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Master Thesis

The Use of Digital Intercultural Coaching with Expats and Implications for Transition Plans in Global Mobility

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1 - Expatriate Behavior in Global Mobility

"After decades of corporate discourse about the war for talent, it appears that the battle is over, and talent has won. Employees today have increased bargaining power, the job market is highly transparent, and attracting top-skilled workers is a highly competitive activity." Jansma (2015) quoting Deloitte.

Global Mobility has reached a new peak and after serious cost cutting efforts since the financial crisis started in 2008 it seems that the war for talent has not only reached expatriate populations but also those professionals supporting the expatriate populations, the Global Mobility Managers.

While the globally mobile talent seems to be harder to find than ever the scope of Global Mobility has become ever more complex. Global Mobility functions adopt all kinds of cross-border workers, project workers, international business travelers, local-to-local transfers and international hires into their populations.

From a corporate perspective the value of assignments as in the return on investment (ROI) in Global Mobility is often not measured. The existing tools such as the International Assignment Business Case with a cost projection, revenue opportunity and transition plan is often seen as an administrative exercise rather than providing true value to the business.

Costs of international assignments are often challenged and decisions about expatriation are too often based on financial considerations alone. Global Mobility has yet to find practical ways of showing the return on investment to business line managers.

On the other hand, expatriates often feel that their career goals do not always align with the needs of their employers which is why many expats leave their employers after repatriation.

The younger generations demand more individualized high touch support for their career development and an international or global career is no longer an option, it's a given.

With higher levels of complexity in Global Mobility and less resources to support expatriates and their families digitalization could offer potential high-touch solutions and help Global Mobility Managers to be able to focus on orchestrating the process.

The author therefore developed a platform to help expatriates achieve their performance goals, assignment targets and personal career goals as well as to

write down their transition plan. The platform RockMeApp supports expatriates in taking more responsibility for their careers. The author assumes that this will lead to better adjusted expatriates and families, higher assignment target achievement and therefore better financial outcomes. In consequence the author expects better international career transitions and higher retention rates of expatriates in global organizations.

The purpose of this master thesis is to show that investing in such a solution is having a positive impact on the careers and lives of globally mobile leaders, professionals and scientist.

Jansma (2015) confirms the author's assumption that there is limited scientific research about expatriates and their expectations and behaviors. This is one of the reasons why the author has decided to apply an empirical method and work with an experiment for this master thesis. The pilot group participants were informed of their participation in a scientific experiment and received free coaching and support.

Use of gender-neutral language

The language in this master thesis is gender-neutral and uses male and female forms.

2 - Definitions of Terms and Research Question

Expatriate

An expatriate is a professional who is assigned by a company or organisation to work temporarily in another country than her home country. In contemporary language the term "expat" covers knowledge workers and highly skilled migrants. A newer term is "digital nomads". Schuler, Jackson, Tarique (2011) define knowledge workers as highly skilled, well-educated academics who follow their work to another country. Fink (2011) uses the term highly skilled migrants for professionals who are informed about international job opportunities, more adaptive and better able to surmount legal obstacles to migration. For the purpose of this paper we summarize all globally mobile professionals, commuters, scientists and skilled migrants under the term "expat".

Expatriate psychological contract

Jansma (2015) shows that the expatriate psychological contract often consists of expectations about the role, reward and support in the host country. The psychological contract also has implicit assumptions about the role of the expat when repatriating or when moving to the next location.

Expatriate performance and potential assessment

Scullion, Collings (2011) describe the performance assessment system at Novartis which will be used as a generic example for global companies. The system "...grades employees on (a) business results (the "what") and (b) values and behaviors (the "how"). While the business results are unique to each business area, the values and behaviors (ten in all) are common across the entire form." Together with the potential assessment talents are assessed in a nine-box matrix. (Scullion, Collings, 2011, p. 29)

Potential

	C	A
	D	B

Performance

Fig. 1: Typical Nine-Box Grid for Performance and Potential

Drivers of Global Mobility

The drivers of Global Mobility are market, sourcing, talent and lifestyle. Depending on the analysis during the international assignment business case, one driver usually emerges as the dominant one (Weinberger, 2016).

