home culture and the culture of their host country. This third culture is not a geographic location but a "culture between cultures" (Cranston, 2017, p. 27). According to Van Knippenberg and colleagues

(2007), one's experiences with diversity influence individual beliefs about cultural diversity. Among these experiences, growing up in a cross-cultural context is a unique form of cross-cultural experience that influences an individual's perspectives on cultural differences and diverse beliefs (de Waal *et al.*, 2020). Notably, children are not born predisposed to most social norms (Bunce & McElreath, 2017). They develop receptivity to learning through experimentation, regardless of the norms used to socialize them (Legare & Nielsen, 2015). Thus, adaptation to a new culture begins by observing and imitating the behaviors and norms of the host culture (Pauluzzo, 2021). Some research shows that third culture children and adults demonstrate better well-being, are more resilient, and adapt better cognitively and emotionally than those who are not third culture (e.g., Abe, 2018; Brimm, 2010).

SLT effectively explains personal development, learning, adaptation, and change in various contexts (e.g., Akers & Jennings, 2015; Bandura, 2002; Black & Mendenhall, 1990). Learning occurs in a social context with continuous, dynamic, and reciprocal interactions between cognitive, behavioral, and environmental determinants (Bandura, 1977). ATCKs often face situations where they must learn to communicate, behave, and adapt to a new environment characterized by unique cultural experiences (e.g., language, food, holidays, local traditions, and customs). SLT can explain how people learn by observing the behaviors of others and drawing conclusions about the consequences of those behaviors (Bandura, 1986). This theory argues that people can learn new skills, attitudes, and behaviors by observing others, imitating effective behaviors, and avoiding ineffective behaviors (Pauluzzo, 2021). Therefore, early intercultural experiences help individuals develop intercultural competencies and positive diversity beliefs (de Waal *et al.*, 2020).

Thus, ATCKs have expatriate experience and intercultural competencies because they learned to adapt to a new culture at a young age (Abe, 2018). This ability may not be common in a typical adult (Westropp *et al.*, 2016). ATCKs have an expanded worldview and broader cross-cultural understanding that can benefit them personally and professionally (Fanoe & Marsico, 2018; Kwon, 2019; Lijadi, 2018; Pollock *et al.*, 2017). Equipped with these skills and beliefs, ATCKs can add value to organizations and society (Caselius & Mäkelä, 2022; de Wall *et al.*, 2021). Given these elements, it is reasonable to assume that participation in multicultural life and international experience affects CQ.

On this basis, the following hypotheses are proposed:

H1a: The number of languages learned in childhood will positively affect expatriate CQ.

H1b: Exposure to cultural diversity during childhood positively affects expatriate CQ.

H1c: Being born abroad positively affects expatriate CQ.

H1d: Having lived abroad as a child positively affects expatriate CQ.

H1e: Having traveled abroad as a child positively affects expatriate CQ.

H1f: Involvement in international cooperation groups positively affects expatriate CQ.

H1g: Having a parent from a different culture than the home country positively affects expatriate CQ.

3.2.3 Hypothesis on Childhood Cultural Experiences

Language learning is an important marker of participation in a specific social, cultural, or ethnic group (LeVine, 1990; Feinauer & Howard, 2014). The acquisition of specific language skills is the basis for socialization into a cultural group (Ochs, 1990; Feinauer & Howard, 2014). Culturally intelligent expatriates possess a wide range of verbal and bodily expressions and can pick up subtle cultural cues from others and adapt when speaking with people from other cultures (Ang & Van Dyne, 2015; Wu & Ang, 2011; Zhao *et al.*, 2016). In their study, Shannon and Begley (2008) examined students' foreign language proficiency (peer-rated CQ) and found that proficiency in a language other than the worker's native language predicted cognitive CQ. However, there are other ways to develop cognitive CQ besides foreign language proficiency (Ang & Van Dyne, 2015). Therefore, although studies have shown the link between CQ and language proficiency, treating them as separate predictors is best. Whenever expatriates learn another language, they inevitably encounter one or more new cultures, increasing their cultural exposure (Huff, 2013).

Previous studies show a positive relationship between the duration of cultural exposure and CQ (Pasztor, 2021). In their study of international executives and students, Li and colleagues (2013) found that the duration of foreign experience is positively correlated with CQ. This relationship is strengthened when participants emphasize concrete experience and reflective observation in their learning. Crowne (2008) used the number of countries visited to measure the depth of cross-cultural exposure. Using this variable, he found a positive relationship between levels of cross-cultural exposure and CQ. Specifically, educational and professional experiences correlate with metacognitive and behavioral CQ. In a similar vein, Kurpis and Hunter (2017) found that cross-cultural experience gained from working or traveling abroad is related to all CQ dimensions. However, intercultural knowledge gained through training does not affect the metacognitive dimension (Kurpis & Hunter, 2017).

Notably, five types of experiences or activities are needed to develop the right knowledge, behavioral skills, strategies, and motivation to interact constructively with members of another culture. These experiences and activities include; (1) parents engaging in a diversity awareness campaign, (2) organizing an activity to learn about new cultures, (3) partnering with a diversity organization, (4) participating in the activities of international cooperation organizations, and (5) interacting with members of a cultural community (Caligiuri *et al.*, 2009; Earley *et al.*, 2006; Erogul & Rahman, 2017).

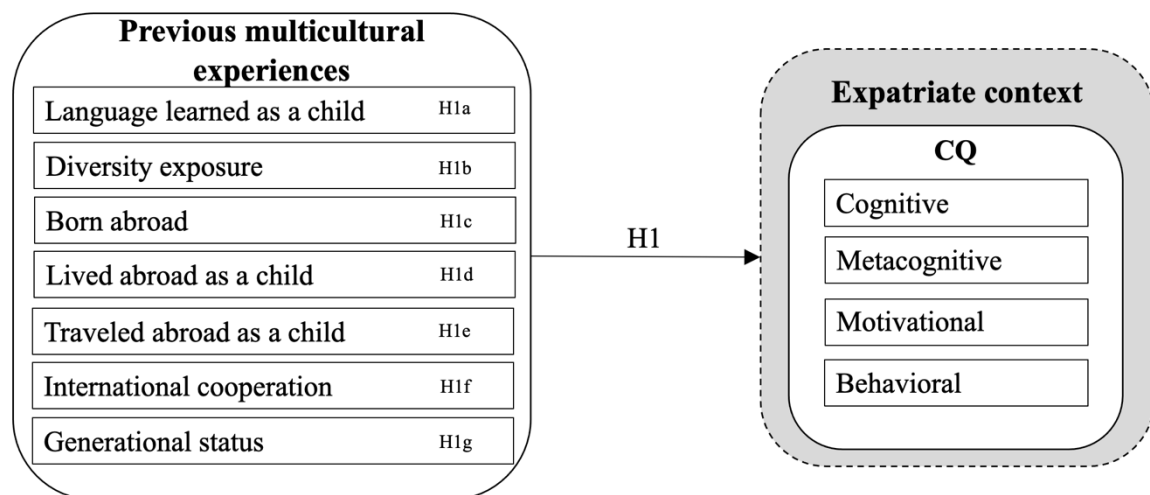
Additionally, living in another country is an antecedent of CQ (Engle & Nash, 2015). This type of experience provides knowledge about people's ability to adapt their actions to different cultural contexts (Tay *et al.*, 2008). Previous studies on non-work travel experiences have also established that individuals with international experiences are more likely to understand different cognitive schemas that facilitate the development of intercultural competencies (Frías-Jamilena *et al.*, 2018). Schemas are knowledge sets about people, roles, or events that determine social behavior (Fiske & Taylor, 1991). Therefore, these schemas facilitate the acquisition of intercultural skills that improve CQ (Frías-Jamilena *et al.*, 2018). The number of international trips and their duration are considered significant predictors of CQ (Tay *et al.*, 2008; Engle & Crowne, 2014) that enhance its motivational component (Feldman & Bolino, 2000).

For testing purposes, the hypothesis H1 is defined as:

H1: Learning multiple languages (H1a), much exposure to diversity (H1b); being born (H1c), having lived (H1d) and traveled (H1e) abroad during childhood, having participated in international cooperation activities (H1f), as well as generational status (H1g), have a significant relationship with improving expatriate CQ.

Figure 7 presents the theoretical model guiding this study of CQ. It draws on and synthesizes the previous research on the antecedents of CQ cited above and its context.

Figure 7 Model of the main theoretical relationships



3.3 Methodology

3.3.1 Sample and data collection

This study aims to assess the effects of pre-adult international experiences on expatriate workers' CQ. For this study, international experience "refers to exposure to a foreign region including encounters with members of different cultures, which help individuals to become familiar with and develop an understanding of the norms, values, and beliefs of other cultures"

(Michailova & Ott, 2018, p.61). In this definition, a certain condition must be met for experience to be considered international; that is, exposure to a foreign region that includes social contact with members of cultures different from one's own. Some study's subjects are expatriates who had childhood expatriate experiences, either via their parents or other cross-cultural experiences.

To achieve this goal, we used two data sources. First, we developed a quantitative survey and administered it online to expatriates. This study defines an expatriate as an individual working abroad for at least six months. Although definitions of expatriates vary among authors, this definition is close to that of González and Oliveira (2011). This definition provides a broad overview of what it means to be an expatriate. The present study is also limited to individuals who can speak English or French, regardless of origin. The study's other data source was secondary, from the Hofstede Center's culture database (2015), which contextualizes the expatriate experience by cultural distance. Cultural distance is the perceived difference, mismatch, or distance a person feels between their culture and that of another group (Tasci *et al.*, 2022, p. 436). It is also defined as the degree to which shared norms and values between people in one country differ from those in another country (Beugelsdijk *et al.*, 2018).

For the first data source, participants were recruited from two social media platforms: Facebook and LinkedIn. As several other studies have done, respondents were selected on a non-random basis through convenience and snowball sampling methods (e.g., Kaleramna *et al.*, 2019; Akhal & Liu, 2019; He *et al.*, 2019; Konanahalli *et al.*, 2014). Using social media to reach potential respondents provides a broad opportunity to reach many respondents (Evans & Mathur, 2018). Facebook posts were made in English and French to 186 previously identified expatriate groups (English n= 137; French n= 49). For social media groups requiring approval to post recruitment announcements, group administrators were contacted via a private message to post an invitation on their page with the link to the survey.

The survey was designed to measure the respondent's CQ level and the influence of international experiences on CQ. The order of the questions was randomized, and an attention question was asked in the middle of the questionnaire (Podsakoff *et al.*, 2003). The survey was correctly completed by 97.46% (n = 1937) of the respondents. Moreover, the data collection

was conducted between October 5 and November 15, 2021, and a total of 5,083 participants accessed the questionnaire during this period. Anyone who fully completed the questionnaire and submitted their consent forms ($n = 1937$) was selected to participate, and the participants were offered no form of reward or compensation.

The second data source is the Hofstede Center's culture database (2015). This public database is composed of questionnaires filled in by managers of affiliates of the multinational IBM in over 50 countries (Hofstede, 2015). Using factor analysis, Hofstede and his collaborators identified six independent factors that cause cultural differences (Hofstede, 2011). These differences were first observed in employees of large companies and later in other areas (Berry *et al.*, 2002). The Center's data were used to specify the expatriate context of two of the model's six dimensions. The first dimension is power distance (PDI), defined as "the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally" (Hofstede, 2011, p. 9). The second is uncertainty avoidance (UAI), defined as "a society's tolerance for ambiguity. It indicates to what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations" (Hofstede, 2011, p. 10). The values of the two cultural dimensions were extracted from the website using two data sources for the analyses and controls for common methods biases (Podsakoff *et al.*, 2003). This second data source provided separate data to assess contextual differences associated with PDI and UAI between the home and more recent expatriate countries. Once the two databases were assembled, our final sample size was 1713 participants ($n=1713$).

3.3.2 Measures

3.3.2.1 Cultural intelligence (CQ)

The dependent variable, CQ, was measured using the 37-item E-CQS measurement scale by Van Dyne and colleagues (2012). Expatriates were asked to indicate the most descriptive response on a 7-point Likert-type scale ranging from 1 (strongly disagree) to 7 (strongly agree). The validity of the final scale was tested and confirmed for overall CQ and its four dimensions. The scale demonstrated good internal consistency, yielding a Cronbach alpha of 0.90 for overall CQ, with item-total correlations ranging from 0.32 to 0.58. The scale shows good reliability (0.60-0.90) with Jöreskog's rho values ranging from 0.73 to 0.93 for each of CQ sub-

dimension (Hair, 2021 p. 77). The factor loadings were all statistically significant (p 0.01) and above 0.50 (ranging from 0.72 to 0.90), supporting the convergent validity of the scale items.

3.3.2.2 *International experiences*

Single questionnaire items assessed the measure of independent variables associated with international experiences. These items were inspired by studies using other samples (e.g., student samples) or CQ as a predictor of other constructs (e.g., adjustment and performance) (Alon *et al.*, 2018; Crowne, 2013; Iskhakova, 2018; Kurpis & Hunter, 2017; Sharma, 2019; Pasztor, 2021). Table 1 groups the seven questionnaire items used to measure the independent variables under study (See Appendix F for independent variables definitions).

Tableau 6 Questionnaire items for independent variables

Questionnaire Items	
How many languages did you learn as a child?	1 - One, 2 - Two, 3 - Three, 4 - Four, and more.
Were you exposed to cultural diversity as a child?	1 - Very few, if any, 2 - Sometimes in an informal context, 3 - Yes, in formal contexts, 4 - Very frequently, in many contexts
Were you born abroad?	0 = yes, 1 = no
Did you live abroad as a child?	0 = no, 1 = yes
Did you travel abroad as a child?	0 = no, 1 = yes
Were you involved in international cooperation groups during your childhood?	0 = no, 1 = yes
What is your generational status?	1 - 1 st generation refers to people born outside the country of origin. 2 - 2 nd generation refers to people born in the country of origin, and at least one of their parents was born in the country of origin. 3 - 3 rd generation or more refers to people who were born in the country of origin and whose two parents were born in the country of origin.

3.3.2.3 *Current expatriation contexts based on two Hofstede dimensions (PDI and UAI)*

To distinguish the respondents' current expatriation contexts, we created two context variables. After our preliminary analyses, although all of Hofstede's dimensions had some effect, we chose the two dimensions that had the most effect on the antecedents. These variables were based on the cultural distance of two of the six Hofstede dimensions of the expatriate's country

of origin and their country of last expatriation: PDI and UAI. First, we measured the difference between these two variables (delta). Next, we observed the distribution of this new variable consisting of the delta between the country of origin and the country of current expatriation. We assumed that the closer the delta value was to 0 (i.e., no difference), the more similar the two countries were. This means that the two countries have a similar score for this dimension. We then recorded the variable by applying the threshold principle. This principle is a simple and practical classification method in situations where only one explanatory variable is used (Hair, 2019; Rucker *et al.*, 2015). It permits the classification of observations according to their value for this variable. The purpose of the threshold principle is to determine a value that will separate the observations into two groups according to their value on the explanatory variable. For example, a threshold value aims to maximize the model's performance by minimizing the classification error rate.

Thus, our threshold values were; 1) delta values between "0 and the mean" were coded "0" for weak relative cultural distance, and 2) delta values greater than the mean were coded as "1" for strong relative cultural distance. Notably, we did not consider the direction of the difference between the countries (+ or -). The observations with explanatory variable values lower than or equal to the threshold (0) were classified in the first category, "weak cultural distance." Similarly, we classified the observations with explanatory variable values higher than the threshold in a second category (1), "strong cultural distance." We ran the regressions on both groups, and Table 7 presents the descriptive statistics for the variables above.

Tableau 7 Descriptive statistics and correlations

	Variable	Min- Max	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Language learned in childhood	1-4	2.02	0,88	1.00													
2	Diversity exposure	1-4	2.60	1,17	0.31***	1.00												
3	Born abroad	0-1	0.19	0,39	0.15***	0.19***	1.00											
4	Lived abroad as a child	0-1	0.22	0,41	0.23***	0.35***	0.45***	1.00										
5	Traveled abroad as a child	0-1	0.62	0,49	0.23***	0.37***	0.16***	0.32***	1.00									
6	International cooperation during childhood	0-1	0.20	0,41	0.18***	0.26***	0.04	0.16***	0.23***	1.00								
7	Generational status	1-3	2.46	0,8	-0.14***	-0.18***	-0.43***	-0.26***	-0.17***	-0.04	1.00							
8	Overall CQ	1-7	5.41	0,69	0.07	0.10***	-0.006	0.06	0.06	0.12***	-0.06	1.00	(0.90)					
9	Behavioral CQ	1-7	5.26	1,03	-0.01	0.03	-0.03	0.03	0.02	0.06	-0.03	0.79***	1.00	(0.88; 0.93)				
10	Cognitive CQ	1-7	5.12	0,93	0.15***	0.13***	0.02	0.08*	0.11***	0.13***	-0.08*	0.78***	0.38***	1.00	(0.87; 0.89)			
11	Motivational CQ	1-7	5.70	0,75	0.03	0.06	0.01	0.05	0.02	0.09**	-0.01	0.71***	0.29***	0.38***	1.00	(0.72; 0.73)		
12	Metacognitive CQ	1-7	5.46	0,78	0.01	0.07	-0.01	0.02	0.02	0.06	-0.04	0.76***	0.58***	0.41***	0.32***	1.00	(0.81; 0.82)	
13	PDI	0-1	0.39	0,48	-0.09**	-0.05	-0.08*	0.02	-0.01	0.02	0.07	0.08	0.08	0.05	0.11***	0.01	1.00	
14	UAI	0-1	0.33	0,47	-0.11**	-0.08	-0.04	-0.03	-0.09*	0.01	0.07	0.00	0.02	-0.05	0.08*	-0.03	0.47***	1.00

Numbers in parentheses represent the Cronbach's alpha value and *Jöreskog's rho*.

* p< .05. ** p< .01. *** p< .001.

3.3.3 Statistical analyses

The data were analyzed using the STATA v16.0 tool. We conducted the analyses in two stages. In the first stage, we split our overall sample into smaller, more homogeneous subsamples of expatriates. In this way, we considered each participant's current expatriation context according to the relative level (weak or strong) of cultural distance for two Hofstede dimensions (UAI and PDI). In this way, we can observe with a high level of confidence how the international experiences identified in a systematic review of the literature on expatriate worker CQ are applied (Morin & Talbot, 2023). As Achen (2005, p. 337) suggested, using subgroups with similar coefficients based on theory and experience is an efficient data analysis strategy. The use of linear models with many independent variables to control for external influences is not as trivial as many assume (Achen, 2002, p. 447, 2005, p. 337; Doberstein & Charbonneau 2022 p. 506; Schrodtt, 2014, pp. 295-296; Green *et al.*, 2016, pp. 422-423). Using linear models with many independent variables to control for external influences has potentially significant impacts on effect estimates, so many authors recommended using simpler models to avoid estimation errors. Table 3 details the subsamples under study.

Tableau 8 Study sample

Hofstede Index	Total
Hofstede's power distance weak cultural distance	61%, n = 1039
Hofstede's power distance strong cultural distance	39%, n = 674
Hofstede's uncertainty avoidance weak cultural distance	67%, n = 1141
Hofstede's uncertainty avoidance strong cultural distance	33%, n = 572
	n = 1713⁷

⁷ The combination of two data sources caused the sample to be reduced from n = 1937 to n = 1713 because Hofstede data are not available for all countries

In the second stage, the predictors of CQ were categorized according to the seven variables associated with international childhood experiences. These variables were identified in a systematic review of the literature on expatriate worker CQ (Morin & Talbot, 2023). The hypothesis was tested separately according to 1) Hofstede's hierarchical distance and 2) uncertainty avoidance. Each hypothesis was tested for overall CQ and the four sub-dimensions (cognitive, metacognitive, behavioral, and motivational). Therefore, OLS regression analyses were conducted for two different contexts of expatriation; weak and strong cultural distance concerning their country of origin. This method allowed for a high level of confidence when observing how international experiences during childhood impact expatriates in a cultural context similar to or different from their home countries (Morin & Talbot, 2023; Fang *et al.*, 2018; Engle & Nash, 2016).

3.4. Results

3.4.1 Test of the research hypothesis

This section examines the antecedents and sub-dimensions of CQ according to the cultural context related to PDI and Hofstede's UAI. The coefficients in Table 9 and Table 10 (below) present the results of OLS regressions for coefficients with p-values less than 0.05 at the 95% significance level.

Tableau 9 Regression analysis of cultural intelligence and sub-items as revealed through prior regressions with weak or strong cultural distance associated with Hofstede's power distance dimension (PDI) (robust coefficients)

	Overall CQ		Behavioral CQ		Cognitive CQ		Motivational CQ		Metacognitive CQ	
	Relative weak distance	Relative Strong distance	Relative weak distance	Relative strong distance	Relative weak distance	Relative strong distance	Relative weak distance	Relative strong distance	Relative weak distance	Relative strong distance
Language learned in childhood	0.03	-0.02	0.002	-0.10	0.10***	0.08	0.02	-0.04	-0.007	-0.04
Diversity exposure	0.01	0.06***	-0.007	0.05	0.01	0.09***	0.01	0.04	0.02	0.05**
Born abroad	-0.14***	0.02	-0.20**	-0.12	-0.18**	0.11	-0.06	0.05	-0.13	0.05
Lived abroad as a child	0.03	0.01	-0.004	0.07	0.03	0.01	0.07	-0.02	-0.008	0.009
Traveled abroad as a child	0.02	0.006	-0.002	-0.002	0.15**	0.08	-0.06	-0.02	-0.02	-0.04
International cooperation during childhood	0.18***	0.15**	0.19**	0.16	0.22***	0.15	0.15***	0.26***	0.14**	0.05
Generational status	-0.07***	0.01	-0.08	0.0002	-0.14***	0.01	0.0007	0.008	-0.08***	0.03
n	1011	666	1008	663	1010	665	1010	666	1011	665
R ²	0.03	0.03	0.01	0.01	0.05	0.05	0.01	0.03	0.01	0.01
Mean VIF	1.44	1.44	1.44	1.44	1.44	1.44	1.44	1.44	1.45	1.45

p < .05; *p < .01.

