



Dissertation

Master in International Business

***The Influence of Responsible Leadership on
Expatriates' Performance: The Mediating Role of
Affective Well-Being at Work and the Moderating
Role of Cross-Cultural Adjustment***

Melissa Marques Branco

Leiria, September of 2018

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Melissa Marques Branco

Dissertation developed under the supervision of Doctor *Tânia de Matos Gomes Marques*, professor at the School of Technology and Management of the Polytechnic Institute of Leiria and co-supervision of Doctor *Cátia Claudemira Crespo*, professor at the School of Technology and Management of the Polytechnic Institute of Leiria.

Leiria, *September of 2018*

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Dedication

To Pieter Joanh Nummerdor, in memory of our conversations about this world.

Thank you.

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Acknowledgements

This dissertation is the culmination of an enriching process on every level. During this year, I had the support of some amazing people that I would like to thank:

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My sincerest gratitude to all, without your help this would not be possible.

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Resumo

O conceito de liderança responsável emerge na literatura para colmatar os desafios da globalização. A liderança responsável distingue-se de outras abordagens de liderança pela relação próxima do líder com todos os *stakeholders*. Todavia, existe a necessidade de estudos empíricos que examinem o impacto da liderança responsável nos resultados dos colaboradores em ambientes transfronteiriços, como é o caso da expatriação. Assim sendo, objetivo deste estudo é examinar o impacto da liderança responsável no desempenho dos expatriados e no seu bem-estar afetivo em contexto laboral. Simultaneamente, o ajustamento cultural é considerado, uma vez que são avaliados colaboradores expatriados. Utilizando a teoria da identidade social, este estudo analisa os efeitos da liderança responsável nos resultados individuais dos colaboradores expatriados. A aplicação de um questionário online permitiu a recolha de 111 respostas válidas de trabalhadores que se encontram processos de expatriação. Utilizou-se a modelagem de equações estruturais, como ferramenta estatística para aferir o impacto da liderança responsável no desempenho dos expatriados, bem como no seu bem-estar afetivo em contexto laboral. Os resultados obtidos demonstram que a liderança responsável influencia o bem-estar afetivo dos trabalhadores expatriados bem como o seu desempenho individual, através do efeito mediador do bem-estar afetivo no trabalho. Além disso, é também revelado o impacto direto e positivo do bem-estar no trabalho, no desempenho individual dos colaboradores expatriados. O ajustamento cultural não possui um efeito moderador na relação entre a liderança responsável e o desempenho individual dos trabalhadores expatriados. Este estudo sugere que a liderança responsável tem uma contribuição positiva na avaliação de resultados dos colaboradores expatriados.

Palavras-chave: Liderança Responsável; Desempenho dos Expatriados; Bem-estar Afetivo no Trabalho; Ajustamento Cultural; Teoria da Identidade Social

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Abstract

The concept of responsible leadership is emerging in the literature to address the globalization demands. Responsible leadership is distinguished from other leadership styles by the closest relationship of the leader with all stakeholders. However, few studies in the literature had empirically examined the influence of responsible leadership on employee outcomes, considering a cross-border environment. The aim of this study is to examine the effect of responsible leadership on expatriates' performance and affective well-being at work. At the same time, it is considered that cross-cultural adjustment should be taken into account when approaching expatriate employees. Using the Social Identity Theory, this study outlines the relation of responsible leadership on expatriates' outcomes at work. An online questionnaire was conducted to collect data from a sample of expatriate employees, which are currently in the process of expatriation. A total of 111 valid answers were obtained and used in this study. Structural equation modeling was used to analyse the collected data. The results show that responsible leadership has a positive impact on the affective well-being at work and an indirect impact on expatriates' performance through the mediation role of affective well-being at work. Moreover, affective well-being at work directly contributes to expatriates' performance. The cross-cultural adjustment did not play a moderator role when assessing the direct relation between responsible leadership and expatriates' performance. It is suggested that responsible leadership has a positive contribution when addressing employees' outcomes in a global context.

Keywords: Responsible Leadership; Expatriates' Performance; Affective Well-Being at work; Cross-Cultural Adjustment; Social Identity Theory.

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List of acronyms

AS – Assigned Expatriates

AWB – Affective Well-Being

CCA – Cross-Cultural Adjustment

DE – Drawn Expatriates

NGOs - Non-Governmental Organizations

RL – Responsible Leadership

SIE – Self-Initiated Expatriates

SIT – Social Identity Theory

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1. Introduction

Since the 90s the world is witnessing the phenomenon of business globalization, wherein the global word became the norm for supply chains, markets, communication with stakeholders, finance systems, competitors, social media, marketing and selling (Bird & Mendenhall, 2015). Nevertheless, recent corporate scandals worldwide are now uncovered and the loss of public trust in leaders and in institutions is now the common scenario in society (Antunes & Franco, 2016). Businesses and leaders are increasingly held accountable for their actions. Society has now the perception that both multinational corporations and their leaders have the potential to contribute to a sustainable world (Maak, 2007).

Leadership takes place in a global stakeholder environment and it is expected that leaders take an active role as citizens in the society (Antunes & Franco, 2016). Leaders of the global world are now, responsible to stand for global problems such as poverty, environmental degradation, human rights protection, and pandemic diseases to give a sustainable contribution to the society, to the environment and to the economy (Pless et al., 2011). Responsible leadership is an emergent topic in literature to address the globalization demands by shifting leadership approaches from leader-subordinate relationships to leader-stakeholder relationships (Maak & Pless, 2006). Practices of responsible leadership are examined in the scope of stakeholder theory of Freeman's (1994). This perspective suggests that responsible leaders contribute to the triple-bottom-line by creating economic, social and environmental value (Elkington, 1998), through the implementation of responsible practices in corporations that allow economic growth, and addresses the social and environmental concerns. At the same time, responsible leaders are challenged to engage multiple stakeholders such as clients, suppliers, employees, shareholders, communities, NGOs and the government (Maak, 2007), with an ethical perspective with respect for the norms, values, and principles (Pless, 2007).

Responsible leadership addresses the globalization demands (Maak & Pless, 2006) by taking the corporate social responsibility to a global level. Leaders are under an increasing pressure from several stakeholders (e.g. government, local communities, NGOs and consumers) to engage in self-regulation and to engage in an active posture as

global citizens (Stahl & Sully de Luque, 2014). The increasing number of participants in the UN Global Compact, counting with more than 9,000 corporations in 164 countries (United Nations Global Compact, 2018)¹ shows evidence of the growing corporate social responsibility from leaders that conduct their business operations based on sustainability, human rights, labour, environment, and anti-corruption. At the same time, corporations that nurture employee well-being are publicly acknowledged, as is the case with Fortune magazine's annual list of the "100 Best Companies to Work For," which recognizes the best corporations by current and prospective employees as desirable places to work (Grant et al., 2007).

In result of the best positive corporation practices, employees tend to feel happy at work. Happiness at work can be operationalized as affective well-being at work (Daniels, 2000). Affective well-being is characterized by "the frequent experience of positive affects and infrequent experience of negative affects" (Rego & Cunha, 2011 p. 526). Wright and Cropanzano (2004) remark that happiness is an important tool to maximize employee performance. In fact, the literature suggests that there is a positive relationship between leadership style, employees' affects at work and their performance (McColl-Kennedy & Anderson, 2002). Responsible leadership practices may promote employees' well-being at work (Voegtlin et al., 2012). In addition, is suggested that affective well-being at work influences employee's performance (Wright & Cropanzano, 2000; Wright & Cropanzano, 2004).

As stated above, responsible leaders operate in global markets (Miska et al., 2013). Thus, expatriation is a common phenomenon in today's global world. According to the United Nations, Department of Economic and Social Affairs, Population Division (2016), the number of international migrants is increasing over the years and according to the most recent data, reaching 244 million migrants in 2015. With a heterogeneous setting, there is the need for leaders to engage different cultures into their corporations and stimulate common values and goals. Expatriate's performance is the competitive advantage in global markets (Palthe, 2004). In this sense, the degree of adjustment into a foreign country is fundamental for the expatriate employees. Cross-cultural adjustment is defined as "the process of adaptation to living and working in a foreign culture" (Palthe, 2004). Past research suggests that expatriate's cross-cultural

¹ <https://www.unglobalcompact.org/>

adjustment influence individual performance (Caligiuri, 1997; Sigh & Mahmood, 2017). In this sense, the adjustment of expatriate employees may as well influence the relation between responsible leadership and performance.

Scholars suggest that research on responsible leadership should consider organizational perspectives in terms of employee outcomes (Voegtlin et al., 2012; Miska & Mendenhall, 2015). However, few studies had empirically addressed the impact of responsible leadership on employee outcomes (Marques et al., 2018; Haque et al., 2017). Responsible leadership has been conceptualized through the interaction between studies in, ethics, leadership, corporate social responsibility and turnover intentions (Waldman & Siegel, 2008; Miska & Mendenhall, 2015; Haque et al., 2017). Furthermore, several studies suggest that responsible leadership can influence the employees' attitudes and behaviours (Doh et al., 2011). When assessing employees' affects at work, most of the existing studies in literature had conceptualized affective well-being at work as job satisfaction (Grant et al., 2007) and did not refer directly to a specific domain that can be measured in relation to work. Nevertheless, literature suggestions posit that responsible leaders care about the well-being of their employees (Antunes & Franco, 2016). Affective well-being at work is capable to induce in employees some positive outcomes (Rego, 2009; Warr & Nielsen, 2018). In the spectrum of responsible leadership practices and its effects on the individual level, some scholars suggest the positive influence of responsible leadership in the employee's performance (Lynham & Chermack, 2006; Voegtling et al., 2012; Shi & Ye, 2016). When responsible leadership is exercised in cross-border environments, leaders need to be able to deal with employees of different nationalities that are adapting to a foreign country. Thus, one needs to ask: is it possible that cross-cultural adjustment influences the relation between responsible leadership and employees' performance? Therefore, there is the need to address empirically the relation between responsible leadership, employees' performance and affective well-being at work in a global context, and contribute with cross-cultural studies in this area (Marques et al., 2018). To support these relations, this work uses social identity theory (SIT) of Tajfel (1974) which interprets the relations between an individual and the group and analyse how people self-identify and behave with respect to the group.

Based on the previous arguments, the aim of this study is to address the gap in the literature by adding an empirically study that intends to examine the role of

responsible leadership in expatriates' performance and affective well-being at work. At the same time, this study addresses the responsible leadership in a global setting, by assessing the perceptions of expatriate employees and investigating if their cross-cultural adjustment to a host country influences the relation between responsible leadership and performance. In this dissertation, it is suggested that responsible leadership has a direct and positive impact on expatriates' performance and affective well-being at work. At the same time, it is proposed that there is a positive impact of affective well-being at work in expatriates' performance. The relation between responsible leadership and performance will positively increase through the mediation of affective well-being at work. Finally, it is suggested that cross-cultural adjustment positively moderates the relation between responsible leadership and expatriates' performance. Assuming these relations, responsible leadership practices may motivate employees in a global setting to perform better. Therefore, the research question in this dissertation is "does responsible leadership influence expatriates' performance and affective well-being at work in a global context?"