SMART Goal Setting

"S.M.A.R.T. goals are a relatively new idea. In 1981, George T. Doran, a consultant and former director of corporate planning for Washington Water Power Company, published a paper called, "There's a S.M.A.R.T. Way to Write Management's Goals and Objectives." In the document, he introduces S.M.A.R.T. goals as a tool to create criteria to help improve the chances of succeeding in accomplishing a goal." (Esposito, 2016)

SMART is an acronym that stands for Specific, Measurable, Achievable, Relevant, Time-Bound. The SMART goal setting method is a generally accepted practice in Human Resource Management. However, many goals are vague and not measurable. Goal attainment is often biased and influenced by the relationship of the manager with her direct reports.

Global Talent Management (GTM)

According to Collings (2014) Global Talent Management (GTM) is defined as the systematic identification of key positions that differentially contribute to the organization's sustainable competitive advantage on a global scale.

GTM also engages in the development of a talent pool of high-potential and high-performing talents. GTM supports a structure to facilitate filling key positions with the best available talent in order to ensure their continued commitment to the organization. Collings (2014)

Intercultural Coaching versus Intercultural Training

“Although intercultural training and coaching are two distinct activities, these two approaches can work very well when used together. One classic obstacle encountered in business education is the difficulty of transferring skills and enthusiasm from the seminar room to the workplace. Coaching is an excellent way of helping clients apply what they learn from a course to their day-to-day work.” International Coach Academy (2012)

Structured training is a fixed and prepared approach to learning. Coaching is fluid and flexible. It follows the interest and objectives of the coachee. Together the coach and coachee influence the direction of their sessions. Coaching also places responsibility and ownership on the individual to take action after their session. Mart (2018)

In the expatriation process ideally a combination of both is applied.

Digital Coaching versus Analogue Coaching

Research on digital coaching is limited and many coaches confuse “digital” with using a virtual room or online communication platform such as Google Meet or Skype. While virtual training and e-learning have risen in popularity in the last 10 years due to cost-cutting and globalization, the effect of e-learning on knowledge retention needs to be further researched.

The traditional analogue approach to executive coaching and expat spouse career consulting in Switzerland is face-to-face. Sometimes due to location differences an online meeting is chosen as an alternative.

While analogue face-to-face meetings foster trust and create a deeper personal relationship they also could cost the coach and expat more time and resources. The business model for analogue coaching relies heavily on the coach being able to ensure that she develops other sources of income too. A digital coaching option therefore provides flexibility and a chance to deliver support at any time. It also gives the possibility to automate certain touch points between the coach and the expat.

Bedrosian (2010) researched applications that helped women lose weight and found that creating meaningful and effective attentive personal systems implies that these systems provide support taking the context of the user into account, and empower users to take control of their lifestyle.

Carlsson (2018) describes the process of developing such a tool the following way: "First, an effective transfer of knowledge from developers, experts and researchers to users (including management) will be needed; second, the daily use and operations of the systems need to be supported, as automated, intelligent industrial systems are complex to operate. We look at this transfer as knowledge mobilization and will work out how the mobilization can be supported with coaching; this coaching needs to be digital, as human coaches are both scarce and too expensive to employ in large numbers."

To explain the concept of digital coaching further Mart (2018) explains, that "...it is an in-person coaching conversation that is conducted over a web-based video conferencing service (also known as video chat). One or more people will enjoy a development experience that is facilitated by a qualified coach. Now (in 2018 as we write this) technology is all around and underpins modern business and individual lifestyles. Advances in video technology by the likes of Skype and Zoom allow us to have face to face conversations with anyone, anywhere. It has created a sense of being in a global village. Virtual delivery allows us to translate this connection into learning and development. Providing businesses with access to an expert resource, delivering to individuals and bringing teams together from across the World." (Mart, T. 2018)

The Relationship between Coach and Coachee

According to the International Coach Federation (ICF) and their ethical standards coach and coachee should be on an eye-to-eye level. The relationship should be trusted, yet always remain professional. The ethical standards are globally used despite their US-based origin and potential cultural bias, which could be detrimental in an intercultural or global mobility coaching setting. For a critical review of the basic assumptions of coaching according to the ICF please see Kraemer, Nazarkiewicz (2012).