The regression analysis for the context with weak cultural distance associated with the PDI dimension identified five antecedents of CQ. One antecedent is the number of languages learned in childhood, which has a direct, positive, and significant effect on cognitive CQ ($\beta = 0.10, p = 0.003$). Another antecedent is being born abroad, which has a direct and significant effect on overall CQ ($\beta = -0.14, p = 0.01$), behavioural CQ ($\beta = -0.20, p = 0.02$), and cognitive CQ ($\beta = -0.18, p = 0.02$). Thus, an expatriate born outside their parent's country of origin has a higher CQ score than the average expatriate not born abroad.

An additional antecedent of CQ is childhood experiences traveling abroad, which has a direct, positive, and significant effect ($\beta = 0.15, p = 0.02$). Therefore, an expatriate from a family that traveled abroad during their childhood should have a higher cognitive CQ score than the average expatriate from a family that did not travel abroad.

Furthermore, participation in international cooperation activities is another antecedent of CQ with a direct, positive, and significant effect on overall CQ and its four dimensions. These significant effects are noticeable on overall CQ ($\beta = 0.18, p = 0.001$), behavioural CQ ($\beta = 0.19, p = 0.02$), cognitive CQ ($\beta = 0.22, p = 0.03$), motivational CQ ($\beta = 0.15, p = 0.01$), and metacognitive CQ ($\beta = 0.14, p = 0.03$). Therefore, an expatriate from a family that has participated in international cooperation activities has a higher overall CQ score and four dimensions than the average expatriate from a family that has not participated.

In addition, generational status is an antecedent of overall CQ ($\beta = -0.07, p = 0.03$), cognitive CQ ($\beta = -0.14, p = 0.000$), and metacognitive CQ ($\beta = -0.08, p = 0.01$). This direct, negative, and significant effect only slightly alters overall, cognitive, and metacognitive CQ. As a result, an expatriate with at least one parent born in a country other than the country of origin should have a slightly higher cognitive CQ than those without an immigrant background. Cognitive CQ increases slightly if both parents are not from the country of origin.

Second, the regression analysis for the context with strong cultural distance identified two antecedents of CQ. The results show that childhood exposure to diversity is an antecedent of CQ with a direct, positive, and significant effect. These significant effects are seen on overall CQ ($\beta = 0.06, p = 0.01$), cognitive CQ ($\beta = 0.09, p = 0.01$), and metacognitive CQ ($\beta = 0.05, p$

= 0.04). Therefore, an expatriate from a family exposed to diversity during childhood has higher overall, cognitive, and metacognitive CQ scores than the average expatriate from a family not exposed to diversity. Although statistically significant, these effects are minimal on overall, cognitive, and metacognitive CQ.

The results also show that participation in international cooperation activities is an antecedent of CQ. This antecedent has a direct, positive, and significant effect on overall CQ ($\beta = 0.15$, $p = 0.05$) and motivational CQ ($\beta = 0.26$, $p = 0.00$). Thus, an expatriate from a family that participated in international cooperation activities during childhood has a higher overall and motivational CQ score than the average expatriate from a family that did not participate.

The rest of this subsection examines the antecedents of CQ and its sub-dimensions according to the cultural context related to Hofstede's UAI. The results are summarized in Table 10 for coefficients with p-values less than 0.05 at the 95% significance level. First, the regression analysis for the context with weak cultural distance identified three antecedents of CQ and sub-dimensions. The results showed that being born abroad had a direct and significant effect on overall CQ ($\beta = -0.16$, $p = 0.002$), behavioural CQ ($\beta = -0.22$, $p = 0.01$), cognitive CQ ($\beta = -0.19$, $p = 0.01$), and metacognitive CQ ($\beta = -0.15$, $p = 0.02$). Therefore, an expatriate born outside of their home country will have a higher CQ score than the average expatriate who was not born abroad. The results also show that participation in international cooperation activities is an antecedent of CQ with a direct, positive, and significant effect on CQ. These significant effects are noticeable on overall CQ ($\beta = 0.15$, $p = 0.01$), cognitive CQ ($\beta = 0.21$, $p = 0.003$), and motivational CQ ($\beta = 0.17$, $p = 0.002$). Thus, the average expatriate from families that participated in international cooperation activities during childhood have higher overall, cognitive, and motivational CQ scores than the average expatriate from a family that did not participate. Additionally, the results show that generational status is an antecedent of overall CQ ($\beta = -0.06$, $p = 0.01$), cognitive CQ ($\beta = -0.11$, $p = 0.001$), and metacognitive CQ ($\beta = -0.07$, $p = 0.03$). This direct and significant effect slightly alters overall, cognitive, and metacognitive CQ. As a result, an expatriate with at least one parent born in a different country from their country of origin has a slightly higher cognitive CQ than those who did not immigrate. Cognitive CQ increases slightly more if both parents were born outside the expatriate's home country.

Tableau 10 Regression analysis of cultural intelligence and sub-items revealed through prior regressions weak or strong cultural distance associated with Hofstede's UAI dimension (robust coefficients)

	Overall CQ		Behavioral CQ		Cognitive CQ		Motivational CQ		Metacognitive CQ	
	weak distance relative	strong distance relative	weak distance relative	strong distance relative	weak distance relative	strong distance relative	weak distance relative	strong distance relative	weak distance relative	strong distance relative
Language learned in childhood	-0.005	0.04	-0.02	-0.07	0.05	0.17***	-0.0006	0.02	-0.04	0.03
Diversity exposure	0.03	0.02	0.01	0.02	0.05	0.03	0.03	0.001	0.04	0.03
Born abroad	-0.16***	0.008	-0.22***	-0.17	-0.19***	0.09	-0.07	0.02	-0.15**	0.08
Lived abroad as a child	0.002	0.10	-0.03	0.20	0.03	0.06	0.05	0.04	-0.06	0.12
Traveled abroad as a child	-0.01	0.05	-0.03	0.02	0.06	0.21**	-0.05	-0.03	-0.05	-0.0007
International cooperation during childhood	0.16***	0.18***	0.15	0.21	0.21***	0.15	0.17***	0.23***	0.08	0.12
Generational status	-0.06***	-0.009	-0.06	-0.04	-0.11***	-0.01	0.007	-0.01	-0.07**	0.02
n	1116	561	1111	560	1114	561	1115	561	1116	560
R ²	0.02	0.04	0.01	0.02	0.04	0.07	0.01	0.02	0.01	0.02
Mean VIF	1.44	1.44	1.44	1.44	1.44	1.44	1.44	1.44	1.45	1.45

p < .05; *p < .01.

Second, regression analysis for the context with strong cultural distance associated with the UAI dimension identified three antecedents and sub-dimensions of CQ. The results show that the number of languages learned in childhood is an antecedent of cognitive CQ with a direct, positive, and significant effect ($\beta = 0.17$, $p = .001$). Another finding is that childhood travel experiences abroad is an antecedent of expatriates' cognitive CQ, with a direct, positive, and significant effect ($\beta = 0.21$, $p = 0.02$). Therefore, the average expatriate from a family that traveled abroad during childhood has a higher cognitive CQ score than the average expatriate from a family that did not travel abroad. Moreover, the results show that participation in international cooperation activities is an antecedent of CQ. It has a direct, positive, and significant effect on overall CQ ($\beta = 0.18$, $p = 0.009$) and motivational CQ ($\beta = 0.23$, $p = 0.004$). Thus, an expatriate from a family that participated in international cooperation activities during their childhood has a higher overall and motivational CQ score than the average expatriate from a family that did not participate.

Finally, the relationships described above for the models associated with the PDI and UAI dimensions show that the hypothesis is partially supported. Specifically, H1a is partially supported for the PDI and UAI dimensions in both expatriate contexts. H1b is partially supported for the PDI dimension among expatriate individuals in cultural distance contexts. H1c is partially supported for the PDI and UAI dimensions only among expatriate individuals in a context similar to their home country. Conversely, H1d is rejected in all cases. Next, H1e is partially supported for the PDI and UAI dimensions in both expatriation contexts. H1f is partially supported for the PDI and UAI dimensions in both expatriation contexts. Finally, H1g is partially supported for the PDI and UAI dimensions, but only among expatriates in a context similar to their home country.

3.5 Discussion

International experiences provide a crucial and unique context, creating the opportunity to learn about a culture different from one's own (Harrison, 2012; Moon *et al.*, 2013; Pekerti & Arli, 2017). The results of this study corroborate some of the previously discussed relationships and expand the research on international experience (Pidduck *et al.*, 2022). Table 11 summarizes the relationships between CQ, context, and international experiences, presenting

some interesting findings. Consistent with expectations, the analyses revealed that the number of languages learned (H1a) during childhood is useful for predicting outcomes related to expatriates' cognitive CQ (Eisenberg *et al.*, 2013; Shannon & Begley, 2008). Analyses also confirm that cultural exposure (H1b) affects CQ in a PDI context different from expatriates' home country (Pasztor, 2021). Significant variation in CQ among individuals whose country of origin is not their country of birth (H1c) was also observed. This variation is consistent with Alon and colleagues' (2018) findings. The reason for this strong relationship is that the culture in which we are born and raised becomes an almost unnoticed part of our lives through the process of socialization. Thus, individuals do not question their habits and value systems, which subconsciously shape their perspectives (Berry *et al.*, 1988; Bunce & McElreath, 2017). Hofstede argued that culture can be seen as the main programming of the mind (Hofstede, 2015). Therefore, cultural patterns can be understood as a kind of action schema, as they assign an emotional charge and specific action to certain environmental stimuli (Pasztor, 2021). However, when individuals are in expatriate contexts different from their home country, certain international experiences (e.g., being born abroad or having generational status) show no effect on CQ development.

By examining specific international experiences and unpacking the role of CQ dimensions, this study identified the nuanced effects of international experience on CQ. The contrast between contexts demonstrates that some antecedents of CQ vary across expatriate contexts while others do not. In other words, people with experiences gained in expatriate contexts dissimilar to their home country will be less negatively affected by different cultural contexts. ATCKs who acquired experiences in expatriate contexts different from their home country (strong cultural distance) are therefore less affected by different contexts (i.e., contexts different from their home country) and therefore adapt more easily to new cultural contexts. For example, the experience showing the most effect on CQ in all contexts is participation in international cooperation activities (H1f). This type of experience refers to efforts to address the structural causes of poverty by helping communities become self-sufficient (McNulty & Selmer, 2017). The development of workers' labor focuses on achieving sustainable economic and social change. International cooperative experiences lead to changes and adaptations in human consciousness. The result is that learning—as an intentional or unintentional act—

involves greater knowledge of others and the world at large (Boucouvalas & Henschke, 2002). This mindset in which expatriates engage may explain why international cooperation experiences before adulthood contribute more to the development of CQ than others.

Moreover, countries that are objectively distinct (i.e., we can assess a difference with cultural distance) from the home country offer a greater opportunity for CQ development (Engle & Nash, 2016; Lustig & Koester, 2012). Therefore, expatriates who spent most of their international experience in a country different from their home countries are more likely to be aware of cultural differences than those who did not. The more noticeable the differences between expatriates' home countries and their international experiences, the greater their chances of playing an important role in increasing CQ (Engle & Nash, 2016). This statement seems to be true for long-term development. Other studies have shown a different dynamic. For example, Iskhakova et al. (2022) demonstrated what they call the cultural distance paradox for short-term study abroad. That is, destination countries with similarities to the student's home culture may result in a greater increase in students' overall CQ. Host destinations where cultural distance is low appear to facilitate a rate of adaptation and growth in CQ, given the limited duration of the programs (Iskhakova et al, 2022). Furthermore, host destinations with high cultural distance are intuitively very popular for students' CQ development but show less effect on CQ development (Iskhakova et al, 2022). The results of this study that they seem important to reevaluate the development of CQ over time to better understand the medium and long term development that seems different from the short term development.

The results also confirm that international experiences must be examined in-depth to fully understand their effects on CQ and its dimensions (Moon *et al.*, 2013; Engle & Nash, 2016). First, contrary to expectations, no significant effects were found for expatriates who lived abroad during childhood (H1d). However, other studies found an association between CQ and having lived abroad (e.g., Alon *et al.*, 2018). This result could be explained by the fact that the earlier in the socialization process a person is favorably exposed to various out-group norms through international experience, the more likely they are to adopt the norms of the other ethnic group (Bunce & McElreath, 2017). Thus, when expatriates have an experience with a person from a specific culture for a long time, they focus on the everyday aspects rather than the cultural differences (Moon *et al.*, 2013).

Tableau 11 Assumptions for models associated with power distance and uncertainty avoidance

H1 Parent participation in multicultural life and general international experience	Language learned as a child		Diversity exposure		Born abroad		Living abroad as a child		Traveled abroad as a child		International cooperation during childhood		Generational status	
	weak dist.	strong dist.	weak dist.	strong dist.	weak dist.	strong dist.	weak dist.	strong dist.	weak dist.	strong dist.	weak dist.	strong dist.	weak dist.	Strong dist.
Power Distance Index (pdi)														
Overall CQ				S	S						S	S	S	
Behavioral CQ					S						S			
Cognitive CQ	S			S	S				S		S		S	
Motivational CQ											S	S		
Metacognitive CQ				S							S		S	
	PS	R	R	PS	S	R	R	R	PS	R	S	PS	PS	R
Uncertainty Avoidance Index (uai)														
Overall CQ					S						S	S	S	
Behavioral CQ					S									
Cognitive CQ		S			S				S		S		S	
Motivational CQ											S	S		
Metacognitive CQ					S								S	
	R	PS	R	R	S	R	R	R	R	R	PS	PS	PS	R

PS= partially supported, R= rejected, S= supported

Second, although we would have expected a stronger positive effect, the effect of foreign travel (H1e) is limited to the cognitive dimension. Notably, this result is less conclusive than that of Kurpis and Hunter (2017), showing that the international experience gained through foreign travel is related to all dimensions of CQ. Other researchers have also found that international travel experiences influence CQ development (Takeuchi *et al.*, 2005; Crowne, 2008; Engle & Crowne, 2014). The results of the present study are more similar to Engle and Nash (2016), revealing that CQ differs only on one of the four dimensions when expatriates are in a country similar to their home country. These findings could be explained by the fact that superficial knowledge can grow through travel, but a deeper understanding of cultures requires a more in-depth examination of values and norms (Crowne, 2008).

Finally, the results of this study shed new light on the cultural distance, or distinctiveness, of one country from another. This distance plays an important role in studying the antecedents and development of CQ. In an expatriate context similar to the home country, the most important experiences leading to CQ development are (in order of importance) international collaboration experiences, being born abroad, generational status, the number of languages learned, and foreign travel. In an expatriate context with strong cultural distance or distinctiveness, the results suggest that the most important experiences leading to CQ are (in order of importance) international collaboration experiences, exposure to diversity, the number of languages learned, and travel abroad. Other authors have already discussed whether these conceptualizations should be context-specific or general (Yari *et al.*, 2020; Fang *et al.*, 2018; Hofstede, 2015). Thus, we believe that the quality and quantity of certain international experiences differ depending on the CQ dimension and the type of experience, and cannot be dissociated from the expatriation context.

3.6. Limitations and Directions for Future Research

This section describes the limitations of this study and suggests avenues for future research. Indeed, although our invitation to participate in the study was widely distributed through Facebook and LinkedIn groups, there are limitations to using digital social media to recruit participants. For example, most participants will have some level of social media engagement,

excluding those who do not use social media. Therefore, the results are not generalizable to all expatriates (Ozer & Schwartz, 2021).

Second, the data were obtained from self-reported measurement scales. Therefore, social desirability bias may occur and lead to errors. To mitigate this limitation, future research should ensure that CQ measures are obtained from supervisors or peers. Moreover, common source bias was mitigated by using a second data source (Podsakoff *et al.*, 2003). Other procedural remedies, such as a multi-method perspective, could also have been used to assess CQ (e.g., structured and semi-structured interviews) (Earley & Ang, 2003, pp. 201-203). A multi-method approach allows for the measurement of aspects of CQ that are not captured by single conventional methods, such as self-assessment of CQ with the E-CQS (Ang et Van Dyne, 2015). Still, very few studies have used qualitative methods to study CQ (Morin & Talbot, 2023). Future research could also combine measurement methods, such as an evaluator collecting information about an individual's CQ by observing their actual behavior during a cross-cultural interaction or using critical incident evaluation, which involves evaluating information in a person's memory.

Third, other antecedents not studied here could also affect CQ. For example, future research could focus on the relationship between CQ and organizational citizenship behaviors (Kadam *et al.*, 2021), expatriation type (company-initiated and individual-initiated expatriation) (Saji & Nair, 2021), employment sector (Daryani *et al.*, 2017), and status distance (Groeneveld & Meier, 2022). Status distance is typically measured as the difference between the statuses assigned to various social groups along one or more dimensions, such as education level or socioeconomic status (Groeneveld & Meier, 2022).

Fourth, the use of convenience and snowball sampling limits the generalizability of the study. Future research could build on and expand the results of this study to make it even more comprehensive. Fifth, the expatriation context was assessed with a dummy variable, dichotomizing it. Dichotomization has many limitations, including loss of individual-level variation, reduced predictive performance, increased Type II errors⁸, and inefficient effect-size estimates (Rucker *et al.*, 2015). Future research should evaluate the effect of cultural

⁸ The type II error is “the probability of accepting the null hypothesis when it is false” (Hu & Butler, 1999 p.5).

distance between two countries with a continuous variable. Studies could also consider the number of countries visited and the cultural distance between them. Presenting CQ development by type of experience and cultural distance for each of these experiences could provide a more meaningful picture of the expatriate experience.

Fifth, using dummy variables to contextualize the expatriation experience regarding the relative level of relatedness (or difference) between the two countries has some limitations. For example, if the expatriate has had other previous expatriation experiences, we only consider their current experience compared to the current experience of other individuals. However, it would be helpful to include more criteria based on theory, experience, or data analysis, as suggested by Achen (2005, p. 337). Future research may also use other values of cultural distance, such as those proposed by Messner (2021), which address the criticisms of other indices based on arithmetic distance. The angle of heterogeneity between two cultural weight vectors is the geometric measure of cultural differences. Therefore, this metric measures shared characteristics (Xia, Zhang, and Li 2015) and thus expresses the degree of relatedness (or difference) between two countries. Then, when we created the dummy variables, we did not consider the direction of the difference between countries (+ or -) (e.g., a home country score of 90 to a host country score of 10 = delta of +80 or a home country score of 10 to a host country score of 90 = delta of -80) between the cultural distance scores between countries. Observations with explanatory variable values at or below the threshold were classified as the first category, "low cultural distance." Future research could focus on this direction. Finally, Hofstede is known as a pioneer for his research categorizing differences between specific national values and related cultural characteristics along six dimensions (Engle & Nash, 2016). Hence, another limitation of this study is that it is based on only two of Hofstede's six dimensions. Future research could consider his other dimensions, including individualism versus collectivism, long- versus short-term normative orientation, indulgence versus restraint, and masculinity.

3.7 Conclusion

CQ development suggests a major challenge for expatriate workers. This study aimed to assess the effect of international childhood experiences on expatriate CQ, considering the expatriation context. Two data sources were used to achieve this research goal, and the analyses identified six antecedents of CQ. The dimension most sensitive to prior international experiences was cognitive CQ. Moreover, international experiences in a context different from the home country play a more important role in CQ development.

The present study makes two major contributions to literature. First, it contributes to the scientific literature on the antecedents of CQ by investigating non-work-related international experiences before adulthood (Fang *et al.*, 2018). While the importance of knowing the research background is often mentioned in the literature, few researchers have studied it (Ott & Iskhakova, 2019; Ott & Michailova, 2018). However, many previous studies have focused on how CQ affects different dependent variables (e.g., leadership, knowledge transfer behavior, adjustment, and intention to return prematurely). Systematic reviews show a tendency in the research to look at childhood experiences and a mismatch between methods of measuring international experiences and the results obtained (Fang *et al.*, 2018; Ott & Michailova, 2018). The current study clarifies the role of international experience in stimulating expatriates' CQ development (Lee & Sukoco, 2010; Frías-Jamilena *et al.*, 2018) and the effects of international experience on different CQ dimensions (Ott & Iskhakova, 2019; Pidduck *et al.*, 2022).

This study shows that SLT is relevant to understanding long-term CQ, not just adult learning. Indeed, this theory has already contributed to explaining CQ. SLT can be useful in explaining how individuals acquire and develop cultural knowledge, attitudes, and skills through social interaction and observation of others. SLT suggests that people learn by observing and modeling the behaviors of others, which can include cultural behaviors such as language use, customs, and norms (e.g., Chuang, 2021; Kozhakhmet & Nurgabdeshev, 2022). However, before the present work, no study had specifically focused on the effects of childhood experiences on CQ development (Morin & Talbot, 2023). Although some research shows that cross-cultural knowledge and experiences have less impact on the metacognitive dimension

(e.g., Kurpis & Hunter, 2017), this study contributes to understanding this dimension's development. As mentioned in other research, metacognitive CQ cannot be developed in a short time (e.g., Moon *et al.*, 2012). It requires more time because a fundamental change in the individual's mental structure or thinking is required. This study shows the effects of exposure to diversity, cooperative experiences, and generational status on expatriates' metacognitive CQ that changes over time. Overall, this theory enables the prediction of short- and long-term cultural behaviors.

This study's results also demonstrate the relevance of combining TCK and CQ theories to explain expatriate behavior in adulthood. According to the data presented in a systematic review on expatriate workers' CQ (Morin & Talbot, 2023), no previous study had mobilized this theory to explain this relationship. Therefore, the present study opens a new theoretical avenue for explaining expatriate worker behaviors.

Second, this study contributes to the scientific literature on CQ by investigating two cultural contexts of expatriation: PDI and Hofstede's UAI (Fang *et al.*, 2018). These contexts provide insight into the nuances associated with different international experiences. The study's results highlight the critical role of context in assessing the effects of CQ (Fang *et al.*, 2018). Compared to the first data source, the second data source provided more detail on the CQ development process related to power, inequality, and uncertainty. (Fang *et al.*, 2018).

Finally, this study provides important findings for organizations that employ expatriates. The results of this study help to better understand how early international experiences influence expatriate CQ and the vital role that context represents in CQ development.