The structure of this dissertation is as follows: section 2 contains a literature review of responsible leadership, expatriates' performance, affective well-being at work and cross-cultural adjustment. Section 3 contains the methods, including the adopted methodological approach. Section 4 outlines the data analyses and procedures. Results are presented in the fifth section. Section 6 presents the discussion and conclusions of the study. Section 7 deals with the theoretical and practical contributions of this study. Finally, the last section provides the limitations, and suggestions for future research.

2. Literature Review

2.1. Responsible Leadership

Recent corporate scandals (e.g. Compass Group, Enron, and Volkswagen)² had called into question the responsibility of corporations and their leaders (Haque et al., 2017). Leaders are held accountable by corporate decisions by several stakeholders and society as a whole (Antunes & Franco, 2016) since there is the awareness that corporations can actively contribute to a better world by being the example of good practices (Maak, 2007). There is the need to restore the trust in the purpose of the corporations (Maak & Pless, 2006). Thus, a global ethical movement is occurring where corporations actively contribute to the “triple bottom line” by creating social, environmental and economic value in the society (Elkington, 1998).

Responsible leadership (RL) is emerging in the literature to address the challenges of the global world such as technological development, liberalization of the markets, culture heterogeneity, global mobility and society concerns (Voegtlin et al., 2012). The concept of responsible leadership is distinct from other values-centered leadership theories such as ethical, authentic, servant and transformational (Pless & Maak, 2011). Waldman and Gavin (2008), state that RL offers to the current leadership approaches the missing element of responsibility. RL differs from other leadership approaches by considering the social and natural environment, the sustainable value creation or social change and followers as stakeholders within and outside the corporation (Pless & Maak, 2011).

Responsible leadership is defined as “a relational and ethical phenomenon, which occurs in social processes of interaction with those who affect or are affected by

² **Compass Group** is a British multinational contract foodservice company headquartered in Chertsey, Surrey was accused for bribed the United Nations in order to win contracts; **Enron** was an American energy company based in Houston, Texas. Several executives fraudulently concealed large losses in Enron's projects and were sentenced to prison. The corporation went bankrupt in November 2001; **Volkswagen** is a German multinational automotive manufacturing company headquartered in Wolfsburg. The corporation was convicted for fraud in diesel motors pollution measurements.

leadership and have a stake in the purpose and vision of the leadership relationship” (Maak & Pless 2006, p. 103), and in a global setting is “the ability to effectively address and meet the demands of a global stakeholder environment” (Miska et al., 2013, p. 552). The responsible approach to leadership provides a closer view of the leader-stakeholder relationship while dealing with the challenges of a globally interconnected world (Shi & Ye, 2016). Responsible leadership provides the ability for leaders to deal with the demands of a heterogeneous stakeholder society (Voegtlin et al., 2012) through the creation of value for internal and external stakeholders (Marques et al., 2018).

Stakeholders are defined as “any group or individual that can affect or is affected by the achievement of a corporation’s purpose” (Freeman 2004, p. 229) Maak and Pless (2006) argue that the key stakeholders and primary concerns of responsible leaders are the employees, clients and customers, business partners and the social and natural environment. Being able to engage different stakeholders in dialogue ensuring consensus in the decision process will contribute to increasing the legitimacy and support towards the corporation (Maak 2007). Therefore, responsible leaders are able to facilitate relational processes between stakeholders and joint different people into a common purpose (Maak & Pless, 2006).

Responsible leadership is ground in the Stakeholder Theory (Freeman, 1984). Hence, it studies the leadership dynamics in the context of the stakeholder society comprising the ethical perception such as norms, values, and principles (Pless 2007). The stakeholder approach assumes that values are necessarily and evidently a part of doing business (Freeman, 1994). Thus, “business” and “ethics” come together in a logical and functional way (Freeman et al., 2004). The core of the Stakeholder Theory is to create economic value by people who voluntary come together and collaborate to improve everyone’s circumstance (Freeman et al., 2004). This perspective encourages leaders to implement responsible leadership through their principles and values, considering the needs of all constituents affected by the leadership (Waldman & Gavin, 2008). In this sense, the values of responsible leadership, such as ethics and moral, align perfectly with the stakeholder perspective enabling leaders and followers to share a common purpose - contribute to a sustainable future and help the citizens in need (Maak & Pless, 2009). Therefore, responsible leadership and Stakeholder Theory, align fundamental values that are necessary to understand and implement corporate responsibility policies that benefit all stakeholders.

The responsible leader is viewed as the person who reconciles “the idea of effectiveness with the idea of corporate responsibility by being an active citizen and promoting active citizenship inside and outside the organization” (Pless 2007, p. 450). Their behaviour should be based on “intentional actions taken by leaders to benefit the stakeholders of the company and/or actions taken to avoid harmful consequences for stakeholders and the larger society” (Stahl & de Luque, 2014 p. 238). Therefore, the responsible leaders need to feel the inner commitment to do the right thing in relation to others and guarantee that their action is for the benefit of the society (Antunes & Franco, 2016). In fact, “having a good character and being a moral person is the core of being a responsible leader” (Maak & Pless, 2006). Leaders, who act with responsibility, are moral, conscious; they care about the corporation as a fundamental part of the society and are open towards the diversity of stakeholders inside and outside the corporation as an integrant part of processes and decisions (Pless, 2007). Responsible leaders incorporate stakeholders’ values in the corporation’s vision and mission, manage by example, enhance intellectual stimulation to conduct followers to adopt stakeholder values, and demonstrate employee empowerment (Waldman & Gavin, 2008). The responsible leader is a coordinator and cultivator of relations with all stakeholder groups. Responsible leaders manage employees to encourage collaboration and ethical behaviour (inside and outside the organization), clients, and customers by ensuring that products and services are safe and satisfy their needs and expectations, business partners by treating them respectfully, fairly and guaranty that they are guided by the same responsible practices. Simultaneously, they ensure the creation of value through transparency, ethics, and financially responsible decisions, while respecting the interests of shareholders, social and natural environment (Maak & Pless, 2006).

Focusing on a global setting, the aim of this dissertation, the challenge for responsible leaders, is to engage multiple relevant stakeholders in a network into a common purpose: contribute to a business that is assembled over values creation and seeks to be recognized as responsible and sustainable and therefore, being legitimate in society (Maak, 2007). The creation of a common purpose between stakeholders and the corporation is fundamental to the business success and it increases the value to all chain. As defended by Freeman, Wicks, and Parmar (2004), shareholders are stakeholders, thus the creation of products and services that customers are willing to buy, the creation

of jobs that workforces are willing to fill, the construction of relationships with suppliers that companies are willing to have, and being good citizens in the community will directly contribute to shareholder value. Responsible global leaders are challenged to create stakeholder social capital beyond their hierarchical domain. This comprises the creation of economic, social and environmental values, the humanitarian challenges, meeting the expectations of stakeholders and foster a sustainable development on a global scale, by acting as agents of the world benefit (Maak & Pless, 2009). For that reason, despite the final aim of business, managers must take into account the legitimate interests of groups and individuals who are affected by or can affect their activities (Donaldson & Preston, 1995).

When operating in a cross-border environment, responsible global leaders face significant challenges. They need to deal with diversity to respond to a wider range of stakeholders (both external and internal), ethics to respond to the expectations of an ethically acceptable behaviour, sustainability to respond to the environmental preservation and human well-being, and social equity and citizenship to respond to economic and social issues considering equality, social justice and human rights (Stahl et al., 2016). Therefore, responsible leaders need to adopt the corporate social responsibility approaches carefully when dealing in a cross-border environment in order to meet legitimacy and the expectations of all stakeholders (Stahl et al., 2016). Responsible leaders need to possess skills beyond the domestic market such as intercultural competencies and social flexibility to facilitate productive interactions, and self-identity to adjust their interaction strategies in order to address the challenges within multiple stakeholder demands. In order to gain legitimacy, responsible leaders use especially, a transnational approach to global corporation social responsibility where they balance between global consistency and local responsiveness (Miska et al., 2013). Responsible global leaders must think and act as cosmopolitan citizens and citizens of the world, by having the sense of global justice, sense of care and duty of assistance towards citizens (Maak & Pless, 2009). However, all the characteristics of responsible leaders in a global world may seem difficult to achieve, the literature suggests that leaders can engage in activities that enhance their sensibility to address global challenges, and deal with a broader social, political, ecological, and ethical demands in a global setting. “Project Ulysees”, as remarked by Pless, Maak and Stahl (2011), is one of the examples that provide tools for leaders to gain a responsible mind-

set, ethical literacy, cultural intelligence, global mindset, self-development and community building. This program is an example where leaders are challenged with international assignments in multinational teams in different realities of the origin country (Pless et al., 2011).

In sum, the recent responsible leadership is the key to sustain and build a business that benefits several stakeholders (Pless et al., 2012). Among the stakeholders are employees that are crucial for the development and continuity of the corporation. In this sense leaders that act responsible, are able to influence employees and enhance pride and satisfaction within the corporation (Doh et al., 2011) leading to organizational and individual outcomes. Such individual outcomes that may emerge from the responsible leadership need to be addressed.

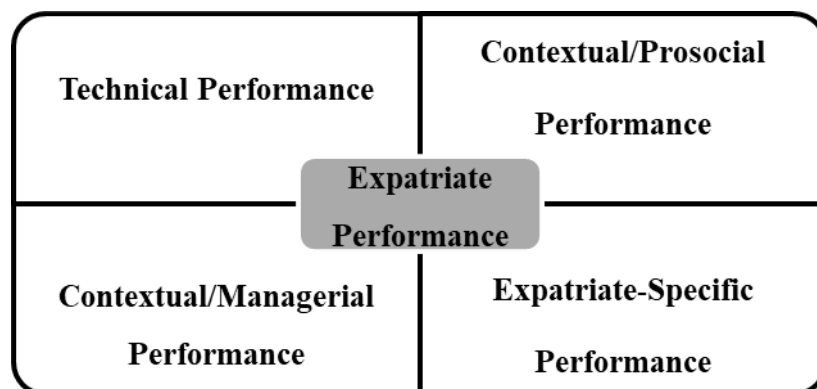
2.2 Expatriates' Performance

Corporation's competitiveness in global markets depends on the capacity to adjust to new environments. Expatriates' success is the competitive advantage when corporations implement a global strategy, therefore companies enhance their investments in expatriate adaptation in order to achieve maximum performance and subsequently thrive in international markets. Caligiuri (1997) evaluates expatriates success through three criteria, namely, completion of the foreign assignment, cross-cultural adjustment while on assignment and performance on the foreign assignment. Expatriates' performance is addressed in this study since it represents a competitive advantage when corporations operate cross-borders (Palthe, 2004).

Performance is defined as "observable things people do (i.e., behaviours) that are relevant for the goals of the organization" (Campbell et al., 1990 p. 314). Black Mendenhall and Oddou (1991) state that expatriates' performance is more complex in global environments than domestic environments. Both domestic and global jobs include technical performance and contextual performance dimensions (Borman & Motowildo, 1997; Caligiuri, 1997). Technical performance refers to job analytic terms represented by the tasks or duties incumbents to perform (Borman & Motowildo, 1997) and in the expatriate assignments which include tasks such as training host nationals on new technologies, negotiation and managing sales accounts (Caligiuri, 1997).