Research Assumption and Questions

The author assumes that digital intercultural coaching supports expatriates in achieving their international assignment targets and career goals and will thus help with expatriate adjustment and thereby increase the return on investment in Global Mobility.

The main research question is: How can digital intercultural coaching support expats accelerate expatriate adjustment and thereby help them to achieve their assignment targets and further career goals?

The questions to review further are

1. Why is it necessary from a corporate perspective to invest in supporting expats with their career goals and development?

2. How is expatriate adjustment linked to global mobility return on investment?
3. How is digital intercultural coaching designed?
4. How is the researched platform designed to support expatriates in achieving their assignment targets and career goals?
5. Can this kind of support be measured?

3 - Literature Review and Models

Lack of Focus on Global Mobility Digitalization

Global Mobility research has not yet focussed on technology enough and in the practical arena Global Mobility Managers are called to aid when an email ID is not spelt correctly, when data of various providers needs alignment and when expats experience digitalization stress.

Expats are usually juggling their transition from previous role to new role while moving their families from one part of the world to another. International moves can be traumatic without the pressures of goal attainment and managers waiting to be responded to. Starting a new role in a new country is a major source of adjustment even without the factors of adjusting to a new cultural environment, learning or at least making sense of the host language, figuring out security concerns, settling children into a new school and having an equally career-minded partner who might not even be allowed to work in the host country. One issue that expats to Switzerland experience regularly is that they do not receive the same kind of technical and other life support they had in their home countries. They suddenly have to manage everything themselves. On the other hand Global Mobility and vendors ask them for the same information on several occasions. In the past expats used to have more support. Today platforms are built to "do it yourself" which creates more small tasks in a move to another country.

In an interview Mr. Ray daSilva, President Mobility Exchange argues that "The holy grail has to be a single, up to date data repository of the vital information required by all the service providers with specific information access and editing rights controlled by role-based security. This is the seamless service delivery along with information access that all global mobility services companies promise but have yet to deliver. I believe that the technology required is available today but we are held back by misplaced concerns and misunderstandings about competitive advantage, privacy and confidentiality." and "...we have talented, dynamic leaders in the industry. We have talented and skilled technologists. We have far too few that know enough about both to bridge the gap between the two disciplines.

Global Mobility is affected by digitalization but the community focuses on compliance, process and vendor integration rather than expatriate experience. Even though according to Debner (2017) there is trend to focus on expatriate experience to the author's knowledge there are not many helpful solutions that combine the interests of the company with the career interests of the assignee.

Most Global Mobility innovation focuses on delivering compensation models, cost projection, immigration, tax and social security compliance. While these “hygiene factors” (Debner, 2017a) remain critical as a basis for Global Mobility Operations they do not improve the experience of the expat in her or his career and life (Debner, 2017).

Link to Megatrends

Digital, intercultural coaching touches on two global megatrends (Digitalization and Globalization) and might help to improve one major issue in Global Mobility, which is the adjustment, success rate and following the retention of expatriates and globally mobile professionals, scientists and leaders in general.

Reduced Willingness to Relocate due to Global Issues

According to the Boston Consulting Group (2018) there is no denying the impact that tightening trade and immigration policies are having on the US’s reputation as a work destination and that Brexit is having on the UK’s.

“The changes brought about by heightened nationalism show up in the survey results—sometimes subtly, sometimes less so. Other factors, too, have affected the global map of mobility. Notable among these are Europe’s refugee crisis, Asia’s continuing rise, and Eastern Europe’s economic revitalization. BCG found that the overall willingness to emigrate has dipped. Fifty-seven percent of all respondents now say they would move to another country for work. While that is still a sizable number, it is 7 percentage points lower than when we asked the same question in 2014. Then, the “would relocate” response was 64%.” (BCG, 2018)

Fink (2017) measured talent migration and where it comes from based on data of innovators and used so-called gravity models to understand why people migrate. These models show that countries such as Switzerland, the United States, Ireland, and Belgium stand out in attracting foreign inventors, whereas Japan, the Republic of Korea, and Italy rank at the bottom of the list and the countries with the higher number of foreign investors also attract highly-skilled migrants according to Fink (2011).