Three important managerial implications follow from the results of this study. The first implication is to pay particular attention to the differences between an expatriate's country of origin and the country or context in which the individual must integrate. This finding is because children acquire societal, national, and gender cultures from an early age in their country of origin. These cultures are more deeply embedded in expatriates' minds than the professional cultures learned in school or the organizational cultures learned in the workplace (Hofstede, 2011). Societal cultures reside in, often subconscious, values to prefer certain things over

others (Hofstede, 2001). Organizational cultures, however, reside more in visible and conscious practices. While children socialized to one group norm grow progressively more resistant to adopting a new group norm, challenging expatriate contexts are opportunities to contribute to their CQ development (Ambos & Håkanson, 2014; Engle & Nash, 2016; Zucchella, 2021). These experiences are more likely to lead individuals to a deeper understanding of the host country's cultural values and norms, facilitating the acquisition of intercultural competencies (Zucchella, 2021). Thus, the more culturally distinct the countries an expatriate visits are from each other or the individual's culture of origin, the greater the impact on their CQ (Crowne, 2008; Zucchella, 2021). For example, international cooperative experiences or other expatriate experiences involving greater cultural distance may therefore guide the manager on the potential and capabilities of expatriates. These conditions have managerial implications for reducing the stress of cross-cultural interactions (Seriwatana & Charoensukmongkol, 2020) or avoiding premature returns (Chew *et al.*, 2021).

The second recommendation is to encourage practitioners to be mindful of their CQ and understand that their cultural background influences their beliefs. Their backgrounds and beliefs are shaped by their personal and professional experiences and the contexts in which they operate. With increasing cultural heterogeneity in many regions, the importance of CQ is no longer limited to expatriates (Leung *et al.*, 2014; Dias *et al.*, 2020). For example, frontline employees working with a culturally diverse clientele and office workers who interact with colleagues from different cultures may be confronted regularly with culturally complex situations. Thus, CQ deserves serious consideration, given that cultural diversity is present in many organizations (Dias *et al.*, 2020).

Finally, based on the above findings, this better understanding of the deep antecedents of CQ can have significant practical implications. Understanding CQ's antecedents permits parents, teachers, and educational leaders will help children develop their CQ from an early age. Understanding the antecedents also helps managers and HR specialists design and implement effective cross-cultural training programs for employees and identify employees with a natural aptitude for working effectively with culturally diverse people. Furthermore, our research suggests that individuals with a higher level of cultural empathy and curiosity may be more likely to possess higher CQ. Therefore, interventions promoting cultural empathy

and curiosity can help individuals develop CQ, positively impacting cross-cultural interactions and relationships.

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CHAPITRE 4 : ORGANIZATIONAL CITIZENSHIP BEHAVIOR FOR CULTURAL DIVERSITY: MEASUREMENT AND VALIDATION OF A SCALE

Abstract

One informal type of business practice is organizational citizenship behaviors (OCBs). These behaviors are voluntary, not prescribed by organizations, and they may play a role in improving effectiveness and efficiency in the context of cultural diversity. This study proposes a suitable empirical measurement tool that facilitates the understanding of organizational citizenship behaviors focused on cultural diversity (OCBCs). This tool enabled the identification of two main types of OCBCs: cultural initiative and cultural helping. These actions enhance organizational practices for integrating cultural diversity and promoting diverse cultural values. The instrument developed here captures aspects of the contemporary world of work where traditional management practices are noted as changing. This study furthers the understanding of OCBCs and the role of individuals in culturally diverse contexts. Therefore, this study helps to promote ethical and responsible behavior in organizations.

Keywords: organizational citizenship behaviors, measurement scale, cultural diversity, cultural initiative, cultural helping, ethical behavior

L'article 3 a été soumis à la revue Cross Cultural & Strategic Management et est en évaluation.

La première autrice (Geneviève Morin) a conçu le projet d'articles, développé la méthodologie, procédé à la collecte et l'analyse des données ainsi qu'à la rédaction du manuscrit. Le second auteur (David Talbot) a supervisé toutes les étapes du processus et validé les analyses.

Morin, G., & Talbot, D. (2023). Organizational citizenship behavior for cultural diversity: Measurement and validation of a scale.

Résumé

Les comportements de citoyenneté organisationnelle (OCB) constituent un type informel de pratique commerciale. Ces comportements sont volontaires, non prescrits par les organisations, et ils peuvent jouer un rôle dans l'amélioration de l'efficacité et de l'efficience dans le contexte de la diversité culturelle. Cette étude propose un outil de mesure empirique approprié qui facilite la compréhension des comportements de citoyenneté organisationnelle axés sur la diversité culturelle (OCBC). Cet outil a permis d'identifier deux types principaux d'OCBC : l'initiative culturelle et l'aide culturelle. Ces actions améliorent les pratiques organisationnelles d'intégration de la diversité culturelle et de promotion des diverses valeurs culturelles. L'instrument développé ici capte des aspects du monde du travail contemporain où l'on constate que les pratiques de gestion traditionnelles changent. Cette étude permet de mieux comprendre les OCBC et le rôle des individus dans des contextes culturellement diversifiés. Par conséquent, cette étude contribue à promouvoir un comportement éthique et responsable dans les organisations.

Mots clés : comportements de citoyenneté organisationnelle, échelle de mesure, diversité culturelle, initiative culturelle, aide culturelle, comportement éthique

4.1 Introduction

The consequences of staff shortages are devastating to businesses and the economy. Recruitment difficulties for small and medium-sized enterprises in Quebec generated nearly \$11 billion in losses in 2020 (FCEI, 2022). International recruitment is an attractive option for organizations facing staffing shortages or a lack of skilled labor (Morence et al., 2020). The world currently has a growing number of expatriates, estimated at approximately 57 million. Growth is expected to continue over the next few years at a compound annual rate of roughly 5% (Ireland, 2021). International assignments require expatriates to adapt to complex work and non-work contexts, generating many challenges (Chen et al., 2010; Lee & Nguyen, 2019; Pervez et al., 2022). Expatriates are expected to interact effectively with people from different cultural backgrounds, which also generates significant challenges (Grobelna, 2015; Zhang et al., 2022). These assignments are regularly associated with low adaptation (Coughlan et al., 2019) and high financial costs (Bader et al., 2021). On average, international organizations have an estimated yearly cost of expatriate failure ranging from US\$200,000 to US\$1.2 million (Lee et al. 2019). The failure rate and costs of failure do not differ between the different types of international organizations (Iorgulescu & Răvar, 2014). Therefore, many organizations rely on new employee training to develop cultural competency, foster adaptability, improve individual performance, and limit expatriate failure (Morris & Robie, 2001; Phanphairoj & Piromsombat, 2019). Over the past two decades, however, research findings have instead shown that 70-90% of organizational learning occurs continuously yet informally in the workplace (Cerasoli et al., 2017). This type of learning leads employees to identify or create learning opportunities outside traditional training contexts (e.g., cultural discovery, awareness activities, and mentoring programs for skill development) (Bell, 2017; Ford et al., 2018).

One form of informal practice in organizations is organizational citizenship behaviors (OCBs). These behaviors are voluntary, not prescribed by the organization, and can help improve a company's effectiveness and efficiency in the context of cultural diversity (e.g., Kadam et al., 2021; Ng et al., 2019; Popescu et al., 2018). This study responds to Ng et al.'s (2019) invitation to further the understanding of OCBs and the role of individuals in cultural contexts. Previous studies have primarily focused on OCBs in general, without considering behaviors associated with cultural diversity (Kadam et al., 2021). Therefore, the main objective of this study is to

propose a suitable measurement instrument that facilitates the understanding and analysis of organizational citizenship behaviors focused on cultural diversity (OCBCs).

General scales for assessing OCBs must be more specific to capture essential facets of OCBs (Chiaburu et al., 2015). This study provides two main potential contributions and two managerial implications. First, this study contributes to international human resource management research and practice by developing an instrument for use in expatriate contexts or contexts associated with organizational cultural diversity. Second, it provides a deeper look at OCBs and contributes to the scientific literature on the role of human resources in promoting sustainable development in organizations (Macke & Genari 2018; Amrutha & Geetha 2020).

The remainder of this article is divided into four sections. The first section introduces the model, the main concepts associated with OCBs, and their potential applications in diversity management. The second section proposes a measurement instrument for OCBCs and explains the study's methodology. The third section presents the analyses of the results, and the last section presents the discussion, limitations, and conclusions of the study.

4.2 OCBs

OCBs have received increasing attention from organizational behavior researchers (Hafeez et al., 2022; Podsakoff et al., 2009). They are defined as “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization” (Organ, 1988 p. 4). OCBs are grounded in organizational studies and the human relations tradition of cooperation and collaboration (Organ, 2015; Tran & Choi 2019).

The concept of OCBs is based on Barnard's (1938) and Katz's (1964) earlier distinctions between in- and out-of-role behaviors. Moreover, the roots of almost all forms of OCBs can be traced back to Katz's (1964) framework. Eventually, Smith and colleagues (1983) introduced OCBs, which Organ (e.g., 1988, 1994, 1997 , 2013, 2015, and 2018) and many other researchers (e.g., Hafeez et al. 2022; Podsakoff et al. 2000, 2009; Ying et al. 2015; and Zhang and Xu 2019) used with increasing precision.

In a critical review of the theoretical and empirical literature on OCBs, Podsakoff et al. (2000) identified 30 potential OCB dimensions. Based on their definitions, the authors reported much conceptual overlap between the concepts. This review led Organ and colleagues (2006) to organize the dimensions into seven common themes: (a) helping, (b) sportsmanship, (c) organizational loyalty, (d) organizational compliance, (e) individual initiative, (f) civic virtue, and (g) self-development. Helping behavior is defined as “behavior [that] voluntarily involves helping others with, or preventing the occurrence of, work-related problems” (Organ et al., 2006 p. 308). People with sportsmanship

Not only do not complain when they are inconvenienced by others but also who maintain a positive attitude even when things do not go their way, are not offended when others do not follow their suggestions, are willing to sacrifice their interest for the good of the work group, and do not take the rejection of their ideas personally (Organ et al., 2006, p. 308).

Organizational loyalty involves “promoting the organization to outsiders, protecting and defending it against external threats, and remaining committed to it even under adverse conditions.” (Organ et al., 2006 p. 309). Organizational compliance is defined as the “internalization and acceptance of the organization’s rules, regulations, and procedures, which results in a scrupulous adherence to them, even when no one observes or monitors compliance” (Organ et al., 2006 p. 309). Additionally, individual initiatives are defined as

“voluntary acts of creativity and innovation designed to improve one’s task or the organization’s performance, persisting with extra enthusiasm and effort to accomplish one’s job, volunteering to take on extra responsibilities, and encouraging others in the organization to do the same” (Organ et al. 2006, p. 309).

Civic virtue, on the other hand, is defined as

“a macro-level interest in, or commitment to, the organization. This mindset is shown by a willingness to participate actively in its governance (e.g., to attend meetings, engage in policy debates, express one’s opinion about what strategy the organization ought to follow, and so on), to monitor its environment for threats and opportunities (e.g., to keep up with changes in the industry that might affect the organization), and to look out for its best interests (e.g., to report fire hazards or suspicious activities, lock doors, and so on) even at great personal cost” (Organ et al. 2006, p. 310).

Moreover, personal development is defined as “voluntary behaviors employees engage in to improve their knowledge, skills, and abilities” (Organ et al. 2006, p. 310). Thus, the many types of OCBs previously identified in the literature fit into one of the seven categories mentioned above.

There is a strong link between OCBs and several desirable outcomes, such as individual or organizational performance quality (Lee et al. 2013; Ang & Van Dyne 2015) and contextual performance (Ocampo et al. 2018). OCBs enable the analysis of performance contingencies and a more precise and complex measurement of organizational cooperation than when analyzing the relationship between individual performance efforts and outcomes (Tagliabue et al. 2020). Discretionary effort can thus be effectively operationalized by measuring the concept of willingness to cooperate (Podsakoff et al., 2000).

OCBs are considered ethical work behaviors that facilitate cooperation and help the collective function in the organization (Koo & Lee 2022; Sguera et al. 2018). OCBs assume that employees care about their employer and do their best for the organization only if they feel financial and socio-psychological appreciation from their employer (Mousa et al. 2020). In other words, employees care more about their organization when they perceive that their organization values them (Blau 1964; Aryee et al. 2002). Social exchange theory suggests that employees engage in OCBs to respond to the favorable treatment and feedback they receive from their organization (Deckop et al. 2003; Koo & Lee 2022). For instance, OCBs can occur when employees receive positive feedback for doing their best, regardless of expected performance thresholds (Miller et al. 2014). These unregulated behaviors are therefore non-reprehensible and have positive, shared results between individuals and organizations (Tagliabue et al. 2020). Podsakoff et al. (2009) showed a strong link between OCBs and low employee turnover and absenteeism and high productivity and efficiency. Other research has identified predictors such as satisfaction (e.g., Chan and Lai 2017; Batra and Kaur, 2021), motivation (e.g., Joo & Jo 2017; Somech & Khotaba 2017), productivity (e.g., Ismael et al. 2022; Kataria & Adhikari, 2022), autonomy (e.g., Akram et al. 2017), quality of work (Osman et al. 2021); and commitment (e.g., Hu et al, 2017). OCBs also contribute to the creation of a psychologically healthy work environment by (a) stimulating the development of interpersonal relationships, (b) avoiding creating difficult situations for others, (c) demonstrating a high

tolerance to adverse situations (e.g., a lack of respect and fairness), (d) agreeing to abide by the rules and laws governing the organization's activity, and (e) voluntarily getting involved in the informal social and cultural events at the organization (Osman et al. 2021; Popescu et al. 2018).

Finally, organizations are always looking for ways to improve their performance and are increasingly considering using OCBs for this task (e.g., Yang et al. 2016; Hart et al. 2016). This need has led other researchers to adapt the concept of OCBs and these measurement scales to different contexts, such as higher education in Vietnam (Phuong 2021), and different types of behaviors, such as environmental OCBs (Boiral 2009) or community citizenship behaviors (Wu et al. 2022).

4.3 OCBs and cultural diversity in the organization

To our knowledge, the concept of OCBs was recently introduced into cultural diversity management research (Bizri 2018). Although widely studied in various industries, it seems that no research has yet examined the OCBs associated with cultural diversity behaviors in organizations. Moreover, no OCB scale has been developed for this context.

Cultural diversity is the presence of racial, ethnic, and cultural diversity within an organization (Verkuyten & Yogeeswaran 2020). For the present study, the concept of environmental OCBs and its measurement scale (Boiral & Paillé 2012) will be adapted into OCBCs aimed at identifying behaviors specific to managing diversity in the organization. The environmental OCBs categories—eco-initiatives, eco-civic engagement, and eco-helping—are easily oriented toward cultural diversity considerations that benefit of organizations, their employees, and society in general.

This adaptation leads us to propose the following definition of OCBCs; individual and discretionary social behaviors that are not explicitly recognized by the formal reward system and contribute to more effective management of cultural diversity in the organization. The first form of OCBC is cultural helping, which includes behaviors related to altruism. Some

examples of cultural helping are encouraging other employees to act in a culturally competent manner, helping individuals solve problems associated with diversity, and collaboration among people of diverse cultures within an organization.

The second form of OCBC is cultural civic engagement, in which people support diversity management policies, participate in cultural events involving the organization, and ensure a positive representation of diversity management. In this way, individuals help to develop information that can improve all cultural groups' meaningful integration within the organization or the development of cultural competencies in the cognitive, metacognitive, behavioral, and motivational dimensions.

The third form of OCBC is cultural initiatives, which are based on internal involvement and participation in activities. Some examples of cultural initiatives include making suggestions for improving diversity management, sharing information on cultural differences, and seeking to reduce social stigmas associated with cultural differences. Table 12 describes the main categories of OCBCs.

Tableau 12 Main OCBC categories

Main OCBC	Definition adapted to OCBC	Possible cultural applications
Cultural helping	Discretionary behavior and suggestions for improving cross-cultural practices or performance.	Behavior to encourage other employees to address these concerns; Efforts to avoid conflicts associated with cultural differences; Collaboration to promote diversity; Acceptance and positive attitudes toward inconvenience and additional workloads that may result from cultural practices (e.g., cross-cultural training, language barriers, implementation of cultural procedures, etc);
Cultural engagement	Voluntary participation in an	Adherence to cultural policies and objectives;

	organization's intercultural programs and activities.	Promotion of the organization's cross-cultural concerns to stakeholders; Development of knowledge, skills, and personal values to better understand and integrate diversity concerns in the organization and acquisition of information related to different cultures: religions, values, socio-political trends, food, etc.; Participation in cross-cultural training programs; Acquisition of information related to different cultures: religions, values, socio-political trends, food, etc.;
Cultural initiatives	Voluntarily help colleagues to better integrate cross-cultural concerns and cultural differences in the workplace.	Participation in intercultural activities; Sharing knowledge, information, and suggestions on stigma prevention; Initiating new projects and integration activities; Openly questioning practices that may hinder cultural openness, adaptation, integration, etc.

(Adapted from Boiral and Paillé 2012, p. 436)

4.4 Methodology

This study tests and validates a measurement instrument for key dimensions of OCBCs. The study's methodological approach was chosen based on a validated methodology (e.g., Hall & Van Ryzin 2018; Boiral & Paillé 2012; Boateng et al. 2018). To ensure correspondence between a variable's construct (its conceptual definition) and the operational procedure for measuring it, the development and validation of the scale involved three steps: (a) adapting the items, (b) testing them, and (c) validating them.

4.4.1 Measure

The first step was to develop and evaluate a set of items built on the three dimensions of environmental OCBs (eco-initiatives, eco-civic engagement, and eco-helping). These

dimensions were oriented toward diversity considerations. The list of items was developed based on the definition of these categories as they apply to OCBCs. This list includes thirteen items, of which four assess self-help behaviors, another four evaluate civic engagement, and five assess individual initiatives. To avoid estimation errors with negatively worded items, all items were positively worded (Henderson et al., 2019). The list of randomly ordered items was submitted to five bilingual researchers. The researchers were asked to form clusters of similar items and relate these clusters to the original environmental OCBs core categories. To facilitate this process, the categories were clearly defined. The five researchers also ensured that the two versions of the scale (English and French) corresponded.

Table 12 presents the items of the OCBC measurement questionnaire adapted from Boiral and Paillé (2012). Although the items in the proposed questionnaire may seem generic, they encompass a wide range of OCBCs and can be applied to various contexts, organizations, and work activities. However, the more specific the OCBC items are, the more likely they are to apply only to specific organizations, industries, occupations, or circumstances (Boiral & Paillé 2012). The application and generalization of these elements can therefore be problematic. For the same reason, most OCB measures developed and used in the literature remain relatively general and unspecific (Organ et al. 2006; Boiral & Paillé 2012). Therefore, the list of items regarding OCBCs used in this study (Table 13) is in line with the literature on OCBs. This list of items (Table 13) was presented in random order to respondents, who then indicated how much they agreed or disagreed with each item using a Likert-type scale, ranging from 1 (totally disagree) to 5 (totally agree).

Tableau 13 OCBC list items

Main OCBC categories	OCBC#	Suggested items
Cultural helping	OCBC 1	I spontaneously give my time to help my colleagues be culturally sensitive in everything they do at work.

Cultural civic engagement	OCBC 2	I encourage my colleagues to adopt more diversity-conscious behavior.
	OCBC 3	I encourage my colleagues to express their ideas and opinions about cultural issues.
	OCBC 4	I willingly share my expertise with other colleagues to help them better understand cultural differences.
	OCBC 5	I stay informed of my organization's cultural efforts.
	OCBC 6	I actively participate in cultural activities or programs organized by my company.
	OCBC 7	I make gestures of openness to diversity that contribute positively to my organization's image.
	OCBC 8	I volunteer for projects or activities that address cultural issues in my organization.
	OCBC 9	I weigh my actions before doing something that could affect colleagues from another culture.
Cultural initiatives	OCBC 10	I voluntarily carry out cultural actions and initiatives in my daily work activities.
	OCBC 11	I make suggestions about ways to promote cultural integration.
	OCBC 12	I suggest new practices that could improve my organization's performance in different cultural situations.
	OCBC 13	I am willing to take the time to share information about cultural issues with my colleagues.

(Adapted from Boiral & Paillé 2012, p. 436.)

4.4.2 Participants

The questionnaires were distributed electronically to expatriates around the world. This mode of administration was chosen due to the scarcity of and difficult access to the target population (Bujold et al. 2022). One of the main advantages of online surveys is the openness and flexibility for addressing a wide range of issues. The online questionnaire also overcame the geographic distance and other restrictions associated with COVID-19. Potential participants

were contacted via private Facebook groups. A total of 100 private expatriate groups out of the 175 groups contacted agreed to distribute the link to the questionnaire in electronic format.

The groups were identified with the keywords “abroad,” “working abroad,” or “expatriate” on Facebook, and invitations were sent to join the groups. Expatriates were invited to participate after reviewing the general objectives of the study and the consent form. The consent form summarized the ethical guidelines and objectives of the study. This approach resulted in the recruitment of 980 participants (n = 980) randomly assigned to two groups.

4.4.2.1 Group 1- (Study 1, exploratory factor analysis)

For Group 1, the survey questionnaires were completed by 333 expatriate workers who could express themselves in French (n = 242) or English (n = 91). A total of 277 women and 56 men returned completed questionnaires. The average age range of the respondents in the sample was 35-44 years (SD = 1.15), while the average total duration of expatriation was 64 months (SD = 68.76). We exceeded the minimum requirement of 130 participants (13 questions x 10) proposed by Hair et al. (2019).

4.4.2.2 Group 2 (Study 2, confirmatory factor analysis)

For Group 2, the survey questionnaires were completed by 647 expatriate workers who could express themselves in French (n= 313) or English (n= 334). A total of 516 women and 131 men returned completed questionnaires. The average age range of the sample was 35-44 years (SD = 1.19), while the average total duration of expatriation was 68 months (SD = 78.47). Therefore, the final sample consisted of 647 expatriates at the time of the study. As shown in Table 1, they were predominantly white women, mostly between the ages of 25 and 44, and highly educated. The participants were mostly employed in the private sector. Table 14 presents the characteristics of this final sample.

