

MENDEL UNIVERSITY IN BRNO

Faculty of Regional Development and
International Studies

**The process of cultural adaptation of
American immigrants to the Czech culture**

Bachelor's thesis

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Brno 2016

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Abstract

Herbočková, L. *The process of cultural adaptation of American immigrants to the Czech culture* Bachelor Thesis. Brno: Mendel University. Faculty of Regional Development and International Studies, 2016. Advisor: Ing. Mgr. Jiří Čeněk.

This bachelor thesis deals with the adaptation of American immigrants to the Czech culture. The aim is to determine how American immigrants respond to the Czech environment, perceive the differences, and to determine what factors influence the adaptation process. The theoretical part describes the basic definitions such as culture, migration, acculturation, enculturation, and the theories of intercultural adaptation. This part is based on many accredited authors and researchers such as P. Adler, M. Bennett, J. Berry, G. Hofstede, K. Oberg, P. Pedersen, E. Tylor and many others. The practical part of the research is the adaptation of American immigrants to the Czech culture itself. The aim of this thesis is measured and determined by semi-structured interview and questionnaires, especially Cross-Cultural Adaptation Inventory (CCAI). The research results give us a subjective view of the adaptation of immigrants and determine how factors such as age, gender, length of stay, and level of education affect the adaptation itself.

Keywords: adaptation, intercultural adaptation, culture, integration, acculturation strategies, migration, Czech culture, Cross-Cultural Adaptability Inventory, culture shock, adjustment, American immigrant

Abstrakt

Herbočková, L. *Proces kulturní adaptace amerických přistěhovalců na českou kulturu* Bakalářská práce. Brno: Mendelova univerzita. Fakulta regionálního rozvoje a mezinárodních studií, 2016. Vedoucí bakalářské práce Ing. Mgr. Jiří Čeněk.

Tato bakalářská práce se zabývá adaptací amerických přistěhovalců na českou kulturu. Cílem práce je určit, jak američtí přistěhovalci reagují na české prostředí, vnímají rozdíly a zjistit, jaké faktory ovlivňují proces adaptace. Teoretická část práce definuje základní pojmy například jako je kultura, migrace, akulturace, enkulturace a teorie interkulturní adaptace. Tato část vychází z mnoha uznávaných autorů jako např. P. Adler, M. Bennett, J. Berry, G. Hofstede, K. Oberg, P. Pedersen, E. Tylor a další. Praktická část představuje samotný výzkum adaptace amerických přistěhovalců na českou kulturu. Cíl práce je změřen a určen polo-strukturovaným rozhovorem a dotazníkem, blíže Cross-Cultural Adaptation Inventory (CCAI). Výsledky výzkumu nám dávají subjektivní pohled na adaptaci přistěhovalců a určují jak faktory jako věk, pohlaví, délka pobytu a dosažené vzdělání ovlivňují adaptaci samotnou.

Klíčová slova: adaptace, interkulturní adaptace, kultura, integrace, migrace, akulturační strategie, česká kultura, Cross-Cultural Adaptability Inventory, kulturní šok, přizpůsobení, americký přistěhovalec

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Introduction

Today's highly globalized world results in frequent international travel opportunities and exposure to new environments. Despite the internal development of the Czech system in past decades, the Czech society has been "homogeneous" and relatively closed, referring to the willingness to accept foreigners. Coexistence with foreigners from different cultures is generally perceived as problematic for Czech inhabitants. However, the Czech society should understand the fact that migration is increasing and shows no signs of slowing. The society expects motivated immigrants to learn the Czech language and also accept the Czech culture, symbols, and values. As Czechoslovakia was formerly included in the Eastern Bloc, the Czech Republic is now trying to openly approach western thoughts, values, and culture that share liberal democracy, human rights, European cultures, and equality. Since the emigration from Western countries is increasing rapidly, the Czech Republic should expect a high amount of immigrants from these countries as well. In 2015, the Czech Republic reported 464,670 immigrants - twice as many as reported in 2004 (Czech Statistical Office, 2016a). For instance, the net number of immigrants by Germany is 1.250,000, France is 332,000 and the Czech Republic 30,000 (Migration Policy Institute, 2015). For this reason, the public should be interested in this topic. Czech people are often times perceived as cold and closed-off people who fear different cultures and foreigners. Because of this, immigration may raise fears in the public over risks; migrants are often perceived as those who steal the work from the citizens, or as a burden to the social system.

This thesis focuses on the process of cultural adaptation and possible differences between cultures. The results of the research demonstrates how age, gender, length of stay, and level of education influence the process of adaptation and help determine how American immigrants adapt to the Czech culture. The research consists of an interview and survey, especially the Cross-Cultural Adaptation Inventory. This thesis is based on many accredited authors and researchers such as P. Adler, M. Bennett, J. Berry, G. Hofstede, K. Oberg, P. Pedersen, E. Tylor and many others.

1 Goal and research questions

The specific topic of this thesis is *The process of cultural adaptation of American immigrants to the Czech culture*. The main goal of the thesis is to provide information on how American immigrants adapt to the Czech culture. Partial research questions include the factors such as age, gender, length of stay, and level of education and how they determine the process of adaptation itself.

This bachelor thesis is divided into two parts. First part, is the theoretical part that describes the basic terms and definitions, for instance, culture, nation, migration, acculturation, acculturation strategies, and enculturation that help us determine and understand the process of adaptation. Furthermore, theories of cross-cultural adaptation are explained and presented. Models for the development of adjustment, transitions, stress- adaptation growth, transitional experience, and culture shock can be found. This part is based on distinguished authors who are properly cited in accordance to ISO 690.

The empirical part includes the own research. A mixture of qualitative and quantitative methods was used for research. The first technique is face-to-face semi-structured interview, and the next is the questionnaire, especially the Cross-Cultural Adaptation Model that helps to measure the effectiveness of one's adaptability into a different environment and culture. The entire research sample includes 38 respondents - 10 respondents underwent the interview. The sample was gender balanced to provide more representative data. The whole research is based on the subjective feelings of the respondents and on data collected by the interview and the survey.

I. THEORETICAL PART

2 Definition of basic terms

In order to understand the process of cultural adaptation, it is essential to explicate concepts central to this advancement. Basic theories and terminologies are explained and defined below.

2.1 Culture

One of the most crucial terms used in this thesis is culture (from the Latin *colo, colere*, meaning “to till,”) (The Great sociological dictionary, 1996, i.1; Danesi, 2000). Lawless (1996) and Průcha (2010) agree that the term culture cannot be easily defined. Perceptions are influenced by one’s perspective. The perspective of culture as a part of intercultural psychology is related to the social sciences that creates the models of society and human behaviour (Lawless, 1996). According to Sir Edward B. Tylor, who defined the term culture in his first book *Primitive Culture*, the definition of culture is explained as (1920, p. 1) “*a complex whole which includes knowledge, belief, art, morals, law, custom, other capabilities and habits acquired by man as a member of society.*”

Furthermore, Geert Hofstede, who is famous for his definition of cultural dimension, highlights the meaning of the culture as a “*system of collectively held values*” and as a collective phenomenon because it has always been connected and shared with people who live in particular environment that is connected with learned and shared culture (Hofstede, 2001). Individual culture is not innate, it is not part of our human nature. Culture is the result of one’s social environment and individuals gain it through the course of their lives by learning from previous generations (Hofstede et al., 2010). In summary, Hofstede and Hofstede (2005) defines culture is a system of knowledge, values, belief, art, language and other attributes that are adopted by humans. Culture is based on values and demonstrated by individuals.

Generally, Soukup (2015) describes culture “*as a shared system of meanings expressed in particular in the values, symbols and characters, which is reflected in the standards of conduct and behaviour of products.*” In addition, Průcha (2010) mentions that the term of culture appears in many science disciplines, giving culture many meanings. He distinguishes between two concepts and explains Soukup’s definition (2015) deeply. The first part is considered as a broader concept of culture and includes everything that is related to human civilization – all that humans have ever created and produced such as dwellings, tools, clothing, industry, or spiritual creations, such as art, craft, religion, education and law politics (Průcha, 2010). The second part points at a more specific and defined concept of culture, detailing the manifestation of human behaviour including, but not limited to customs, symbols, communication norms, language rituals, taboo, and obtained experience. For this reason, the second concept is used in intercultural psychology.

Průcha (2010) is in accordance with Berry et al. (2002) who describes perception of culture as the products of past human behaviour and as regulator of future human behaviour. People are creators of culture in addition to being influenced by culture their whole lives. Berry et al. (2002) explains culture in connection with the relationship towards human behaviour through his simplified definition of culture “*the shared way of life of a group of people.*”

2.2 Ethnicity, ethnic group

Ethnicity (from the Late Latin *ethnicus*, from Greek *ethnikos*, *ethnos* meaning “nation, national, race”) is characterised by The Great Sociological Dictionary (1996, i.1, p. 276 – 277) as “*a community of people who share same cultural system, race, language, historical experience and vision about roots of the community.*”

Čeněk et al. (2016) emphasizes that the terms ethnicity and ethnic group are almost synonymous. The Great Sociological Dictionary (1996, i.1) also acknowledges that these two terms are interchangeable and indicates their connection to the nation to nationality. Nevertheless, the terms cannot be

absolutely identified. However, Průcha (2010) adds that in European, and especially the Czech language, terminology is not that the same as it is worldwide. Ethnicity is a term that describes community developed up to the level of the nation, whereas ethnic group refers to the community that failed in that way, for instance, Gypsy community in the Czech Republic. Čeněk et al. (2016, p. 241) further defines ethnic group as *“a group that is numerically smaller than the rest of the population in the society is politically non-dominant and is reproduced as an ethnic category.”* Barth (1969) identifies ethnic group such as the population given by these features such as sharing the same culture values, being biologically self-reproducing, and having same way of communication.

2.3 Nation, national culture

The origin of the word nation is from the Latin *natio*, meaning “a community of birth” (Mignolo, 2005). An analysis of the references cites thus far, and according to The Great Sociological Dictionary (1996, i. 1, p. 668 – 669) the best definition of the term “nation” is *“significant and conscious cultural and political community that its creation is mostly influenced by communal history and territory.”* The Dictionary (1996, i. 1, p. 669) identifies three dimensions of nation. The first is identified mostly by language, religion and shared historical experience. The second is given by political existence that says whether the nation is either a state, federative or autonomous. The third one, *“psychological dimension is the most essential and is founded in subjective consciousness of nation’s members about being a member of a certain nation.”*

The term “nation” in various publications is explained differently, for instance, Průcha (2010) stresses the importance of correctly defining “nation” by highlighting differences between nation and ethnicity. The term “nation” can be defined as a community of people that has certain collective needs for instance safety, perspective, spiritual and material development, national pride, legal rights and obligations (Čeněk et al., 2016). Průcha (2010) states that the three dimensions of “nation” intertwined; however, one dimension may be

predominant over the other dimensions or be missing. He also adds that the “nation” is not easily defined as this term is often interchangeable with the concept the ethnicity.

Deutsch (1953, p. 9) explains “nation” as *“the individuality of a people; and this cannot come about without a stable geographical contiguity, a historical and cultural tradition, an economic interest.”* The individuality of a people specifically points to the differences between ethnic group and others around. National culture is described as set of shared values, norms, beliefs, behaviour, symbols held by individuals within the nation (Dwivedi, 2009). The main determining aspect of national cultural is value. Hofstede (1980, p. 19) describes values as *“a broad tendency to prefer certain states of affairs over others.”* Průcha (2010) adds that system of values is not always associated only with individuals but also with communities, ethnic groups or nations. An examination of national culture was set forth by Geert Hofstede when he published the results of his research (1980) in his book *Culture's Consequences*. His research included the examination of national culture and its differences based on dimensions.

2.4 Ethnocentrism, stereotypes and prejudices

Stereotypes and prejudices are essential for the intercultural psychology. As Průcha advocates (2010, p. 67) both terms have the same psychological essence. *“They are ideas, opinions and attitudes that individuals or groups of people adopt in relation to other groups or to themselves.”* These attitudes towards other individuals are passed down through the generations and are influenced by the community in which one lives one. Concurrently, Zanna and Olson (1994, p. 106) present the following description *“stereotypes are beliefs about the characteristics of members of a group and prejudice is the feeling one has toward members of a group.”* Průcha (2010) adds that both terms are mostly based on emotions rather than rationality. He also distinguishes the differences between prejudices and stereotypes. Stereotypes might be neutral or positive whereas prejudices typically portray a negative attitude towards individuals or groups of people and gives us a distorted and deformed view of individuals or a

group (Šroněk, 2000). In addition, Nelson (2015) states and agrees with Průcha (2010) that prejudices reflect the negative attitude toward members of the group or the group as a complex. Stereotypes include the view that the characteristics of a group or its members are different from others. Stereotypes reflect the perceptions by groups or individuals of innate differences between peoples (Nelson, 2015). Berry et al. (2002, p. 371) defines prejudice as a “*universal feature of intercultural relations*” that is usually divided into three components. The first is the cognitive element; reflecting shared beliefs and values about the features of the group not considering individuals differences. The second is the affective component; including attitudes and “*evaluations of the group.*” Finally, the behaviour that escalates to discrimination.