While data remains a significant challenge in understanding migration patterns, countries such as Switzerland; Germany and Holland increasingly depend on expatriates, migrants, knowledge workers and digital nomads. This is also due to their ageing workforce and the lack of younger talent due to changing demographics (PwC, 2017).

Global Mobility Technology Focus

Following KPMG (2017)'s trend report, the majority (59 percent) of organizations do not currently rely on mobility management technology to manage various aspects of their program. 51% of survey participants are using analytics to guide their global mobility policy and decision making (KPMG, 2017).

This leaves a large potential for Global Mobility Technology in general as traditionally Global Mobility Professionals worked with Excel spreadsheets and their "workflow tools" are often emails combined with manual checklists or tracking sheets (Weinberger, 2016).

Expatriate Adjustment as a Success Factor

When discussing the success of an international assignment or project a common way to measure "success" is expatriate adjustment which in contradiction to "expatriate failure" is often equalized with completing an assignment for the planned assignment period.

Hippler, Haslberger, Brewster (2017) dedicate a chapter in McNulty, Selmer (2017) to expatriate adjustment and the most influential model in business studies of Black, Mendenhall and Oddou (1991), which despite significant criticism of its inherent weaknesses is still used today because of its simplicity and ease of application and retains its original conceptualization of adjustment as the degree of perceived psychological comfort.

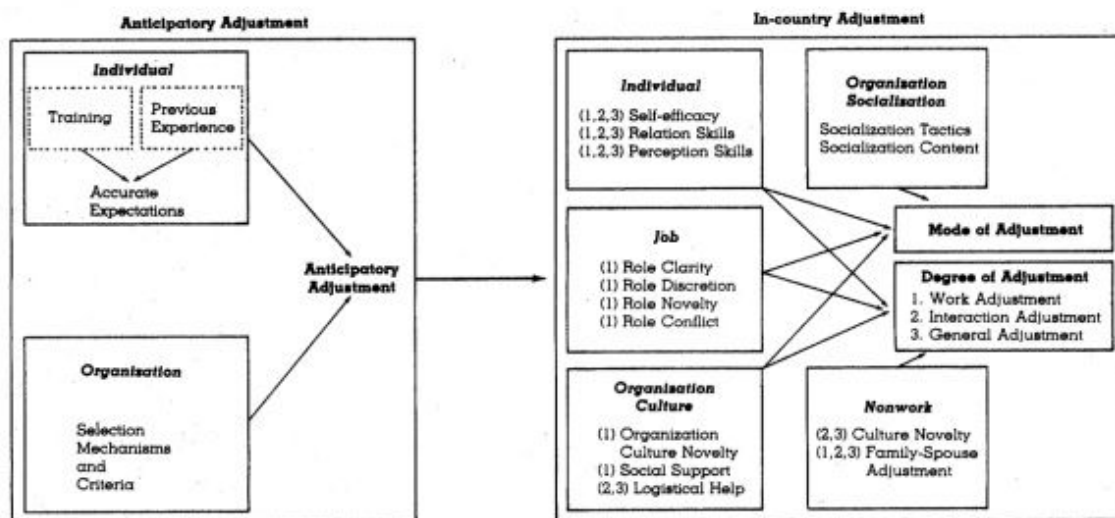


Fig. 3: Black, Mendenhall, Oddou (1991) Model of Expatriate Adjustment

Due to a focus on technical compliance and a lack of connectivity of academic disciplines this model as well as other academic research on intercultural adjustment of expatriates such as the 3-D-Model of adjustment (Haslberger et al., 2013, 2014) or Aycan's (1997) process model of adjustment did not gain any popularity in Global Mobility functions.

"The authors leave open how long it may take an expatriate to attain the same level of applicability and clarity abroad as at home, stressing that one or two years may not suffice. To reach higher levels, the person may very well have experienced an identity transformation far more profound than passing through a cycle of adjustment." Hippler, Haslberger, Brewster (2017, p.85)

"Individual acculturation begins with concrete experiences that place a demand on the person, who responds by 'culture shedding' or 'culture learning', dropping behaviors and replacing them with others that assist with fit into the host society (Berry, 1997b, p.18)." Hippler, Haslberger, Brewster (2017, p.86)

However, the role of expat adjustment in the overall success of the assignment is not well researched. As Hippler, Haslberger, Brewster (2017) note expats might adjust in different ways and some expats seem to be good at adjusting without any kind of support. The authors claim, that there needs to be continued attention on learning support for expatriates during the first few months in the host country. They also say that greater attention needs to be given to the fact, that expatriate adjustment happens in a dynamic process and that "only when we understand how, precisely, over time, the various antecedents affect adjustment, and adjustment in turn affects the various outcomes can we truly understand adjustment...(p.99)".