Tableau 14 Sample characteristics (n=647)

Variables	
Gender	
Women	80.5%
Men	19.5%

Age	
18 – 24	4.2%
25 – 34	29.9%
35 – 44	29.7%
45-54	22.4%
55-64	9.6%
over 65	4.2%
Sector	
Public	25%
Private	75%
Level of education	
High school	6.4%
Undergraduate degree	28.3%
Graduate degree (and more)	65.3%
Number of years working abroad	
Less than one year	4.2%
1 to 5 years	27.6%
5 to 10 years	26.4%
Over 10 years	43.8%
Ethnicity	
White	84%
Asian	4%
Black	3%
Hispanic	2%
Native	1%
Other	6%

4.4.3 Data analyses

The data analyses were conducted in two stages. The first stage tested the OCBC items on a sample of expatriates. This step focused on exploratory factor analysis (EFA) of the set of items to identify a compact and reliable subset of items to constitute the scale. Following Berger's (2021) recommendation, an EFA was conducted on one portion of the sample as a precursor to confirmatory factor analysis (CFA) on the other portion of the sample. The main objective of the CFA was to explore the underlying factor structure of the OCBCs. The second stage validated the scale with a new sample of expatriates. This step focused on exploring

theoretically expected relationships with other variables and aimed to examine and confirm the factor structure the EFA revealed. These two stages of analysis are described in more detail in the next subsection.

4.4.3.1 Exploratory Factor Analysis

Following Watkins' (2018) recommendations, CFA was used to conduct the EFA. Most methodologists recommend that CFA be employed when the goal is to identify latent constructs responsible for dissimilarity in measured variables (e.g., Berger 2021; Gaskin & Happell 2014; Norman & Streiner 2014; Price 2017). This approach involves factor rotation to improve the interpretability of factor loadings. Due to the nature of the constructs, it was assumed that the factors would be correlated. Therefore, an *oblimin* rotation was used to identify the number of salient OCBC forms (Watkins, 2018). This approach allows for the fact that almost everything measured in the social sciences is correlated to some degree (Meehl, 1990; Berger, 2021). Therefore, this type of rotation allows for the identification of intercorrelations between factors (Brown, 2015; Price, 2017; Watkins, 2018). This method simplifies the factors by minimizing the cross-products of the saturations (Berger, 2021). Moreover, following the method developed by Roesch & Rowley (2005), items were retained if the primary loadings exceeded 0.50 and all secondary loadings were less than 0.35.

4.4.3.2 Confirmatory Factor Analysis

Stata v. 16.0 was used for the CFA based on the maximum likelihood method for parameter estimation. The CFA requires the use of several fit indices. The χ^2 statistic was used to interpret the results. By current standards, the lower the value of χ^2 , the better the fit. The Tucker-Lewis Index (TLI), the Comparative Fit Index (CFI), and the root mean square error of approximation (RMSEA) were also used to refine the analysis. Some researchers recommend TLI and CFI values greater than 0.90 (Kline 2015, p. 140), while others recommend values greater than 0.95 (Hu & Bentler 1999, p. 1). For the RMSEA, values between 0.05 and 0.08 are considered desirable (Kline 2015, p.139). Alternative models were also tested to ensure that the chosen model was the best fit for the study data.

4.5 Results

4.5.1 Results of the exploratory factor analysis (EFA; part 1 of the samples)

The result of the Bartlett test [$\chi^2 (78) = 1435.320$; $p < 0.000$] suggests a dependence between the sample and the base population, indicating that the data are generalizable. The Kaiser-Meyer-Olkin test yielded a value of 0.897, indicating that the data were amenable to factor analysis. An initial two-factor solution explained 54.64% of the variance in the solution. However, several problems arose when evaluating factor loadings for five items (OCBC4, OCBC7, OCBC9, OCBC11, and OCBC13). Items were retained if the primary loadings exceeded .50 and all secondary loadings were less than .35 (Roesch & Rowley 2005). The CPE was rerun without the five problematic items.

Table 15 shows the CPE solution after rerunning the analysis excluding the five items. The final factor analysis of the remaining eight items resulted in a two-factor solution (59.86% of the variance).

Tableau 15 Final factor analysis after the exclusion of five items (N = 264)

Old item	New item label	Mean	SD	Factor	
				Factor 1	Factor 2
OCBC1	Cultural helping 1	3.92	0.99	0.02	0.80
OCBC2	Cultural helping 2	4.05	0.90	0.04	0.81
OCBC3	Cultural helping 3	3.73	1.04	-0.03	0.76
OCBC6	Cultural initiatives 1	3.66	1.16	0.83	-0.16
OCBC8	Cultural initiatives 2	3.47	1.15	0.79	0.07
OCBC10	Cultural initiatives 3	3.38	1.14	0.78	0.06
OCBC12	Cultural initiatives 4	3.38	1.12	0.66	0.15
OCBC5	Cultural initiatives 5	3.71	1.07	0.73	0.0003
				Cronbach's a	0.84 0.72

	Factor 1	1.0	
	Factor 2	0.47	1.0
Eigenvalue		3.93	1.08
% of variance		0.49	0.14
% of cumulative variance		0.49	0.63

The bolded numbers represent the eight relevant items after the analyses

Factor 1 (variance explained: 49.13%; Eigenvalue: 3.93) was designated as cultural initiatives, as it includes items related to individual cultural initiatives and cultural and civic engagement in the workplace. OCBCs classified as cultural initiatives can be defined as discretionary behaviors or suggestions that are not recognized by the formal reward system and contribute to improving the organization's performance or cultural practices. Factor 1 includes the following five items: OCBC 5 (I stay informed of my organization's cultural efforts); OCBC 6 (I actively participate in cultural activities or programs organized by my company); OCBC 8 (I volunteer for projects or activities that address cultural issues in my organization); OCBC 10 (I voluntarily carry out cultural actions and initiatives in my daily work activities); and OCBC 12 (I suggest new practices that could improve my organization's performance in different cultural situations). These items have been renamed cultural initiatives 1, cultural initiatives 2, cultural initiatives 3, cultural initiatives 4, and cultural initiatives 5, respectively. Altogether, these items demonstrate the individual's autonomous ability to take charge, take calculated risks, anticipate the company's needs and demands, and positively evolve diversity within the organization.

Factor 2 (variance explained: 13.52%; Eigenvalue: 1.08) was designated as cultural helping because it includes items related to individual cultural support in the workplace. OCBCs classified as cultural helping were defined as voluntary, unrewarded behaviors aimed at helping co-workers better integrate solutions to cultural concerns in the workplace. Factor 2 includes the following three items: OCBC 1 (I spontaneously give my time to help my colleagues be culturally sensitive in everything they do at work); OCBC 2 (I encourage my colleagues to adopt more diversity-conscious behavior); and OCBC 3 (I encourage my colleagues to express their ideas and opinions about cultural issues). Common to these elements is the idea of building more relationships and interactions between individuals and

developing new knowledge. The important thing is that everyone feels a benefit when helping each other. In particular, the person who is helped gradually gains confidence in themselves and their abilities, colleagues, and organization. These items have been renamed cultural helping 1, cultural helping 2, and cultural helping 3, respectively.

To summarize, the EFA suggested a two-factor solution with eight items (OCBC 1, OCBC 2, OCBC 3, OCBC 5, OCBC 6, OCBC 8, OCBC 10, and OCBC 12). These factors reflect several aspects of OCBC and were defined as cultural initiatives (Factor 1) and cultural helping (Factor 2). This underlying structure was used as the basis for the CFA.

4.5.2 Results of the confirmatory factor analysis (CFA; part 2 of the sample)

The results indicate that the two-factor structure fits the data well [$\chi^2(19, N = 518), 98.752; p < 0.000$; CFI = 0.949; TLI = 0.925; SRMR = 0.040; and RMSEA = 0.09]. We find that both CFI (0.941) and TLI (0.925) are > 0.9 , and thus are considered acceptable (Pituch & Stevens 2016). An SRMR (0.040) under 0.05 is considered a well-fitting model (Pituch & Stevens 2016). A close examination of the modification indicators provided by Stata suggests that adding several correlations between error terms would provide a better fit of the model to the data. The model was, therefore, rerun with these modifications, resulting in a better model estimate [$\chi^2(15, n = 518), 63.78; p = 0.000$; CFI = 0.97; TLI = 0.94; SRMR = 0.03; and RMSEA = 0.07].

Table 16 shows the factor loadings, composite reliability (CR), average variance extracted (AVE), and, for each construct, two internal consistency reliability indicators: Cronbach's α and Jöreskog's p -index. The CR estimates how much a set of latent construct indicators shares its measure of a construct. Conversely, the AVE represents the total variance ratio due to the latent variable (Boiral & Paillé 2012) and assesses discriminant validity. Hair and colleagues (2019) recommended thresholds of 0.70 for CR and 0.50 for AVE. The AVE values for cultural helping (0.538) and cultural initiative (0.528) are greater than 0.5 and the value of the squared correlation (0.439). Therefore, there is no problem with discriminant validity or convergent validity.

Moreover, the internal consistency and reliability coefficients were calculated using Cronbach's *alpha* (cultural helping 0.74 and cultural initiative 0.84), and Jöreskog's *p-index* (cultural helping 0.86 and cultural initiative 0.94) yielded values higher than the 0.70 cut-off usually recommended in the literature (Nunnally & Bernstein 1994). Jöreskog's *p-index* is considered more reliable than Cronbach's *alpha* because it is less sensitive to the number of items in the scale (Jöreskog 1971). Because the calculated values exceeded the recommended thresholds, it was concluded that the model provided evidence of the measures' reliability, convergent validity, and discriminant validity.

Tableau 16 Descriptive statistics and pairwise correlations

Variables	Factor loading	Mean	SD	CR	AVE	<i>a</i>	<i>p</i>	1	2	3	5	7	8	9	10
Cultural helping	-	3.82	0.78	0.776	0.54	0.74	0.86								
Cultural initiatives	-	3.45	0.87	0.848	0.53	0.84	0.94								
Cultural helping 1	0.80	3.79	0.99					1.00							
Cultural helping 2	0.75	3.93	0.94					0.60	1.00						
Cultural helping 3	0.63	3.69	0.97					0.42	0.49	1.00					
Cultural initiatives 1	0.74	3.55	1.10					0.30	0.28	0.32	1.00				
Cultural initiatives 2	0.77	3.33	1.16					0.40	0.36	0.35	0.63	1.00			
Cultural initiatives 3	0.71	3.38	1.09					0.43	0.37	0.31	0.47	0.57	1.00		
Cultural initiatives 4	0.77	3.37	1.07					0.45	0.44	0.32	0.43	0.53	0.59	1.00	
Cultural initiatives 5	0.63	3.66	1.03					0.30	0.33	0.29	0.50	0.47	0.45	0.47	1.00

All correlations are significant at $p > 0.01$

SD = standard deviation; CR = composite reliability; AVE = average variance extracted; p = Jöreskog's index; a = Cronbach's α

4.5.3 Alternative model

Two other competing models were compared to eliminate the possibility of one or more nested models that might have shown a better fit and led to the rejection of the two-factor model (Crede & Harms 2019). Table 17 shows that the two-factor model fit the data better than a one-factor model that grouped the cultural initiative and cultural helping items as a single factor [χ^2 diff (20) = 250.37, $p < 0.001$].

The results indicate that participants distinguished between two types of OCBCs: cultural initiatives and cultural helping. The failure to examine the adequacy of plausible alternative models or the tendency to ignore conflicting evidence could be considered questionable research practices (Crede & Harms 2019).

Tableau 17 Comparison of competing models

Competing models	χ^2	Df	χ^2/Df	RMSEA	CFI	TLI
Null-factor	1594.307	28	56.94			
One-factor	250.37	20	12.52	0.149	0.853	0.794
Two-factors	98.752	19	5.20	0.090	0.941	0.925
Two-factors (measurement model)	63.79	15	4.25	0.07	0.969	0.942

4.6 Discussion and conclusion

The main objective of this study was to develop a tool to measure OCBCs in the workplace. This tool identified two main types of OCBCs: cultural initiatives and cultural helping. Behaviors associated with cultural initiatives are related to employee-led pro-cultural diversity initiatives that result in culturally appropriate actions in the workplace. These actions enhance organizational practices for integrating cultural diversity and promoting diverse cultural values (Holmes et al. 2020). Since cultural initiatives address practices, it can be assumed that they contribute to improved performance (Boiral & Paillé 2012). Cultural initiatives also result in culturally sensitive suggestions and voluntary initiatives to reduce bias (Mousa et al. 2020). These voluntary initiatives are a key aspect of OCBCs as they involve practical actions or recommendations to improve the effective functioning and performance of the organization (Organ et al. 2006). This first type of OCBC is similar to the concept of individual initiatives (Organ et al. 2006), involving communications with others in the workplace that “improve individual and collective performance” (Moorman & Blakely 1995, p. 130).

Conversely, cultural helping behaviors assist organizations in identifying and resolving sources of cross-cultural conflict or mitigating prejudice. They also facilitate the communication of cultural integration procedures to new employees. However, these actions require an interdisciplinary approach that promotes employee dialogue and voluntarily sharing knowledge and expertise (Ramus & Killmer 2007). The behaviors associated with cultural

helping are related to shared supportive behaviors regarding cultural diversity in the organization. For instance, cultural helping can manifest as having serious concerns about cultural issues, mutual cultural support among colleagues, and more respectful behavior toward one another. Table 18 summarizes the main characteristics of the two categories of OCBCs identified in this research, and Table 19 groups the final eight items of this scale.

Tableau 18 The two main types of OCBCs explored

	Cultural Initiatives	Cultural Helping
Definition	Voluntarily helping colleagues to better integrate cross-cultural concerns and cultural differences in the workplace	Discretionary behavior and suggestions for improving cross-cultural practices or performance
Main focus	Personal initiatives in the workplace	Mutual support between employee
Relevance and usefulness	Improving internal practices for integrating diversity Reducing prejudice Promoting diversity within the organization and different cultural values.	Promoting discussion, cooperation, and resolution of complex problems Empowering new employees to deal with diversity
Examples	Makes suggestions for reducing bias related to colleagues' backgrounds Improves equity and inclusion Implements a cultural exchange and discovery program	Assists the human resources department in identifying sources of cross-cultural conflict Explains cultural integration procedures to new employees Asks colleagues to get involved in a new diversity committee Helps colleagues resolve cultural conflicts or mitigate prejudices
Limitations	Motivation can drop if integrative initiatives are ignored by the organization Depends on the organizational context, such as corporate culture, management attitudes, telecommuting, geographic distance	Presupposes a climate of mutual support and the existence of inclusive practices. Some colleagues may show a lack of awareness or openness to diversity

Tableau 19 OCBC items

Categories	Items
Cultural helping 1	I spontaneously give my time to help my colleagues be culturally sensitive in everything they do at work.
Cultural helping 2	I encourage my colleagues to adopt more diversity-conscious behavior.
Cultural helping 3	I encourage my colleagues to express their ideas and opinions about cultural issues.
Cultural initiatives 1	I actively participate in cultural activities or programs organized by my company.
Cultural initiatives 2	I volunteer for projects or activities that address cultural issues in my organization.
Cultural initiatives 3	I voluntarily carry out cultural actions and initiatives in my daily work activities.
Cultural initiatives 4	I suggest new practices that could improve my organization's performance in different cultural situations.
Cultural initiatives 5	I am willing to take the time to share information about cultural issues with my colleagues.

4.6.1 Contributions and managerial implications

This research falls areas strategic human resource management. This research area is important elements of the social dimension of sustainable development. Notably, this study makes two main contributions. First, it contributes to international human resource management research and practice in several ways. As organizations around the world increasingly demand and value behaviors that go beyond formal role requirements, interest in identifying OCBCs is becoming increasingly significant (Kadam et al. 2021). However, much of the research on OCBs have relied on instruments that are not dedicated to identifying OCBCs. Chiaburu et al. (2015) explained that a general OCB instrument may fail to capture important facets of OCBs. This study is the first investigation into developing an instrument for use in an expatriate context or a context associated with cultural diversity in organizations. The OCBCs instrument developed in this study captures aspects of the contemporary world of work (Dekas et al. 2013; Rurkkhum & Bartlett 2018), where traditional management practices are noted as changing (Hoffman & Dilchert 2012). This view could have several positive effects on companies, including improving workplace well-being, promoting employee development of OCBCs, fostering informal learning, and engaging employees to achieve the organization's social and economic goals. Second, this study provides a deeper look into OCBs and contributes to the scientific

literature on the role of human resources in promoting sustainable development in organizations (e.g., Macke & Genari 2018; Amrutha and Geetha 2020). Ultimately, cultural diversity is highly valuable to individuals and organizations. Thus, protecting, promoting, and maintaining this cultural diversity is essential for sustainable development that benefits present and future generations. Notably, other studies have highlighted the complexity, uncertainties, and risks associated with working with unconventional stakeholders (Boiral et al. 2019, 2020). Organizations' human, social, and psychological dimensions are typically overlooked in corporate sustainability and the need to align organizational commitments with global Sustainable Development Goal priorities (Boiral et al. 2018). The clarifications provided by this new scale enable a better description and focus of OCBCs relating to the reality of multicultural organizations and voluntary behaviors that promote the inclusion of cultural diversity.

The findings of the present research have two managerial implications. First, this scale can help human resource practitioners identify OCBCs in their organizations. Managers need to adjust to the new human resources approach that welcomes diversity. Despite the importance of OCBs to organizational effectiveness, encouraging employee expressions of OCBs remains a challenge for HR managers (Rurkkhum & Bartlett 2018, p.108). The results from the scale could provide insights for practitioners, especially for human resource practitioners, on how to effectively generate and ensure the use of OCBCs in various organizations and teams, such as in multicultural teams.

The second implication is that the OCBCs measurement tool could assist human resource managers seeking to encourage and facilitate the performance of appropriate OCBCs in the workplace. This performance will allow OCBCs to facilitate informal learning, thus improving employee skills and knowledge at a low cost (Moore & Klein 2020). For example, organizational management should strategically implement informal learning in the workplace by creating a climate conducive to learning and further developing the OCBCs (Zia et al. 2022). The dynamic nature of knowledge acquisition in organizations may suggest that more than individual development is needed. Employees must also learn from others and encourage them to develop. This continuous form of development of the self and others highlights the importance of OCBs in helping organizations remain competitive (Dekas et al. 2013;

Rurkkhum & Bartlett 2018). Similarly, Khan et al. (2020) asserted that OCBs exhibited by employees are essential for leaders to achieve their shared targets and goals. Therefore, developing behaviors such as OCBCs, which promote informal learning, is critical for culturally diverse organizations. Practitioners will then be able to evaluate the interventions they employ as change agents and motivate employees to engage in OCBCs by encouraging them to view their work roles more broadly.

4.6.2 Limitations and avenues for future research

Although the OCBCs instrument developed and validated in this study demonstrated acceptable psychometric and statistical results, there are several important limitations. First, the data were obtained from self-reported measurement scales. Therefore, social desirability bias could lead to errors. Future research could ensure that OCBC measures are obtained from supervisors or peers. Other procedural remedies, such as a multi-method perspective, could also be used to assess OCBCs (e.g., structured and semi-structured interviews). A multi-method approach would measure aspects of OCBCs that are not captured by single conventional methods, such as self-report studies (Podsakoff et al. 2003). Future research could also combine measurement methods, such as surveys, scaling, and qualitative research. However, consistent with how OCBs measures have been applied in more recent research (e.g., Li & Thatcher 2015; Henderson et al. 2019), OCBs measurement should not be reported by the supervisor or a third party. Indeed, LePine et al. (2002) argued that the conceptual framework should determine the source of OCBs assessments.

Second, the use of convenience sampling limits the study's generalizability. Therefore, future research could further examine this instrument with a probability sampling strategy. The main limitation of convenience sampling is its lack of representativeness, leading to selection bias and possibly reduced external and internal validity (Etikan et al. 2016). Still, convenience sampling was chosen because it is a recognized strategy for its vital role in locating, accessing, and engaging hard-to-reach populations, such as employees at private companies (Cohen & Arieli 2011). Future research could use probability sampling. Finally, future research may also focus on how OCBCs may change over time (Organ 2018).

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Conclusion

L'objectif de cette recherche doctorale était d'évaluer le développement de la CQ et des comportements culturels des travailleurs expatriés. Les trois articles présentés apportent des réponses complémentaires à une même question générale de recherche, à savoir : comment les travailleurs expatriés développent-ils leur CQ et leurs comportements culturels ? En résumé, ces trois études ont permis de broser un portrait récent de la recherche sur la CQ des travailleurs expatriés, d'identifier six antécédents profonds de la CQ et de développer une échelle permettant d'évaluer les comportements de citoyenneté organisationnelle axés sur le contexte de diversité en milieu de travail (OCBC). Cette recherche contribue à la littérature scientifique portant sur la CQ (articles 1 et 2), sur les expériences d'expatriation (articles 1, 2 et 3), sur la TCK (article 2) et sur les OCBC (article 3). Certains auteurs avaient souligné l'importance de réaliser des recherches sur les antécédents de la CQ (p. ex., Ott & Michailova, 2018) et sur les OCB en contexte multiculturel (p. ex., Ng et al., 2019; Kadam et al., 2021).

Cette section présente les principales contributions de cette thèse par articles en se concentrant sur trois axes clés : (1) éléments fondamentaux associés à la CQ des travailleurs expatriés et pistes de recherche futures; (2) antécédents profonds de la CQ associés aux expériences internationales vécues avant l'âge adulte et (3) échelle de mesure des OCBC conçue pour les contextes organisationnels multiculturels. Nous concluons en soulignant l'importance de poursuivre les recherches dans cinq domaines associés à la CQ : (1) les thèmes associés à la CQ ayant un faible taux d'hypothèses validées; (2) l'utilisation de la CQ comme variable dépendante, médiatrice et modératrice; (3) l'apprentissage expérientiel et la formation interculturelle; (4) l'utilisation de divers instruments pour mesurer la CQ et (5) les échantillons et contextes étudiés.