The term ethnocentrism was introduced by W. G. Sumner in 1906. The Great sociological Dictionary (1996, i.1, p. 278 - 279) gives an explanation of ethnocentrism “*as a tendency to explore, evaluate, interpret all the phenomena of life from the perspective of the culture of people’s community. As the only right and true are considered values, norms and ideas of the social group with which the individual identifies.*” It is the belief that the culture of a certain country or the group is the only right and true compared to others. Průcha (2010) gives an example from past. The Romans considered people other ethnicities as barbarians and different cultures as inferior compared to the Romans. Šroněk (2000) implies that the attitude towards different culture is perceived as ‘they’ and ‘us’. Furthermore, ethnocentrism is based on the idea that the group or nation to which one belongs is right; whereas, what is done by members of a different culture is not right. Contrarily, cultural relativism is defined according to The Great Sociological Dictionary (1996, i.2, p. 920) as “*theoretical and methodological approach that assumes that each culture is its way unique and unrepeatable sociocultural systems that can be understood and described only in the context of their own norms, values and ideas.*” For instance, the values and norms of one culture do not fit and cannot be understood by other cultures.

2.5 Migration

Migration (from the Latin *migratio* meaning “relocation, transmigration”) is the process of spatial relocation of persons from one’s original country to a different one, including temporarily to a permanently staid (The Great Sociological Dictionary, 1996, i.1). Adler and Gielen (2003, p. 3) emphasize, migration has been a main source of “*human survival, adaptation, and growth across the centuries.*” All immigrants must sooner or later get through the process of adaptation or adjustment. Hartl and Hartlová (2000) define migration as the relocation or, displacement of people, which may be irreversible, temporary, or seasonal. Further, for legal, illegal, political, economic, social or cultural reasons.

We have to distinguish between migration and migrant. Migration refers to the “*event of moving from one country to another*” (Raymer and Willekens, 2008). The issue of migration is complex. It includes political, social, economic, demographic, psychological and cultural impacts (Clauss – Ehlers, 2008). A migrant is “*a person who has changed his or her residential status, from one time to another*” (Raymer and Willekens, 2008). In other words, the migrant is a person who lives in different country, regardless of what made the individual to move to another country.

2.6 Enculturation

According to The Great Sociological Dictionary (1996, i.1) the term “enculturation” (from the Greek *en* = in, enclose; from the Latin *colere* meaning to “to till” lately “culture”,) was coined by M. J. Herskovits who gave the explanation of the term as the process of adapting to a culture acquiring appropriate values and behaviours. In the process of “enculturation,” the individual acquires knowledge, skills and attitudes that create competencies in the social environment.

Hartl and Hartlová (2000) describe “enculturation” as the acceptance of cultural norms and individual experiences in both formal and informal situations. This process continues throughout one’s life. The individual adapts to the culture

that surrounds him or her (The Great Sociological Dictionary, 1996, i.1; Průcha, 2010). According to Berry et al. (2002), “enculturation” is the enfolding of individuals by the culture that surrounds them and leads them to appropriate attitude and behaviour. Průcha (2010) states that “enculturation” is the same term as the term cultural transmission that is mostly and preferably used in intercultural psychology. Berry et al. (2002, p. 478) explains “enculturation” as *“a form of cultural transmission by which a society transmits its culture and behaviour to its members by surrounding developing members with appropriate models.”* Průcha (2010) adds that the most important cultural transmitters are those who influence the individual in the course of his or her lifetime; for instance: family, mother, father, siblings, surroundings and peers.

2.7 Acculturation

The Great Sociological Dictionary (1996, i.1) introduces “acculturation” (from the Latin *a* = upon, accept; from the Latin *colere* meaning to “to till” lately “culture”) as defined by R. Redfield, R. Linton and M. J. Herskovits in 1935 that describes the term as the process of social and cultural changes that occur due to contact with different cultures.

Hartl and Hartlová (2000) describe “acculturation” in two ways 1) as the process of contact between different cultures leading to the adaption of new culture patterns. Whereas one’s culture might be suppressed by the other, 2) the social process of learning. Individuals accept and adapt to the patterns of the culture that is the majority culture. Čeněk et al. (2016) adds that cultural changes result from contact among different cultures. Murphy (1988) claims that “acculturation” occurs when two or more cultures are in direct and prolonged contact with each other. The common denominator of “acculturation” is integration of immigrants, those with a cultures that are different from the host country. For instance, the prearranged marriage in the second and third generation of Islamic living in Europe who desire for the freedom of choice (Průcha, 2010; Willerton, 2012).

As Berry et al. point out (2002) it is essential to differentiate between “enculturation” and “acculturation.” In the way of “enculturation,” the individual accepts and adapts to the cultural patterns and becomes the part of the certain culture. On the other hand, “acculturation” is process when two or more cultures conflict, which leads to cultural and social changes from the long-term perspective. Berry et al. (2002) thinks intercultural contact of expatriates and residents of the culture, as well as maintaining the one’s original culture is critical in the process of “acculturation.” Each individual has a different point of view and perceives the acculturation process differently. Thus, J. W. Berry states four types so-called acculturation strategies that explain the ways “*how the groups or individuals seek to acculturate*” (Carr, 2010, p. 198). He introduces assimilation, integration, separation and marginalization.

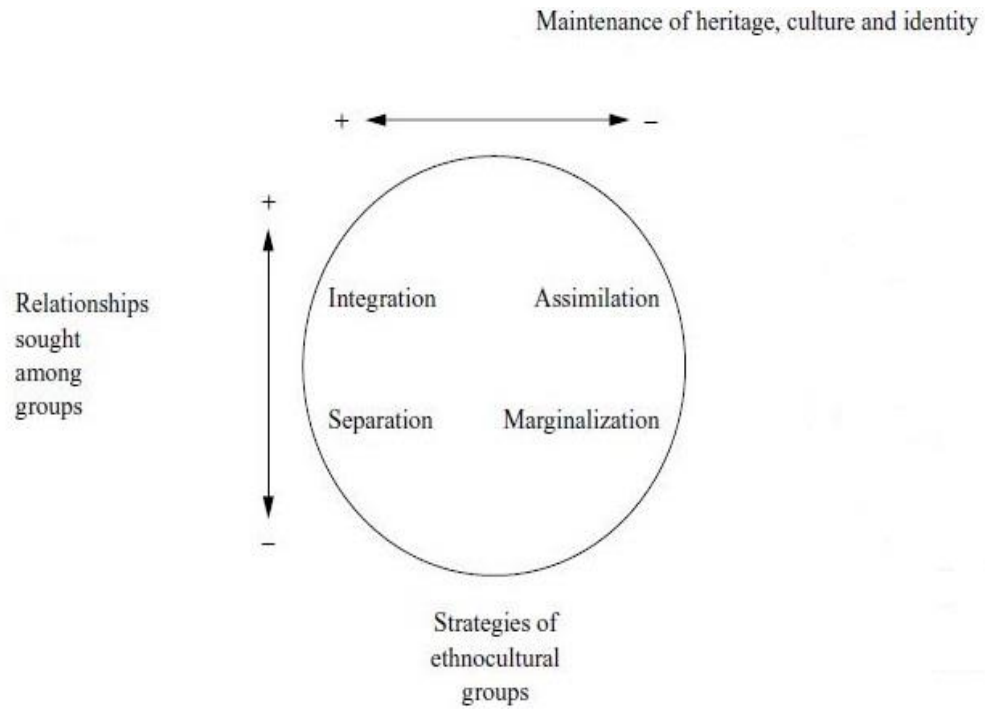
Assimilation is a process of adaptation of individuals seeking to merge with the dominant culture, while deeming their original culture as less important. It is also the seeking of contact with other cultures learning the language, norms, traditions, and values are learned (Ward et al., 2001; Berry et al., 2002; Průcha, 2010; Jackson, 2014).

Separation occurs when the immigrants or sojourners do not want to interact with the host culture (dominant culture) and try to preserve their original cultural identity; the minority groups have their own traditions, norms and values, and try not to interact with the dominant culture (Ward et al., 2001; Berry et al., 2002; Průcha, 2010; Jackson, 2014).

Integration stage reflects situations when the individual is interested in maintaining one’s original culture and simultaneously being in daily contact with the host culture; in integration strategy the stronger dominant culture should be able to accept the immigrants with a different culture (Ward et al., 2001; Berry et al., 2002; Průcha, 2010; Jackson, 2014).

Finally, marginalization encompasses those individuals who have a little interest in their original culture and little interest in interconnections with host culture (Ward et al., 2001; Berry et al., 2002; Průcha, 2010; Jackson, 2014).

Figure 1: Acculturation Strategies



Source: Berry et al., 2002

3 Adaptation

The Great Sociological Dictionary defines adaptation (from the Latin *adaptatio* meaning “adjustment”) as the process of the individual who has to survive in a certain culture and environment. Průcha and Veteška (2012, p. 16) state that adaptation is an “*adaptation of individual to behaviour, thoughts, emotions, perceptions, norms and attitudes of the society.*” It is the adaptation of individuals or members of a certain group to another group or vice versa. It emphasizes the gradual adaptation of an individual to social conditions.

Adjustment is a specific case of adaptation that explains the process of adaptation of getting new life experience, for instance adaptation to new job or school. Adjustment depends on individual effort (Hartl and Hartlová, 2000).

3.1 The Cross-Culture Adaptation theories and methods

Cross-culture adaptation is long-term process of adapting to the unfamiliar environment and as Hall (2005) notes, specifically, feeling comfortable in new environment. Individuals who belong to a different culture have to go through the processes of adaptation and are challenged in the course of one’s experience abroad. They have to accept/adopt new culture, traditions, and values belonging to a new culture in order to obtain inner peace. Mostly, cross-cultural adaptation depends on how an individual accepts the new situation and how that person deals with it (Hall, 2005). Even though all individuals do not adjust in the same way, adaptations are usually alike and follow specific stages in the process of adaptation.

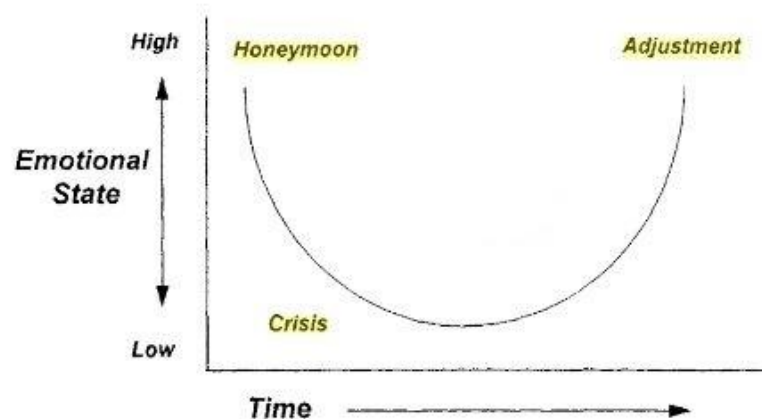
Many academics delineate theories and stages in the cross-culture adaptation that describes emotional adjustment for host culture. It is important to describe and to distinguish among the many intercultural theories in the analysis of the adjustment process. The theories, such as adjustment theories, transitional model, stress-adaptation growth model, and transitional experience model, all contribute to the understanding of this methodology. Like many sociologists, Ward et al. (2001) states that the major factors contributing to the

theories and frameworks of contemporary adaptation are stress and coping, cultural learning, and social identification. Zhou et al. (2008) notes that these elements are integrated to the ABC model characterized by Affective (stress and coping), Behavioural (cultural learning) and Cognitive aspects (social identification) of shock and adaptation that reflects the process of cross-cultural experiences (Bennett, 2015).

3.1.1 Adjustment models

In 1955, the Norwegian sociologist, Sverre Lysgaard, came up with a model of the adjustment process called the U-curve model. He described how international students adapt to a different culture (Hofstede et al., 2002). The U-curve initially starts at the honeymoon stage that reflects mostly positive feelings, friendly relationships in the host culture, enthusiasm and euphoria (Furnham, 2005). The model then depicts crisis phase, the so-called “culture shock.” That is derived from the differences in values, language, and other cultural memes which leads to anxiety, frustration, and depression (Furnham, 2005). The final stage is the regained adjustment (Bennett, 2015).