Contextual performance refers to aspects that are not related to task performance such as volunteering to carry out task activities that are not formally part of the job, helping co-workers, putting extra effort to complete the job and contribute to the effectiveness of the corporation (Borman & Motowildo, 1997; Caligiuri, 1997). Caligiuri (1997) suggests that expatriates that are sent abroad to fulfill technical positions, will end up assuming managerial responsibilities since they need to transfer knowledge and manage resources effectively when dealing with different cultures. In this sense, expatriates that are performing abroad will assume more contextual activities. Contextual performance is directly related to organizational citizenship behaviour (OCB) also defined as “extra-role discretionary behaviour, the intent to help others in the organization or to demonstrate conscientiousness in support of the organization” (Borman & Motowildo, 1997, p.100). To characterize the contextual expatriates’ performance, Caligiuri (1997) differentiate between contextual/prosocial dimensions, contextual/managerial dimensions and expatriate-specific dimensions (Figure 1). Contextual/prosocial dimensions include organizational commitment, motivation, carrying out additional task activities, facilitation team, and peer performance and maintaining personal discipline. Contextual/managerial dimensions include good work relationships, training, coaching, represent the corporation to customers and public, communicate effectively, and keep other informed. Expatriate-specific dimensions include replacement planning (sharing knowledge), sharing information, language and culture proficiency, establishing good relations with the host nationals, and fostering commitment in the corporation (also transferring values to subsidiaries).

Figure 1 - Dimensions of Expatriate Performance



Source: Caligiuri (1997)

Literature suggests several factors that may influence expatriates' performance such as gender (Caligiuri & Tung, 1999), big five personality (Mol et al., 2005), emotional intelligence (Singh & Mahmood, 2017), previous international experience (Claus et al., 2011), cultural flexibility (Shaffer et al., 2006), corporate supporting practices (Wu & Ang, 2011), leader-member exchange and spousal support and adjustment (Kraimer et al., 2001). Only few theoretical studies in the literature had related the concept of responsible leadership to employees' performance (Lynham & Chermack, 2006; Ye & Shi, 2016). Lynham and Chermack (2006) postulate that responsible leadership may be an indicator of performance due to the characteristics that are inherent to this approach such as ethics, responsibility, endurance, and effectiveness. Moreover, when operating in a global market, leaders find themselves leading global teams, including expatriates with different perspectives of the organizational culture (Bird & Mendenhall, 2015), thus responsible leaders need to be prepared to address the global challenges, and cope with multinational internal stakeholders will be one of these challenges.

Responsible leadership practices may contribute to the performance of expatriate employees. The responsible leaders implement a sense of shared goals, which benefit all stakeholders and the society as a whole. As a result, responsible leadership may influence employees to perform accordingly in order to achieve positive results.

2.3 Affective Well-Being at Work

Nowadays, individuals make a great effort to invest in their higher education and the main objective of this investment is to access better work conditions to achieve personal and professional goals. For corporations, the happiness of their workforce is important since pleasant affects at work may conduct to the maximization of employee betterment and employees' performance (Wright & Cropanzano, 2004).

The term "happiness" is "a subjective experience: people are happy to the extent that they believe themselves to be happy" (Rego et al., 2009 p. 217). In literature, researchers tend to treat "happiness" as psychological well-being (PWB) (Rego et al., 2011). PWB consists in several components, containing affective well-being,

competence, aspiration, autonomy, integrative functioning and satisfaction (Warr, 1990; Daniels, 2000). Affective well-being (AWB) is one of the most important indicators of PWB (Warr, 1994) and reflects the experience of positive affects and the infrequent experience of negative affects (Daniels, 2000). AWB is multi-dimensional and domain specific, and can be measured in relation to work (Warr, 1990a; Rego & Cunha, 2009; Daniels, 2000). Nowadays, affective well-being at work is the nearest available expression of happiness in the workplace (Hosie & Sevastos, 2010), the reason why this work will focus on AWB as an indicator of happiness at work.

The relation of affective well-being at work and other workplace constructs such as job satisfaction, burn-out, work-family conflict, occupational success, and income is already proven in the literature (Ilies et al., 2015; Russel & Daniels, 2018). However, several studies conceptualize affective well-being at work as job satisfaction (Warr, 1990; Warr & Nielsen, 2018). In this study, the affective well-being at work is measured with the scale developed by Daniels (2000) which comprises five bi-polar dimensions: anxiety-comfort, depression-pleasure, boredom-enthusiasm, tiredness-vigour, and anger-placidity reflecting negative affects and positive affects that can be experienced in the workplace.

Fisher (2010) suggests that happiness in the corporations is preceded by several corporation's characteristics: organizational culture, human resources' practices, justice, achievement, commitment, camaraderie, commitment and involvement from the corporation, job security and investment in the employees through training and good work conditions. Furthermore, employees' experience of positive affects at work is dependent on factors such as corporation's standards, innovation, constant improvement and the external expectations from several stakeholders (Rebelo et al., 2017). Moreover, positive leader behaviours are associated with higher levels of affective well-being at work. Leader behaviour is associated with employee attitudes and perceptions. Consequently, leaders that establish good relations with employees and provide empowerment and good work conditions will increase the affective well-being at work of their employees (Skakon et al., 2010). As a result, responsible leadership practices promote the good work relations with all stakeholders, considering employees as a key factor for the good functioning of the corporation.

Employees who identify themselves with the work corporation through a cognitive connection (e.g. when members personally relate with the values of the

corporation) are likely to make an additional effort for the corporation and peers. Moreover, when employees perceive the corporation as virtuous and socially responsible, they become psychologically attached and generate behaviours that promote motivation, positive affects and self-esteem (Dutton et al., 1994). Taking into account that responsible leadership practices enhance CSR, the employees' perceptions about the good image of the corporation will also increase. These associations contribute to positively impact work attitudes and job satisfaction (Doh et al., 2011) as well as affective well-being at work. Similarly, Fisher (2000) states that corporate environments or events do not influence directly the affective well-being at work. Affective well-being at work is influenced by the employee perception and interpretations regarding the environment and events.

Employees who experience positive affects at work are able to become more resilient, creative and social (Wright & Cropanzano, 2004). When positive affects are part of the corporate environment, employees may increase their performance (Rego, 2009). The consequence for the corporations is a more stable work environment where employees are able to translate their affects in behaviours that contribute to common goals. Responsible leaders may contribute with actions that foment the integration of employees, increase the perceptions of good leadership and consequently generate affective well-being at work.

2.4 Cross-Cultural Adjustment

In today's increasingly interconnected world, international migration has become a worldwide reality. The distinction between countries of origin and destination is now outdated (United Nations, 2016) since the expression "citizens of the world" is now common. Corporations are wage in different backgrounds, perspectives and diversity to improve their capability to compete in a global business. There is an increasingly significant investment from corporations in human resources to give its employees the necessary competencies to compete in international markets and to embrace a global mindset. Expatriates represent a key solution to transfer their knowledge to subsidiaries worldwide and to implement the vision of the home country, or/and to transmit different views and experiences contributing for a better understanding of a global world. However, in attempt to adjust in a new cultural environment, expatriates have to

perform in an unfamiliar context dealing with problems of motivation, leadership, and productivity, which may origin stress and unsuccessful performance for the employee and significant direct and indirect costs for the business (Selmer, 2002). The main causes of expatriation failure are the inability to adapt to new environments due to cultural and physical differences and difficulties in the adjustment of expatriates' family (Calgiuri et al., 2001). Therefore is now important for corporations to concentrate the efforts in cross-cultural adjustment by delivering work and living conditions to expatriates in order to benefit from their knowledge.

The concept of expatriate is being refined in recent literature, as some scholars attempt to clarify the meaning of expatriate to enlighten researchers and eliminate bias when addressing the subject. Andresen, Bergdolt, Margenfeld and Dickmann (2014), and McNulty and Brewster (2016), characterize the expatriate as a subgroup of migrants categorized as an assigned expatriate (AS), drawn expatriate (DE) and self-initiated expatriate (SIE) when the first step to move internationally is only made by the individual who begins the expatriation process (table 1).

Table 1 - Expatriate categorization

Assigned expatriate (AE)	The initiative to expatriate starts from the corporation. The current work contract partner (typically in the home country) takes the legal decision of employment.
Drawn expatriate (DE)	When the host country corporation approaches the employee and propose a legal work contract conducting to move abroad to other corporation.
Self-initiated expatriate (SIE)	When the first step to move internationally is made by the individual who begin the expatriation process.

Source: adapted from McNully and Brewster (2016)

To be considered an expatriate it is required to have a legal work abroad and do not possess citizenship from the host country. More accurately, McNulty and Brewster (2016) refer to the term business expatriates to include all employed expatriates and to consider all kinds of “business”. Accordingly, business expatriates are “legally working

individuals who reside temporarily in a country of which they are not a citizen in order to accomplish a career-related goal, being relocated abroad either by a corporation, by self-initiation or directly employed within the host-country” (McNulty & Brewster, 2016 p. 20).

Currently, expatriates can benefit from modern channels of communication and transportation that facilitates the contact with the home country so expatriates enjoy external supports that allow them to preserve a mental and, often, a material independence from the host country. Nevertheless, at the present, a growing resentment is commonly seen against expatriates since young and radical nationalists perceive foreign as people who block the avenues of occupational and social mobility for locals (Cohen, 1977), hence it can create difficulties in adaptation to the foreign country.

Cross-cultural adjustment, refers to the individual’s ability to effectively interact and get along with host nationals, a new culture, and new environment (Black et al., 1991) and the degree of a person’s psychological well-being with various aspects of a new setting (Black & Gregersen, 1991). Cross-cultural adjustment is linked to three specific dimensions: work, interaction and general adjustment (Black et al., 1991).

Work adjustment refers to the psychological comfort involving different work values, expectations, and standards. Comprises performance tasks, expectations, and supervision. It is considered the easiest of the adjustment facets and it is essential in order to accomplish the success during the assignment (Black et al., 1991).

Interaction Adjustment with host nationals is related to the adjustment to different communication styles in the host cultures, and to communicate with host country nationals. Refers to the ability to communicate and to interact with host-country nationals both inside and outside the work setting (Black et al., 1991). Black and Gregersen (1999), consider that language fluency and cultural differences may affect the ability to interact efficiently.

General adjustment comprehends psychological comfort relating to factors of the host cultural environment that are not work-related, such as weather, living conditions, food health-care, transportation, entertainment, facilities and housing conditions (Black et al., 1991).

Cross-cultural adjustment is a decisive aspect for the success of expatriated employees. Shaffer, Harrison, and Gilley (1999) suggest that cross-cultural adjustment

may be influenced by four factors: job factors, organizational factors, non-work factors, and individual factors. Job factors are associated with the tasks and duties assigned to the expatriate and include role clarity, discretion, conflict, and novelty (Shaffer et al., 1999). Organizational factors include organizational culture novelty, social support, and logistical help. Non-work factors include culture novelty and spouse adjustment. Finally, the individual factors include self-efficacy, relation skills, and perception skills. Additionally, Black and Porter (1991) suggest that previous international assignments and host country language fluency may facilitate the adjustment in the host country. Expatriate employees who are well adjusted to the host country do not possess external constraints, as mentioned before. Consequently, their relation to the corporation may be enhanced as well as their performance.