Contributions

Les contributions de cette thèse à la littérature sur la CQ peuvent être regroupées autour de ces trois grands axes:

Axe 1 : Éléments fondamentaux associés à la CQ des travailleurs expatriés et pistes de recherches futures

La revue systématique réalisée dans le cadre de cette thèse, présentée dans le chapitre 2, contribue à la littérature scientifique en brossant un portrait de la CQ chez les expatriés. Elle met en évidence que de nombreuses études ont trouvé une relation positive entre la CQ et l'adaptation (p. ex., Akhal & Liu, 2019), l'engagement (p. ex., Guang & Charoensukmongkol, 2020), la performance (p. ex., Jyoti & Kour, 2015), la satisfaction au travail (p. ex., AlMazrouei & Zacca, 2020), l'intention de quitter l'entreprise (p. ex., AlMazrouei & Zacca, 2020), le comportement de bienveillance et de soutien (p. ex., Guang & Charoensukmongkol, 2020), le bien-être (p. ex., Presbitero, 2020), le comportement vocal et les OCB (p. ex., Afsar et al., 2019; Xu et al., 2019). Bien que la majorité des études ont trouvé une relation positive entre la CQ et les résultats, quelques études ont démontré une relation négative sur des variables comme l'épuisement professionnel (p. ex., Seriwatana & Charoensukmongkol, 2020) et les conflits familiaux (p. ex., He et al., 2019).

La CQ peut également jouer un rôle à la fois modérateur et médiateur dans l'efficacité, l'ajustement et la performance des expatriés. En tant que modérateur, la CQ peut renforcer les effets des autres compétences interculturelles et des exigences du rôle professionnel sur les compétences et les ajustements interculturels (p. ex., Lee & Nguyen, 2019). Elle peut également faciliter les effets positifs de l'intelligence émotionnelle et des pratiques de soutien aux expatriés sur l'ajustement et la performance (Arokiasamy & Kim, 2020). En tant que médiateur, la CQ peut expliquer les effets de l'expérience internationale et de la formation interculturelle avant le départ sur l'ajustement interculturel des expatriés (Moon et al., 2012). Les différentes dimensions de la CQ, telles que la CQ comportementale,

motivationnelle, cognitive et métacognitive, ont des effets médiateurs variables (Moon et al., 2012). La CQ motivationnelle a l'impact le plus significatif (Moon et al., 2012). Il est essentiel de considérer les effets combinés de toutes les variables pertinentes au lieu de se concentrer uniquement sur les variables individuelles afin de mieux comprendre les relations complexes et nuancées entre la formation interculturelle, l'ajustement culturel, l'expérience interculturelle et la performance dans les contextes de travail des expatriés (Rascle & Irachabal, 2001). Puis, les recherches sur la CQ des travailleurs expatriés en tant qu'antécédents ont surtout porté sur des facteurs environnementaux et individuels. Les facteurs environnementaux peuvent influencer la CQ des expatriés, comme le contact avec les collègues du pays d'accueil (Morin & Talbot, 2023). La formation prédépart peut influencer positivement la CQ (p. ex., Chen, 2015). Les facteurs individuels, tels que l'expérience d'expatriation et les facettes affectives, cognitives, comportementales et motivationnelles de la CQ, peuvent également influencer la CQ des expatriés (Moon et al., 2012). Les recherches sur ces facteurs nécessitent encore une analyse plus approfondie. Dans le cadre de cette thèse, nous avons amorcé la réflexion sur les antécédents profonds présentés dans l'axe 2.

Axe 2 : Antécédents de la CQ associés à l'expérience internationale vécue avant l'âge adulte

Les résultats de l'étude présentés dans le chapitre 3 contribuent à la littérature scientifique sur les antécédents de la CQ. En s'appuyant sur la SLT et la TCK, cette étude se penche sur les expériences internationales vécues avant l'âge adulte (Fang et al., 2018; Pidduck et al., 2022). Cette étude précise les effets de l'expérience internationale sur l'avancement des connaissances, les capacités comportementales, les stratégies développées et la motivation à interagir de manière constructive avec d'autres cultures (Ott & Iskhakova, 2019; Ott & Michailova, 2018). Ainsi, les travaux réalisés dans le cadre de cette thèse identifient de nouveaux facteurs individuels susceptibles d'influencer la CQ. Plus précisément, six antécédents profonds sont identifiés. (1) Le nombre de langues apprises

pendant l'enfance est utile pour prédire les résultats liés à la CQ cognitive des expatriés. (2) Le statut générationnel a un effet sur la CQ globale, cognitive et métacognitive. (3) L'exposition culturelle affecte la CQ dans un contexte de PDI différent du pays d'origine des expatriés. (4) Il existe une variation significative de la CQ chez les individus dont le pays d'origine n'est pas le pays de naissance. (5) Les personnes ayant acquis des expériences dans des contextes d'expatriation différents de leur pays d'origine seront moins sensibles aux différents contextes associés à la distance de pouvoir et à l'évitement de l'incertitude. (6) L'expérience qui a le plus d'effet sur la CQ dans tous les contextes est la participation à des activités de coopération internationale. Ces nouvelles connaissances clarifient le rôle de l'EI dans la stimulation du développement de la CQ des expatriés (Lee & Sukoco, 2010; Frías-Jamilena et al., 2018).

De plus, les pays objectivement distincts du pays d'origine offrent une plus grande opportunité de développement de la CQ. Ainsi, les expériences internationales doivent être examinées en profondeur pour comprendre pleinement leurs effets sur la CQ et ses dimensions. Contrairement à ce qui était attendu, aucun effet significatif sur la CQ n'a été observé chez les expatriés qui avaient vécu à l'étranger pendant leur enfance. Fang et al. (2018) ont mentionné que les recherches futures devraient examiner de plus près les facteurs situationnels et contextuels qui permettent à la CQ de prospérer dans différents contextes. D'autres articles récents avaient remis en question les théories établies et les méthodes de mesure de la CQ, appelant à renouveler les efforts pour recueillir des informations contextuelles et plus de détails sur le processus de développement de la CQ (p. ex., Alexandra, 2018 ; Chua & Ng, 2017; Li & Middlemiss, 2022). La présente étude ouvre donc une nouvelle voie théorique pour expliquer la CQ des travailleurs expatriés. Cette meilleure compréhension des antécédents profonds de la CQ peut avoir d'importantes implications pratiques. Comprendre les antécédents de la CQ permet aux parents, aux enseignants et aux responsables de l'éducation d'aider les enfants à développer leur CQ dès leur plus jeune âge. La compréhension des antécédents aide également les gestionnaires et les spécialistes des ressources humaines à concevoir et à mettre en œuvre des programmes de formation interculturelle efficaces pour les employés et à identifier les

employés ayant une aptitude naturelle à travailler efficacement avec des personnes culturellement diverses

Axe 3 : Échelle de mesure des OCBC conçue pour les contextes organisationnels multiculturels

Les résultats de l'étude présentés dans le chapitre 4 contribuent à la recherche et à la pratique internationales en matière de gestion des ressources humaines. L'échelle a permis d'identifier deux types principaux d'OCBC : l'initiative culturelle et l'aide culturelle. Comme les organisations exigent et valorisent de plus en plus des comportements qui vont au-delà des exigences formelles des rôles, l'intérêt pour l'identification des OCBC devient plus important pour la performance organisationnelle (Kadam et al., 2021). Une grande partie des recherches sur les OCB se sont appuyées sur des instruments qui ne sont pas dédiés à l'identification des OCBC. Chiaburu et al. (2015) ont expliqué qu'un instrument général d'OCB peut ne pas réussir à saisir des facettes importantes des OCB. Le développement d'un instrument destiné à être utilisé dans un contexte d'expatriation ou de diversité culturelle dans les organisations permet de saisir les aspects du monde du travail contemporain (Dekas et al., 2013; Rurkkhum & Bartlett, 2018). Les résultats de l'article 3 permettent également d'approfondir les OCB et contribuent à la littérature scientifique sur le rôle des ressources humaines dans la promotion du développement durable dans les organisations (p. ex., Macke & Genari, 2018 ; Amrutha & Geetha, 2020). En définitive, la diversité culturelle a une grande valeur pour les individus et les organisations. Ainsi, la protection, la promotion et le maintien de cette diversité culturelle sont essentiels pour un développement durable qui profite aux générations actuelles et futures. Notamment, d'autres études ont souligné la complexité, les incertitudes et les risques associés au travail avec des parties prenantes non conventionnelles (Boiral et al. 2019, 2020). Les dimensions humaines, sociales et psychologiques des organisations sont généralement négligées dans le cadre de la durabilité des entreprises et de la nécessité d'aligner les engagements

organisationnels sur les priorités mondiales des objectifs de développement durable (Boiral et al., 2018). Cette échelle aidera les praticiens des ressources humaines à identifier les OCBC dans leurs organisations. Malgré l'importance des OCB pour l'efficacité organisationnelle, encourager l'expression des OCB par les employés reste un défi pour les gestionnaires des ressources humaines (Rurkkhum & Bartlett, 2018, p.108). Les résultats de l'échelle pourraient donner des idées aux praticiens, en particulier aux praticiens des ressources humaines, sur la façon de générer et d'assurer efficacement l'utilisation des OCBC dans diverses organisations et équipes, comme dans les équipes multiculturelles. Cet outil de mesure des OCBC aidera les responsables des ressources humaines qui cherchent à encourager et à faciliter la performance des OCBC appropriés sur le lieu de travail. Cette performance permettra aux OCBC de faciliter l'apprentissage informel, améliorant ainsi les compétences et les connaissances des employés à un faible coût (Moore et Klein, 2020). Par exemple, les dirigeants de l'organisation pourraient mettre en œuvre, de manière stratégique, l'apprentissage informel sur le lieu de travail en créant un climat propice à l'apprentissage et au développement des OCBC (Zia et al., 2022). La nature dynamique de l'acquisition de connaissances dans les organisations peut suggérer qu'il faut plus que du développement individuel. Les employés doivent également apprendre d'autres membres de l'organisation et les encourager à se développer. Cette forme continue de développement de soi et des collègues souligne l'importance des OCB pour aider les organisations à rester concurrentielles (Dekas et al., 2013 ; Rurkkhum & Bartlett, 2018). De même, Khan et al. (2020) ont affirmé que les OCB manifestés par les employés sont essentiels pour que les dirigeants puissent atteindre leurs cibles et objectifs communs. Par conséquent, le développement de comportements tels que les OCBC, qui favorisent l'apprentissage informel, est essentiel pour les organisations culturellement diverses. Les praticiens seront alors en mesure d'évaluer les interventions qu'ils emploient en tant qu'agents de changement et de motiver les employés à s'engager dans les OCBC en les encourageant à considérer leurs rôles professionnels de manière plus large.

Enfin, cette thèse s'inscrit dans le domaine de recherche de la gestion stratégique des ressources humaines. Ce domaine de recherche est un élément important de la dimension sociale du développement durable des ressources humaines dans les organisations. Le tableau 20 résume les principales lacunes dans la littérature, soulevées dans cette thèse, les principaux résultats et les implications pratiques et managériales en fonction des trois axes.

Pistes de recherches futures

Pour conclure, la tendance actuelle à faire appel à des expatriés pour assurer le transfert de connaissances, le contrôle ou l'harmonisation des processus dans les organisations a incité les chercheurs à analyser plus en profondeur les personnes qui partent exercer leur profession à l'étranger (Linder, 2019 ; Thorn, 2009). Les expatriés constituent un bassin de ressources humaines internationales qui offre aux organisations des alternatives au manque de ressources humaines qualifiées (Morence et al., 2020). Ce phénomène en croissance n'est pas près de s'atténuer avec les mouvements des populations mondiales (Roehl, 2021; Vladoš et al., 2022). Nous vivons dans un monde plus diversifié où les rencontres interculturelles sont plus fréquentes, que ce soit sur le plan professionnel, social ou personnel.

Depuis environ 20 ans, la CQ a suscité un intérêt croissant et notre compréhension de ce concept continue de se développer. Cependant, avec l'augmentation du nombre d'études sur la CQ, il est important de procéder à des analyses et des réflexions systématiques pour éviter que cette recherche ne devienne fragmentée (Ott & Michailova, 2023). Bien que cette recherche apporte des contributions intéressantes, elle comporte aussi certaines limites. Pour orienter les recherches futures et aider les chercheurs à étendre les connaissances accumulées, cette thèse suggère cinq domaines de recherches futures pour mieux comprendre le concept et l'influence de la CQ des travailleurs expatriés.

Premièrement, les recherches futures devraient se concentrer sur les thèmes ayant un faible taux d'hypothèses validées (p. ex., (1) la CQ augmente l'efficacité de la communication

interculturelle; (2) la formation interculturelle et l'apprentissage par l'expérience stimulent la CQ; (3) la CQ fait progresser le partage des connaissances, la performance et le développement de valeurs communes des équipes interculturelles; et (4) la confiance au sein de l'équipe améliore la CQ). Les recherches futures pourraient également se concentrer sur les thèmes qui ont été peu étudiés (p. ex., (1) la CQ existe en tant que type d'intelligence discrète; (2) la CQ favorise les relations de collaborations interculturelles; (3) la CQ prédit le potentiel, l'efficacité et les styles de leadership international; (4) la CQ et le capital psychologique sont positivement liés; (5) la CQ est en corrélation avec la personnalité et (6) la CQ et l'auto-efficacité sont positivement liées).

Deuxièmement, les chercheurs devraient explorer l'utilisation de la CQ comme variable dépendante, médiatrice et modératrice. Une meilleure compréhension des effets et des antécédents de la CQ permettrait aux gestionnaires de mieux développer les équipes d'expatriés, de favoriser une culture d'entreprise centrée sur les employés et de réduire les départs prématurés (Morin & Talbot, 2023). Bien que cette étude ait porté sur les EI vécues avant l'âge adulte, d'autres antécédents qui n'ont pas été étudiés ici pourraient également avoir une incidence sur la CQ. Par exemple, des recherches futures pourraient se concentrer sur la relation entre la CQ et les comportements de citoyenneté organisationnelle (Kadam et al., 2021), le type d'expatriation (expatriation à l'initiative de l'entreprise et expatriation à l'initiative de l'individu) (Saji & Nair, 2021), le secteur d'emploi (Daryani et al., 2017) et la distance de statut (Groeneveld & Meier, 2022). Des études longitudinales sont également nécessaires pour établir des séquences d'événements et fournir des informations sur les changements intra-individuels.

Troisièmement, les recherches futures pourraient se concentrer sur des sujets tels que l'apprentissage expérientiel et la formation interculturelle adaptés au développement de la CQ. Plus précisément, les chercheurs pourraient concevoir un plan de formation pertinent au développement de la CQ. Cette formation pourrait encourager les expatriés à parler des barrières culturelles lors des sessions de formation et, plus tard, dans leur travail à

l'étranger (Van Dyne et al., 2008 ; Afsar et al., 2019). Ang et ses collègues (2007) affirment que les expatriés devraient participer à divers programmes de formation interculturelle avant leur départ afin de développer les quatre dimensions de la CQ. C'est pourquoi les praticiens des ressources humaines devraient élaborer de nombreux programmes de formation interculturelle avant le départ pour répondre à ce besoin. Parmi ces programmes, on peut citer les conférences d'orientation, les jeux de rôle, la formation linguistique et les expériences sur le terrain (Moon et al., 2012). Un système de sélection approprié des expatriés est essentiel pour réduire l'échec de l'expatriation et améliorer leurs performances à l'étranger (Caligiuri et al., 2009). Une expérience internationale antérieure non professionnelle est plus positivement liée à toutes les dimensions de la qualité de vie et de l'adaptation interculturelle (Moon et al., 2012). Les candidats à l'expatriation qui ont déjà une expérience internationale non professionnelle contribueront à attirer dans les organisations des expatriés ayant un niveau élevé de CQ. Ces expatriés sont idéaux pour les organisations, car ils ont le potentiel de bien s'adapter dans un pays étranger (Moon et al., 2012; Vlačić et al., 2019).

Quatrièmement, les chercheurs devraient utiliser divers instruments pour mesurer la CQ. Bien qu'il en existe plusieurs, l'échelle CQS d'Ang et al. (2007) est la plus utilisée et la plus critiquée. Certains auteurs ont relevé des faiblesses comme le manque de clarté de la CQS (par exemple, Alon et al., 2018), les problèmes de validité discriminante liés à ses quatre dimensions (Bucker et al., 2015; Gabrenya et al., 2011) et son inadaptation au contexte de la gestion d'entreprise (Lima et al., 2016). Van Dyne et al. (2012) ont proposé une version améliorée de cette échelle appelée E-CQS. Cette nouvelle version de l'échelle facilite l'élaboration de mesures plus ciblées et plus adaptées pour les plans de développement personnel visant à améliorer la CQ des expatriés. Bien que l'E-CQS réponde à plusieurs des lacunes mentionnées ci-dessus, cette échelle reste sous-utilisée et basée sur l'auto-déclaration. L'utilisation d'un support à format unique avec une enquête d'auto-évaluation basée sur Likert (Akhal, 2019) introduit des biais (par exemple, le biais de désirabilité sociale) différents d'autres approches (p. ex., une approche multiméthodes).

Par conséquent, les études devraient utiliser plus d'une méthode pour évaluer la CQ. Malgré ces critiques récurrentes, les résultats présentés dans l'article 1 indiquent que les échelles de mesure de la CQ restent l'outil le plus largement utilisé. Pourtant, dans leur ouvrage de 2003, Earley et Ang ont abordé les questions de mesure de la CQ et ont souligné l'importance d'utiliser une perspective triangulée lors de l'évaluation de la CQ, notamment par le biais d'une approche multiméthodes et d'une triangulation des données. Une telle approche permet de mesurer des aspects de la CQ qui ne sont pas pris en compte par les méthodes conventionnelles uniques, telles que l'auto-évaluation de la CQ (Ang et Van Dyne, 2015). En fin de compte, la triangulation permet de contrecarrer les limites des approches traditionnelles utilisées seules. Les chercheurs qui utiliseront la triangulation doivent chercher à comprendre (1) les structures cognitives générales et les processus motivationnels à partir desquels la CQ est individualisée, (2) comment la CQ se développe et (3) le rôle de la CQ dans les interactions sociales permanentes entre des personnes de cultures différentes (Earley & Ang, 2003). En outre, très peu d'études ont adopté des approches qualitatives pour étudier la CQ. Cette lacune dans la recherche est limitative, car les méthodes qualitatives pourraient permettre de mieux comprendre la CQ et son impact sur l'efficacité des tâches, en particulier en ce qui concerne les expatriés travaillant à l'étranger (Naushad & Majid, 2020). En d'autres termes, ces approches décrivent la CQ d'un individu et fournissent des explications plus significatives. Ces explications permettent de mieux comprendre les expériences personnelles et d'expliquer certains aspects de la CQ dans des contextes particuliers.

Cinquièmement, les chercheurs devraient prêter attention à l'échantillon lors de l'analyse des résultats. Des études ont montré que la CQ varie d'un pays à l'autre (p. ex., Alon et al., 2018; Engle & Nash, 2016). Les recherches futures devraient donc accorder une attention particulière aux pays d'accueil et d'origine de l'échantillon. Ces différences peuvent apporter des nuances importantes aux résultats. Par exemple, la typologie des dimensions culturelles de Hofstede (2001) suggère que les Australiens ont un faible score en matière de distance de pouvoir et ont une orientation à long terme très individualiste. À l'inverse,

les Chinois ont tendance à avoir un score élevé en matière de distance de pouvoir et ont une approche à long terme peu individualiste. Ces caractéristiques distinctives entre les cultures occidentales et orientales soulignent l'importance d'étudier la CQ au niveau régional (Zhang & Oczkowski, 2016). Notamment, la plupart des études antérieures sur ce sujet ont porté sur des populations asiatiques ou multiples. Par conséquent, les recherches futures pourraient se concentrer sur les populations expatriées moins étudiées, telles que celles d'Europe et d'Amérique du Nord et du Sud. Ensuite, comme l'ont expliqué Ott & Michailova (2018), les chercheurs doivent étendre ce qu'ils ont appris sur la CQ individuelle au niveau du groupe, de l'équipe et de l'organisation.

Tableau 20 Synthèse des contributions

Contributions	Lacunes	Résultats	Implications
Éléments fondamentaux associés à la CQ des travailleurs expatriés et recherches futures nécessaires	- Les revues systématiques antérieures sur la CQ n'ont pas porté spécifiquement sur les travailleurs expatriés	- Impact positif sur des facteurs environnementaux comme le leadership, le soutien du superviseur, le contrat psychologique, le transfert de connaissances, le bien-être social et la créativité (Article 1). - Impact positif sur des facteurs individuels comme l'ajustement, l'adaptation, l'engagement professionnel, l'intégration organisationnelle, la performance, le succès, l'intention de revenir tôt, l'innovation, la satisfaction de vie et les compétences relationnelles (Article 1). - 5 pistes de recherches futures ○ Mettre l'accent sur les activités menant au développement de la CQ. ○ Développer un schéma de formation des expatriés adapté au développement de la CQ pour divers contextes. ○ Diversifier les méthodes de mesure et trianguler les données. ○ Accorder une attention particulière aux pays d'accueil et d'origine de l'échantillon. Ces différences peuvent générer des nuances importantes dans les résultats.	Managériales - Tenir compte des caractéristiques des expatriés en termes de CQ, d'expérience à l'étranger et de maîtrise de la langue. - Prêter attention à la dynamique familiale des expatriés (par exemple, le soutien familial, l'adaptabilité, les demandes de temps et les conflits famille-travail). - Porter une attention particulière aux choix managériaux.