Figure 2: U-curve by Lysgaard

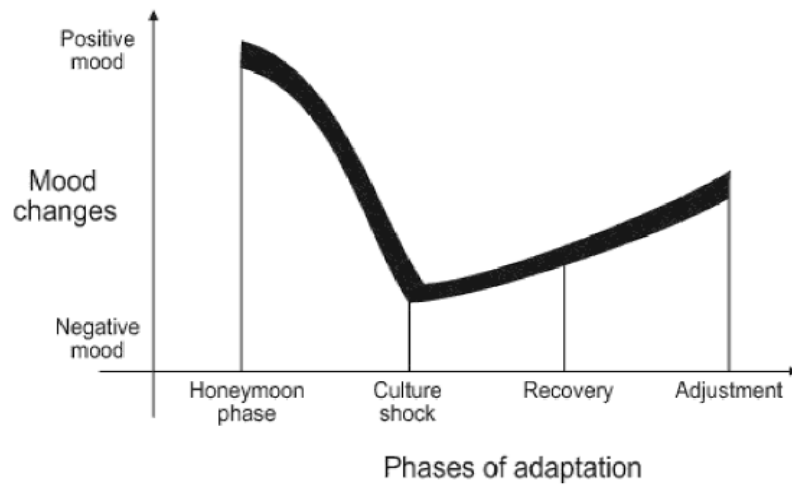


Source: Nolan, 1999

Anthropologist Kalervo Oberg introduced a similar model in 1960. The model presents an explanation as an “*emotional curve that many sojourners experience*”

upon entering into a new culture” (Udrea, Dumitriu, 2015). The U-curve hypothesis describes the process of adaptation that visitors experience as they adapt to a host culture. Oberg states four stages of cultural adjustment: *honeymoon, cultural shock/crisis, recovery and adjustment*. The model became widely accepted and applied in worldwide researches (Bennett, 2015). Oberg’s model initially describes the honeymoon stage: friendly relationships with hosts, enthusiasm and euphoria (Furnham, 2005). Afterwards, the curve depicts the crisis/culture shock (stressful stage) that is accompanied by differences in values, language and other cultural differences. (Furnham, 2005). Following stage demonstrates how sojourners learn to integrate with a new culture, a new language, and to adapt to a new culture in the so-called recovery stage. Finally, in the adjustment stage, people derive happiness from where they work, gaining enthusiasm and enjoying the new culture; however, this does not mean that they are always completely happy or that they do not miss home. (Furnham, 2005).

Figure 3: Oberg’s Adjustment Model



Source: Marx, 1999

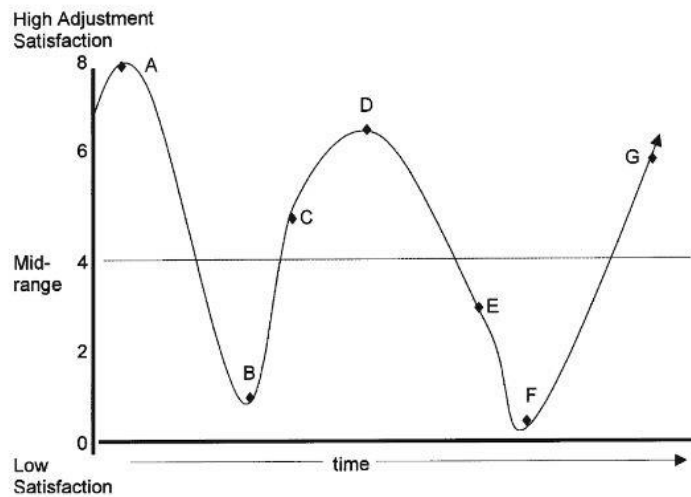
In 1963, the U-curve hypothesis got extended to the W-curve by John Gullahorn and Jeanne Gullahorn, broadened the model to include the returning home stages. They discovered that visitors often “*undergo a similar re-*

acculturation process, again in the shape of a U, hence the double – U” (Furnham, 2005, p. 710). They included visitors’ “*re-entry experience*” (Jackson, 2010, p. 191). The model was extended to include visitors’ reaction of having the similar feelings upon returning home as they experienced abroad (Jackson, 2010).

The stages are:

- Honeymoon Stage: people are excited about a new environment and, a new culture. They perceive people through ‘*rose-coloured lenses*’
- Hostility Stage: includes confusion and depressions, low self-esteem, underestimation of one’s ability, and the loss of self-confidence
- Humorous Stage: visitors are not easily embarrassed, laugh at their cultural faux pas, form new relationships, and start to like their new environment
- In-sync Stage (At-home): foreigners already feel at home and feel included in the society and environment
- Ambivalence Stage: encompasses sadness and sorrow of returning home. Visitors recall the experiences abroad and begin to miss memorable moments and friends.
- Re-entry “Culture Shock” Stage: depression at home sets in as those in the home environment, other people are not as excited about one’s experiences and stories
- Re-Socialization Stage: some individuals assimilate back into their old lives, but some of them want to change their life and attitude (Ting-Toomey and Chung, 2012).

Figure 4: W-Curve



The revised W-shaped adjustment model: A, honeymoon stage; B, hostility stage; C, humorous stage; D, in-sync stage; E, ambivalence stage; F, reentry culture shock stage; and G, resocialization stage.

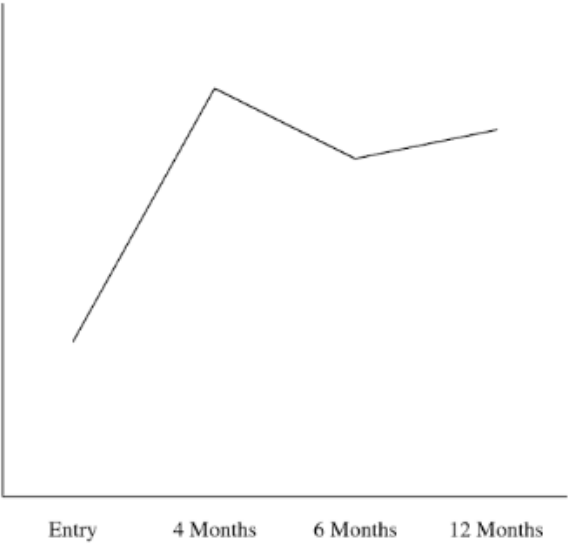
Source: Ting-Toomey and Chung 2012

The U- curve and W-curve model hypotheses have received criticism as neither model is always completely suitable to the individual in full or in part. In addition, both models are entirely too brief to fully encompass the cultural adaptation and adjustment process. Church (1982) confirms that the U-curve hypothesis is uncertain and unconvincing. Moreover, general so it does not take into account certain cultures and nations do not foster the “honeymoon.” Individuals may not always experience enthusiasm or euphoric feelings (Cox, 2006). Some foreigners might be happy, but others may experience depression (Church, 1982). Colleen Ward also disputes the validity of the U-curve and W-curve models to capture the integration, adaptation and adjustment of each individual. Additionally, she notes that cultural adaptation does not always include the “honeymoon stage.” Hence, Ward to come up with the psychological and socio-cultural adaptation models to host culture.

The psychological adaptation theory primarily focuses on personal inner feelings and well-being. Individuals need to find a way how to like the environment and adapt to it (Ibrahim and Heuer, 2015). The model bellow shows

how the person feels comfortable in the host culture over time (Landis et al., 2004).

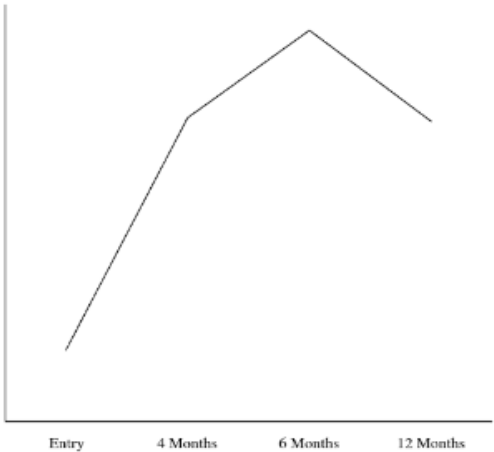
Figure 5: Psychological Adaptation Model



Source: Ward et al., 2001

Socio-cultural adaptation is characterized by social interactions and competence in daily life of intercultural experiences including, learning the new language and being included in the host society (Ibrahim and Heuer, 2015).

Figure 6: Socio-Cultural Adaptation Model



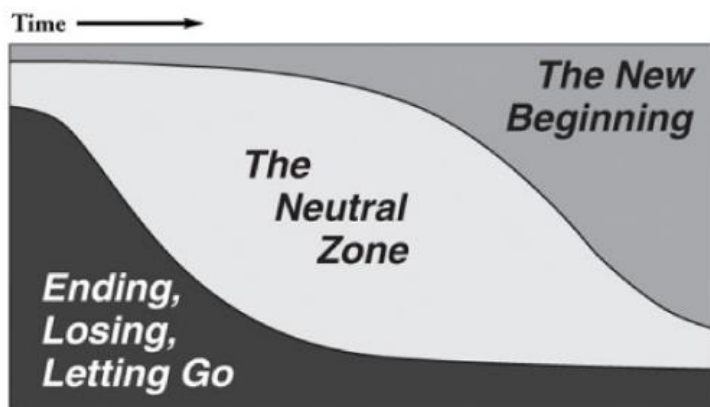
Source: Ward et al., 2001

3.1.2 Transition Model by William Bridges

William Bridges conceptualizes a theory that differentiates between the terms change and transitions. According to Bridges (2011), change is situational and transition is a *“three-phase process that people go through as they internalize and come to terms with the details of the new situation that change brings about.”* Transition might be perceived as inner feelings and thoughts. He states the three stages of transition that individuals usually go through as “ending,” “the neutral zone” and the “new beginning.”

- Ending: this first stage is called “Ending” because people are being forced to let go of the old. This is often a time when one needs to *“help people to deal with their losses”* (Bridges, 2011). This might be the phase when people feel sad, anxious and depressed (Reiss, 2007)
- The Neutral Zone: the old time has passed, but the new one is not fully operational. It is somewhere between phases (Bridges, 2011). People might feel unmotivated, ambivalent, or frustrated (Reiss, 2007)
- The New Beginning: it is the time when people have a new identity, feel more motivated, and are more determined to work (Bridges, 2011). Reiss (2007) adds this phase is complex and that it might be characterized by full enjoyment, by relief or by anxiety.

Figure 7: Three Phases of the Transition Model



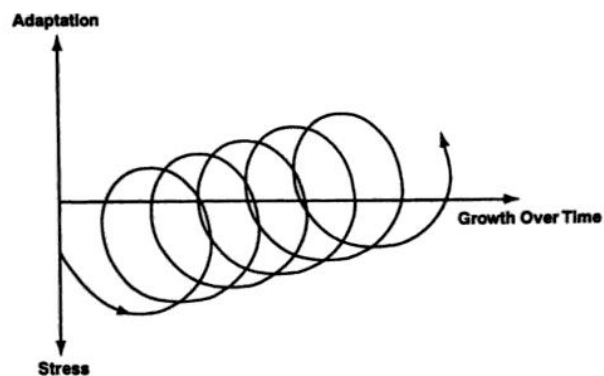
Source: Bridges, 2011

3.1.3 Stress-Adaptation Growth Model (Kim)

Young Yun Kim (2001) displays her model of Stress-Adaptation Growth as a helix/spiral that depicts cultural adaptation as an endless part of a life in a new culture, however, adaptation becomes easier and involves less stress as time elapses. It explains how individuals adapt to a new life in a new culture and how a person goes through the stress from the experience abroad while learning how to cope with stressful situations.

The process shown in the model begins when an individual adjusting to a new culture is suddenly faced with situation that has never been dealt with before. Kim notes (2001) that these stressful situations provide the opportunity for personal growth and for internal satisfaction. Each the stressful situation provides the sojourner with more confidence to cope with the ensuing difficulties that occur in a host culture. Finally the process of adaptation leads to personal growth, change in one's behaviour and adaption to the host culture.

Figure 8: Kim's Stress-Adaptation Growth Model



Source: Kim, 2001

3.1.4 Transitional Experience Model

This model was introduced by Peter S. Adler (1975) and focuses on what happens in the person who experiences the cultural adaptation. Successful intercultural experience should affect the person's perceptions of the host

culture's values and attitudes (Adler, 1975). He distinguishes five phases of transitional experience.

The initial phase is contact with the host culture, however, the individuals are still functionally integrated with their original culture. This phase might be accompanied by ethnocentrism, euphoria and excitement of new environment and experiences. The next phase of “disintegration,” is characterized by disorientation, depression and being confused. Perceptions of cultural differences affect emotions and may lead to isolation; so it can lead to loss of self-esteem. The third phase of “reintegration” and reflects a strong rejection of host culture; personal difficulties may be projected onto the host culture. The fourth stage of “autonomy” includes the understanding of the host culture and the ability to negotiate new situations. The final phase of “independence” occurs when the individual is able to enjoy situations in the new environment and all differences are accepted.

3.1.5 Culture Shock/Acculturative Stress

Culture shock occurs when individuals are in an environment of different culture. Sojourners might become frustrated with the differences in culture and environment. Bennett (2015), emphasizes the term “culture shock” which was originally introduced by anthropologist Kalvero Oberg in 1960, in order to “*refer to the anxiety and frustration experienced in a new cultural environment due to loss of familiar cues that guide our daily behaviours.*”

Furthermore, “culture shock” is derived from the sense of disorientation which causes feeling of anxiety arising from the absence of knowledge and of how to behave in the host environment (Štrach, 2009). Pedersen (1995, p. 1) describes the “culture shock” as “*the process of initial adjustment to an unfamiliar environment.*” Dutton (2012), he outlines “culture shock” as a stress that all of us bring into new situations when we cannot predict the reality. Šroněk (2000) depicts “culture shock” as a psychological disorientation or inner chaos that people face when they are in environments with culture different than they are used to living in. The symptoms of “culture shock” include, homesickness,

boredom, anxiety, frustration, depressions, inappropriate social behaviour, inability communicate, and feelings to be isolated (Marx, 1991; Šroněk, 2000).