2.5 The Link Between Responsible Leadership, Expatriates' Performance, Affective Well-Being at Work and the Moderating Role of Cross-Cultural Adjustment

The link between responsible leadership, expatriates' performance, affective well-being at work and cross-cultural adjustment is supported using social identity theory (SIT). The SIT approach in the literature was developed by Tajfel (1974), and explains the relationships between an individual and the group, and analyze how an individual behaves in relation to a group. Tajfel (1974, p.69) defines social identity as "that part of an individual self-concept which derives from his knowledge of his membership of a group (or groups) together with a value and the emotional significance attached to the membership". This theory has been empirically supported in literature in studies of leadership (Haque et al., 2017) organizational behaviour, motivation and performance (Van Knippenberg, 2000; Ellemers et al., 2004). Van Knippenberg (2000) theoretical analysis suggests that the relationship with social identity processes contributes to the motivation and performance of the employees. An empirical study, conducted by Haque, Fernando and Caputi (2017) used SIT to explain the relationship between responsible leadership, organizational commitment and employee's behaviours such as

turnover intentions. The leadership investigations may use SIT to explain the relationship between an individual and the group, in particular, between the leader and the employees. When the employees enjoy their leader and develop positive feelings regarding to the corporation is likely that they create meaning and identity (Haque et al., 2017). Moreover, responsible leadership is based on the concern for all the stakeholders, employees included, and it is based on decisions that align all the interests of the corporation with respect for those who affect or are affected by the corporation. Considering employees as primary stakeholders (Doh et al., 2011) it is likely that responsible leaders are able to enhance corporate values and positive environments where employees create attachment and perceptions of self-identification. Being a part of a responsible corporation may increase the feelings of belonging into a group and, as consequence, increase performance (Van Knippenberg, 2000) and well-being (Inceoglu et al., 2018). At the same time, being a part of a group may help to integrate expatriates into the organizational context and diminish the difficulty to adapt into a new environment (Ashforth & Mael, 1989).

As mentioned before, research suggests several responsible leadership outcomes, measured through levels of analyses: the macro level focusing on corporations, culture and society, the meso level focusing on organizational context, groups and corporate strategy, and the micro level focusing in personal interactions between individuals and business leaders (Miska & Mendenhall, 2015).

Macro level outcomes of responsible leadership include the positive effect on the corporations' legitimacy, trustful stakeholder relations, and growth of stakeholder social capital (Voegtlin et al., 2012). Responsible leadership contributes to maintaining and building legitimacy, thus the perceptions of stakeholders will increase positively (Shi & Ye, 2016).

Meso level outcomes of responsible leadership include positive effects in the corporations' ethical environment, corporate social responsibility and social entrepreneurship (Voegtlin et al., 2012). Additionally, Shi and Ye (2016) suggest positive impacts on the corporation performance since responsible leadership motivates stakeholders to accomplish shared goals. Finally, the growth of corporate social responsibility since it is the essential connotation of responsibility, and concerns to all stakeholders.

Micro level outcomes of responsible leadership include the positive effect on employees' attitudes and cognitions, enhancing organizational citizenship behaviour, motivation and job satisfaction (Voegtling et al., 2012), being the micro level the focus of this work. Similarly, Shi and Ye (2016), suggest an influence in the turnover intention since leaders focus on employees' needs and provide them support contributing to attract and retain talent, as well as job satisfaction since responsible leaders contributes to a good work environment. Responsible leadership influences the organizational commitment contributing to organizational engagement, and impacts the ethical behaviours once responsible leadership emphasizes leader ethics, and employees follow the example. Finally, responsible leadership positively influences work performance through the motivation of the employees. Responsible leaders are a positive role model that contribute to engagement of the organization request and extra-role performance (Shi & Ye, 2016).

Since the concept of responsible leadership is recent in the literature, there is the need to address the responsible leadership and its influence on individual outcomes such as performance and affective well-being at work. The existing studies in the literature correlate leadership styles with performance, satisfaction (McColl-Kennedy & Anderson, 2002; Dionne et al. 2004; Limsila & Ogunlana, 2008; Wang et al., 2011), and affective well-being at work (McColl-Kennedy & Anderson, 2002; Kalshoven & Boon, 2012). For this reason, the responsible leadership concept also needs to be integrated into the literature as a key factor to motivate and incentive employees, and to conduct them to achieve shared goals. Moreover, responsible leadership shares characteristics with other recurrent leadership styles such as transformational, ethics and servant (Voegtlin, 2011) that had empirically proven a positive relation to employee outcomes at work.

According to SIT, when an individual perceives himself as part of a particular group, he will adopt the same norms and guides as the group in his or her particular behaviour (Ellemers et al., 2004). In this sense, the identification with a group in a corporation may lead to the employees making an extra effort for the corporation. The social identity approach reaffirms that belonging in a group with the same identifiable values motivate the achievement of shared goals and improve the commitment towards the work processes (Ellemers et al., 2004).

Lynham and Chermack (2006) developed a theoretical framework that represents a theory of responsible leadership for performance (RLP) to enlighten the direct link between responsible leadership and performance. The author contributes to future research by leaving the suggestion of empirical studies that address RL focused on both responsibility and performance.

Based on the above, it is suggested that responsible leadership may influence expatriates' performance. Thus, it is proposed:

H1: Responsible leadership has a positive effect on expatriate's performance.

The literature points out that responsible leadership increase organization virtuousness (Rego et al., 2009), employee commitment, legitimacy, trustful (Voegtlin et al., 2012), and organizational commitment (Doh & Quigley, 2014). These influences are consequences of responsible leadership practices that focus on building economic, social and environmental value and address humanitarian concerns in the society (Maak & Pless, 2009). In this sense, employee's affective well-being at work may also be related to responsible leadership actions. Biétry and Creusirer (2017) empirically concluded that there is a positive relationship between AWB at work and human resources practices perceived by employees. It was concluded that human resource management practices encourage high abilities and opportunities, and that motivation amongst employees is positively related to employee affective well-being at work. Therefore, the responsible leader himself also plays an important role in employees' affective well-being at work. Leader behaviour can influence employees' well-being at work by enabling resources such as social support, giving opportunities for rewards, skill discretion and social interaction with employees (Inceoglu et al., 2018). Similarly, Van Dierendonck, Haynes, Borrill, and Stride (2004) pointed out that leader's behaviour characterized by trust, confidence, recognition, and feedback can enhance the well-being of employees.

Responsible leaders are able to mobilize teams to contribute to a common good (Maak & Pless, 2009). Leaders who act responsible, enhance positive affects in employees that tent to joint instead of follow (Schneider, 2002), and provide resources that enable affect well-being through the shaping of the work environment, rewards, autonomy, skill discretion and by being a source of support for employees (Iceoglu et

al., 2018). Responsible leadership encourage the development and growth of employees and concern for their well-being. Therefore, when a leader is responsible, acts from an internal sense of commitment to do the right thing with respect to the well-being of employees (Doh et al., 2011), and lead by example (Waldman & Galvin, 2008).

Warr and Nielsen (2018) suggest that supervisor behaviour may be predictive of well-being at work. Responsible leadership behaviour involves actions like accountability, dependability, authority, and empowerment, and it is plausible that its associated virtuousness provide a far-reaching and inclusive implication (Cameron, 2011). In fact, considering corporation virtuousness as a fixed point in decision-making and as guidance to leaders in times of ambiguity and change, can lead to positive corporation results (Cameron, 2011). Corporations' leaders can encourage a happier and more affectively committed workforce. With attention to the organizational virtuousness, leaders can provide an honest and sustainable encouragement to employees' positive perceptions of the corporation (Rego et al., 2011).

SIT links responsible leadership with affective well-being at work since the attraction to the corporation and its leaders increase the feeling of belonging and affection towards the corporation (Haque et al., 2017). Additionally, leaders can impact their employees by enabling the construction of a collective identity that will be an integrant part of their own identity (Inceoglu et al., 2018), contributing to their affective well-being. Based on the mentioned literature, it is suggested that responsible leadership is capable to influence affective well-being at work. In accordance with the above, hypothesis 2 is presented:

H2: Responsible leadership has a positive effect on employees' affective well-being at work.

Experiencing positive affects in the workplace is perceived as beneficial outcomes in the corporation such as superior performance rated by supervisors and self-rated performance. People who experience positive affects during the tasks and in the workplace have normally disposition to go beyond the required duties in the organization, to increase job involvement, are less likely to quit their jobs and to have withdrawal behaviour such absenteeism and turnover (Boehm & Lyubomirsky, 2008). Simultaneously, Fisher (2010) suggests that personal level of happiness, which includes

affective well-being at work, may conduct to reduce quit and turnover intentions, counter-productive work, and also to increase organizational citizenship and effectiveness at work and individual performance.

Responsible leaders need to be able to integrate people from different cultures to work together effectively. They must care for the well-being of different constituencies by understanding their needs, values, facilitate dialogue and mobilize them into a common purpose (Maak & Pless, 2006). Perceptions of a good communication with the leader improve quality of leader member-exchange and foster individual performance (Rego & Cunha 2008). These practices contribute to reducing turnover and demotivation enhancing job satisfaction, affective commitment, engagement and higher financial performance through the mediation effect of employee happiness (Fisher, 2010). Overall, happy employees are more satisfied with their jobs and have better performance than unhappy employees (Boehm & Lyubomirsky, 2008), meaning that if the affective well-being at work is greater, the self-rated performance of employees will increase positively (Rego & Cunha, 2008). Warr and Nielsen (2018) suggest that affective well-being at work has a positive influence in employees' performance, ergo employees who experience positive affects in the workplace are likely to increase their performance. Psychological well-being was also to be found as more predictive of performance than job satisfaction. An empirical study conducted by Rego (2009) in a Portuguese sample of workers, shows evidence that affective well-being at work contributes to individual performance. The study indicates that employees who experience higher levels of affective well-being at work, also perceive themselves as more productive.

Therefore, happy workers have higher performance ratings (Wright & Cropanzano, 2000), which lead to suggest that affective well-being can be considered as employee predictor of performance.

Based on the suggested by the literature, the affects experienced by employees in the corporation can influence their performance, and, the impact of the affective well-being at work may also differ across cultures (Boehm & Lyubomirsky 2008). Thus, it is suggested that in a global environment, considering expatriate employees, these assumptions will also be considered valid. Therefore, the following hypotheses are proposed:

H3: Affective well-being at work has a positive effect on expatriates' performance.

H4: Affective well-being at work positively mediates the relation between responsible leadership and expatriates' performance.