Contributions	Lacunes	Résultats	Implications
Antécédents associés à l'expérience internationale vécue avant l'âge adulte, susceptibles d'influencer la CQ	- Peu d'études ont considéré la CQ comme une variable dépendante afin d'identifier ses antécédents. - Peu d'études ont utilisé la TCK pour étudier l'évolution de la CQ. - Peu d'études examinent les antécédents de la CQ et les activités menant à son développement dans un contexte d'expatriation. - Déconnexion entre la façon dont les chercheurs mesurent les expériences internationales et	- Le nombre de langues apprises pendant l'enfance est utile pour prédire les résultats liés à la CQ cognitive des expatriés. - L'exposition culturelle affecte la CQ dans un contexte de PDI différent du pays d'origine des expatriés. - Une variation significative de la CQ chez les individus dont le pays d'origine n'est pas le pays de naissance. - Les personnes ayant acquis des expériences dans des contextes d'expatriation différents de leur pays d'origine seront moins sensibles aux différents contextes. - L'expérience qui a le plus d'effet sur la CQ dans tous les contextes est la participation à des activités de coopération internationale. - Les pays objectivement distincts du pays d'origine offrent une plus grande opportunité de développement de la CQ. - Les expériences internationales doivent être examinées en profondeur pour comprendre pleinement leurs effets sur la CQ et ses dimensions. - Aucun effet significatif sur la CQ d'avoir vécu à l'étranger pendant leur enfance.	- Accorder une attention particulière aux différences entre le pays d'origine d'un expatrié et le pays ou le contexte dans lequel l'individu doit s'intégrer. - Encourager les praticiens à être attentifs à leur CQ et à comprendre que leur origine culturelle influence leurs croyances. - Permettre aux parents, aux enseignants et aux responsables de l'éducation d'aider les enfants à développer leur CQ dès leur jeune âge. - Aider les gestionnaires et les spécialistes des ressources humaines à concevoir et à mettre en œuvre des programmes de formation

Contributions	Lacunes	Résultats	Implications
	les résultats obtenus. - Définir les types d'expériences internationales étudiées et la manière dont ces expériences sont liées aux différentes dimensions de la CQ.		interculturelle efficaces pour les employés. - Identifier les employés ayant une aptitude naturelle à travailler efficacement avec des personnes culturellement diverses.
Développement d'une échelle de mesure des OCB conçue pour les contextes organisationnels multiculturels	- Les instruments généraux de mesure des OCB ne saisissent pas toutes les facettes importantes des OCB.	- Développer et valider une échelle de mesure des OCBC de huit items. - L'échelle a permis d'identifier deux types principaux d'OCBC : - o L'initiative culturelle (5 items); - o L'aide culturelle (3 items).	- Aider les organisations à mieux comprendre comment leurs employés interagissent avec des collègues de cultures différentes. - Aider les responsables des ressources humaines qui cherchent à encourager et à faciliter la performance des OCBC appropriés sur le lieu de travail.

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ANNEXE A

Certificat éthique



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CERTIFICAT DE CONFORMITE ETHIQUE

N° de référence : CER-ENAP-2021-15

Date d'émission : 2021-05-25

Date d'échéance : 2022-05-25

Titre du projet : *Évolution et développement de l'intelligence culturelle des travailleurs expatriés*

Chercheur(e) principal(e) : Geneviève Morin

Cochercheur(e)s : s. o.

Doctorat effectué sous la direction de : David Talbot et Étienne Charbonneau

Source de financement (s'il y a lieu) : Publicité facebook CREMPCO

Date de début du projet : 30 mai 2021

Date de fin du projet : 30 mai 2022

Condition de conformité : s. o.

Méthodologie : Le Comité d'éthique en recherche de l'ENAP (CER de l'ENAP) a examiné et approuvé ce projet selon une méthode de délégation (ou en comité plénier) acceptée en vertu de sa [Politique d'éthique en recherche](#), de sa [Politique de conduite responsable en recherche](#), de l'[Énoncé de politique des trois Conseils sur la recherche impliquant des sujets humains](#) et de la politique des FRQ sur la [Conduite responsable en recherche](#).

Modification significative au projet et demande de prolongation du Certificat

Toute modification significative au projet de recherche par rapport à celui présenté aux fins de l'obtention du présent Certificat doit faire l'objet d'un avis de modification au CER de l'ENAP. De la même manière, lorsqu'il devient évident que la réalisation du projet nécessitera plus de temps qu'anticipé, une demande de prolongation doit être transmise au CER de l'ENAP.

Rapport final d'activité et rapport annuel :

En vertu des normes de bonnes pratiques en matière d'éthique de la recherche et d'évaluation continue, tout Certificat de conformité éthique en recherche octroyé par le CER de l'ENAP doit donner lieu au dépôt d'un **rapport final** au terme du projet de recherche visé par le Certificat ou au plus tard trois (3) mois suivants la fin dudit Certificat.

Par ailleurs, tout Certificat de conformité éthique en recherche octroyé par le CER de l'ENAP **pour un projet de plus d'un an** doit donner lieu au dépôt d'un **rapport annuel**. Ce rapport annuel permet au CER de l'ENAP de déterminer si des ajustements au Certificat de conformité éthique sont nécessaires en lien avec la poursuite du projet de recherche. Il doit être transmis à l'intérieur d'un délai minimum d'un (1) mois avant la date anniversaire de l'émission du Certificat. L'avis de reconduction du certificat par le CER de l'ENAP vous sera transmis le plus rapidement possible suivant la réception de votre rapport annuel.

Toute l'information liée aux avis de modification, demande de prolongation et rapports est disponible sur la page du [site Web de l'ENAP dédié à la recherche](#). Veuillez utiliser le [Formulaire de Suivis liés à la certification éthique d'un projet](#).

En foi de quoi, j'ai signé :

Josée Gauthier

Signé avec ConSignO Cloud (09/06/2021)
Vérifiez avec verifio.com ou Adobe Reader.



Josée Gauthier

Pour Jacques A. Plamondon, président du Comité d'éthique en recherche de l'ENAP

c. c. : cer@enap.ca

Pour toute question complémentaire, veuillez communiquer avec le Comité d'éthique en recherche de l'ENAP par courriel cer@enap.ca ou par téléphone en composant 418 641-3000 poste 6376.

ANNEXE B

Arbre de codification des articles sélectionnés dans la revue systématique (Article 1)

Id	Parent Id	Depth	Title
1		0	Interesting extract
2	1	1	Collectivist vs individualist
3	1	1	Link with other studies
4		0	Future research
5		0	Hypothèses/ Question de recherche
6		0	Implication
7		0	Limits
8		0	Main finding
9		0	Methodology
10	9	1	How CQ was measured
11	9	1	Measures
12	11	2	measurement: dependent variable
13	11	2	Measurement: main independent variable
14	11	2	Mediating variable
15	11	2	Variable controle
16	9	1	Method & data collection
17	16	2	Mixte
18	16	2	Qualitative
19	16	2	Quantitative
20	9	1	Research approach
21	9	1	Sample description
22	9	1	Sample Size
23	9	1	Unité d'analyse
24		0	Country
25		0	Study assessment/contributions
26		0	Subject of the study
27		0	Statistical tests
28		0	Theory mentioned or utilized

ANNEXE C

Liste détaillée des publications de la revue systématique (article 1)

ID	Authors	Years	Title	Sample size	Type
1	Afsar, B., Shahjehan, A., Shah, S. I., & Wajid, A.	2019	The mediating role of transformational leadership in the relationship between cultural intelligence and employee voice behavior: A case of hotel employees.	n=316	Quantitative
2	Akhal, K., & Liu, S.	2019	Cultural intelligence effects on expatriates' adjustment and turnover intentions in Mainland China.	n=402	Quantitative
3	Aktan, M., Zaman, U., & Nawaz, S.	2021	Examining destinations' personality and brand equity through the lens of expats: moderating role of expat's cultural intelligence.	n=307	Quantitative
4	Ali, I., Ali, M., Leal-Rodríguez, A. L., & Albort-Morant, G.	2019	The role of knowledge spillovers and cultural intelligence in enhancing expatriate employees' individual and team creativity.	n=152	Quantitative
5	AlMazrouei, H., & Zacca, R.	2020	Cultural intelligence as a predictor of expatriate managers turnover intention and creative self-efficacy.	n=175	Quantitative

6	Alon, I., Boulanger, M., Elston, J. A., Galanaki, E., Martínez de Ibarreta, C., Meyers, J., ... & Vélez-Calle, A.	2018	Business cultural intelligence quotient: A five-country study.	n=1577	Quantitative
7	Ang, F., & Tan, H. H.	2016	Trust building with Chinese host country nationals.	n=12 managers expatrié et n=34 host country nationals	Qualitative
8	Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A.	2007	Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance.	n=794	Quantitative
9	Arokiasamy, J. M., & Kim, S.	2020	When does emotional intelligence function better in enhancing expatriates' cross-cultural adjustment? A study of Japanese PCNs in Malaysia.	n=107	Quantitative
10	Berraies, S.	2019	Effect of middle managers' cultural intelligence on firms' innovation performance.	n=186	Quantitative
11	Burakova, M., & Filbien, M.	2020	Intelligence culturelle comme prédicteur de la performance au travail en expatriation: rôle	n=201	Quantitative

			médiateur de l'ajustement culturel.		
12	Charoensukmongkol, P.	2021	How Chinese expatriates' cultural intelligence promotes supervisor-subordinate Guanxi with Thai Employees: The mediating effect of expatriates' benevolence.	n=201	Quantitative
13	Chen, A. S. Y.	2015	CQ at work and the impact of intercultural training: An empirical test among foreign laborers.	n=393	Quantitative
14	Chen, A. S. Y., & Lin, Y. C.	2019	Speak to your heart: The joint moderating effects of language proficiencies on cultural intelligence and expatriates' work performance.	n=232	Quantitative
15	Chen, A. S. Y., Lin, Y. C., & Sawangpattanakul, A.	2011	The relationship between cultural intelligence and performance with the mediating effect of culture shock: A case from Philippine laborers in Taiwan.	n=382	Quantitative
16	Chen, G., Kirkman, B. L., Kim, K., Farh, C. I., & Tangirala, S.	2010	When does cross-cultural motivation enhance expatriate effectiveness? A multilevel investigation of the moderating roles of subsidiary support and cultural distance.	n=556	Quantitative

17	Chew, E. Y., Ghurburn, A., Terspstra-Tong, J. L., & Perera, H. K.	2019	Multiple intelligence and expatriate effectiveness: the mediating roles of cross-cultural adjustment.	n=237	Quantitative
18	Chi, H. C.	2009	The Effects of Organizational Support and CQ on the Effectiveness of Expatriation: The Moderating of Mode of Adjustment and Leadership Style.	NA	Quantitative
19	Dang, N. T. D., & Khai, N. T. N.	2021	The effects of cultural intelligence and Vietnamese proficiency on expatriate adjustment in Vietnam.	n=379	Quantitative
20	Deng, L., & Gibson, P.	2008	A qualitative evaluation on the role of cultural intelligence in cross-cultural leadership effectiveness.	n=32 expats and n=19 host	Qualitative
21	Diao, A., & Park, D. S.	2011	Successful careers of culturally intelligent workers in multinational organizations: the mediating role of perceived organizational support.	n=400	Quantitative
22	Elenkov, D. S., & Manev, I. M.	2009	Senior expatriate leadership's effects on innovation and the role of cultural intelligence.	n= 153 senior expatriate managers and n=695 subordinates	Quantitative

23	Ersoy, A.	2014	The Role of Cultural Intelligence in Cross-Cultural Leadership Effectiveness: A Qualitative Study in the Hospitality Industry.	n= 6 Western expatriate managers and n=13 local Turkish	Qualitative
24	Firth, B. M., Chen, G., Kirkman, B. L., & Kim, K.	2014	Newcomers abroad: Expatriate adaptation during early phases of international assignments.	n=70	Mixt
25	Garamvölgyi, J., & Rudnák, I.	?	Cultural intelligence: key influences.	n=347	Quantitative
26	Gertsen, M. C., & Söderberg, A. M.	2010	Expatriate stories about cultural encounters—A narrative approach to cultural learning processes in multinational companies.	n=4	Qualitative
27	Guang, X., & Charoensukmongkol, P.	2020	The effects of cultural intelligence on leadership performance among Chinese expatriates working in Thailand.	n=169	Quantitative
28	Guðmundsdóttir, S.	2015	Nordic expatriates in the US: The relationship between cultural intelligence and adjustment.	n=347	Quantitative
29	Gupta, B., Singh, D., Jandhyala, K., & Bhatt, S.	2013	Self-monitoring, cultural training and prior international work experience as predictors of cultural intelligence - A study of Indian expatriate.	n=223	Quantitative

30	Hajrullahu, V., Tutar, H., & Fejza, A.	2021	Relationship Between Cultural Intelligence and Cross-Cultural Adjustment of Foreign Employees in Kosovo.	n=181	Quantitative
31	He, G., An, R., & Zhang, F.	2019	Cultural Intelligence and Work– Family Conflict: A Moderated Mediation Model Based on Conservation of Resources Theory.	n=206	Quantitative
32	Huff, K. C.	2013	Language, cultural intelligence and expatriate success.	n=140	Quantitative
33	Huff, K. C., Song, P., & Gresch, E. B.	2014	Cultural intelligence, personality, and cross-cultural adjustment: A study of expatriates in Japan.	n=154	Quantitative
34	Ismail, M., Zulkifly, N. A., & Hamzah, S. R. A.	2019	The power of shared vision: bidirectional knowledge transfer between expatriates and host country nationals.	n=134	Quantitative
35	Jangsiriwattana, T., & Sangjan, A.	2021	Relationship between Cultural Intelligence and Self-adjustment of Expatriates in the Airline Industry.	n=349	Quantitative
36	Jyoti, J., & Kour, S.	2015	Assessing the cultural intelligence and task performance equation.	n=225	Quantitative
37	Kaleramna, N., Saharan, T., & Singh, U.	2019	Cultural intelligence stimulating professional adjustment.	n=98	Quantitative

38	Kaufman, S. R., & Hwang, A.	2015	Cultural intelligence and mindfulness in two French banks operating in the US environment.	n=2	Qualitative
39	Kim, H. D., & Kamalanabhan, T. J.	2021	Task Performance of Expatriates Based on Emissary Model of Global Human Resource Strategy.	n=123	Quantitative
40	Kodwani, A. D.	2012	Beyond emotional intelligence (EQ): The role of cultural intelligence (CQ) on cross-border assignments.	n=470	Quantitative
41	Konanahalli, A., Oyedele, L. O., Spillane, J., Coates, R., Meding, J. V., & Ebohon, J.	2014	Cross-cultural intelligence (CQ): It's impact on British expatriate adjustment on international construction projects.	n=191	Quantitative
42	Le, H., Jiang, Z., & Nielsen, I.	2018	Cognitive cultural intelligence and life satisfaction of migrant workers: The roles of career engagement and social injustice.	n=462	Quantitative
43	Lee, L. Y.	2010	Multiple intelligences and the success of expatriation: The roles of contingency variables.	n=12	Qualitative
44	Lee, L. Y., & Kartika, N.	2014	The influence of individual, family, and social capital factors on expatriate adjustment and performance: The moderating effect of psychology contract and organizational support.	n=287	Quantitative

45	Lee, L. Y., & Nguyen, P. T.	2019	A synthesis of expatriate competence, intelligence, adaptability, work-role demand and organisational support on expatriation effectiveness.	n=244	Quantitative
46	Lee, L. Y., & Sukoco, B. M.	2010	The effects of cultural intelligence on expatriate performance: The moderating effects of international experience.	n=218	Quantitative
47	Lee, L. Y., Veasna, S., & Sukoco, B. M.	2014	The antecedents of cultural effectiveness of expatriation: moderating effects of psychological contracts.	n=256	Quantitative
48	Lee, L. Y., Veasna, S., & Wu, W. Y.	2013	The effects of social support and transformational leadership on expatriate adjustment and performance.	n=156	Quantitative
49	Lovin, D., Capatina, A., & Bernardeau-Moreau, D.	2021	The Impact of Cultural Intelligence on the Management of Multicultural Sports Organizations: A Comparative Analysis between Romania and France.	n=150	Quantitative
50	Mahmud, N., Zainal, A. H. M., Arham, A. F., & Hasan, H. F. A.	2020	Expatriate Cross-Cultural Adjustment in Selected Multinational Company in Malaysia.	n=103	Quantitative

51	Malek, M. A., & Budhwar, P.	2013	Cultural intelligence as a predictor of expatriate adjustment and performance in Malaysia	n=134	Quantitative
52	Malek, M. A., Jaguli, A. R., & Rabie, O.	2019	Antecedents of self-initiated expatriates' adjustments and expatriation outcomes: the influence of career capital aspects on foreign academics' career outcomes of public universities in malaysia.	n=105	Quantitative
53	Moon, H. K., Choi, B. K., & Jung, J. S.	2013	Comprehensive examination on antecedents of cultural intelligence: Case of South Korea.	n=165	Quantitative
54	Moon, H.K, Kwon Choi, B., & Shik Jung, J.	2012	Previous international experience, cross-cultural training, and expatriates' cross-cultural adjustment: Effects of cultural intelligence and goal orientation.	n=190	Quantitative
55	Moon, T. W.	2008	Toward A Comprehensive Model of Cultural Intelligence: Antecedents, Cultural Adaptation, and Performance Outcomes.	na	Quantitative
56	Morin, G., & Talbot, D.	2021	Cultural Intelligence of Expatriate Health Workers in an Inuit Context: An Exploration of Managerial Competency Profiles.	n=31	Mixte

57	Naushad, S., & Majid, A.	2020	Effects of Cultural Intelligence on Job Performance among Expatriates in Pakistan.	n=340	Quantitative
58	Ng, S. I., & Tan, W. Y.	2013	The Moderating Role of Influence Tactics on Cultural Intelligence and Expatriate	n=83	Quantitative
59	Nunes, I. M., Felix, B., & Prates, L. A.	2017	Cultural intelligence, cross-cultural adaptation and expatriate performance: a study with expatriates living in Brazil.	n=217	Quantitative
60	O'Byrne, A.	2018	Turning expatriates' cultural intelligence into strategic advantage.	n=12	Qualitative
61	Osland, J., & Osland, A.	2005	Expatriate paradoxes and cultural involvement.	n=35	Mixt
62	Ozer, S., & Schwartz, S. J.	2021	The culturally intelligent way of acculturating: Examining cultural intelligence and acculturation orientations among foreign workers in the Danish context of reception.	n=264	Quantitative
63	Presbitero, A.	2017	Religious expatriates' cultural intelligence and adaptation.	n=110	Quantitative
64	Presbitero, A.	2020	Moving in and adjusting to a new country without the support of an employer? Tapping into personal dispositions and capabilities to achieve social well-being.	n=215	Quantitative

65	Ramalu, S. S., & Subramaniam, C.	2019	Cultural intelligence and work engagement of expatriate academics: The role of psychological needs satisfaction.	n=152	Quantitative
66	Ramalu, S. S., Rose, R. C., Kumar, N., & Uli, J.	2010	Doing business in global arena: An examination of the relationship between cultural intelligence and cross-cultural adjustment.	n=332	Quantitative
67	Ramalu, S. S., Rose, R. C., Uli, J., & Kumar, N.	2012	Cultural intelligence and expatriate performance in global assignment: The mediating role of adjustment.	n=332	Quantitative
68	Ramalu, S., Chuah, C. W., & Che Rose, R.	2011	The effects of cultural intelligence on cross-cultural adjustment and job performance amongst expatriates in Malaysia.	n=332	Quantitative
69	Rashid, S., Shakir, K., Ahmed, A., Bukhari, F., & Rehman, N. A.	2021	An Exploratory Study On The Trailing Spouses 'Adjustment On A Foreign Soil.	n=300	Quantitative
70	Ren, S., Chadee, D., & Presbitero, A.	2020	Influence of Informal Relationships on Expatriate Career Performance in China: The Moderating Role of Cultural Intelligence.	n=154	Quantitative

71	Ren, H., Yunlu, D. G., Shaffer, M. A., & Fodchuk, K. M.	2021	Thriving and retention of expatriates: Cultural intelligence and organizational embeddedness inputs.	n=103	Quantitative
72	Rockstuhl, T., Seiler, S., Ang, S., Van Dyne, L., & Annen, H.	2011	Beyond general intelligence (IQ) and emotional intelligence (EQ): The role of cultural intelligence (CQ) on cross-border leadership effectiveness in a globalized world.	n=126	Quantitative
73	Rose, R. C., Ramalu, S. S., Uli, J., & Kumar, N.	2010	Expatriate performance in international assignments: The role of cultural intelligence as dynamic intercultural competency.	n=332	Quantitative
74	Sambasivan, M., Sadoughi, M., & Esmailzadeh, P.	2017	Investigating the factors influencing cultural adjustment and expatriate performance.	n=129	Quantitative
75	Schlunze, R. D., Ji, W., Mori, M., & Li, M.	2015	Does Chinese Managers' Guanxi Networking Matter to Their Managerial Success?—A Multiple-case Study from Japan.	n=149	Mixt
76	Schreuders-van den Bergh, R. and Du Plessis, Y.	2016	Exploring the role of motivational cultural intelligence in SIE women's adjustment.	n=21	Qualitative
77	Seriwatana, P., & Charoensukmongkol, P.	2020	The effect of cultural intelligence on burnout of Thai cabin crew in non-national airlines moderated by job tenure.	n=320	Quantitative

78	Setti, I., Sommovigo, V., & Argentero, P.	2020	Enhancing expatriates' assignments success: the relationships between cultural intelligence, cross-cultural adaptation and performance.	n=151	Quantitative
79	Sharma, R. R.	2019	Cultural intelligence and institutional success: The mediating role of relationship quality.	n=186	Quantitative
80	Song, K. H., & Simons, J.	2014	Beyond Gardner: A pilot case study assessing teachers' linguistic intelligence.	n=33	Mixt
81	Sousa, C., & Gonçalves, G. (2017).	2017	Expatriates and non-expatriates: Effects of cultural intelligence and multicultural personality on passion for work and satisfaction with life.	n=97	Quantitative
82	Stoermer, S., Davies, S., & Froese, F. J.	2020	The influence of expatriate cultural intelligence on organizational embeddedness and knowledge sharing: The moderating effects of host country context.	n=1327	Quantitative
83	Templer, K. J., Tay, C., & Chandrasekar, N. A.	2006	Motivational cultural intelligence, realistic job preview, realistic living conditions preview, and cross-cultural adjustment.	n=157	Quantitative