Marx (1991), gives us the six aspects of culture shock that Oberg listed

- *Strain* caused by the effort to adapt
- *Sense of loss and feeling of deprivation* in relation to friends, status, profession and possessions
- *Feeling rejected by or rejecting* members of the new culture
- *Confusion* in role, values, and self-identity
- *Anxiety and even disgust/anger* about ‘foreign’ practises
- *Feeling of helplessness*, not being able to cope with the new environment (Marx, 1991)

Berry et al. (2002, p. 362) prefers using the term “acculturative stress” that is explained as “*a response by individuals to life events, when they exceed the capacity of individuals to deal with them.*” This term is preferred as there is a significant difference in the meanings of the words ‘stress,’ and ‘shock’. ‘Stress’ is more adequate because it is connected with theories of how people cope in negative situations. Secondly, “*the source of the stressful experience lies in the interaction between cultures rather than in one culture.*”

II. EMPIRICAL PART

The empirical part outlines the research by examining the process of cultural adaptation of American immigrants to the Czech culture. Initially, I describe the main goal of the research and partial questions. Then, the methods used in order to achieve results and the derivation of the research sample are described. The empirical part is divided into two parts. The first part outlines the answers from the interviews and the second part from the survey I conducted. Finally, the data is discussed and a conclusion is presented.

The first part of the thesis includes a theoretical background of the methods I have chosen for the research. The method used is called the Cross-Cultural Adaptability Inventory (CCAI) that reflects the results of the reactions of the individuals in their adaptation to the different cultures. The output of the thesis is the interpretation of the results of the interview and the CCAI questionnaire, detailing how the chosen sample of American immigrants adapts on the Czech culture and its environment.

4 Goals of the research and research questions

The aim of the research is to describe the process of adaptation of American immigrants to the Czech culture and the factors influencing this process.

Research includes partial questions:

- What is the level of adaptation of American immigrants on the Czech culture?
- How the factors such as age, gender, length of stay and education influence this process?

5 Data collecting methods

The research consists of the interview and survey, especially CCAI. The semi-structured interviews were conducted face-to-face and included ten respondents, while the CCAI surveys included twenty-eight respondents. The

low number of respondents interviewed is attributed to my not being able to meet up with everyone who took the CCAI survey; however I tried to make the sample balanced. The data collected during the interviews provides the basis for my personal point of view on the adaptation of the respondents.

5.1 Interview

The first technique used is the qualitative face-to-face, semi-structured interview. I chose this technique as it mainly focuses on subjective feelings and experiences of the respondent and makes the respondents feel comfortable and open to interviewer. This interview technique is one the most effective techniques of qualitative data collection. The ten respondents interviewed were conducted by myself and all of the interviews were recorded on a cell phone. Afterwards, the interviewees' responses were documented for better orientation and to avoid misunderstanding. In order to respondents feel comfortable, I tried to build personal relationships and to express my gratitude for their time. I explained to all respondents the aim of my research, the application of the answers and my personal thoughts and feelings about American culture. The structure of the interview can be found in the Annex 2: List of questions asked in interview.

The interview is consisted of the following categories.

- I. Motivation to come and stay in the Czech Republic.
- II. Feelings and prejudices/stereotypes.
- III. Perception of Czech culture, traditions, any conflicts?
- IV. Language barrier.
- V. Friends in the Czech Republic; contact with the country of origin.
- VI. Adaptation itself.

All questions were presented with an open-mind. I prepared my questions for the interviews based on the CCAI survey, but when the answers given were not clear, I included additional questions in order to elicit better responses. I did not present the questions in any specific order. I tried to make the respondents feel comfortable in order for them to express their thoughts openly. The average length of the interview was between 35 – 60 minutes and the interviews were

conducted in June 2016. The interviews took place primarily in coffee houses or restaurants where the respondents agreed to meet up.

5.2 Survey

As the second technique used is the survey. The results of the survey support and cover the data of the semi-structured interviews. The structure of the survey was designed exactly according to the questions derived from the Cross-Cultural Adaptability Inventory. I followed the exact directions as Kelley and Meyers describe in their book (1995). I contacted the respondents either by e-mail or in person. I briefly described the aim of the questionnaire and information about factors considered as significant. As Kelley and Meyers (1995) recommends, I tried to be positive and to emphasize personal investigation and knowledge. After I scored all of the surveys, I provided the respondents with the results from the CCAI Self-Assessment Profile in order for them to see an interpretation of their score with an explanation. The main reasons I decided to use the CCAI is that it yields feedback of an individual's strong and weak skills and abilities in a multicultural environment.

5.2.3 Cross-Cultural Adaptability Inventory

The Cross-Cultural Adaptability Inventory was designed by Colleen Kelley, PhD and Judith Meyers, PsyD in order to answer important questions about one's life in multicultural society. It is a self-measured tool investigating one's abilities to adapt to new situations, to cope with social interactions with different personalities and to keep one's integrity and identity in a new environment and culture. The inventory is not adapted to compare specific cross-cultural differences. The questionnaire is designed to provide data regarding one's skills of adapting, coping social interactions with different people, maintaining emotional resilience and preserving one's integrity and identity in host culture.

The CCA inventory consists of fifty items that determine one's ability to cross-culturally adapt. The survey has closed questions that the respondent may

choose between six pointing scales - Definitely true, True, Rather true, Rather not true, Not true or Definitely not true. All questions are divided into four dimensions: emotional resilience, flexibility and openness, perceptual acuity and personal autonomy (Kelley and Meyers, 1995). The respondents must to decide how to answer each statement with regards to its truthfulness by utilizing a pointing scale from 1 – 6. The inventory also includes nine reverse-scored items that are evaluated in an opposing manner. Since the a response of “1” means “definitely true” and the response of “6” means “definitely not true,” each response has a correlating value in points. Thusly, the respondents can tabulate their total score. The profiles generated from the survey may also be presented graphically. The stanine equivalent scores are presented in the table 1 below as well as in the graphic form (Kelley and Meyers, 1995). The questionnaire is evaluated in this way. The respondents circled or coloured their answer and sent them to me via mail. Based on their responses, I calculated their scores in each dimension. The results were then transferred into the graphic from, enabling their score to be compared in all dimensions of the CCAI.

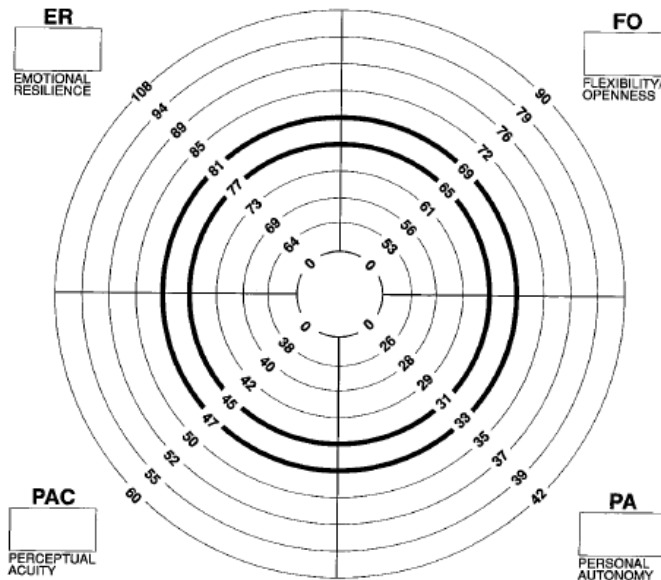
Table 1: Stanine Equivalents for Raw Scale Scores

Stanine	ER Score	FO Score	PAC Score	PA Score	Total Score
9	95–108	80–90	56–60	40–42	261–300
8	90–94	77–79	53–55	38–39	251–260
7	86–89	73–76	51–52	36–37	241–250
6	82–85	70–72	48–50	34–35	231–240
5	78–81	66–69	46–47	32–33	221–230
4	74–77	62–65	43–45	30–31	212–220
3	70–73	57–61	41–42	29	202–211
2	65–69	54–56	39–40	27–28	192–201
1	0–64	0–53	0–38	0–26	0–191

Note. ER = Emotional Resilience, FO = Flexibility/Openness, PAC = Perceptual Acuity, PA = Personal Autonomy.

Source: Kelley and Meyers, 1995

Figure 9: CCAI Self-Assessment Profile



Source: Kelley and Meyers, 1995

The Emotional Resilience (ER) Scale characterizes how individuals might feel frustrated, alone, uncomfortable or confused while interacting with people from other cultures. People who are emotionally resilient have the ability to cope with stressful situations while maintaining self-respect and self-confident. Those individuals generally have a positive attitude. They are fond of new experiences and adventures. This scale indicates “*the extent to which a person can regulate his or her emotions, maintain emotional equilibrium in new or changing environment.*” (Kelley and Meyers, 1995, p. 14).

The Flexibility/Openness (FO) Scale measures one’s ability to be open, flexible and tolerant individuals. Those who adapt faster to different ways of thinking and acting and who like people from different cultures score higher on the FO Scale. Namely, the FO Scale depicts how individual is capable of adapting within differences. This scale reflects “*the extent to which a person enjoys the different ways of thinking and behaving that are typically encountered in the cross-cultural experience. Open, flexible, people have a positive attitude toward the unfamiliar.*” (Kelley and Meyers, 1995, p. 16).

Perceptual Acuity (PAC) Scale focuses on one's ability to perceive the sensitive relationship between verbal and nonverbal expressions of communications. It includes the perception of the context of communication in order to communicate accurately. Individuals may be perceived as sensitive towards others and empathic. This scale looks into differences between cultural verbal and nonverbal forms of communications. Thus, the PAC Scale measures *"the extent to which a person pays attention to and accurately perceives various aspects of the environment."* (Kelley and Meyers, 1995, p. 17).

Personal Autonomy (PA) Scale describes the personal consciousness of one's identity and self-perception, measuring one's ability to have his or her own values and convictions while having the responsibility to respect those of others. People with convictions are generally better equipped to cope situations in the new environment. The scales describes *"the extent to which an individual has evolved a personal system of values and beliefs that he or she feels confident enough about to act on in unfamiliar settings."* (Kelley and Meyers, 1995, p. 19).

6 Characteristics of research sample

The research sample contains eighteen women aged 21 – 59 years old, and 20 men aged 20 – 60 years old living for more than a year in the Czech environment. According to Czech Statistical Office (2016b) there are 5, 815 living American immigrants who have lived in the Czech Republic for at least twelve months. Despite only 37.2 % of American immigrants being women. I was able to generate balanced data. The criteria for the research sample necessitated that the participants must be American citizens at least eighteen years of age, and have lived in the Czech Republic for more than a year. The selection of respondents was based on my interest in the American perception Czech culture. I addressed my family and friends living the US who helped me to find the potential respondents. The complete research sample including all information about the respondents is provided in the Annex 1: Basics information about the research sample.

Table 2: Divisions of respondents according to gender, age

Gender		Age				
Male	Female	Under 20	20 – 29 years	30 - 39 years	40 – 49 years	50 + years
20	18	2	15	12	5	4

Table 3: Divisions of respondent according to level of education, and length of stay

Education		Length of stay			
High school graduate	College graduate	1+ yr	2+ yrs	3+ yrs	4+ yrs
9	29	11	9	10	8

The research of the face-to-face semi-structural interviews is comprised of five men and five women while the Cross-Cultural Adaptation Inventory is in the ratio of 20 men and 18 women. All respondents interviewed also completed the survey.

7 Ethical issue of the research

All respondents were provided with the structure, aim and inspiration for the research before the interviews were conducted. All of participants agreed to the audio recording and subsequent transcription of the interviews. All of them were introduced with absolute anonymity.

8 Analysis of data obtained from the interview

This chapter describes the interpretation of the information and data collected through the semi-structural interviews of ten respondents.

8.1 Research sample

The semi-structural interviews are composed of ten respondents. The goal of obtaining a gender-balanced number of interviewees was achieved. Since the participants were promised anonymity, all respondents are marked and interpreted as a letter of the alphabet and gender. The Table 4 outlines the main characteristics of respondents.

Table 4: Basic information about the respondents

Participant	Gender	Age	Length of stay (years)
A	F	55	6
B	M	24	2,5
C	M	22	1,5
D	M	30	3
E	M	67	3
F	F	38	6,5
G	M	52	8
H	F	28	2
I	F	27	5
J	F	21	1

The participants range in age from of 21 to 67 and include students and seniors. The criteria for length of stay is for more than one year, though, the longest stay is eight years. Most of the respondents decided to stay in the Czech Republic due to a relationship with a Czech national; in fact this was particularly evident with the older respondents in the research sample. The younger respondents primarily came to the Czech Republic in order to study, to gain experiences, and to take part in travel adventures. Seven out of the ten respondents admitted that being in relationship was the main reason for their staying in the Czech Republic.