The global business success of expatriates depends on the understanding and knowledge to manage across cultures. The time to adjust to a new culture will affect the performance of the organization (Singh & Mahmood, 2017). Expatriates who are maladjusted to the host country are more likely to quit, and those who remain in the assignment but psychologically withdraw tend to perform poorly (Shaffer & Harrison 1998). In this sense, maladjusted expatriates have a negative contribution to the corporation since they tend to decrease productivity, damage interpersonal relations and diminish their performance (Shaffer & Harrison, 1998). Cross-cultural adjustment contributes positively to expatriate satisfaction and affects organizational commitment leading to the decrease of withdrawal cognitions (Shaffer & Harrison, 1998). Evidence in the literature suggest a positive relation between cross-cultural adjustment and expatriates' performance (Kraimer et al., 2001; Say & Baak, 2006). Well-adjusted expatriates are comfortable interacting with host-country residents, and are perceived as greater performers by their supervisors on task and expatriate contextual performance respectively (Kraimer et al., 2001). The three dimensions of cross-cultural adjustment (work adjustment, interaction adjustment, and general adjustment), are related and contribute to both task and contextual performance (Say & Baak, 2006). Bhaskar - Shrinivas, Harrison, Shaffer and Luk, (2005) empirically address the relation between the dimensions of cross-cultural adjustment and expatriates' performance. The authors found evidence that work adjustment will have a greater impact on task performance since it is related with the ability to perform tasks, cultural and interaction adjustment will relate strongly to contextual performance since they are related to interpersonal substrates. Overall, all the dimensions of expatriate adjustment are positively related to performance. The cross-cultural adjustment may not be a direct indicator of the level of performance but it is likely that performance is affected if the expatriate is not adjusted to the host country (Selmer, 2002). The evidence in the literature suggest that expatriates that are well adjusted to the host country will perform better. However, as mentioned before, cross-cultural adjustment refers individual's ability to effectively

interact and get along with host nationals, a new culture, and new environment (Black et al., 1991). It includes facets of adjustment such as work adjustment, interaction adjustment (both inside and outside the work setting) and general adjustment (factors of the host cultural environment that are not work-related) (Black et al., 1991). For this reason, cross-cultural adjustment may not be a direct consequence of leadership. Although, it is possible that cross-cultural adjustment affect relationships at work as well as the employees' performance. Therefore it is proposed that cross-cultural adjustment may act as a moderator between responsible leadership and expatriates' performance.

Thus, it is presented the following hypothesis 5:

H5: Cross-cultural adjustment positively moderates the relationship between responsible leadership and expatriate's performance.

2.6 Research Design and Hypotheses

This is an explanatory research aiming to establish causal relationships between variables. The purpose is to explain the relationships between responsible leadership, expatriates' performance, affective well-being at work, and cross-cultural adjustment. It is suggested that responsible leadership positively influences expatriates' performance and affective well-being at work. Simultaneously affective well-being at work positively influences expatriates' performance and mediates the relationship between RL and expatriates' performance. Finally, it is proposed that cross-cultural adjustment positively moderates the relation between responsible leadership and expatriates' performance. In figure 2 the hypothesized model illustrates the hypotheses in table 2.

Figure 2 - Conceptual model

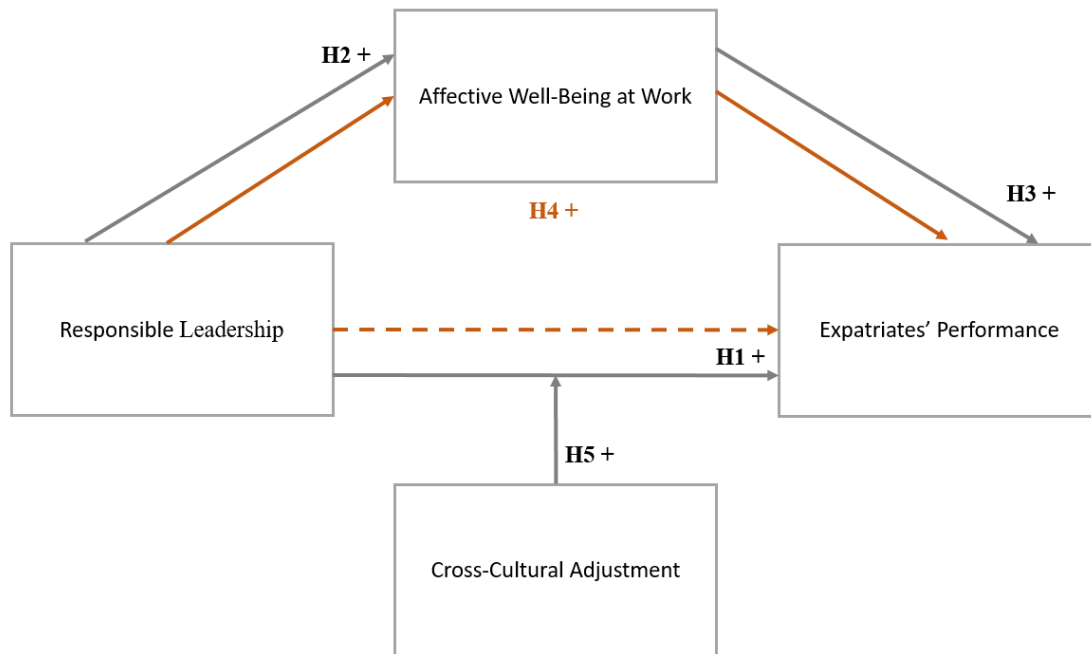


Table 2 - Hypotheses

H1:	Responsible leadership has a positive effect on expatriate's performance.
H2:	Responsible leadership has a positive effect on affective well-being at work
H3:	Affective well-being at work has a positive effect on expatriates' performance.
H4:	Affective well-being at work positively mediates the relation between responsible leadership and expatriates' performance.
H5:	Cross-Cultural Adjustment positively moderates the relation between responsible leadership and expatriates' performance.

3. Method

In this chapter, the methodology adopted in this study, as well as the characterization of the sample, are presented. The scales of the measures used in the present study will also be identified.

3.1 Measures

In the following section, the operationalization of each variable is explained. The independent variable, the dependent variables, mediation variable, and moderation variable will be described and examined.

3.1.1 Responsible Leadership

Voegtlin (2011) developed the discursive responsible scale used in this study. As a result, eleven items assess the interaction of the supervisor with the different stakeholders, and 5 items assess the responsible leadership behaviour. The questionnaire included the definition of the stakeholder, as proposed by Voegtlin (2011). The respondents were asked to indicate how often their supervisor interacts with the different stakeholder groups. Finally, the RL was measured in a 5-point Likert scale, ranging from (1) not at all to (5) frequently if not always.

3.1.2 Expatriates' Performance

The questions for the dependent variable are adapted from the study by Caligiuri (1997). Job performance comprises four dimensions: the contextual/managerial dimension, contextual/prosocial dimension, expatriate specific dimension and technical performance dimension, similar to the survey used by Singh and Mahmood (2017).

Expatriates evaluated their performance on the following dimensions of performance: overall, technical, contextual/ managerial, and expatriate-specific dimensions. The dimensions were assessed using a 5-point Likert scale, ranging from (1) “unsatisfactory or poor” to (5) “exceptional or outstanding”.

3.1.3 Affective Well-Being at Work

Affective well-being at work is measured with the instrument developed by Daniels (2000) and already validated by Rego and Cunha (2008) after dropping several items to adjust the scale to the Portuguese context. It includes 30 bi-polar scales, measuring five dimensions (anxiety-comfort, depression-pleasure, boredom-enthusiasm, tiredness-vigor, and anger-placidity). Each dimension includes six items: three to express the frequency of negative affects and three to express the frequency of positive affects. Participants were asked to think about their feelings over the last 6 months in the corporation. Items were rated in a five-point scale ranging from (1) “never” to (5) “always”. The items that express negative affects were reverse scored in each of the five dimensions. In the anxiety-comfort dimension the reverse score items is anxious and worried. In the depression-pleasure dimension, the reverse scores is depressed, miserable and gloomy. In the bored-enthusiasm, the reverse scores are bored, sluggish and dull. In the tiredness-vigor dimension, the reverse scores are tired, fatigued and sleepy. In the anger-placidity dimension, the reverse scores are angry, annoyed and aggressive.

3.1.4 Cross-Cultural Adjustment

The cross-cultural adjustment is measured with the cross-cultural adjustment scale developed by Black and Stevens (1989), using the tri-dimensionality of the construct. The dimensions of cross-cultural adjustment comprise general living adjustment (seven items measuring adjustment to cost of living and entertainment, recreation facilities and opportunities); interactional adjustment (four items measuring adjustment to interactions with host nationals on a day-to-day basis); and work adjustment (three items measuring adjustment to performance standards and expectations). Several studies in the literature have already validated this scale (Koveshnikov et al. 2014; Singh & Mahmood 2017). Items were rated in a five-point scale ranging from (1) “very unadjusted” to (5) “perfectly adjusted”.

3.2 Data collection and Sample

In order to test the relations proposed in the model, there was the need to collect primary data using online questionnaires. The online questionnaire was developed through the platform of *Google Docs – Google Forms*. Through this tool, it was possible to reach a wider range of participants. The target of this study is expatriates around the world who are currently in the host country for work-related purposes.

The technique used to collect the data was a non-probability sample, through snowball sampling, convenience sample, and self-selection sampling. A pre-test was made with ten correspondents in order to assess the difficulty in interpretations of the questionnaire. According to the feedback from the participants in the pre-test questionnaire, was included the definition of expatriates at the beginning of the questionnaire. The final version of the questionnaire was composed by 2 groups. The introduction began by explaining the scope of the investigation as well as the definition of expatriates and the target population. The first group refers to the expatriate assessment. In this group, the measurement of each variable was included. RL is assessed through 17 questions, AWB at work is assessed through 30 questions, CCA is assessed through 14 questions and self-assessment performance is assessed through 13 questions. The second group corresponds to the demographic data. The questionnaire was available online from March 2018 until June 2018.

The questionnaire was disseminated in several expatriate' groups and forums, in *Facebook* pages, in *Linkedin*, by email and *WhatsApp*. In order to diminish the bias, was incorporated the advertence "This questionnaire is addressed to expatriates" at the beginning of the questionnaire, and was always included when the questionnaire was published on web pages. The participants were informed of the confidentiality of their answers, as well as the purpose of this study. To clarify potential questions, the email contact was available for all participants.

In the end of June 2018, was collected the total of 119 voluntary answers. In the first analysis of the questionnaire, only eight answers did not correspond to the target population. A total of 111 responses were validated to incorporate in this study providing a recommended number of valid answers for the analyses (Hill, & Hill, 2012).

From the 111 correspondents, 49,5% are female and 50,5% are male, and most of the correspondents have between 30 and 39 years old (42,3%). The remaining age groups are under 30 years old (26,1%), 40 to 49 years old (21,6%) and 50 to 59 years old (9,9%). Most of the respondents' education level are bachelor's or equivalent level (41,4%) and master's or equivalent level (44,1%) and the remaining respondents have an upper-level education (0,9%), upper secondary education (3,6%), post-secondary non-tertiary education (5,4%), short-cycle tertiary education (1,8%) and doctoral or equivalent level (2,7%). The respondents' marital status is married (41,4%), not married (55%) and 3,6% are divorced or live in a partnership.

This questionnaire enabled the information collection from respondents in 17 different origin countries distributed by 28 host countries (table 3 and 4). The majority of the respondents are from Portugal (73,9%) and the remaining are from countries such as: Australia (0,9%), Brazil (0,9%), Canada (1,8%), China (0,9%), Finland (1,8%), France (2,7%), Germany (0,9%), Hungary (1,8%), Kenya (0,9%), Mexico (0,9%), New Zealand (0,9%), Poland (1,8%), Romania (1,8%), Spain (0,9%), United Kingdom (0,9%) and USA (6,3%). The host countries of the respondents are the United Kingdom (22,5%), Algeria (3,6%), Angola (6,3%), Austria (1,8%), Belgium (1,8%), France (7,2%), Germany (2,7%), Ireland (5,4%), Liechtenstein (1,8%), Mozambique (1,8%), Nicaragua (1,8%), Poland (3,6%), Portugal (3,6%), Spain (6,3%), Switzerland (2,7%), Thailand (2,7%), United Arab Emirates (1,8%), Venezuela (3,6%). The remaining respondents host countries are Brazil, Canada, Denmark, East Timor, Ethiopia, Russia, Singapore, Tanzania and Togo (one respondent, 0,9% per country).