84	Vlajčić, D., Caputo, A., Marzi, G., & Dabić, M.	2019	Expatriates managers' cultural intelligence as promoter of knowledge transfer in multinational companies.	n=103	Quantitative
85	Vlajčić, D., Marzi, G., Caputo, A., & Dabic, M.	2019	The role of geographical distance on the relationship between cultural intelligence and knowledge transfer.	n=103	Quantitative
86	Wang, C. Y. P., Lien, M. C., Jaw, B. S., Wang, C. Y., Yeh, Y. S., & Kung, S. H.	2019	Interrelationship of expatriate employees' personality, cultural intelligence, cross-cultural adjustment, and entrepreneurship.	n=230	Quantitative
87	Wang, M.	2016	Effects of expatriates' cultural intelligence on cross-cultural adjustment and job performance.	n=143	Quantitative
88	Wilson, C. E.	2008	Faith-based motivation and leader development: International service experiences as catalyst for moral development and cultural intelligence.	n=42	Quantitative
89	Wu, P. C., & Ang, S. H.	2011	The impact of expatriate supporting practices and cultural intelligence on cross-cultural adjustment and performance of expatriates in Singapore.	n=169	Quantitative
90	Xu, X. J., & Chen, X. P.	2017	Unlocking expatriates' job creativity: The role of cultural	n=219	Quantitative

			learning, and metacognitive and motivational cultural intelligence.		
91	Zhang, Y., & Oczkowski, E.	2016	Exploring the potential effects of expatriate adjustment direction.	n=267	Quantitative
92	Zhang, Y., & Hussain, T.	2021	SIEs' interaction and adaptation to their task performance.	Study 1 n=202 Study 2 n=201	Quantitative
93	Zhang, Y., Xu, N., Frost, M., Zhou, W., & Li, Y.	2021	Modeling team efficiency for international production assignments in Chinese manufacturing multinationals.	n=358	Quantitative
94	Zhang, Y., Wei, F., & Grey, I.	2021	SIEs motivational CQ on job satisfaction: A two-study examination of power distance and role clarity.	Study 1 n=202 Study 2 n=201	Quantitative
95	Zhao, F., Deng, L., & Kemp, L. J.	2013	Interrelationships between cultural intelligence dimensions and the role of intrapersonal intelligence.	n=42	Qualitative
96	Zhao, S., Liu, Y., & Zhou, L.	2016	How does a boundaryless mindset enhance expatriate job performance? The mediating role of proactive resource acquisition tactics and the moderating role of behavioural cultural intelligence.	n=389	Quantitative

97	Zulkifly, N. A., Ismail, M., & Hamzah, S. R. A.	2019	Predictors of knowledge transfer between expatriates and host country nationals.	n=125	Quantitative
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ANNEXE D

Version française du questionnaire (article 2 et article 3)

Immigrer, travailler ou s'installer à l'étranger, quelles sont vos compétences culturelles?
Ce projet de recherche porte sur les compétences culturelles des travailleurs expatriés. Un expatrié est une personne résidant dans un pays autre que son pays d'origine.
Plus précisément, ce projet s'intéresse aux antécédents familiaux et aux comportements pouvant affecter l'évolution de l'intelligence culturelle. Cette étude a comme principal objectif de comprendre comment les travailleurs expatriés développent leur intelligence culturelle.
Vous devez compter 15 minutes pour compléter le questionnaire.
Si vous le souhaitez, vous pouvez faire une pause et revenir plus tard pour terminer votre questionnaire. Il suffit de cliquer sur le lien en haut à droite de la page.
Il y a 39 questions dans ce questionnaire.
Consentement
Présentation
Ce projet de recherche est dirigé par Geneviève Morin, étudiante au doctorat l'École nationale d'administration publique (ENAP) et supervisé par David Talbot et Étienne Charbonneau, professeurs à l'ENAP.
Nature de l'étude
Cette recherche doctorale porte sur l'intelligence culturelle des travailleurs expatriés. Elle s'intéresse aux antécédents familiaux et aux comportements organisationnels pouvant affecter l'évolution de l'intelligence culturelle. La tendance actuelle à utiliser des expatriés pour le transfert de connaissances, le contrôle ou l'harmonisation des processus dans les entreprises multinationales a encouragé les chercheurs à analyser plus en profondeur les personnes qui partent exercer leur profession à l'étranger. Les expatriés constituent un bassin de ressources humaines internationales qui offre aux organisations des alternatives au manque de ressources humaines qualifiées. Ce

phénomène fréquent touche pratiquement tous les domaines ne se limitant plus aux multinationales. Toutefois, l'expérience professionnelle des expatriés n'a pas été suffisamment étudiée. Cette étude contribuera à comprendre comment les travailleurs expatriés développent leur intelligence culturelle.

Déroulement de la participation

- Cette recherche est basée sur une méthodologie quantitative. Les données seront recueillies par deux questionnaires à 6 mois d'intervalle.
- La durée approximative maximale pour répondre au questionnaire est de 20 minutes. Ensuite, les réponses seront conservées sur des fichiers électroniques codifiés afin de garantir la confidentialité du contenu.

Avantages, risques ou inconvénients possibles liés à la participation

Il n'y a aucun avantage à participer à cette étude.

Les risques éventuels concernent les révélations lors de la publication des résultats qui pourront porter à conséquence, notamment « l'indexation négative » du participant si ces propos sont reconnus par ses pairs ou par son organisation. Pour limiter ce risque, les données recueillies seront entièrement confidentielles et ne pourront en aucun cas mener à l'identification du participant.

Confidentialité et gestion des données

- Les données seront conservées en fichiers électroniques protégés par un code secret d'accès. Lors de la transcription des données les références des participants seront identifiées par des codes alphanumériques (codes comportant des chiffres et des lettres). Les réponses d'un participant ne seront divulguées à aucun autre participant.
- Les données contenues sur les fichiers électroniques seront préalablement anonymisées (l'accès à l'identité des participants sera impossible) afin d'être conservées durant cinq ans dans une banque de données qui sera créée sur un disque dur externe sécurisé. Tout le matériel (fichiers électroniques et formulaires de consentement) sera détruit au cinquième anniversaire de la date de fin du projet soit en avril 2026.
- La publication des résultats de la recherche ne mentionnera pas l'identification des participants, ni les noms cités, ni les noms des organisations auxquelles appartiennent les participants.

Participation volontaire et droit de retrait

Votre participation à l'étude est volontaire. Vous êtes libre d'y participer ou de ne pas y participer de même que de vous retirer en tout temps sur simple avis verbal. Toute nouvelle information survenant durant le déroulement de cette étude qui pourrait affecter votre participation vous sera transmise par le responsable de l'étude. Le cas échéant, vous pouvez aussi vous abstenir de répondre à une question qui vous sera adressée.

Chercheur principal

Si vous avez des questions au sujet de cette étude, vous pouvez rejoindre :			
Geneviève Morin (doctorante) École nationale d'administration publique (ENAP) 555, boulevard Charest Est, Québec (Qc) G1K 9E5 genevieve.morin@enap.ca			
Ce projet de recherche est mené par une personne étudiante de l'ENAP. Elle est supervisée par: David Talbot et Étienne Charbonneau, professeurs à l'ENAP. david.talbot@enap.ca etienne.charbonneau@enap.ca			
Éthique			
Ce protocole a été étudié par le Comité d'éthique de la recherche de l'ENAP. Si vous avez des questions sur vos droits en tant que sujet participant à cette étude, vous pouvez rejoindre le président du Comité, le professeur Jacques A. Plamondon, par courriel à : cer@enap.ca .			
Acceptation de la participation à l'étude			
J'ai bien compris ce qui suit : *			
Cochez la ou les réponses			
Veuillez choisir toutes les réponses qui conviennent :			
<table border="1"> <tr> <td>• J'ai lu et compris le document d'information;</td> </tr> <tr> <td>• Ma participation à cette recherche est volontaire;</td> </tr> <tr> <td>• Je peux me retirer à n'importe quel moment de cette étude.</td> </tr> </table>	• J'ai lu et compris le document d'information;	• Ma participation à cette recherche est volontaire;	• Je peux me retirer à n'importe quel moment de cette étude.
• J'ai lu et compris le document d'information;			
• Ma participation à cette recherche est volontaire;			
• Je peux me retirer à n'importe quel moment de cette étude.			
{rand(1,2)}			
Les questions suivantes portent sur vos expériences d'adaptation et d'épanouissement.			
Lisez chaque affirmation et choisissez la réponse qui correspond le mieux à vos capacités par rapport à celles de vos pairs. Cochez la case qui vous décrit le MIEUX TEL QUE VOUS ÊTES VRAIMENT (1= Fortement en désaccord; 2- Pas d'accord; 3- Plutôt pas d'accord; 4- Ni en désaccord ni d'accord; 5- Plutôt d'accord; 6- D'accord; 7= Fortement en accord)			
Choisissez la réponse appropriée pour chaque élément :			

	Pas du tout d'accord	Pas d'accord	Plutôt pas d'accord	Indifférent	Plutôt d'accord	D'accord	Tout à fait d'accord
J'aime beaucoup interagir avec des personnes provenant de cultures différentes.							
Les contacts avec de nouvelles cultures contribuent à mon épanouissement.							
Si j'ai le choix, je vais préférer les groupes de travail composés de personnes ayant des bagages culturels différents.							
J'estime que j'obtiendrais un meilleur statut professionnel si je vivais ou travaillais dans une culture différente.							
Si j'ai le choix, je vais attacher une plus grande importance aux avantages concrets (salaire, promotion, privilèges) d'un poste à l'étranger qu'à ceux d'un poste local.							
J'attache une grande valeur à la réputation que j'obtiendrais si je développais des réseaux et des relations de travail à l'échelle mondiale.							
J'ai confiance que je suis capable de persister et m'adapter aux conditions de vie dans différentes cultures.							

	Pas du tout d'accord	Pas d'accord	Plutôt pas d'accord	Indifférent	Plutôt d'accord	D'accord	Tout à fait d'accord
Je suis convaincu(e) que je peux gérer le stress associé au fait d'interagir avec des gens provenant de cultures que je ne connais pas.							
Je suis certain(e) que je peux socialiser avec la population locale d'une culture qui ne m'est pas familière.							

Lisez chaque affirmation et choisissez la réponse qui correspond le mieux à vos capacités par rapport à celles de vos pairs. Cochez la case qui vous décrit le MIEUX TEL QUE VOUS ÊTES VRAIMENT (1= Fortement en désaccord; 2- Pas d'accord; 3- Plutôt pas d'accord; 4- Ni en désaccord ni d'accord; 5- Plutôt d'accord; 6- D'accord; 7= Fortement en accord)

Choisissez la réponse appropriée pour chaque élément :

	Pas du tout d'accord	Pas d'accord	Plutôt pas d'accord	Indifférent	Plutôt d'accord	D'accord	Tout à fait d'accord
Je peux décrire les systèmes de valeurs culturels expliquant certains comportements observables à travers le monde.							
Je peux décrire des similarités et des différences entre les systèmes juridiques, économiques et politiques de différentes cultures.							
Je peux décrire des différences dans l'organisation familiale et les rôles attendus des femmes et des hommes dans diverses cultures.							

	Pas du tout d'accord	Pas d'accord	Plutôt pas d'accord	Indifférent	Plutôt d'accord	D'accord	Tout à fait d'accord
Je peux décrire différentes conceptions de la beauté et de l'esthétique d'une culture à l'autre.							
Je peux parler et comprendre plusieurs langues.							
Je peux décrire les façons dont les styles de leadership diffèrent d'une culture à l'autre.							
Je peux décrire comment rendre à l'aise des personnes provenant de cultures différentes.							
Je peux décrire des stratégies de négociation efficaces pour différentes cultures.							
Je peux décrire diverses façons de motiver et de récompenser des personnes de différentes cultures.							
Je peux décrire des façons efficaces de gérer des conflits dans des cultures différentes.							

Lisez chaque affirmation et choisissez la réponse qui correspond le mieux à vos capacités par rapport à celles de vos pairs. Cochez la case qui vous décrit le MIEUX TEL QUE VOUS ÊTES VRAIMENT (1= Fortement en désaccord; 2- Pas d'accord; 3- Plutôt pas d'accord; 4- Ni en désaccord ni d'accord; 5- Plutôt d'accord; 6- D'accord; 7= Fortement en accord)

Choisissez la réponse appropriée pour chaque élément :

	Pas du tout d'accord	Pas d'accord	Plutôt pas d'accord	Indifférent	Plutôt d'accord	D'accord	Tout à fait d'accord
Je développe des plans d'action avant d'interagir avec des personnes provenant d'une culture différente.							
Je réfléchis à propos des différences culturelles possibles avant de rencontrer des personnes de cultures différentes.							
En contexte professionnel, je me demande ce que j'espère accomplir avant de rencontrer des personnes de différentes cultures.							
Je suis conscient(e) de l'influence de ma culture sur mes interactions avec des personnes de cultures différentes.							
Je porte attention à l'influence de certains aspects culturels sur une situation.							
Je suis conscient(e) de la façon dont la culture d'autres personnes influence leurs pensées, leurs émotions et leurs actions.							
J'ajuste ma compréhension d'une culture lorsque j'interagis avec des personnes provenant de celle-ci.							

	<u>Pas du</u> <u>tout</u> <u>d'accord</u>	<u>Pas</u> <u>d'accord</u>	<u>Plutôt</u> <u>pas</u> <u>d'accord</u>	<u>Indifférent</u>	<u>Plutôt</u> <u>d'accord</u>	<u>D'accord</u>	<u>Tout à</u> <u>fait</u> <u>d'accord</u>
Je vérifie l'exactitude de mes connaissances culturelles lors d'interactions interculturelles.							
Je mets mes connaissances culturelles à jour après un malentendu culturel.							

Lisez chaque affirmation et choisissez la réponse qui correspond le mieux à vos capacités par rapport à celles de vos pairs. Cochez la case qui vous décrit le MIEUX TEL QUE VOUS ÊTES VRAIMENT (1= Fortement en désaccord; 2- Pas d'accord; 3- Plutôt pas d'accord; 4- Ni en désaccord ni d'accord; 5- Plutôt d'accord; 6- D'accord; 7= Fortement en accord)

Choisissez la réponse appropriée pour chaque élément :

	<u>Pas du</u> <u>tout</u> <u>d'accord</u>	<u>Pas</u> <u>d'accord</u>	<u>Plutôt</u> <u>pas</u> <u>d'accord</u>	<u>Indifférent</u>	<u>Plutôt</u> <u>d'accord</u>	<u>D'accord</u>	<u>Tout à</u> <u>fait</u> <u>d'accord</u>
Je change mon utilisation des pauses et des silences pour m'ajuster à différentes situations culturelles.							
Je varie mon comportement verbal (accent, ton, débit) pour m'adapter à des contextes culturels précis.							
Je modifie le degré de chaleur avec lequel je m'exprime selon le contexte culturel.							
Je modifie la distance à laquelle je m'approche lorsque j'interagis avec des personnes de cultures différentes.							
Je change mes comportements non-							

	Pas du tout d'accord	Pas d'accord	Plutôt pas d'accord	Indifférent	Plutôt d'accord	D'accord	Tout à fait d'accord
verbaux (gestes de la main, mouvements de la tête) pour m'adapter à la situation culturelle.							
Je varie la façon dont j'accueille les autres (poignée de main, révérence, hochement de tête) lorsque je suis dans des contextes culturels différents.							
Je modifie la façon d'exprimer mon désaccord avec les autres en fonction de la situation culturelle.							
Je change la façon dont j'adresse des demandes aux autres selon leur bagage culturel.							
Je change la façon dont je démontre ma gratitude (exprimer mon appréciation, accepter des compliments) selon le contexte culturel.							
Pour m'assurer que j'ai votre attention, cocher tout à fait d'accord ?							

Le but de cette section est de mieux comprendre vos expériences pendant l'enfance.
Cette section vise à mieux comprendre vos expériences pendant l'enfance.
Quel est le niveau d'éducation de votre mère?
Répondre à cette question seulement si les conditions suivantes sont réunies :
La réponse était à la question '1 [Concent]' (Acceptation de la participation à l'étude J'ai bien compris ce qui suit :)
Veuillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

- Non diplômé d'une école
- École primaire
- Moyen cycle / collège
- École secondaire / lycée
- Université 1er cycle
- Université 2e cycle et +

Quel est le niveau d'éducation de votre père?

Veillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

- Non diplômé d'une école
- École primaire
- Moyen cycle / collège
- École secondaire / lycée
- Université 1er cycle
- Université 2e cycle et +

Quelles sont les convictions politiques de vos parents ?

Veillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

- Très libérales
- Libérales Modérées
- Conservatrices
- Très conservatrices

Considérez-vous que la famille dans laquelle vous avez grandi est...

Veillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

- Très religieuse
- Modérément religieuse
- Peu religieuse
- Pas du tout religieuse

Avez-vous été exposé à la diversité culturelle pendant l'enfance ?

Veillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

- Très peu ou pas du tout
- Quelques fois en contexte informel
- Oui, dans des contextes formels (activité, école, associations)
- Très fréquemment dans de nombreux contextes.

Combien de langues avez-vous apprises pendant l'enfance ?

Veillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

- 1
- 2
- 3
- 4 et plus

Êtes-vous né à l'étranger ?

Veillez sélectionner une seule des propositions suivantes :

- Oui
- Non

C'est-à-dire, êtes-vous né dans un autre pays que celui dont vous avez la nationalité. Par exemple, vous êtes né en Argentine durant un séjour à l'étranger de vos parents mais vous avez la nationalité britannique.

Avez-vous vécu à l'étranger pendant l'enfance ?

Veillez sélectionner une seule des propositions suivantes :

- Oui
- Non

Avez-vous voyagé à l'étranger pendant l'enfance ?

Veillez sélectionner une seule des propositions suivantes :

- | |
|-------|
| • Oui |
| • Non |

Avez-vous été impliqué dans des groupes de coopération internationale pendant votre enfance?

Veillez sélectionner une seule des propositions suivantes :

- | |
|-------|
| • Oui |
| • Non |

Dans quel secteur votre père travaillait-il?

Veillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

- | |
|--|
| • Secteur public |
| • Secteur privé |
| • Organisation non-gouvernementale (ONG ou OSBL) |
| • Travailleur autonome |
| • Aucun travail |

Pour votre famille, les traditions et les coutumes ont beaucoup d'importance?

Veillez sélectionner une seule des propositions suivantes :

- | |
|-------|
| • Oui |
| • Non |

Quel est votre statut générationnel?

Veillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

- | |
|-------------------------|
| • 1re génération |
| • 2e génération |
| • 3e génération ou plus |

La 1ère génération désigne les personnes qui sont nées à l'extérieur du pays de provenance.

La 2e génération désigne les personnes qui sont nées dans le pays de provenance, et dont au moins l'un des parents est né dans ce même pays de provenance.

La 3e génération ou plus désigne les personnes nées dans le pays de provenance et dont les deux parents sont nés dans ce même pays de provenance.
Dans quel pays êtes-vous né?
Veillez sélectionner une réponse ci-dessous
Veillez sélectionner une seule des propositions suivantes :
Quelle est l'expérience culturelle qui a le plus marqué votre enfance?
Veillez écrire votre réponse ici :
Aimeriez-vous me parler d'un autre évènement qui a marqué fortement votre enfance?
Veillez écrire votre réponse ici :
J'aimerais en savoir plus sur vos expériences à l'étranger et sur vous-même.
Dans quel secteur avez-vous principalement travaillé à l'étranger?
Veillez sélectionner une réponse ci-dessous
Veillez sélectionner une seule des propositions suivantes :

- | |
|--|
| • Secteur public |
| • Secteur privé |
| • Organisation non gouvernementale (ONG et OBSL) |
| • Étudiant/retraité/chômeur |

Quel est votre niveau d'étude?
Veillez sélectionner une réponse ci-dessous
Veillez sélectionner une seule des propositions suivantes :

- | |
|----------------------------|
| • Non diplômé d'une école |
| • École primaire |
| • Moyen cycle / collège |
| • École secondaire / lycée |
| • Université 1er cycle |

- Université 2e cycle et +

Combien d'années avez-vous vécu à l'étranger?

Veillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

- Moins d'un an
- 1 à 5 ans
- 5-10 ans
- plus de 10 ans

Combien de langues parlez-vous?

Veillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

- 1 langue
- 2 langues
- 3 langues
- 4 et plus

La citoyenneté dans les organisations

Au travail, même lorsque cela ne relève pas directement de ma responsabilité:

Choisissez la réponse appropriée pour chaque élément :

	Pas du tout d'accord	Pas d'accord	Ne sais pas	D'accord	Tout à fait d'accord
Je donne spontanément de mon temps pour aider mes collègues à être sensibles aux différences culturelles dans tout ce qu'ils font au travail.					
J'encourage mes collègues à adopter un comportement plus soucieux de la diversité.					
J'encourage mes collègues à exprimer leurs idées et leurs opinions sur les tensions culturelles.					

	Pas du tout d'accord	Pas d'accord	Ne sais pas	D'accord	Tout à fait d'accord
J'interviens spontanément auprès de mes collègues pour les aider à mieux comprendre les problèmes culturels.					
Je suis prêt à prendre du temps pour partager des informations sur les questions culturelles avec mes collègues.					
Je participe activement aux activités ou programmes culturels organisés par mon employeur.					
Je pose des gestes d'ouverture à la diversité qui contribuent positivement à l'image de mon organisation.					
Je me porte volontaire pour des projets, ou des événements qui traitent de questions culturelles dans mon organisation.					
Je pèse les conséquences de mes actions avant de faire quelque chose qui pourrait affecter les collègues d'une autre culture.					
J'accomplis volontairement des actions et des initiatives culturelles dans mes activités professionnelles quotidiennes.					
Je suggère des manières d'agir plus appropriés pour favoriser l'intégration culturelle.					
Je suggère de nouvelles pratiques qui pourraient améliorer les performances de mon organisation vis-à-vis					

	Pas du tout d'accord	Pas d'accord	Ne sais pas	D'accord	Tout à fait d'accord
les différentes interactions culturelles.					
Je me tiens informé des initiatives culturelles de mon employeur.					