8.2 Motivation to come and stay in the Czech Republic

All respondents are undoubtedly unique individuals having different personality traits and attitudes towards situations and life. Despite considering this factor, the interview revealed common features about motivation to come and stay in the Czech Republic. All the “pull factors” and “push factors” attracting respondents to come and stay are interesting. Seven out of ten respondents stayed in the Czech Republic because of their relationship or marriage; thereof four of them found work or are conducting one’s bachelor degree here.

Table 5: Motivation to come and stay in the Czech Republic

	Motivation to come	Motivation to stay
A	To visit friend, travel and explore the CZ	Husband
B	Experience new culture, travel, to visit friend, work as a freelancer	Girlfriend
C	Professional Sport	Being a professional basketball player, contract
D	Change in lifestyle, cheap country, looking for a job in Europe	Work, wife
E	To visit friends, retirement	Settlement, desire to stay
F	His Czech wife	Work, wife
G	Working in an international company	Work
H	Changing studies, anxiety caused by stress during studies	Work, boyfriend
I	Aupair	Husband, Work
J	Studies, to see Europe	Studies

Only four out of ten respondents left the United States because of better job opportunities. Respondent C and G are dependent on their working contracts that keep them here, but respondent I has her own business so she does not have

to follow any contract. Respondent C (Female) is a professional basketball player. She came to the Czech Republic in order to play basketball at the professional level. *“I have been studying at a university in the US thanks to the scholarship from the basketball grant. During the 6th semester of the studies I hurt myself and I could not play basketball for more than one year, so they took the scholarship away. Anyway, I came to the Europe to play basketball again because the playing level here is pretty good and it is much easier to play here and get into a team than in the USA. So my sport agent found me a team here.”*

Also respondent G (Male) expressed his motivation to move to the Czech Republic as *“(…) I got a special job offer to work in IT for an international company at a high position, I could not refuse. Honestly I do not know how long I will stay here but I am thinking about moving back to the US. It depends on my job.”* Both respondents came here with a purpose.

On the contrary, respondent I (Female) is in the Czech Republic, literally, by chance. She did not intend to live in the Czech Republic. *“I did not mean to go to the Czech Republic originally. After graduation I wanted to go to Europe, but I did not know how to get here because of my current financial situation. So I found a great website offering aupair service, they manage everything for you. I decided to go to Germany. The process went great, the family was awesome while skypping. Finally, the family decided not have an aupair, but I had already bought the tickets to Germany. So the aupair agency found another family for me, a Czech family. (…) I love it here. I found a husband- he is an American, IT professional. I opened my own American bakery producing just American sweets and cupcakes. People love it.”*

Common reasons to travel to Europe, especially the Czech Republic, include being a traveller with no commitments toward life in the US or to visit friends. The prime motivation to stay for such respondents was found to be a long term relationship. Respondent A (Female) says *“I left the US when I was 35 years old. Since then I have lived in 11 European countries that gave me my inside freedom. To be honest I love being an American in Europe. People treat with us so nicely. Firstly, I came here just for a visit to see my old friend from university*

and to travel around. I fell in love with Czech so much that I decided to stay for one more month. (...) then I simply fell in love again, not with the country, but a Czech man, my husband.”

In contrast, respondent B (Male) is an easy-going individual who loves his life. *“I love experiencing a new culture and seeing different places- I have a love and passion for traveling. So you can say I have a traveling wanderlust if you dare (laughing). Anyway, I came here because I have my personal blog about local things that are typical for each country with pictures that people like. It is my job. I have visited Slovenia many times before and I loved that country. But my friend offered to move into his apartment since he has a free room to the Czech Republic so I could not resist the offer. The prime reason why I am still here is my love, Anna. We met a year ago in the coffee shop. She is from Slovakia.”*

Also, respondent D (Male) admits his passion for travelling and no commitments back in the US. *“After graduation I packed all my stuffs and moved to Europe to see life from a different perspective. I had to change my lifestyle and the rhythm of my life. Anyway, I met one Czech guy in the US talking about how Czech is a beautiful country and everything is so cheap. So I decided to go the Czech Republic to find a job. I studied economics but now I am an English teacher in the Czech Republic. But I could teach anywhere around the world, so the one thing holding me here is my beautiful Czech wife,”* said respondent D.

Respondent E (Male) also came to Czech to visit a friend, but with a different intention than respondents A (Female), B (Male) and D (Male). He admits *“My wife and I appreciate the States’ culture and the country, but we think that to appreciate it is full potential, a person should live outside one’s country for few years. It’s so enriching. We have some friends in the Czech Republic that moved out of the US during retirement. We have been in touch for many years so we were planning to visit them. Frankly, I have not heard any special or interesting facts about the Czech Republic. But I have to admit here there is so much beautiful history and nature. We simply fell in love in the Czech Republic. So we bought a house near to Prague and we are living here since. It’s*

true that people could be nicer and opened but we don't care because we have each other and our friends."

Respondent H (Female) and J (Female) came here in order to study. However, both had different motivations. Respondent H had travelled a lot with her parents when she was young. They also visited the Czechoslovakia because her father works as an ambassador. *"My parents always taught me to see life from many perspectives. During my studies at the university, I was so stressed and felt anxious. My dad found a way to change my life- radically. He made me move to Europe and start my studies again. His friend from old times, who is a professor at the university, helped me out get to the Charles University. (...) Current motivation to stay here is my relationship and work at the embassy."*

On the other hand, respondent J (Female) came here to study and see Europe with no deeper intention. *"I found an exchange programme in the Czech Republic so I said why not so here I am. I would like to do my master either here, in the Czech, or in Germany. Still don't know yet."*

Finally, respondent F (Male) moved because of his Czech wife. *"We lived in the US more than 6 years together. She missed her family and all Czech traditions so we decided to move to the Czech Republic. I found a great job and as an American immigrant I have everything I need to. So I don't regret,"* says respondent F (Male), who helps in the kindergarten class of his mother-in-law and recently wrote book.

The intentions and motivations of American immigrants to come and stay in the Czech Republic vary. Most of them are influenced by work or studies. However, all respondents have a reason to stay, even if it is not same as the initial reason to come. Those who came to visit a friend or with a spouse generally felt more comfortable in the process of adaptation.

8.3 Feelings after arrival, any prejudices?

Table 6: Feeling after arrival and prejudices/stereotypes of the respondents

	Feelings after arrival	Prejudices/Stereotypes
A	Positive	No
B	Positive	No
C	Positive	No
D	Mixed feelings	Yes – saving money
E	Positive	No
F	Positive	Yes – racisms (Gipsies)
G	Mixed feelings	Yes – people are hardworking, not speaking Czech
H	Positive	No
I	Positive	No
J	Negative	No

A significant portion of the respondents had positive feelings after arrival in the Czech Republic, with just two respondents who answered they had mixed feelings, and only one who had negative. Some of the respondents already knew Europe or expected some feelings, so they were not surprised or shocked. Respondents with ties to a friend, family, or a relationship agree that it helped them to feel more comfortable and cope the stress situations.

Respondent B (Male), D (Male) had mixed feelings. *“I remember few first weeks when I found friends and a job. Everyone were speaking only in Czech. (...) sometimes I felt so anxious because I did not understand anything,”* reports respondent D (Male).

Respondent G (Male) had mixed feelings because of stress from his work. *“I did not know what to expect from my first day. I was so stressed. I was afraid of people not speaking English. Anyway, I have to admit the stereotype I came with to the Czech. I always thought how Czech people are hardworking. I was not mistaken.”*

Only respondent J (Female) had completely negative feelings. Those feelings were caused by misunderstanding with the accommodation and study program. *“I felt so depressed. Suddenly, they told me there is no place for me in the dormitory. So I had to find an alternative option. I felt depressed. I was crying more than a week without stopping.”* After starting the semester she admits she did not have time to cry anymore and found some friends who helped her to cope with the situation.

The rest of the respondents had positive feelings and agree that they had no problem with traveling to the Czech Republic. Most of them had already managed accommodation and had friends showing them the city and providing guidance.

Most of the respondents came to the Czech with no prejudices or stereotypes. Respondents A (Female), B (Male), C (Female), E (Male) and J (Female) state they did not know much about culture, and therefore had no preconceptions. *“It is a shame but I barely know where Prague is,”* said respondent C (Female), and respondent B (Male) simply states, *“Not that I can recall”*, when asked about prejudices.

Respondent A (Female) says, *“Since I have travelled around Europe, I taught myself not to have any prejudices about people. It is not right. I knew some facts about the Czech Republic but nothing detailed.”*

Respondent D (Male) had some prejudices about Czech people. *“I know that Czech culture has a rich history either positive or negative. However, I read many books about communism times in Czechoslovakia. I deduced that Czech people have never had a lot of anything. So they save money but it is not a bad trait. Sometimes it is just so irritating.”*

Finally, respondent F (Male) admits to a prejudice he holds. *“Since my wife speaks and watches the Czech news, I knew about the racism against Gypsy minorities in Czech. I knew about this fact but I did not expect it to be so real. Czech people really do not like them.”*

8.4 How do you perceive Czech culture?

Table 7: Perception Czech culture and differences

Perception of Czech culture and differences	
A	I cannot see any significant differences between our cultures
B	I noticed how Czech people like making jokes that I do not understand, sometimes I feel embarrassed
C	Nothing limits me, way of eating
D	I do not like unwelcoming and negative people and how they treat others
E	I observe the irreligious in the country
F	Differences in traditions
G	No differences
H	Differences between social classes
I	I like how people gather each weekend and how they hold the traditions
J	Families, customer services

These questions provide an explanation on how immigrants perceive Czech culture and differences. The differences perceived by immigrants are also included as a part of cultural shock. Some respondents agree on the fact that Czech culture is very comparable to American culture. However, all of them perceive some differences, such as Czech nature, history, customs, etiquette, as well as Czech temperament and traditions.

Few participants agree that the difference between cultures is not significant. Respondent A (Female) explains *“Since I have been living in Europe for a long time, somehow, I perceive the culture as the same. Perhaps, I just get used to it and do not remember the initial feeling after arrival in Europe. One thing I perceive is the way of greeting. You have to give a proper handshake and look directly into the eyes. At the questions ‘How are you?’ you have to expect the answer to include real feelings or complaining. (...) and I have to mention the beautiful Czech history. I love visiting museums and going to theatres.”*

Respondent F (Male) shares a similar opinion. *“Since my wife keeps Czech traditions I got used to it so the differences are not significant for me. I notice just different celebrating of holidays and traditions. Also a huge habit I had to stop doing was changing my shoes while entering a house. (...) Americans do not do that.”*

Respondent C (Female) says *“I feel some differences that shocked me but they are not that huge to limit me. For me, Czech culture is kind of neutral culture. It does not bother anyone and you can live in it. I noticed the difference between a ways of eating. In the US, the main meal is dinner while the Czech is the lunch. First few weeks I could not get used to it because while playing matches outside we eat together as a team.”*

This opinion support the respondent G (Male) who says *“I feel no differences. I think that American culture is kind of based on European way of life. I think that our and Czech culture are alike and closer than we think. It is true I have passed many job seminars how to deal with the intercultural differences. Since I have been living here for 8 years I do not see many differences. Perhaps I have one, while going to the visit to someone you should always bring a little present such as a bottle of wine or chocolate.”*

In contrast, respondent B (Male) sees a difference in sense of humour. *“The Czech sense of humour is more blackish. We are likely to be more sensitive than offensive. Even though Czechs do not mean to be that rude, sometimes we might perceive it as an insult.”*

Furthermore, respondent D (Male) sees a problem in the negativity and hostility of people. *“I just cannot get used to grumpy faces every morning in the grocery store. People are not even willing to smile. Of course, it depends on the each individual but it happens to me quite often. On the other hand, I have admit even though they do not smile in the public they are so friendly if you get know them closer. One more thing, you have to watch yourself while being in the interaction with Czech people, they do not like touching them while conversation.”*

Respondent E (Male) sees the difference and inner perception in irreligious of Czech people. *“Here is no religious denomination. People do not express themselves through the church and God. I would say they do not even raise their children up in religious way. I am OK with that, it just surprised me. But there is a one thing that surprised me nicely. My wife and I love nature and history. Since the US has recent history, we enjoy all castles and museums or going just for a walk. It is amazing.”*

Respondent H (Female) states, *“I noticed that here there is not such a difference among social classes. The differences between social classes are references. Sometimes you hear people to complain they do not have money or the salary is too low. It is true you see many homeless people, but considering the fact that people spend their weekends in the shopping centre gives me an opinion that Czech people have money.”*

Respondent I (Female) is keen on how families gather on the weekends and visit extended family. *“I love how people visit their families and gather. In the US usually one moves to the other state and whole family see each other few times a year. Here, in the Czech, grandparents help to raise their grandchildren. The family is the centre of society. Also I like seeing people living in the village. My Czech friend sends her son to his grandma for whole holiday break to the village and the kid is absolutely happy.”*

Respondent J (Female) is also surprised how family is an important element of society. He gives an example: *“I was so surprised that the some dormitories are closed during weekend to make students go to home. Also another huge differences is the customer services. Even though Czech citizens are hardworking and punctual, the customer services are horrible. The employees behave like you bother them during working hours.”*

8.5 Cultural Shock

Table 8: Culture shock

	Have you experienced culture shock?	Any conflicts/faux pas?
A	No	No conflicts
B	Yes	Not paying for tap water
C	Yes	Problems with transportation and legal papers
D	Yes	Language conflict
E	Yes	No conflicts
F	Yes	Language conflict
G	Yes	No conflicts
H	Yes	Yes, at the state offices
I	Yes	Communication conflicts
J	Yes	Schools stuffs

This part of the interview is focused on the phenomenon “culture shock” and undertakes any conflicts and faux pas. Most of the respondents said they had experienced a situations that shocked them and experienced a conflict or misunderstanding.