Table 3 - Respondents Origin Country

Origin Country	Number of Respondents	% of respondents	Total of respondents
Australia	1	0,9%	111
Brazil	1	0,9%	
Canada	2	1,8%	
China	1	0,9%	
Finland	2	1,8%	
France	3	2,7%	
Germany	1	0,9%	
Hungary	2	1,8%	
Kenya	1	0,9%	
Mexico	1	0,9%	

New Zealand	1	0,9%	
Poland	2	1,8%	
Portugal	82	73,9%	
Romania	2	1,8%	
Spain	1	0,9%	
UK	1	0,9%	
USA	7	6,3%	

Table 4 - Respondents Host Country

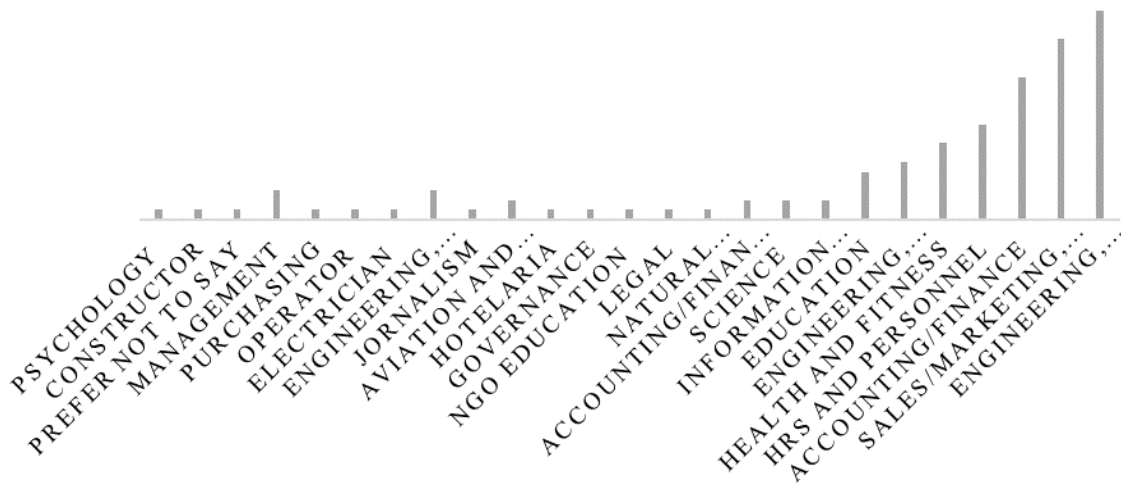
Host Country	Number of Respondents	% of respondents	Total of respondents
Algeria	4	3,6%	111
Angola	7	6,3%	
Austria	2	1,8%	
Belgium	2	1,8%	
Brazil	1	0,9%	
Canada	1	0,9%	
Denmark	1	0,9%	
East Timor	11	9,9%	
Ethiopia	1	0,9%	
France	8	7,2%	
Germany	3	2,7%	
Ireland	6	5,4%	
Liechtenstein	2	1,8%	
Mozambique	2	1,8%	
Nicaragua	2	1,8%	
Poland	4	3,6%	
Portugal	4	3,6%	
Russia	1	0,9%	
Singapore	1	0,9%	
Spain	7	6,3%	
Switzerland	3	2,7%	
Tanzania	1	0,9%	
Thailand	3	2,7%	
Togo	1	0,9%	
United Arab Emirates	2	1,8%	
United Kingdom	25	22,5%	
USA	2	1,8%	
Venezuela	4	3,6%	

The organizational tenure of the respondents is as follows: less than 5 years in the corporation (46,8%), 5 to 10 years in the corporation (25,2%), 11 to 15 years in the

corporation (11,7%), 16 to 20 years in the corporation (8,1%), 21 to 25 years in the corporation (3,6%) and more than 25 years in the corporation (4,5%). The respondents time on the current assignment, varies from less than 1 year (21,6%), 1 to 2 years (27%), 3 to 4 years (25,2%) and more than 5 years (26,1%). The majority of the respondents already had previous international experience (81,1%) in long-term assignments (30,6%) and in other short-term assignments (50,5%).

Finally, the respondents are distributed in several professional categories, presented in figure 6, such as engineering, production, and operations (18,9%), accounting and finance (13,5%), sales and marketing (13,5%), human resources and personal (6,3%). The remaining respondents (47,8%) have professional backgrounds grouping different areas in the corporation.

Figure 3 - Respondents Professional Background



4. Data Analysis and Procedures

In the following section is represented the operationalization of the data analysis. In this study it was used the statistical software IBM SPSS, version 24 and Partial Least Squares (PLS) software, by SmartPLS 2.0 M3 to perform the descriptive analysis, the validity and reliability of the measures, the structural evaluation, and the results evaluation.

4.1 Descriptive Analysis

A descriptive analysis of the measurements was performed in order to assess the content of each construct. Table 5 shows the mean and standard deviation of each item that was included after the scale purification. To assess the internal consistency of each variable, the Cronbach's Alpha was used.

A Cronbach's Alpha above 0,70 indicates that the internal consistency is acceptable, representing the quality of the instrument (Churchill, 1979). The results indicate valid measurements since they are all above 0,70. Responsible leadership $\alpha= 0,9135$; Expatriates' Performance $\alpha= 0,9036$; Affective well-being at work $\alpha= 0,9479$ and Cross-Cultural Adjustment $\alpha= 0,8874$ (results presented in Table 5).

Table 5 - Descriptive Statistic Analysis of the Constructs

Construct	Items	Mean	Standard Deviation
Responsible leadership	My direct supervisor...		
	demonstrates awareness of the relevant stakeholder claims	3,89	,957
	considers the consequences of decisions for the affected stakeholders	4,03	,948
	involves the affected stakeholders in the decision making process	3,73	1,026
	weighs different stakeholder claims before making a decision	3,77	,988
	tries to achieve a consensus among the affected stakeholders	3,65	1,076
	Cronbach's Alpha	0,9135	
Performance	Your performance of your job responsibilities as an expatriate	4,10	,587
	Your performance in general as an expatriate	4,05	,630
	Your technical performance on this expatriate assignment	4,06	,651

	Your ability to foster organizational commitment in the foreign subsidiary	3,90	,762
	Your effectiveness at representing the company to host national customers and community	3,94	,742
	Your effectiveness at maintaining good working relationships with host nationals	4,06	,812
	Your effectiveness at communicating and keeping others in your work unit informed	4,14	,707
	Your effectiveness at supervising and developing host national subordinates	3,86	,847
	Your effectiveness at training your expatriate or host national replacement	3,76	,946
	Your effectiveness at transferring information across strategic units	3,77	,839
	Your interpersonal relationships with host nationals, in general	4,05	,857
	Cronbach's Alpha		0,9036
Affective Well-Being	At Ease	3,17	1,008
	Relaxed	3,09	1,014
	Comfortable	3,63	,883
	Happy	3,59	,958
	Pleased	3,47	,942
	Cheerful	3,43	1,015
	Enthusiastic	3,48	,923
	Optimistic	3,61	,965
	Motivated	3,56	1,015
	Active	3,75	,889
	Full of energy	3,31	,942
	Calm	3,40	,897
Cronbach's Alpha		0,9479	
Cross-Cultural Adjustment	Socializing with host nationals	3,68	1,036
	Interacting with host nationals on a day-to-day basis	3,94	,937

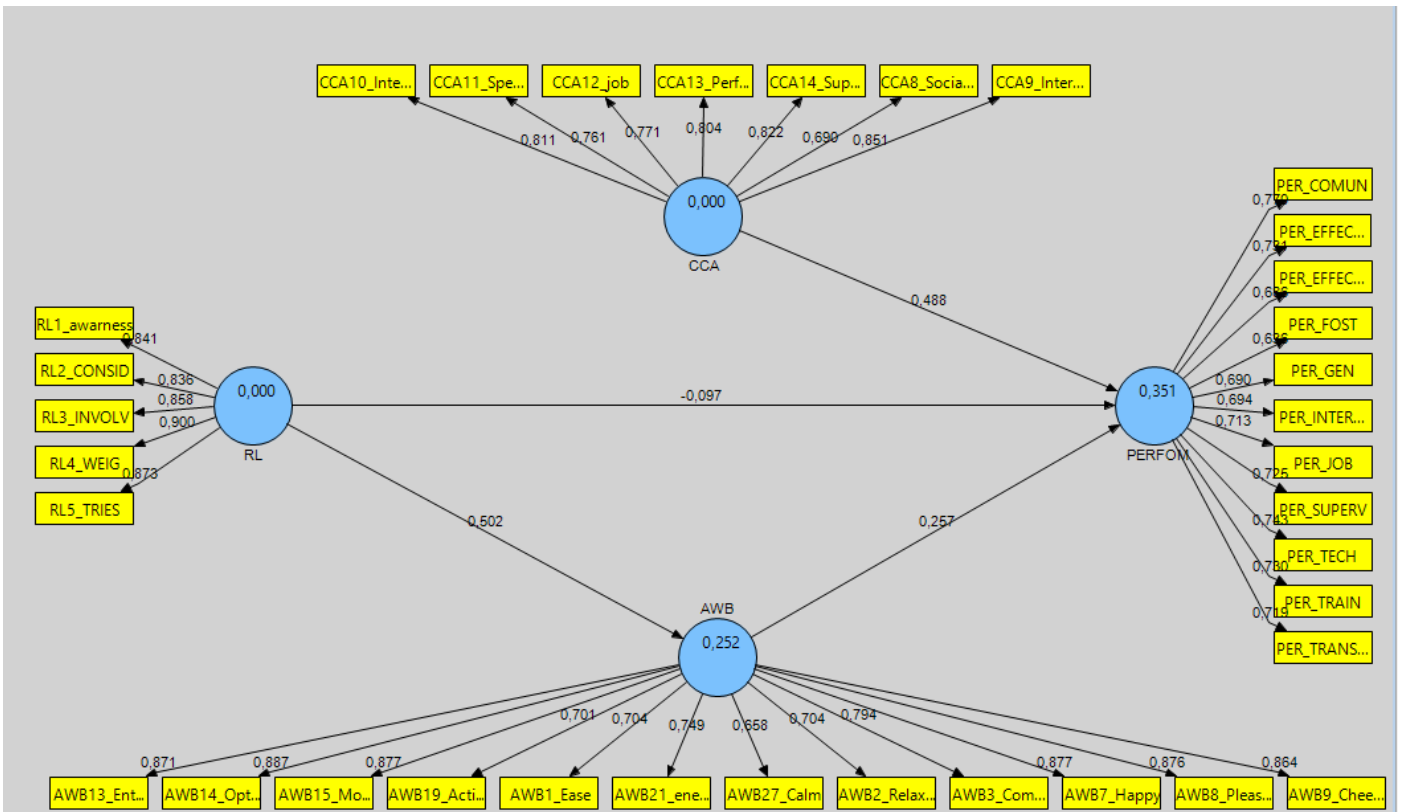
	Interacting with host nationals outside of work	3,68	1,072
	Speaking with host nationals	3,82	1,037
	Specific job responsibilities	4,17	,796
	Performance standards and expectations	3,99	,939
	Supervisory responsibilities	3,95	,952
	Cronbach's Alpha	0,8982	

4.2 Validity and Reliability of the Measures and Structural Evaluation

The statistical analysis of this dissertation was performed with structural equations modeling (SEM) through Partial Least Squares (PLS) software, by SmartPLS 2.0 M3. The statistical analysis with this method provides the creation of complex Path Models with no estimation prejudices and the possibility to identify relations between variables that are represented by the latent factors. The steps suggested by Hulland (1999) were used in order to evaluate the PLS model. Consequently, the validity and reliability of the measures were performed, followed by the structural model evaluation.