Expat Performance

Care and Donuhue (2017) tackle expatriate performance in McNulty, Selmer (2017) and they define it as ..."a group of behaviours that expatriates are expected to perform to meet organizational objectives; the behaviours and their assessment are influenced by the unique nature of an expatriate assignment: the assignment type, culture of host and home countries, institutional and social factors, organizational type, and crossover and spillover effects from non-work roles (such as family status) that are also impacted upon by the expatriate experience.

"A "comprehensive model of success is missing" and Caligiuri's (1997) suggestion that future studies should clarify what is meant by adjustment, as opposed to performance, indicated the need for definitional and discriminant clarity when examining performance." Care and Donuhue (2017, p.107)

For the purpose of this paper we would like to follow the definition of Brewster et al. (2014) which only refers to the performance of the individual on assignment, which can be seen as functional or tactical. This kind of outcome would be measured in the annual performance review.

Caligiuri's performance dimensions	Matches Campbell's factor
Technical performance	1. Job-specific task proficiency
Contextual/ pro-social performance: Organizational commitment Motivation Carrying out additional tasks Facilitating peer and team performance Maintaining personal discipline	4. Demonstrating effort (not defined as a factor by Campbell but viewed as a determinant) 6. Facilitating peer and team performance 5. Maintaining personal discipline
Contextual/ managerial dimensions: Maintaining good working relationships Training, coaching, developing subordinates Representing organization to customers and the public Communicating effectively	6. Facilitating peer and team performance 7. Supervision/leadership 7. Supervision/leadership 8. Management/administration 3. Written and oral communication
Expatriate-specific dimensions: Replacement planning Transferring information Establishing good relationships with host nationals Fostering commitment to organization in the subsidiary Language and culture proficiency	8. Management/administration 3. Written and oral communication 6. Facilitating peer and team performance 7. Supervision/leadership 6. Facilitating peer and team performance 7. Supervision/leadership 3. Written and oral communication

Fig. 4: Caligiuri's theory of expatriate performance, Care and Donohue (2017)

Global Talent Management

Sparrow et al. (2014) identified differences in intensity of challenge to do with talent identification, development, or evaluation between domestically owned and foreign-owned organizations and the practices used for each aspect of talent management reflected the typical industry structure, historical tradition, limited

power of HR, cultural emphasis on personal and private networks, focus on collective rather than individual success. They found a bias against high potentials and that they were perceived as a threat to your own hard fought for position in the U.S.-based companies they researched.

Sparrow et al. (2014) also mention that Germany has low levels of unemployment and a long-term emphasis on education, vocational qualifications and is very successful in the global trade and export. The same is true for Switzerland.

Still, talent management approaches in Germany and Switzerland and most of Europe are driven by U.S.-based ideas about talent identification and definitions and use the nine-box grid to select key talents with a halo-effect towards white males. An indicator could be the current structures of partnership at professional services firms or the compositions of management boards of European-based multinationals.

While Sparrow et al. (2014) mention the debate in academia and practice about who is considered "talent" and if not everybody in the organization should be called talent, the development of talent is only one driver of Global Mobility (Weinberger, 2016). Sparrow et al. (2014) explain that there is a gap between the current global talent management practice and theory in IHRM: "*While international talent grows in values it is increasingly difficult to obtain, deploy and retain...even though global talent management tools have evolved in practice, IHRM theorizing has not kept pace.*" (Sparrow et al., 2014, p.255)

Outdated Global HR Structures

One reason for the lack of collaboration between Global Mobility and Global Talent Management is a structural issue in global Human Resource departments. In most global corporations Global Mobility, HR Business Partners, Talent Management as well as Diversity and Inclusion are working in silos.

The key players in these areas do not collaborate enough and that leaves the expatriates on their own or at the mercy of home sponsors especially when it comes to repatriation or the next career move.