Respondent A (F) says “(...) *I have never felt either sad or demotivated in unfamiliar environment and culture. I do not know if I am just a lucky person or if it is a personality trait. I feel like I still admire all beauty around even though I have been living here for 6 years.*” Contrary, respondent B (Male) admits that he had some troubles during his first a year of living in the Czech Republic. “*The teachers taught us since secondary school that there is a country called Czechoslovakia and it is a part of the Eastern Communism Block so all I knew about the Czech was that information. After this information, I imagined all the communism architecture elements and buildings. That was not true. Everything is so beautiful and, of course, nature and history of the country is enriching and fascinating. My girlfriend and I travel around the Czech and see all castles and*

their history. After the awesome few months here I could not find any motivation to do my job I almost already bought a flight ticket to travel more around the world. From one day to another I did not find a job but instead I found a love. So it helped out me a lot.”

Culture shock for respondent C (Female) comes from the public drinking and smoking. *“Firstly, when I saw my basketball team drinking alcohol in public and smoking, I felt disappointed. Because in the US, if you play a sport on the professional level, you think and dream only about one thing – winning. Also I was so shocked by public showers in the gym. In the US we do not take a shower without any curtains or whatever. Here, people are not ashamed of their body.”*

Culture shock is accompanied with negative feelings. For instance, respondents D (Male) and H (Female) agree that the Czech Republic has such a high level of bureaucracy. Respondent H (Female) was shocked how hard it is for an entrepreneur at the bureaucracy level. *“I could not believe it. Officer sends you to another officer that sends to another one. It is like never ending story. This problem is not just if you want to make a business. It is all the time. I do not understand why it is such a long process. You do not need so many papers just for approval, do you?”* Respondent D (Male) has the same feeling about the bureaucracy level and adds *“My wife and I reconstructed a bathroom in our flat. Instead of a bath we wanted a shower. After waiting many hours on the offices we finally got an approval for this little reconstruction that did not endanger anyone.”*

“I know many traditions and values that Czech people hold because my wife keeps them all the time in the US. Honestly, I can say I have felt no differences on myself while adapting process in the Czech. However, we adapted the whole life. There are a few different things, such as Czech people go out just for a coffee with friends. In the US nobody sits in Starbucks, they just take a coffee to go, or the fact that beer is cheaper than water (laughing) or paying for toilettes in public places such as gas station,” says respondent F (Male).

Respondent G (Male) does not speak about any problems or obstacles he has experienced. *“It might be because I have been working in the international*

company with many American co-workers so we somehow keep and share the American positivism and traditions among us. I was just surprised how Czech people are not willing to speak English at all. They would rather turn around than speak English. And the biggest cultural shock for me was the low prices. When I came here I could afford anything (laughing).” But there is one thing that respondent F (Male) and G (Male) agree and that is tipping point. *“I was shocked more than surprised when I saw how Czech people tip, I know the system is already set this way but still people tip such a low portion of the price,”* said respondent F (Male), and respondent G (Male) had the complete same opinion.

Respondent E (Male) says *“I think I am still going somehow through culture shock. You know, the typical stuffs that every stranger talk about, like tipping, Czech coldness or cheap beer. My wife and I decided to learn the basics of Czech language. Even though all signs and instructions are just in the Czech. If we needed a help, we had to ask in English some Czech people but as all immigrants know, not all Czech are kind and welcoming to help you. Also such a little part of Czech population speak English that is quite shocking. Also I noticed how Czech people are oriented in materialism. Pickpocketing and stealing things happens too often. On the other hand, the Czech Republic is safe for living here with kids. In the US it is much more dangerous. While going by public transportation you do not have to worried, in the US I would never go by bus because I so afraid.”*

Respondent I (Female) thinks that *“(…) Czech people are so pessimistic. Since I did not intend to go the Czech Republic, I was not prepared for any cultural features and I did not have any prejudices. The few months were awesome. The family I took care of a baby for was great. They showed me everything about how to cope with some struggles. Anyway, after few months I started to observe how people are so pessimistic and cold to strangers. Sometimes it made me anxious and I started feeling so sad and suddenly I did not know what I have been doing here. I wanted to go back home I remember I was so hopeless because in the TV there are no English or American shows and Netflix did not work in the Czech that time (laughing).”* Finally, the respondent J

(Female) says *“I love being here. But sometimes I just sit down and wonder what I am doing here so far from my family and friends. Also the way people interact with each other. For example in restaurants in the US, the waiter is always happy and checks on you very often, but that does not happen in Czech. Or the weather, I was used to sunny days while here the sunset is at 17:00 and suddenly it is dark while you are at school. Sometimes it makes feel depressed. Also using credit cards, people here do not use it too often as they could. They rather pay in cash.”*

The confrontation with the Czech reality is not as bad as expected. Almost half of the respondents did not have any conflicts that they could recall. Respondent C (Female) just mentioned conflict about transportation. *“I had to go by tram but I had no idea where I was going. All instructions and signs are just in the Czech so I asked the driver. He was so rude to me. (...) I did not know I have to buy a ticket. I admitted to my mistake. So the inspector caught me and gave me a ticket for illegal ride on the tram.”* Also respondent H (Female) admits she had some conflicts at state offices with papers. Finally, respondent F (Male) is one who feels the conflicts with the language barrier. *“I have said many incorrect things in Czech, it can be hard to remember the formal and informal words.”*

Respondent D (Male) remembers at a conflict that occurred due to the language barrier. *“I tried to express some sentences in Czech and I said the word ‘fakt’ meaning ‘really’. Unfortunately, due to my accent it sounded as the rude English word. It was quite embarrassing.”*

Respondent B (Male) told the humorous story of how he did not pay for a glass of tap water because in the US it is free of charge. *“I felt so embarrassed. I was in the coffee shop waiting for a friend and I ordered just a tap water. In the US it is free of charge as I expected to be here. When my friend came I left with him without paying the bill. The waitress run to me and started screaming at me that I did not pay.”*

Respondent I (Female) had some communication conflicts and faux pas after arrival. *“I did not know much about Czech ‘vykat’ and ‘tykat’ so sometimes I said hey you to the older person that was offensive. Also how Czech people*

consider it to be rude if do not look directly into their eyes while talking. And more thing, while greeting people, they kiss you on both cheeks. I am used to only one kiss. I could not get used to it.”

Finally, respondent J (Female) describes how she had some problems at the study department at the university. *“I needed to subscribe for different class than the one I was taking. I knew it is possible but the lady keep arguing it is not. Suddenly I got an e-mail stating my class had been changed. She did not even apologize me.”*

8.6 Language barriers

Table 9: Language barriers

	Level of Czech language	Do you feel a language barrier?
A	Elementary	No
B	Elementary	No
C	Basics	Yes
D	Elementary	Yes
E	Basics	Yes
F	Elementary	No
G	Elementary	No
H	Elementary	No
I	Elementary	Yes
J	Basics	Yes

This part of the interview is focused on the Czech language and perception of any language barriers in the daily interactions. All of the respondents answered their level of Czech is either elementary or basics. Elementary knowledge is defined as an ability to communicate with a Czech citizen with many mistakes but being able to express one’s feelings. Basics level means just the needed and daily dictionary is known.

Half of the respondents feel the language barrier is the problem. Most of them have learned Czech at the elementary level. *“Even though I learn Czech dictionary and phrases, it is really hard to communicate,”* says respondent J (Female). Respondent E (Male) says *“My wife and I have been trying to learn some basics of Czech because all instructions are in Czech. Also TV shows. If I turn on TV there are no English programmes.”* Respondent C (Female) admits *“I know some just basics dictionary of basketball environment. All my teammates help me to translate everything. There is always a way how to communicate with people, using legs and hands (laughing) but sometimes girls just keep talking in the Czech and I am lost.”*

But all of the respondents having a Czech partner do not feel any language barrier within the relationship. *“My husband and I speak only in English. We feel closer to each other,”* admits respondent A (Female). Also respondent F (Male) knows some Czech basics and his Czech is at the elementary level, but his wife does not speak Czech language at all. Those who view the language barrier as a problem especially blame the services sector. Respondent D (Male) says that *“(…) people working in public services are not that high educated speaking English or I cannot explain myself why they keep speaking Czech at us.”* Respondent H (Female) admits she learns Czech very slowly. *“My work focuses mostly on the English so I do not need to speak Czech at all. I learn it for my boyfriend.”* Also respondent I (Female) admits she learns Czech but that it is very difficult. Despite the fact she has been living here for 5 years and owns her American bakery, she does not need Czech that often. Her husband is American as well, so the relationship does not force her to speak in Czech. *“That barrier occurs when I have to solve some problems with professors or on the study department. Otherwise, I feel so comfortable among my friends,”* says respondent J (Female).

8.7 Do you socialize with Czech people? Do you seek for American people around?

Table 10: Contact with friends

	Czech friends	American friends	Contact with country of origin
A	Yes	Yes	Not really
B	Yes	Yes	Yes
C	Yes	Yes	Yes
D	Yes	Yes	Yes
E	Yes	Yes	Yes
F	Yes	Yes	Yes
G	Yes	Yes	Not really
H	Yes	Yes	Yes
I	Yes	Yes	Yes
J	Yes	No	Yes

All of the respondents are in touch with Czech citizens to some extent. All of them agreed that it was not hard to find some interaction. *“It is true that Czech people are not friendly at the first sight but if you get to know each other, they are awesome,”* says respondent J (Female). Respondent B (Male) thinks, *“(…) it depends mostly on the individual. I have met great people and I also met rude individuals.”* Respondent H (Female) has so many Czech friends and sees them many times a week. Respondent G (Male) says, *“Because of my work I am in touch with many Czech people that became my friends. On the other hand, I like meeting Americans because it is so easy to talk to them because while talking with foreigner you have to control yourself.”*

Almost all of the respondents seek and have American friends. Respondents A (Female), D (Male) and I (Female) agreed on the fact they have a certain community of American people living in the Czech. *“I joined the community a few years ago. They are just American people. We keep our*

American traditions such as Thanksgiving and Independence Day. I really love those people.” A similar answer was given by respondent D (Male), who joined a community as well. “I like being part of that community. We meet up almost every week just for a beer and chat. We share different stories and buy online American sweets that are not available here (laughing).”

Respondent J is the one who does not have any American friends in Czech. *“I study at the university where there are no American students, I guess. But I do not mind because all my schoolmates speak English and also here are many Erasmus students.”*

All respondents besides A (Female) and G (Male) are in contact with their country of origin through skyping, calling, or e-mails. Respondent D (Male) admits he travels home a few times a year. *“I really miss my family and friends. So if I see cheap ticket I buy it and go to visit my relatives.”* Respondent G (Male) says he does not have anyone from the family waiting for him the US; he has just few friends there.

8.8 Adaptation in the Czech Republic

Table 11: Adaptation of respondents

	Do you feel you are adapted to the Czech culture?
A	Yes
B	In the process of adaptation
C	In the process of adaptation
D	Not really, having some troubles
E	In the process of adaptation
F	In the process of adaptation
G	Yes
H	Yes
I	In the process of adaptation
J	In the process of adaptation

This part of the interview expresses the feelings and opinions of the respondents on the process of adaptation and whether or not they are adapted. All of the respondents admit that they can imagine living in the Czech Republic and having a normal life. However, they are aware of the fact they have to adapt to a few certain features to make their lives here easier.

Respondent A (Female) admits she can imagine to live here as a senior. *“I feel like I have already adapted myself. I can speak Czech and cook ‘svíčková’ (laughing). OK, I know what people say but sometimes it is really hard to make a sentence in Czech for me. So the language barrier almost does not exist for me. I have already learned not to greet everyone. In US it is so typical to be friendly and opened towards people. And one more thing. Sometimes I have a tendency to help people such as in the shop or on the street. Czech people are not so kind if you offer your help. After thinking and saying those things aloud I can say I have changed myself.”*

Respondent B (Male) admits he somehow cannot get used to the Czech culture. *“I have been living here for more than two years and still feel myself as being part of adaptation process. I still cannot get used to on the way of communication of Czech people. I think Americans are more sensitive. Czech people say what they think including the sense of humour, some of the jokes are insulting. Sometimes Czech people say the truth but do not consider how the individual can bear it. Thanks to many Czech friends speaking English I have not been pushed into studying Czech language at a high level. I know some basics and I always by.”*

Respondent C (Female) also feels herself in the process of the cultural adaptation but in a positive way. *Being among sportsmen is the same all around the world. We have our own values so I feel comfortable even though I am not home. All my teammates are OK with speaking English so sometimes I do not feel like I have to adapt but they adapt to me. I absolutely understand that Czech people go out and have fun. I adapted in this way. I have been here for more than one year and I have not had to speak Czech. I am always with somebody who can translate for me. So I do not feel any language barrier. (...) last year I spent the*

Christmas Eve with my friend's family and it made me so sad and depressed because the tradition I hold was totally different. In those moments, I feel I want to go back to my family."