The representation of the SEM (figure 4), shows the observed variables represented by rectangular forms and the latent variable represented by circles. The arrows represent the relation between the variables.

Figure 4 - Reliability and Validity of the Model



4.2.1 Reliability of the Items

Through the observation of the measures' loadings and their construct, was possible to evaluate the reliability of the items (Hulland, 1999). The item factor loading represents the correlations between the latent variable and the observed variables. To be considered acceptable, the item factor loading should be greater than 0,60 (Bagozzi & Yi, 1988). Table 6 shows that the items factor loadings for all constructs are above 0,60 presenting their reliability.

Table 6 - Reliability of the Items

Construct	Items	Factor Loading	Cronbach Alpha	Composite Reliability	AVE	R2
Responsible leadership	My direct supervisor...					
	demonstrates awareness of the relevant stakeholder claims	0,841	0,9135	0,9352	0,7429	-
	considers the consequences of decisions for the affected stakeholders	0,836				
	involves the affected stakeholders in the decision making process	0,858				
	weighs different stakeholder claims before making a decision	0,900				
	tries to achieve a consensus among the affected stakeholders	0,873				
Expatriates' Performance	Your performance of your job responsibilities as an expatriate	0,713				

Your performance in general as an expatriate	0,690				
Your technical performance on this expatriate assignment	0,743				
Your ability to foster organizational commitment in the foreign subsidiary	0,636				
Your effectiveness at representing the company to host national customers and community	0,731				
Your effectiveness at maintaining good working relationships with host nationals	0,686				
Your effectiveness at communicating and keeping others in your work unit informed	0,770				
Your effectiveness at supervising and developing host national subordinates	0,725				
Your effectiveness at training your expatriate or host national replacement	0,730				
Your effectiveness at transferring information across strategic units	0,719				

	Your interpersonal relationships with host nationals, in general	0,694				
Affective Well-Being	At Ease	0,704	0,9479	0,9551	0,6419	0,2517
	Relaxed	0,704				
	Comfortable	0,794				
	Happy	0,877				
	Pleased	0,876				
	Cheerful	0,864				
	Enthusiastic	0,871				
	Optimistic	0,887				
	Motivated	0,877				
	Active	0,701				
	Full of energy	0,749				
	Calm	0,658				
Cross-Cultural Adjustment	Socializing with host nationals	0,690	0,8982	0,9198	0,6218	-
	Interacting with host nationals on a day-to-day	0,851				

	basis				
	Interacting with host nationals outside of work	0,811			
	Speaking with host nationals	0,761			
	Specific job responsibilities	0,771			
	Performance standards and expectations	0,804			
	Supervisory responsibilities	0,822			

4.2.2 Convergent Validity

The constructs reliability can be assessed through the Cronbach Alpha, that evaluates the reliability through the consistency of each construct (Cronbach, 1951), the composite reliability, that evaluates the internal consistency of all indicators of the latent variables (Aaker & Bagozzi, 1980), and the average variance extracted (AVE) that represents the extent to which the group of the items variances is explained by the latent variable (Fornell & Larcker, 1981). The values extracted from the statistical tests (Table 6) indicate that the Cronbach alpha is higher than 0,70, thus considered good and representing content validity (Aaker & Bagozzi, 1980; Bagozzi & Yi, 1988; Hair et al., 2009). The composite reliability is superior to the suggested value 0,7 (Bagozzi & Yi, 1988). The AVE values in each construct are above the recommended 0,5 reference value, indicating that at least 50% of the variance is explained by the latent variable (Fornell & Larcker, 1981).

4.2.3 Discriminant Validity

Discriminant validity is a complement to convergent validity. This methodological complement allows comparing if the items used to assess a construct differ from the items that measure other constructs in the same model (Hulland, 1999). The matrix of correlation shows the correlations between the different constructs. In the main diagonal are indicated the AVE values' square roots. As suggested by Fornell and Larcker (1981), the diagonal elements (square roots of the AVE) should be higher than the elements in the corresponding rows and columns.

Evidence of discriminant validity can be observed in table 7, since the AVE square roots are higher than the elements outside the diagonal in the correspondent lines and columns.

Table 7 - Discriminant Validity

	RL	Performance	AWB	CCA
RL	0,8619			
Performance	0,1603	0,7133		
AWB	0,5017	0,3780	0,8012	
CCA	0,2620	0,5517	0,3467	0,7885

Note: The boldface scores on the diagonal are the square root of AVE.

4.2.4 Evaluation of the Structural Model

In order to assess the quality of the adjustment of the model, is recommended an evaluation of the structural model based on the measure of the R-square, the level of the explained variance of each dependent variable that should be superior to 10% (Falk & Miller, 1992). According to the results presented in table 7, the condition is verified in all the dependent variables.

5. Results

Table 8 - Hypotheses Verification

	Hypothesis	T-Value	Path Coefficient (β)	Result
H1:	Responsible leadership has a positive effect in expatriate's performance.	1,046	-0,097	Not supported
H2:	Responsible leadership has a positive effect in affective well-being at work	6,140***	0,502	Supported
H3:	Affective well-being at work has a positive effect on expatriates' performance.	2,507***	0,257	Supported

H4:	Affective well-being at work positively mediates the relation between responsible leadership and expatriates' performance.	2,98	0,202	Supported
H5:	Cross-Cultural Adjustment positively moderates the relation between responsible leadership and expatriates' performance.	0,551	0,049	Not Supported

* $p < .05$; ** $p < .01$, *** $p < .001$; A one-tailed test was used for all hypotheses.

The results on table 8 show that Hypothesis 1 is not supported, the $(\beta) = -0,097$; $p > 0.05$, $t\text{-value} = 1,046$. Thus, results do not demonstrate evidences that responsible leadership has a direct positive impact in expatriates' performance. In contrast, the results demonstrate that responsible leadership has a positive effect in affective well-being at work $(\beta) = 0,502$; $p < 0.001$, $t\text{-value} = 6,140$, supporting hypothesis 2. Hypothesis 3 suggesting that affective well-being at work has a positive effect on expatriates' performance was also supported by $(\beta) = 0,257$; $p < 0.001$, $t\text{-value} = 2,507$.

The Preacher and Hayes (2008) approach was followed in order to test the mediation effects. The indirect effect is specified for the mediator of affective well-being at work. The total direct effect of the independent variable was also examined (responsible leadership) on the dependent variable (expatriates' performance). The bootstrapping procedure to the indirect effect was used (Williams & MacKinnon's, 2008). Bootstrapping is a robust method to test intervening variable effects (Hayes, 2009). To test the mediation in PLS, a two-step procedure was conducted (Chin, 2010). First, was used the model with direct and indirect paths, conducted a bootstrap resampling, and compute the product of the direct paths. Second, using the percentile bootstrap (Williams & MacKinnon, 2008), was created a 95% confidence interval for the mediator affective well-being at work. Even so, the total effect is not significant, the percentile-based bootstrap confidence interval does not include the value of zero between the lower and upper bond (Table 9). Since the interval for the mediation

variable does not contain zero, it indicates that the indirect effect is significantly different from zero with 95% confidence. According to the results, hypothesis 4 is supported (Shrout & Bolger, 2002; Hayes, 2009; Zhao et al., 2010).

In order to evaluate the moderation effect, the variables were mean centered before the addition of the interaction variable (Aiken & West, 1991). The interaction variable results from the product of the mean centered variables, responsible leadership, and cross-cultural adjustment. The test for the moderation effect was conducted in two steps: first a regression of the model without the interaction effect; second, was introduced the interaction variable concerning the moderator effect of expatriates' cross-cultural adjustment. The results presented in table 8 show that (β) = 0,049; $p > 0,05$, t -value = 0,551, thus hypothesis 5, suggesting that cross-cultural adjustment positively moderates the relationship between responsible leadership and expatriates' performance, is not supported.

Table 9 - Summary of mediating effect tests via affective well-being at work

Total effect of RL on expatriates' performance		Direct effect of RL on expatriates' performance		Indirect effect of RL on expatriates' performance		
				Percentile bootstrap 95% confidence interval		
Coefficient	t -value	Coefficient	t -value	Point estimate	Lower	Upper
0.230	1.485	-0.031	0.239	0.202	0.069	0.336

6. Discussion and Concluding Remarks

This study aims to analyze the responsible leadership outcomes at a micro-level, regarding several outcomes of expatriates' employees. More precisely, the main goal is to better understand if responsible leadership has a positive influence on expatriates' performance and their affective well-being at work. Therefore, this study contributes to the academic and managerial fields providing empirical information

concerning a recent leadership approach – Responsible Leadership. In this study, it is developed a conceptual model linking responsible leadership to performance and affective well-being at work. By addressing a global setting, this model studies expatriate employees and considers the moderation role of cross-cultural adjustment.

All the variables were measured with validated scales in the literature, ensuring the credibility and statistic validity. The structural evaluation of the proposed model, validity and reliability analyses indicate a good quality of the measures.

Results show that responsible leadership did not have a direct effect on expatriates' performance. In turn, RL has a positive impact on affective well-being at work and an indirect effect on expatriates' performance through the mediation of affective well-being at work. Moreover, the expatriates' cross-cultural adjustment did not moderate the relation between RL and expatriates' performance.

According to the results of this study, is not possible to trace a direct relation between responsible leadership and expatriates' performance. In this sense, previous literature, posting a relation between leadership type and performance (Lynham and Chermack, 2006; Voegtling & Scherer, 2012; Shi & Ye, 2016), does not reveal to be linear in this case. The inability to establish a direct link between responsible leadership and expatriates' performance suggests that responsible leadership may influence cognitions, attitudes, and behaviour, which will reflect in later actions.

Based on the results of this study, responsible leadership has an impact on employees' perceptions. In this sense, the leader's responsible behaviour directly influences the cognition of employees. This empirical study proves the suggestions in literature. Responsible leadership positively influences the affective well-being at work. The employees' perception of the leadership behaviour influences their affects at work and contributes to their well-being at work (Biétry & Creusier, 2017). Thus, when the leader demonstrates responsible attitudes towards the corporation or the internal stakeholders, and responsibility towards the society enhances positive affects in employees. Consequently, responsible leadership practices will induce affective well-being at work.

Moreover, results show that the affective well-being at work has a positive effect on expatriates' performance. According to the analysis of the results, it can be concluded that employees, who experience frequent positive affects, have higher

individual performance. Literature has empirically proven this outcome, considering employees only in the origin country (Rego, 2009). Employees that experience affective well-being at work will be more motivated and engaged with the corporation. In this sense, happy employees are willing to make an extra effort to achieve the corporate goals.