Données sociodémographiques
Genre
Veuillez sélectionner une réponse ci-dessous
Veuillez sélectionner une seule des propositions suivantes :

- | |
|---------------|
| • Féminin |
| • Masculin |
| • Non binaire |

Vous considérez-vous comme...
Veuillez sélectionner une réponse ci-dessous
Veuillez sélectionner une seule des propositions suivantes :

- | |
|--------------|
| • Blanc |
| • Noir |
| • Hispanique |
| • Asiatique |
| • Autochtone |
| • Autre |

Groupes d'âge
Veuillez sélectionner une réponse ci-dessous
Veuillez sélectionner une seule des propositions suivantes :

- | |
|----------------------|
| • Entre 18 et 24 ans |
| • Entre 25 et 34 |
| • Entre 35 et 44 |
| • Entre 45 et 54 |

- Entre 55 et 64
- Entre 65 et 74
- 75 ans ou plus

Quel est le pays de votre dernière expatriation (ou celle en cours)?

Veillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

D'une manière générale, diriez-vous que les choses dans ce pays vont dans la bonne direction ou qu'elles sont sur la mauvaise voie ?

Veillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

- La bonne direction
- Mauvaise direction

Quelle est la structure familiale de votre ménage ?

Veillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

- Célibataire sans enfant ou vivant seul
- Célibataire avec enfant, famille monoparentale
- En couple sans enfant
- En couple avec enfant

De manière générale, votre famille vous accompagne-t-elle à l'étranger?

Veillez sélectionner une seule des propositions suivantes :

- Oui
- Non

Durée de la dernière expatriation ou l'expatriation en cours (nombre de mois)

Seuls des nombres peuvent être entrés dans ce champ.

Veillez écrire votre réponse ici :

-

Avec combien de collègue(s) de votre pays d'origine collaborez-vous dans le cadre de vos fonctions professionnelles ?

Veillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

- Aucun
- 1-5
- 5-10
- plus de 10

Prévoyez-vous quitter votre emploi prochainement

Veillez sélectionner une seule des propositions suivantes :

- Oui
- Non

Attestation du consentement

J'accepte d'être contacté dans 6 mois pour répondre au court questionnaire de la phase 2 de l'étude (10 minutes). Ce questionnaire visera à évaluer si votre intelligence culturelle a évolué dans le temps. *

Veillez sélectionner une réponse ci-dessous

Veillez sélectionner une seule des propositions suivantes :

- J'accepte
- Je n'accepte pas

Le retour du questionnaire avec vos coordonnées remplies sera considéré comme l'expression de votre consentement à participer au projet. *

Merci beaucoup de votre participation. Vous serez contacté dans 6 mois pour répondre au court questionnaire de la phase 2 de l'étude.

06.12.2021 – 11:01

Envoyer votre questionnaire.

Merci d'avoir complété ce questionnaire.

ANNEXE E

Version anglaise du questionnaire (article 2 et article 3)

Evolution and Development of Expatriate Workers' Cultural Intelligence
Immigrate, work or move abroad, what are your cultural skills?
This study investigates the cultural intelligence of expatriate workers, focusing on family background and behaviors potentially influencing cultural competence development. An expatriate is a person residing in a country other than their native country.
You should allow 15 minutes to complete the questionnaire.
If you wish, you may pause and return later to complete your questionnaire. Just click on the link at the top right of the page.
There are 39 questions in this survey.
Participant Consent Form
Presentation
This research project is directed by Geneviève Morin, a doctoral student at École nationale d'administration publique (ENAP) and supervised by David Talbot and Étienne Charbonneau, professors at ENAP.
Nature of the study
This doctoral study investigates the cultural intelligence (CQ) of expatriate workers, focusing on family background and organizational behaviors potentially influencing CQ development. The current trend of using expatriates for knowledge transfers, process control, or process harmonization across multinational companies has inspired researchers to further analyze individuals working abroad. Expatriates constitute a pool of international human resources that offers organizations alternatives to the lack of locally available qualified human

resources. This widespread phenomenon affects practically all fields and is no longer limited to multinationals. However, the work experience of expatriates has not been sufficiently studied. Therefore, this study will contribute to understanding how expatriate workers develop their CQ.

How to participate

- This is a quantitative study. The data will be collected via two questionnaires at 6-month intervals.
- The approximate maximum time to fill out the questionnaire is 20 minutes. Each respondent's answers will be stored in coded electronic files to guarantee the confidentiality of the content.

Possible benefits, risks, and drawbacks of participation

There is no known personal benefit to participating in this study.

The possible risks concern the confidentiality of the information during the publication of the results and storage of the collected data. In particular, participants could be concerned about being recognized by their peers and organizations. To eliminate this risk and ensure privacy, the collected data will be managed in three ways, as described in the following subsection.

Privacy and data management

- The data will be kept in electronic files protected by a secret access code. When transcribing the data, participants' references will be identified by alphanumeric codes (codes containing numbers and letters). A participant's answers will not be disclosed to any other participant.
- The data contained in the electronic files will be anonymized to ensure participants' identities will remain private. This anonymized data will be kept for five years in a database created on a secure external hard drive. All materials (electronic files and consent forms) will be destroyed on the fifth anniversary of the end date of the project, which is April 2026.
- The publication of the study's results will not mention; (1) the participants' identities, (2) the people they mention in the questionnaire, and (3) the organizations to which the participants belong.

Voluntary participation and right of withdrawal

Your participation in this study is entirely voluntary. You may (1) skip answering any questions you wish, (2) participate or not. Ultimately, you can withdraw from the study at

any time upon either verbal or written notice (via email, provided below). Any new information arising during the course of this study that is reasonably expected to affect your participation will be communicated to you by the study leader.

Principal Investigator

If you have any questions about this study, you can contact:

Geneviève Morin (PhD student)
École nationale d'administration publique (ENAP)
555 Charest Boulevard East, Quebec City, QC G1K 9E5
genevieve.morin@enap.ca

This research project is being conducted by an ENAP student. It is co-directed by David Talbot and Etienne Charbonneau, professors at ENAP.

david.talbot@enap.ca
etienne.charbonneau@enap.ca

Ethics

This protocol has been reviewed by the ENAP Research Ethics Committee. If you have any questions about your rights as a participant in this study, you may contact the Chair of the Committee, Professor Jacques A. Plamondon, by email at: cer@enap.ca.

Acceptance of participation in the study

I understand the following:

*

Check all that apply

Please choose **all** that apply:

- I have read and understood the information covered in this document;
- My participation in this study is voluntary;
- I will receive a copy of the information document and consent form, signed and dated by the study's ethical respondent.

{rand(1,2)}

The next questions delve on your coping and thriving experiences with other cultures

Read each statement and select the response that best describes your capabilities relative to those of your peers. Select the answer that BEST describes you AS YOU REALLY ARE (1= Strongly disagree; 2- Disagree; 3- Somewhat disagree; 4- Neither disagree nor agree; 5- Somewhat agree; 6- Agree; 7= Strongly agree)

Please choose the appropriate response for each item:

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Somewhat disagree</u>	<u>Neutral</u>	<u>Somewhat agree</u>	<u>Agree</u>	<u>Strongly agree</u>
I truly enjoy interacting with people from different cultures.							
I thrive on the differences in cultures that are new to me							
Given a choice, I prefer work groups composed of people with different (rather than similar) cultural backgrounds.							
I value the status I would gain from living or working in a different culture.							
Given a choice, I value the tangible benefits (pay, promotion, perks) of an intercultural rather than a domestic role.							
I value the reputation I would gain from developing global networks and connections.							

	<u>Strongly</u> <u>disagree</u>	<u>Disagree</u>	<u>Somewhat</u> <u>disagree</u>	<u>Neutral</u>	<u>Somewhat</u> <u>agree</u>	<u>Agree</u>	<u>Strongly</u> <u>agree</u>
<u>I am confident that I</u> <u>can persist in coping</u> <u>with living</u> <u>conditions in</u> <u>different cultures.</u>							
<u>I am sure I can deal</u> <u>with the stresses of</u> <u>interacting with</u> <u>people from cultures</u> <u>that are new to me.</u>							
<u>I am confident I can</u> <u>socialize with locals</u> <u>in a culture that is</u> <u>unfamiliar to me.</u>							

Read each statement and select the response that best describes your capabilities relative to those of your peers. Select the answer that BEST describes you AS YOU REALLY ARE (1= Strongly disagree; 2- Disagree; 3- Somewhat disagree; 4- Neither disagree nor agree; 5- Somewhat agree; 6- Agree; 7= Strongly agree)

Please choose the appropriate response for each item:

	<u>Strongly</u> <u>disagree</u>	<u>Disagree</u>	<u>Somewhat</u> <u>disagree</u>	<u>Neutral</u>	<u>Somewhat</u> <u>agree</u>	<u>Agree</u>	<u>Strongly</u> <u>agree</u>
<u>I can describe the</u> <u>different cultural</u> <u>value frameworks</u> <u>that explain</u> <u>behaviors around</u> <u>the world.</u>							
<u>I can describe</u> <u>similarities and</u> <u>differences in legal,</u> <u>economic, and</u> <u>political systems</u> <u>across cultures.</u>							
<u>I can describe</u> <u>differences in</u> <u>kinship systems and</u> <u>role expectations for</u>							

	Strongly disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree
men and women across cultures							
I can describe different views of beauty and aesthetics across cultural settings.							
I can speak and understand many languages.							
I can describe the ways that leadership styles differ across cultural settings.							
I can describe how to put people from different cultures at ease.							
I can describe effective negotiation strategies across different cultures.							
I can describe different ways to motivate and reward people across cultures.							
I can describe effective ways for dealing with conflict in different cultures.							

Read each statement and select the response that best describes your capabilities relative to those of your peers. Select the answer that BEST describes you AS YOU REALLY ARE (1= Strongly disagree; 2- Disagree; 3- Somewhat disagree; 4- Neither disagree nor agree; 5- Somewhat agree; 6- Agree; 7= Strongly agree)

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree
I develop action plans before interacting with people from a different culture.							
I think about possible cultural differences before meeting people from other cultures.							
I ask myself what I hope to accomplish before I meet with people from different cultures.							
I am aware of how my culture influences my interactions with people from different cultures.							
I pay attention to how cultural aspects of the situation influence what is happening in that situation.							
I am conscious of how other people's culture influences their thoughts, feelings, and actions.							
I adjust my understanding of a culture while I interact with people from that culture.							
I double check the accuracy of my							

	<u>Strongly</u> <u>disagree</u>	<u>Disagree</u>	<u>Somewhat</u> <u>disagree</u>	<u>Neutral</u>	<u>Somewhat</u> <u>agree</u>	<u>Agree</u>	<u>Strongly</u> <u>agree</u>
<u>cultural knowledge</u> <u>during intercultural</u> <u>interactions.</u>							
<u>I update my cultural</u> <u>knowledge after a</u> <u>cultural</u> <u>misunderstanding.</u>							

Read each statement and select the response that best describes your capabilities relative to those of your peers. Select the answer that BEST describes you AS YOU REALLY ARE (1= Strongly disagree; 2- Disagree; 3- Somewhat disagree; 4- Neither disagree nor agree; 5- Somewhat agree; 6- Agree; 7= Strongly agree)

Please choose the appropriate response for each item:

	<u>Strongly</u> <u>disagree</u>	<u>Disagree</u>	<u>Somewhat</u> <u>disagree</u>	<u>Neutral</u>	<u>Somewhat</u> <u>agree</u>	<u>Agree</u>	<u>Strongly</u> <u>agree</u>
<u>I change my use of</u> <u>pause and silence to</u> <u>suit different</u> <u>cultural situations.</u>							
<u>I vary my verbal</u> <u>behaviors (accept,</u> <u>tone, rate of</u> <u>speaking) to fit</u> <u>specific cultural</u> <u>contexts.</u>							
<u>I modify the amount</u> <u>of warmth I express</u> <u>to fit the cultural</u> <u>context.</u>							
<u>I modify how close</u> <u>or far apart I stand</u> <u>when interacting</u> <u>with people from</u> <u>different cultures.</u>							
<u>I change my non-</u> <u>verbal behaviors</u> <u>(hand gestures, head</u>							

	Strongly disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree
movements) to fit the cultural situation.							
I vary the way I greet others (shake hands, bow, nod) when in different cultural contexts.							
I modify the way I disagree with others to fit the cultural setting.							
I change how I make requests of others depending on their cultural background.							
I vary the way I show gratitude (express appreciation, accent compliments) based on the cultural context.							
To ensure that I have your attention, please check strongly agree.							

The purpose of this section is to better understand your childhood experiences.
The purpose of this section is to better understand your childhood experiences.
What is your mother's level of education?
Only answer this question if the following conditions are met:
Answer was at question '1 [Concent]' (Acceptance of participation in the study I understand the following:)

Choose one of the following answers

Please choose only one of the following:

- | |
|--------------------------------------|
| • Not a school graduate |
| • Primary School |
| • Elementary School |
| • High School |
| • University (first cycle) |
| • University (second cycle and more) |

What is your father's level of education?
--

Choose one of the following answers

Please choose only one of the following:

- | |
|--------------------------------------|
| • Not a school graduate |
| • Primary School |
| • Elementary School |
| • High School |
| • University (first cycle) |
| • University (second cycle and more) |

Would you consider your family that you grew up in to be politically . . .

Choose one of the following answers

Please choose only one of the following:

- | |
|---------------------|
| • Very liberal |
| • Moderate |
| • Conservative |
| • Very conservative |

Would you consider your family that you grew up in to be . . .

Choose one of the following answers

Please choose only one of the following:

- | |
|------------------------|
| • Very religious |
| • Moderately religious |

- Only slightly religious
- Not religious at all

Were you exposed to cultural diversity as a child?

Choose one of the following answers

Please choose **only one** of the following:

- Very few, if any
- Sometimes in an informal context.
- Yes, in formal contexts (activity, school, associations)
- Very frequently in many contexts

How many languages did you learn as a child?

Choose one of the following answers

Please choose **only one** of the following:

- 1
- 2
- 3
- 4 and more

Were you born abroad?

Please choose **only one** of the following:

- Yes
- No

That is, were you born in a country other than the one of which you have the nationality. For example, you were born in Argentina while your parents were abroad but you have British nationality.

Did you live abroad as a child?

Please choose **only one** of the following:

- Yes
- No

Did you travel abroad as a child?

Please choose **only one** of the following:

- Yes
- No

Were you involved in international cooperation groups during your childhood?

Please choose **only one** of the following:

- Yes
- No

In which sector did your father work?

Choose one of the following answers

Please choose **only one** of the following:

- Public Sector
- Private Sector
- Non-governmental organization (NGO or NPO)
- Self-employed worker
- No work at all

For your family, traditions and customs are very important?

Please choose **only one** of the following:

- Yes
- No

What is your generational status?

Choose one of the following answers

Please choose **only one** of the following:

- 1st generation
- 2nd génération

- 3rd generation and more

The 1st generation refers to people who were born outside the country of origin.

The 2nd generation refers to people who were born in the country of origin and at least one of their parents was born in the country of origin.

The 3rd generation or more refers to people who were born in the country of origin and whose two parents were born in the country of origin.

In which country were you born?

Choose one of the following answers

Please choose **only one** of the following:

What was the cultural experience that most impacted your childhood?

Please write your answer here:

Would you like to tell me about another event that strongly impacted your childhood?

Please write your answer here:

I am interested to know more about your experiences abroad and yourself.

In which sector did you mainly work abroad?

Choose one of the following answers

Please choose **only one** of the following:

- Public Sector
- Private Sector
- Non-governmental organization (NGO and NPO)
- Student/retired/unemployed

What is your level of education?

Choose one of the following answers

Please choose **only one** of the following:

• Not a school graduate
• Primary School
• Elementary School
• High School
• Undergraduate degree
• Graduate degree (and more)

How many years have you lived abroad?

Choose one of the following answers

Please choose **only one** of the following:

• Less than one year
• 1 to 5 years
• 5 to 10 years
• Over 10 years

How many languages do you speak?

Choose one of the following answers

Please choose **only one** of the following:

• 1 language
• 2 languages
• 3 language
• 4 and more

Organizational citizenship behavior

At work, even though I am not required to:

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I spontaneously give my time to help my colleagues be culturally sensitive in everything they do at work.					

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I encourage my colleagues to adopt more diversity conscious behaviors.					
I encourage my colleagues to express their ideas and opinions about cultural issues.					
I willingly share my expertise with other colleagues to help them better understand cultural problems.					
I willingly take time to share information with my colleagues about cultural issues.					
I actively participate in cultural activities or programs organized by my company.					
I perform gestures of openness to diversity that contribute positively to my organization's image.					
I volunteer for projects or activities that address cultural issues in my organization.					
I weigh my actions before doing something that could affect colleagues from other cultures.					
I voluntarily carry out cultural actions and initiatives in my daily work activities.					

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I make suggestions about ways to promote cultural integration.					
I suggest new practices that could improve my organization's performance in different cultural interactions.					
I stay informed of my organization's cultural efforts.					

1 = strongly disagree; 2 = disagree; 3 = don't know; 4 = agree; 5 = strongly agree

Socio-demographic data

Gender

Choose one of the following answers

Please choose **only one** of the following:

- Female
- Male
- Non-binary

Do you consider yourself to be...

Choose one of the following answers

Please choose **only one** of the following:

- White
- Black
- Hispanic
- Asian
- Native
- Other

Age groups

Choose one of the following answers

Please choose **only one** of the following:

- Between 18 and 24 years old
- Between 25 and 34
- Between 35 and 44
- Between 45 and 54
- Between 55 and 64
- Between 65 and 74
- 75 years or older

What is the country of your last (or current) expatriation?

Choose one of the following answers

Please choose **only one** of the following:

In general, would you say that things in this country are going in the right direction or are they on the wrong track?

Choose one of the following answers

Please choose **only one** of the following:

- The right direction
- Wrong direction

What is the family structure of your household?

Choose one of the following answers

Please choose **only one** of the following:

- Single without children or living alone
- Single with child
- Couple without children
- Couple with children

In general, does your family follow you abroad?

Please choose **only one** of the following:

- Yes
- No

Time spent on last or current expatriation (number of months)

Only numbers may be entered in this field.

Please write your answer here:

-

How many colleagues from your country of origin do you work with in your professional capacity?

Choose one of the following answers

Please choose **only one** of the following:

- None
- 1-5
- 5-10
- more than 10

Do you have a plan to leave your job in the near future?

Please choose **only one** of the following:

- Yes
- No

Acceptance of participation in the study

I agree to be contacted in 6 months to answer the short questionnaire for phase 2 of the study. This questionnaire will evaluate your cultural intelligence evolution over time.

I agree to be contacted in 6 months to answer the short questionnaire for phase 2 of the study (10 minutes). This questionnaire will evaluate us to assess whether your cultural intelligence has changed over time. *

Choose one of the following answers

Please choose **only one** of the following:

- | |
|--|
| <ul style="list-style-type: none">• I agree |
| <ul style="list-style-type: none">• I disagree |

The return of the questionnaire with your contact information will be considered as an expression of your consent to participate in the project. *

Thank you for your participation. You will be contacted in 6 months to answer the short questionnaire for phase 2 of the study. 12-06-2021 – 11:01

Submit your survey. Thank you for completing this survey.
--

ANNEXE F

Définition des variables indépendantes (article 2)

Types of experiences	Definitions	Authors
Language learned in childhood	“Childhood language” refers to the language or languages that a person learns in the early years of life, usually before the age of five or six. This language is often considered the person's mother tongue and can be used instinctively and naturally without much effort to understand or express themselves. Languages learned in childhood have a significant impact on a person's linguistic, social and cultural development and can influence how they think, communicate and interact with the world around them.	e.g., Chen & Lin, 2019; Huff, 2013; Alon <i>et al.</i> 2016; Sharma, 2019
Diversity exposure	"Diversity exposure" refers to exposure to cultural diversity and encountering people of different backgrounds, cultures, religions, races, and identities. This can occur in various contexts, such as school, work, recreation, or travel, and can involve direct interaction with people from different groups or simply observing and recognizing diversity in one's environment. Exposure to diversity can help broaden perspectives, build empathy and cross-cultural understanding, reduce stereotypes and prejudice, and foster inclusion and collaboration in multicultural settings.	e.g., Huff, 2013; Pasztor, 2021; Li <i>et al.</i> , 2013;
Born abroad	That is, were you born in a country other than the one of which you have the nationality (first passport). For example, you were born in Argentina while your parents were abroad but you have British nationality.	e.g., Osmancevic <i>et al.</i> , 2023
Lived abroad as a child	"Lived abroad as a child" refers to having lived abroad for a significant period of childhood, usually due to the mobility of one or both parents for professional or personal reasons. This experience can have a significant impact on a child's life in terms of social, emotional, cultural and linguistic development, exposing them to a new language, a different culture and different social and behavioral norms. Children who have lived abroad may develop stronger cross-cultural skills, greater openness, and an ability to adapt to new environments and situations.	e.g Caselius & Mäkelä, (2022)
Traveled abroad as a child	"Traveled abroad as a child" refers to having traveled abroad for a period of time during childhood, either with family or school, for leisure, education, or other reasons. Unlike "lived abroad as a child," this does not imply having moved to another country for an extended time. Children who have travelled abroad may have been exposed to different cultures and experiences, which can influence their development and perception of the world. Travelling abroad can also give people an open mind and curiosity about travel and foreign cultures. However, unlike "lived abroad as a child", this experience is often shorter and less immersive in the culture and language of the country visited.	E.g., Engle & Nash, 2016
International cooperation	"International cooperation during childhood" refers to collaboration and interaction with people and organizations from different countries during childhood. This cooperation may include participation in	E.g., Pasztor, 2021

during childhood	exchange programs, development projects, or educational initiatives that involve international partners. The goal of international cooperation can be to solve global problems, such as poverty, injustice, and climate change, or simply to promote understanding and empathy between cultures. International cooperation as a child can help develop global awareness, the ability to work with people from different cultures, and to solve problems collaboratively. It can also encourage interest in international affairs and participation in global citizenship.	
Generational status	"Generational status" refers to the status or position of a person in the succession of generations within a family or community. The term is often used to describe the immigration experience and position of a person in the first, second, third, etc. generation of immigrants. For example, a person born in a country other than that of their parents is considered to be a first generation immigrant, while their children are second generation, and their grandchildren are third generation, and so on. Generational status can influence a person's experience and perception of culture, identity, language, and assimilation in the new country. It can also impact intergenerational relationships, family traditions, and the transmission of cultural and social values.	e.g., Osmancevic <i>et al.</i> , 2023; Ghosh, 2013