Respondent D (Male) says *"I cannot get used to how Czech people rush. They rush to work, to school, or to get a coffee. They live to rush and it makes me nervous whenever I am. (...) from the economic view I am, as an American teacher, more valuable and with higher salary, than Czech teacher. Of course I am grateful for this opportunity. I feel like the Czech people need English speaking people to feel more educated and at the high level among peers. Anyway I am trying to get used to Czech traditions and holidays even though holidays do not have any value for me because I have not experienced the Occupation or the Democracy Day. Sometimes when I go home to the US because I miss family I do not want to come back. But I have wife and my own life so it forces me to stay here."*

Respondent E (Male) says with the smile, *"My wife and I are still in the progress of adaptation. But still I think we are doing great. We have everything we need. We have already adapted in the way of celebrating Christmas. We celebrate it on the 24th evening. But we still cannot get used to national holiday breaks because we still think about our original American ones."*

Respondent F (Male) feels adapted to the Czech culture and that he should stop being an American. *"I am so happy to fit into the Czech society- I start to be more closed into myself and stop being optimistic. People here are much more realistic. I think that is the key to understanding Czech culture."*

Respondent G (Male) admits how Czech people taught him to be more hardworking and work oriented. *"Since I do not have a family here I have my job. Czech employees are so hardworking, and I like and appreciate that. I was also surprised with the honesty of the employees."*

Even though, respondent H (Female) has a Czech wife he is still in the process of adaptation. *"My wife is always teaching me some etiquette and customs that Czech people keep. But I finally realized how these matters are important to the Czech citizens. And I like it but I am still learning it."*

Respondent I (Female) reveals how she became familiar with the Czech culture. *“I am so glad to be used to this way of life. Even though my boyfriend is American as well, his parents live here and they dominate the centre of family in the society. I really like to how people gather and support each other.”*

Since respondent J (Female) is young and only in Czech just for one year, she finds the process of adaptation hard, She is a student interacting with other students. Despite this fact, she does not feel so happy all the time in Czech. *“It is all about getting used to it. I miss my high school friends and family. Anyway, sometimes it is really hard to communicate in Czech but thanks goodness I have many international students who have same problems.”*

Considering the process of adaptation, there are many factors that influence it. Basically, I can conclude that the longer time an immigrant is exposed to the new environment, the better feelings one has about the reality. He or she already knows the local norms and values that make the process of adaptation for them much easier. Another factor is age and gender. Concluding from the interview, women adapt more likely than men. All answers are subjective so this conclusion should be considered subjective as well.

9 Analysis of data obtained from Cross-Cultural Adaptation Inventory

This part of the research interprets data obtained from the Cross-cultural Adaptation Inventory. The data were collected from 38 respondents.

9.1 Research Sample

The survey was conducted via internet, especially e-mail and google documents. For the survey, I included all ten respondents from the interview in addition to 28 new American immigrants living the Czech Republic who we were not able to provide responses. All respondents are aged from 20 and 60 years old and are American citizens. All information about respondents is presented in the Annex 1.

The research sample consists of 20 men and 18 women. The survey was conducted as balanced as possible in terms of gender. In table 12, we can see the percentage distribution of gender.

Table 12: Divisions of respondents according to gender

	Total	%
Male	20	52.6 %
Female	18	47.4 %

Respondents were divided into three categories considering age (Table 13). The divisions were determined by the distribution of Kelley and Meyers (1995) sample in order to discuss the results in the end of the thesis. The divisions are under 20, 20 – 29 years, 30 – 39 years, 40 – 49 years, and 50+ years.

Table 13: Divisions of respondents according to age

	Total	%
under 20	2	5.2 %
Men	1	2.6 %
Women	1	2.6 %
20 – 29 years	15	39.5 %
Men	6	15.8 %
Women	9	23.7 %
30 – 39 years	12	31.6 %
Men	7	18.4 %
Women	5	13.2 %
40 – 49 years	5	13.2 %
Men	3	7.9 %
Women	2	5.3 %
50 + years	4	10.5 %
Men	3	7.9 %
Women	1	2.6 %

For the purpose of the research, respondents were divided into three categories considering the length of stay as well. The conditions for filling out the survey was the length of stay for a minimum of one year, since already after a single year, a person can see all those changes and experiences that happened in one's life. The table 14 is divided into three categories. The first category includes immigrants living in the Czech Republic more than 1 year. Because people might want to move out after 1 or 2 years, they usually have no obligations a commitments in the certain state. The second category reflects immigrants usually with a spouse or work 2 or more years. The next category is more than 3 years. And the last category is more than 4 years living as an immigrant in the Czech Republic, and possibly already settled down.

Table 14: Divisions of respondents according to length of stay

	Total	%
1+ years	11	29 %
Men	6	16 %
Women	5	13 %
2+ years	9	24 %
Men	5	13 %
Women	4	11 %
3+ years	10	26 %
Men	6	16 %
Women	4	11 %
4+ years	8	21 %
Men	3	8 %
Women	5	13 %

Finally, the last factor influencing the process of adaptation is level of education. This category is divided into two levels – high school graduate and college graduate.

Table 15: Divisions of respondents according to level of education

	Total	%
High school graduate	9	24 %
Men	4	11 %
Women	5	13 %
College graduate	29	76 %
Men	16	42 %
Women	13	34 %

9.2 The results of the CCAI inventory

This data collection technique was chosen because it seemed to be the best option considering it was made and tried on the American research sample. In the Discussion, the results of this research and that of Kelly and Meyers are presented and compared.

9.2.1 Comparison of results according to different variables

Cross-cultural adaptation inventory gives a comparison of the results according to different variables such as gender, the age, the length of stay of immigrants, and education level.

Table 16: Results of CCAI of all respondents

	ER	FO	PAC	PA	Total
Average	80.6	68.2	46.9	34.0	229.7
Deviation	7.4	7.0	4.8	3.2	16.3

9.2.2 According to gender

Table 4 gives us the summary and average values of comparison of CCAI according to gender. In Emotional Resilience, the men have a higher average number. In the categories Flexibility/Openness and Perceptual Acuity, the higher average scores belong to the women. Lastly, Personal Autonomy has a higher average number for men. On the whole, the table shows that men adapt rather easily to the categories Emotional Resilience and Personal Autonomy. On the other hand, women adapt easily to Flexibility/Openness and Perceptual Acuity. In the overall score, women have higher score in order to adapting to cross-cultural and unfamiliar environments than men have.

Table 17: Comparison of the CCAI according to gender

	ER	FO	PAC	PA	Total
Males (n=23)					
Average	80.6	66.1	46.6	35.6	228.9
Deviation	7.1	7.2	4.7	3.5	11.5
Women (n=15)					
Average	79.3	68.1	47.9	34.3	229.6
Deviation	6.1	6.4	6.3	4.2	18.1

9.2.3 According to age groups

As we can see out of the table 6, the highest average values are in the age group 40+ years old. On the other hand, the lowest number is 19-26 years category. This might be explained by the experiences and stress coping mechanisms that people gain through experience in their lifetime. Practically, the oldest age group has the highest values in all parts of the survey. In conclusion, we can say that the oldest group 40+ years old adapt with greater ease than younger immigrants. This might be aided by having someone next to him/her during the hard adaptation process i.e. a spouse.

Table 18: Comparison of the CCAI according to age

	ER	FO	PAC	PA	Total
19-26 years (n=17)					
Average	80.1	66.1	46.3	33.6	226.1
Deviation	6.1	7.7	5.0	3.2	15.9
27-39 years (n=13)					
Average	79.8	69.5	47.1	32.5	228.9
Deviation	6.7	7.1	4.8	3.1	17.4
40 + years (n=8)					
Average	82.1	70.1	48.8	33.9	234.9
Mean	6.8	5.8	3.7	2.8	13.0

9.2.4 According to the length of stay

The next comparison contains data according to the length of stay of immigrant. According to table 7, the most adapted category are people living in the Czech Republic more than 5 years. Contrarily, those who live in the Czech from one to two years have the hardest time adapting compared to other categories.

Table 19: Comparison of the CCAI according to length of stay

	ER	FO	PAC	PA	Total
1-2 years (n=11)					
Average	79.1	66.3	45.3	33.5	224.2
Deviation	9.1	7.1	4.8	3.1	18.2
2-5 years(n=18)					
Average	79.9	67.4	46.3	33.9	227.5
Deviation	7.2	6.1	5.0	3.2	16.9
5 + years (n=9)					
Average	81.2	69.9	47.4	34.1	232.6
Mean	6.9	7.4	3.6	2.9	12.7

9.2.5 According to education

The last comparison is based on the level of education. The data show that respondents who achieved higher education are more likely to adapt to unfamiliar environment. The explanation might be found in the endurance built during the studies or the adaptation to the international students at the university. There is just one category – Personal Autonomy that is higher for those with lower education level.

Table 20: Comparison of the CCAI according to level of education

	ER	FO	PAC	PA	Total
High school (n=9)					
Average	78.8	66.3	45.2	33.9	224.2
Deviation	7.5	7.3	4.3	3.3	13.3
College (n=29)					
Average	80.2	67.8	47.1	33.4	228.5
Deviation	8.1	7.1	5.0	4.2	17.9

10 Discussion

The aim of the thesis is to measure and to define the level of adaptation of American immigrants to the Czech culture and to determine how factors such as age, gender, length of stay and education influencing this process. Although not all respondents are fully adapted to the Czech culture, the majority of the respondents have learned over time to better understand the cultural differences. Whilst the American and Czech cultures have different origins, values, norms and traditions, globalization has made the process of adaptation to different culture easier and adaptable. The main differences perceived by the respondents are typified in personalities, sense of humour, ways of eating, dining and in communication. Some respondents understand the Czech culture after only one year and others do not understand the subtle contrasts even after five years of living in the Czech Republic. These dissimilarities are caused by many factors that are projected in the process of cultural adaptation. Factors such as age, gender, length of respondents' stay and level of education all affect the means of adaptation.

The results demonstrate that younger individuals have a more difficult time of adapting than older persons. Furthermore, according to comparison of genders, adaptation seems to be difficult for the male gender. Additionally, the process of adaptation is much easier for those who have been living in the Czech Republic for longer time than those with short amount time. It reflects the fact how individuals get used to a local culture over time and concludes that the differences between Czech and American cultures are not striking. Lastly, individuals with a higher education, especially college graduates, are more likely to adapt than those with only a high school education.

The results shows that American immigrants follow Berry's acculturation strategy during the integration phase. The integration process reveals how the individual is able maintain his or her native culture while simultaneously being in daily contact with the host culture. Respondents demonstrate pride in their indigenous culture, while concurrently enjoying interactions with the host culture. Americans retain their origin cultural patterns, while trying to adapt on

the Czech environment, Czech people and other factors lend weight to this argument. The research also shows that respondents are eager to be a part of the Czech society. Another compelling fact demonstrated by most of the respondents is the attempt to learn the basics of the Czech language. This fact provides significant evidence of attempts at adaptation as the Czech language is considerably different from English and is considered to be a category IV language, such as Finnish and Hebrew (The Foreign Service Institute, 2015).

The two methods of data collection complement and support each other. The face-to-face semi-structured interview was chosen in order to get profound information regarding respondents' feelings, and perception as well as to better understand the adaptation process itself. The interviews were conducted with a specific structure of questions. Although, the structure of the questions was followed in detail, respondents were encouraged to express deeper sentiments if they so desired. The data collected during the research is compelling as the sample of respondents is balanced by gender.

Nonetheless, due to the wrong asked questions in the semi-structured interview, I am not able to conclude what is the level of acculturation strategy. The results show the level of adaptation and what factors influence the process. The results are derived from the semi-structured interviews and Cross-Cultural Adaptation Inventory. The interviews give us an insightful perspective of how respondents view the process of their adaptation. CCAI results illuminate the facts, but does not provide additional depth to the understanding of the adaptation process; however, the research does utilize the values of the survey to provide evidence of the process of adaptation. Most of the respondents interviewed scored quite high values according to manual by Kelly and Meyers (1995). The interviews fulfilled their purpose by supporting of the respondents' process of adaptation. Based on the high values, it can be shown that the American immigrants have the necessary prerequisites to adapt to a different culture environment.

The results of the interview are organized into the tables and provide information about the answers given by respondents. Validation of the results

tabulated in the tables is provided in the discussion that follow the tables; of note, many answers provide by the respondents demonstrated a high correlation. The information provided in the tables along with the answers given during the interviews help to illuminate the American mentality and their opinions about Czech culture and the process of adaptation itself. Results show the certain factors that influence the process of adaptation.