Based on the above, affective well-being at work has a great importance in interpersonal relations. Results show that affective well-being at work positively mediates the relation between responsible leadership and expatriates' performance. As suggested in the literature (Rego & Cunha 2008) leadership influences employees' feelings and consequently their attitude towards the corporation. Therefore, affective well-being at work is the link between responsible leadership and expatriates' performance. Results suggest that responsible leadership firstly influences the employees' affects. The responsible leadership impact on expatriates' performance will be positive through the boost of positive affects already induced in the employees.

Results also show that cross-cultural adjustment does not moderate the relation between responsible leadership and expatriates' performance. In this study, it was proposed that, when considering expatriate employees, their adjustment to a host country could influence the relation between responsible leadership and performance. The role of cross-cultural adjustment was suggested as a moderator since it can affect performance but is not a direct outcome of the leadership. Literature suggests that cross-cultural adjustment may have an indirect role when assessing expatriates' performance (Selmer, 2002). Selmer (2002) suggests that cross-cultural adjustment may not directly influence expatriate performance but that a well-adjusted expatriate is more likely to perform better than a not well-adjusted one. Despite the different remarks in the literature (Stahl et al., 2012), the cross-cultural adjustment does not seem to have a positive effect on the relationship between responsible leadership and expatriates' performance. According to the literature, an expatriate takes, on average, a period of six months in order to be adapted in the host country (Singh & Mahmood, 2017). The majority of the respondents, in the sample used in this study, are working in the host country for a period longer than two years. Hence, it can be suggested two main arguments for the achieved results: first, considering the number of years in the host country, their

adaptation may no longer be an influence in their workplace. Second, employees may be willing to finish the assignment due to personal goals and only during a certain period. In this case, the adjustment to the host country may not have an impact in the relationship between RL and performance. These arguments may contribute comprehend the results.

Finally, this study demonstrates that employees do perceive responsible leadership in a global context. Moreover, responsible leadership practices can produce positive outcomes for employees and influence their corporation perspectives. Employees are a key factor for the success of the business and their positive contribution is fundamental to the good functioning of the corporation.

7. Theoretical and Practical Contributions

This study provides several theoretical and practical contributions. In terms of theoretical implications, first, it is an empirical contribution to the emerging topic of responsible leadership. Additionally, this study encompasses the underlying relation between responsible leadership and micro-level outcomes, such as expatriates' performance and affective well-being at work. Second, examines affective well-being at work as an outcome of responsible leadership and as a mediation pathway to expatriate' performance. As demonstrated by the results, responsible leadership has a direct and positive impact on affective well-being at work and an indirect impact on expatriates' performance through the mediation role of affective well-being at work. Third, this study analyses the impact of responsible leadership in a global context by considering expatriate employees that are currently performing in a foreign country. Finally, this study considers the cross-cultural adjustment as a possible moderator between the relation of responsible leadership and expatriates' performance.

In terms of practical implications, the results show that, first, responsible leadership positively impact the attitudes and cognitions of employees. In this specific case, responsible leadership contributes to the employees' affective well-being at work and consequently to their performance. Leaders and managers can enhance their workforce behaviours in order to create a friendly and happy workplace. Furthermore, the perceptions of the employees will guarantee the

necessary engagement to achieve common goals with the corporation. Therefore, responsible leadership should be considered by managers in order to achieve results when operating across borders. It is suggested that responsible leaders should share their methodology and vision with employees in order to instigate positive perceptions of the corporation.

8. Limitations and Future Research

Similar to other studies, this work has some limitations.

The first limitation is related to the adopted procedure to collect the data. The data collection procedure was through snowball sampling, convenience sample, and self-selection sampling. This procedure represents a low probability of the sample being representative of the universe (Saunders et al., 2009). Thus, future studies may adopt other procedures.

The second limitation is related to the sample's size. A larger number of participants would provide a deeper analysis of the measures. Future studies may replicate this study using a larger sample of participants.

The third limitation of this study is related to its cross-sectional nature, which limits the possibility to draw causal statements (Shay & Baack, 2006). Since this study was conducted in a single moment, it did not capture the dynamics that may occur during a length of time between the corporation and his members. Therefore, a longitudinal study in future research is recommended (Kraimer et al., 2001; Shay & Baack, 2006; Rego et al., 2009).

The fourth limitation is the assessment of the expatriates' performance. Expatriates' performance was assessed through self-reported performance. There is a probability that the information provided was biased due to the socially desirable answers. In this sense, participants may present a flattering image of themselves (Haque et al., 2017). As suggested by Caligiuri (1997), performance assessment should comprise a 360° degree of evaluation in order to avoid bias. In this sense, future research should obtain the self-assessment evaluation, peer rated evaluation and supervisor evaluation.

The fifth limitation of this study is related to the affective well-being measurement proprieties which required dropping several items. Although this circumstance already occurs in other studies (Rego & Cunha, 2008; Rego et al., 2009), there is the possibility that the content coverage of the construct domain is reduced due removal of items.

The sixth limitation of this study is the homogeneity of the sample, in this case, the majority of the participants were from Portugal (country of origin). This could lead to bias once the origin country culture is similar in the majority of the cases. Future research could use a wider sample and compare if the results and employees' perceptions remain the same.

The seventh limitation is the lack of empirical studies on responsible leadership literature that could lead to the debate of different perspectives. Therefore, future research should continue to improve the literature by providing empirical research on the possible outcomes of responsible leadership at the individual level (not exclusively though).

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Appendices

Appendix 1 – Questionnaire

****This questionnaire is addressed to expatriates **** Expatriates are “legally working individuals who reside temporarily in a country of which they are not a citizen in order to accomplish a career-related goal, being relocated abroad either by an organization, by self-initiation or directly employed within the host-country”**

Dear expatriate, you are being invited to participate in a master’s thesis research project for my degree in International Business in Polytechnic Institute of Leiria. The purpose of this study is to evaluate the impact of responsible leadership on expatriates’ performance and affective well-being at work.

The survey will take approximately 5 minutes to complete. Results will be kept strictly confidential and the data will be used for this research only. If you have doubts or are interested in the results of the questionnaire, you can reply to this email address 2160018@my.ipleiria.pt and I will provide you information.

Thank you for your voluntary participation.

Group I – Expatriate Assessment

Responsible Leadership

Stakeholders are defined as individuals and constituencies that can affect or are affected by your organization. Examples of stakeholders are, e.g., shareholders or investors, employees, customers and suppliers, the local community, the society or the government.

If the questionnaire items ask for the relevant stakeholders in relation to you superior’s actions or decisions, think about the stakeholders your supervisor interacts with (most frequently).

1. Please indicate how often your supervisor interacts with which stakeholder groups:	Not at all	Once in a while	Sometimes	Fairly Often	Frequently if not always
	1	2	3	4	5
1- Customers					
2- Employees					
3- Employees or management of joint venture					
4- Partners and alliances					
5- Labour unions					
6- Local community representatives (e.g. societies, associations, the church)					
7- Non-governmental organizations (e.g., social or environmental activist groups)					
8- Shareholders or investors					
9- State institutions or regulatory authorities (this can reach from interactions with the government officials to interactions with the local city administration)					
10- Suppliers					
11- Top management					
12- Other:	_____				
1.1. My direct supervisor...					

1- Demonstrates awareness of the relevant stakeholder claims					
2- Considers the consequences of decisions for the affected stakeholders					
3- Involves the affected stakeholders in the decision making process					
4- Weighs different stakeholder claims before making a decision					
5- Tries to achieve a consensus among the affected stakeholders					

Affective Well-Being at Work

2. Considering the last three months in the actual organization, how often do you experience the following feeling:	Never	Occasionally	Some of the Time	Much of the Time	Most of the time
	1	2	3	4	5
1- Anxious					
2- Worried					
3- Tense					
4- At Ease					
5- Relaxed					
6- Comfortable					
7- Depressed					
8- Miserable					
9- Gloomy					
10- Happy					
11- Pleased					
12- Cheerful					

13- Bored					
14- Sluggish					
15- Dull					
16- Enthusiastic					
17- Optimistic					
18- Motivated					
19- Tired					
20- Fatigued					
21- Sleepy					
22- Active					
23- Alert					
24- Full of energy					
25- Angry					
26- Annoyed					
27- Aggressive					
28- Placid					
29- Patient					
30- Calm					

Cross-Cultural Adjustment

3. Please indicate how adjusted you are to the following aspects of your international assignment experience:	Very unadjusted	Mostly unadjusted	Neither unadjusted, nor adjusted	Mostly adjusted	Perfectly adjusted
	1	2	3	4	5
1- Living conditions in general					
2- Housing Conditions					
3- Food					
4- Shopping					
5- Cost of living					
6- Entertainment/recreation facilities					

and opportunities					
7- Health care facilities					
8- Socializing with host nationals					
9- Interacting with host nationals on a day-to-day basis					
10- Interacting with host nationals outside of work					
11- Speaking with host nationals					
12- Specific job responsibilities					
13- Performance standards and expectations					
14- Supervisory responsibilities					

Expatriate Performance

4. How do you classify your performance in the organization?	Unsatisfactory or Poor	Not very good or Below Average	Moderate or Average	Very Good or Above Average	Exceptional or Outstanding
	1	2	3	4	5
1- Your performance of your job responsibilities as an expatriate					
2- Your performance in general as na expatriate					
3- Your technical performance on this expatriate assignment					
4- Your ability to foster organizational commitment in the foreign subsidiary					
5- Your effectiveness at representing the company to host national customers and community					

6- Your effectiveness at maintaining good working relationships with host nationals					
7- Your effectiveness at communicating and keeping others in your work unit informed					
8- Your effectiveness at supervising and developing host national subordinates					
9- Your effectiveness at training your expatriate or host national replacement					
10- Your effectiveness at transferring information across strategic units (e.g. from the host country to headquarters)					
11- Your interpersonal relationships with host nationals, in general					
12- Your ability to speak the host national language					
13- Your understanding of the host national culture					

Group II – Demographic Data

1. Gender:	
Female	
Male	

2. Age in years:	
Under 30	

30-39	
40-49	
50-59	
60 or older	

3. Country of Origin/Citizenship/Issuing Passport: _____
4. Host Country/Country of Assignment: _____

5. Marital Status:	
Married	
Not Married	
Other: _____	
5.1. If married, has your family accompanied you on this assignment?	
Yes	
No	
Not Applicable	
5.2. If your family accompanied you on this assignment, how has your family adapted to the host country?	
Not at all	
Badly	
Undecided	
Well	
Very well	
Not Applicable	

6. Organizational tenure (in years): _____	
Less than 5	
5-10	
11-15	
16-20	
21-25	
More than 25	

7. Time on Current Assignment	
Less than 1 year	
1-2	
3-4	
more than 5 years	

8. Previous international assignment experience?	
Short period: Business/ vacation	
Studied Abroad	
Short term assignment (1 year or less)	
Long term assignment (more than 1 year)	
Not applicable	

9. Educational Level	
Early childhood education ('less than primary' for educational attainment)	
Primary education	

Lower secondary education	
Upper secondary education	
Post-secondary non-tertiary education	
Short-cycle tertiary education	
Bachelor's or equivalent level	
Master's or equivalent level	
Doctoral or equivalent level	

10. Professional background	
Accounting/Finance	
Engineering, production, and operations	
HRs and personnel	
Information technology	
Legal	
Sales/marketing	
Other: _____	