Of the determinants used to distinguish balanced sample of respondents, gender proved to be highly significant. Results of the research clearly demonstrate that women adapt more readily than men. Even though, women tend to have higher total score, men generally score higher on the emotional resilience scale. Accordingly, the results of the research suggest that men are more likely to regulate and to control their feeling and emotions in a new environment. Since women score higher on the Flexibility/Openness score it may be concluded that women are likely to have a higher tolerance towards persons from other culture. Additionally, women tend to be more open-minded when confronted with new situations. The research demonstrates that women tend to enjoy their interactions with people from a different culture. Women also scored higher on the Perceptual Acuity scale. Hence, it may be concluded that women are more cognitive of the relationships formed between themselves and persons from another culture. Women tend to show a greater sensitivity with regards to relationships that are formed. A case study designed by Mestre et al. (2009) explains and describes how women demonstrate more empathy in their responses than men. Mestre's conclusions correlate with my research in that my findings also show that women are more empathic than man. Men scored higher on the Personal Autonomy Scale. The Personal Autonomy Scale measures the personal consciousness of one's identity and self-awareness. In conclusion, the research suggests that adapt more readily and in a more comfortable manner than men. Additionally, the results obtained from the interviews comparing gender are not any different. The information obtained from the research also shows that women have a higher CCAI score than men.

Regarding comparison of age, we can conclude that people aged 40 – 49 years and 50 + are more likely to adapt to a new culture than persons under 20, 20 - 29 and 30 - 39 years groups. The difference is significant. The research suggests that the most likely causes for this phenomenon are that older people have more life experiences to draw upon to react and adapt on the when confronted with new situations and that those older respondents (40+ years of age) came to the Czech Republic already having friends in the new environment or in a marriage with a Czech national; however, a case study from Concordia University (2011) does not correspond with these results. The study indicates that older adults are slower in their adaptation to a new culture and respond with greater difficulty when confronted with unexpected situations. Younger adults are more likely to adapt to unfamiliar situations than older persons. Conversely, the results of CCAI designed by Kellye and Meyers (1995) express the show that people aged 50+ have significantly higher scores than younger individuals, demonstrating greater effectiveness of adapting to a new culture.

The length of stay metric demonstrates that individuals residing in the Czech Republic for longer amount of time are more likely to have adapted to the Czech culture that those who have resided for a shorter amount of time. The amount of adaptation is most significantly evident for those who have resided in the Czech Republic for more than five years. Hence, the length of stay and the amount of adaptation are positively correlated. The process of the adaptation as it relates to the amount of time spent in the host culture is depicted in Table 19.

The questionnaires completed by the respondents reveal that those individuals who have achieved a higher level of education tend to adapt more easily. A plausible explanation for this is that those who have obtained a higher education are familiar with adapting to challenging environments, such as those found at universities. The respondents with at least a bachelor's degree show more resilience in the process of adaptation.

Kelley and Meyers (1995) created a method to measure one's ability to adapt to an unfamiliar culture. The bulk of their research was conducted using a normative sample that yielded statistically significant details that a direct bearing

on the survey completed by the respondents of the survey. The results obtained in my research are compared to the score gathered through the research of Kelley and Meyers. The data obtained on U.S. citizens by Kelley and Meyers are presented first. In

Table 21, various adaptability metrics are set forth as determined by the study of 516 U.S. citizens by Kelley and Meyers.

Table 22 shows the results of my research.

Table 21: CCAI score of U.S. Citizens

Citizenship	Scale				Total
	ER	FO	PAC	PA	
U.S. Citizen (n = 516)					
Mean	79.9	67.6	46.3	33.3	227.2
SD	8.3	7.6	5.0	3.6	19.4

Source: Kelley and Meyers, 1995

Table 22: CCAI score of American immigrants in the Czech Republic

	ER	FO	PAC	PA	Total
Average	80.6	68.2	46.9	34.0	229.7
Deviation	7.4	7.0	4.8	3.2	16.3

The striking similarity in score lends validation to the result achieved through my research. According to Vaillant (2012), who led a Harvard study from 1972 to 2004, love and relationships are keys to happiness and inner peace. This idea is supported by the results obtained in my research as the majority of the well-adapted respondents have either a romantic relationship or family in the Czech Republic. The slight variances between the results my research and that of Kelley and Meyers might occur due to the new technologies that allow people more possibilities to maintain close relationships with relatives and friends who still reside in the one's homeland. This fact enables those adapting to a new culture feel more comfortable while adapting in to the host culture. Another reason why the scores obtained in my research are quite higher is that

globalization and increased world homogeneity have provided us with the opportunity to easily travel to different countries, gaining knowledge of different culture and making foreign friends in the course of our life.

Furthermore, Thomas Gilovich et al. designed a case study (2015) to look into what creates happiness. He concluded that material items do not make people as happy as spending money on experiences such as exhibitions, travelling, attractions etc. Experiences contribute to happiness and inner peace. This might be one factor that aids in the process of adaptation. The Czech Republic is considered as a “cheap” country for Americans. They can afford to pay for experiences that they would not be able to in the United States. Respondents agree on the fact that the Czech Republic is at the heart of Europe, which makes travelling easily accessible. Researchers Koenraad Cuypers et al. (2011) conducted a study that concluded cultured people tend to be happier than their counterparts. Visiting museums, exhibitions, theatres, or just being interested in history reduced stress and helped people handle unexpected situations. This research also suggests that older women having a higher education level and living in the Czech Republic are the most predictable to adapt and integrate with the host environment.

The motivation of respondents to come and stay in the Czech Republic varies. Common features include travelling, change of lifestyle, studies, and relationships. I am not capable of concluding whether or not the respondents experienced “culture shock” as described by Oberg (1960). Few respondents answered they did undergo the culture shock but their answers do not predicate the process of culture shock. Some of the respondents had conflicts and unpleasant feelings- including legal conflicts. Other respondents say they went through crisis, referring to psychological crisis. I admit I could add more questions such as ‘How have feelings and conflicts changed over time while living in different country?’ Furthermore, the thesis found that most of the respondents who were interviewed have some Czech friends and also keep in touch with Americans. Many of the respondents admit they at least attempt to learn Czech, but for different reasons such as work, fun, or relationship.

However, they state even though they speak a little bit of Czech, they still have trouble while communicating with Czech people. They still prefer using English.

10.1 Limitations of the research

The research contains some limits. First of all, the small sample size of the interviewees creates limitations. Although the gender categories are equally represented, the size of the sample is small. Also, the significant differences in facts comparing the research might be caused by unequal representation from the sample categories. Thus, the results might be biased and distorted. Furthermore, the interview should include dealing with any previous experiences abroad, which could influence and complement the process of adaptation. Lastly, we have to consider that the results obtained from the interview and the survey are subjective, and that may influence the scores. The results cannot be applied to other cultural environments and is specific to the Czech culture. Even so, all research was conducted on individuals who may see the world from different perspectives. I did not find any different way to measure individuals' objective, therefore I believe the best possible methods were used to provide the given results.

Despite the drawbacks of the research, it still reveals the process of adaptation of American immigrants and factors influencing the process. I believe this thesis, despite of the small research sample, provides the answer to "How American immigrants adapt to the Czech environment". The results could help American individuals who plan to stay in the Czech Republic or are having trouble while attempting to adapt to the Czech environment. They show the differences between the cultures and give him/her the outlook that the adaptation process is not terrifying and is indeed possible.

I believe this thesis could be extended into more deeper and profound results revealing the inner feeling of the respondents. Since the cost of living in the Czech Republic is 46.30 % lower than in the United States of America, we can expect Americans immigrating to the Czech Republic in the future (Numbeo, ©2009-2016). Additionally, I would like to focus on more detailed information

about the process of immigrants' adaptation such as working habits, experiencing culture shock, working conditions and its differences, and finding work opportunities on the Czech job market.

11 Conclusion

The aim of this bachelor thesis is to determine and describe the process of cultural adaptation of American immigrants to the Czech culture and to highlight the subjective feelings and opinions of American immigrants in the Czech environment. The questions try to investigate how factors such as age, gender, stay of length, and level of education influence this process. The theoretical part describes the main terms and definitions related to the cross-cultural adaptation, such as culture, ethnicity, nation, ethnocentrism, stereotypes, prejudices, etc. Lastly, theories of acculturation and cross-cultural adaptation, for instance, adjustment models, transitions model, stress-adaptation growth model, transitional experience model, and culture shock are described. The conflict between different cultures leads to a different outlook on life that results in the enrichment of an individual's personality.

The empirical part interprets results from collected data during the research. To collect needed data and information, the research was conducted from qualitative and quantitative techniques, especially a semi-structured interview process and Cross-Cultural Adaptation Inventory data. The research sample includes 38 respondents, ten of who were interviewed, while the remaining 28 filled in questionnaires. The semi-structured interview reveals the subjective perspective of respondents on the whole process of adaptation. The outline of the interview is interpreted in organized order, and analysed data displayed in the tables are accompanied by quotes from the respondents. The survey was designed according to the manual of Cross-Cultural Adaptation Inventory, including 50 questions with a six points scale. The data collected from the survey provided answers to the potential of cross-cultural mindfulness and one's abilities to adapt to unfamiliar environment and culture. The results demonstrate that the majority of the respondents have the ability for successful cross-cultural adaptation. While being in an unfamiliar cultural environment, respondents reported to keep their identity, self-esteem, and to successfully cope with the stressful situations.

Based on the analysis of the semi-structured interview, I concluded that the American immigrants living in the Czech culture are able to adapt, but not without initial differences and shocks. Individuals perceive the Czech country with a positive attitude. They are surprised by differences, such as prices, coldness of Czech people, sense of humour, smoking and drinking alcohol in public, racism, and customer services. Nevertheless, all those differences are caused by the initial culture shock, and all respondents agree these differences do not limit them, as they are things to get accustomed to. Most of the respondents have a relationship that helps them to go through difficult times and the adaptation process itself. Positive differences between the cultures noted by the respondents include, cheap prices, delicious food, and informal traditions, among others.

The results from the CCAI questions conclude women generally adapt easier than men. Concurrently, it is not always true that older people achieve the highest scores in adaptation. The discussion and arguments are seen in the Discussion section. Further, people living in the Czech culture more than 5 years have the highest score, which indicates the differences between Czech and American cultures are not that striking. Finally, the results in the category of education show that people with higher education are more adaptable than individuals with only high school education.

The positive attitude towards Czech culture is supported by the average score of the Cross-Cultural Adaptation Inventory. According to the results, the individuals do not have any remarkable problems with cross-cultural adaptation, communication, and even keep their original identity.

This thesis presents the subjective view of the process of adaptation. The results could be useful for those who are considering immigrating to the Czech Republic, no matter the reason. Finally, the results could serve as a way for respondents to evaluate their personal strengths and traits.

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Annexes

Annex 1: Basics information about the research sample

Participant	Gender	Age	The length of stay	Education	Family/Relationship
1.	M	19	2+	High school	NO
2.	M	24	2+	High school	YES
3.	M	38	4+	College	YES
4.	M	25	3+	High school	YES
5.	M	28	3+	College	YES
6.	M	27	1+	High school	NO
7.	M	29	4+	College	YES
8.	M	26	1+	College	YES
9.	M	30	3+	College	YES
10.	M	32	1+	College	YES
11.	M	37	2+	College	YES
12.	M	35	1+	College	YES
13.	M	31	1+	College	YES
14.	M	30	2+	College	YES
15.	M	43	3+	College	NO
16.	M	47	2+	College	NO
17.	M	42	3+	College	YES
18.	M	59	1+	College	YES
19.	M	67	3+	College	YES
20.	M	52	4+	College	NO
21.	F	19	2+	High school	NO
22.	F	28	1+	College	YES
23.	F	27	4+	College	YES
24.	F	21	1+	High school	NO
25.	F	22	1+	College	NO
26.	F	29	4+	High school	YES
27.	F	28	4+	College	YES
28.	F	27	4+	College	YES
29.	F	22	2+	High school	NO
30.	F	21	1+	High school	NO
31.	F	38	3+	College	YES
32.	F	36	2+	College	YES
33.	F	31	1+	College	YES
34.	F	33	3+	College	YES
35.	F	30	3+	College	YES
36.	F	55	4+	College	YES
37.	F	42	2+	College	YES
38.	F	48	3+	College	YES

Annex 2: List of questions asked in interview

Structure of the interview

Basic information about the respondent's stay in the Czech Republic

- How long have you been living in the Czech Republic?
- Why did you to leave the United States?
- Why did you decide to come to the Czech Republic?
- What motivates you to stay in the Czech Republic?

Feelings and prejudices/stereotypes

- Can you recall any feelings after arrival? Were they positive or negative?
- Did you or do you have any prejudices or stereotypes of Czech culture and inhabitants?

Perception of Czech culture, traditions. Any conflicts?

- How do you perceive the Czech culture?
- Do you see any differences?
- Have you experienced any culture shock?
- Have you ever had any conflicts while staying in the Czech?
- What is the level of your Czech language knowledge?
- Do you feel any language barrier between you and Czech inhabitants?

Friends in the Czech Republic; contact with the country of origin

- Do you socialize with Czech people?
- Do you seek any American people around? Where?
- Are you in contact with the country of origin?

Adaptation in the Czech Republic

- Do you feel you are adapted to the Czech culture?