Quoting Collings (2014) it has become apparent that with the constant change in large organizations this issue has become larger rather than smaller over the last 20 years. Despite the optimistic outlook for consultants and providers on the alignment between Global Mobility and Talent Management, reality and academia are not keeping up with this concept: "However, the academic literature has largely been silent on the integration between global mobility and global talent management (GTM). This is a significant gap, as organisations have little theoretical or empirical guidance on how to maximise the integration of

global mobility and global talent management and how to maximise the contribution of global mobility to organisational performance.” Collings (2014)

In order to reduce the structural gap it could be helpful to integrate the expat experience through a process that combines talent selection, performance and potential assessment and global leadership competency development. For developing global leadership competency of identified talents, large organizations often have a competency model as a basis. To reduce the complexity of these models the author has been investigating competency models at length. For this paper two models are selected based on their real-life applicability and synthesized into the global competency model of the author.

Global Leadership Competency Models

Dimensions of Transglobal Leadership

Sharkey et al. (2012) developed five dimensions of transglobal leadership, intelligence of transglobal leadership (cognitive, moral, emotional, cultural, business, global) and five behavioral dimensions (uncertainty resilience, team connectivity, pragmatic flexibility, perceptive responsiveness, talent orientation).

These leaders are in such short supply because of the focus on building “local” talent rather than global. Also, companies haven’t known how to develop global leaders. Despite globalisation, many leaders see the world from they hail. Compliance has to be adapted to local requirements and the types of intelligence are not well understood for global success (Sharkey, 2012). The five intelligences for transglobal leadership according to Sharkey (2012) are moral, emotional, cultural, business and global.

Personal Competencies		Social Competencies
Curiosity	Open-mindedness	Social skills
Optimism	Positive self-image	Empathy and respect
Flexibility	Resilience and persistence	Metacommunication skills
Self-confidence	Nonjudgmental attitudes	Respect and positive regards for others
Positive attitude to taking risks	Goal-setting mindset	Open-mindedness to new ideas, new people, new places and change

Tolerance for ambiguity and an ability to balance paradox	Ability to view self from the perspective of others	Open-mindedness to regular personal feedback from others.
Positive attitude to self-development and training	Ability to multitask with activities and people	

Fig. 5 Sharkey (2012) - Competencies relevant to Cultural Intelligence

McDonnell and Collings (2011) define global leadership competencies through six dimensions (Cross-cultural relationship skills, traits and values, vision, cognitive orientation, global business expertise, global organizing expertise).

Global Leadership dimension	Associated competencies
Cross-cultural relationship skills	Cultural sensitivity, appreciates diversity, constructive dialogue, motivates/ rewards others, develops others, empowering others, shares leadership responsibilities, social literacy, cultural literacy
Traits and values	Inquisitiveness/curiosity, resourcefulness, optimism, character/integrity/ energetic, emotional intelligence, resilience to stress, tenacious, stable personal life, life balance, personal literacy
Vision	Articulates a tangible vision and strategy, articulates values, catalyst for cultural change, catalyst for strategic change
Cognitive orientation	Global mindset, open-minded, thinking agility, cognitive complexity, managing uncertainty, behavioural flexibility
Global business expertise	Global business savvy, technologically savvy, business literacy, customer orientation, external orientation, results orientation, maintains competitive advantage
Global organizing expertise	Team building, builds partnerships, architecting/designing

Fig. 6 McDonnell, Collings in Scullion, Collings (2011, p. 60) - Global Leadership competencies adapted from Osland et al. (2006, p.209)

A Definition of Global Competency

“Global Competency is the ability to work effectively in a global, complex environment with a high level of stress, while achieving goals sustainably and in accordance with your own resources. It is a combination of knowledge, attitude, skills, reflected experiences and body learning.” Weinberger (2016)

Based on those and other competency models the author defined global leadership competency according to five learning elements called knowledge, attitude, skills, reflected experience and body learning. All five elements need to be developed for building global leadership competency. This model of global competency became the basis for the RockMeApp.

Global Competency as the Underlying Model

As the author mentions in a previous publication (Weinberger, 2016) global competency is often underestimated in Global Mobility. As long as we do not see cultural differences, we do not know why men and women from other cultures behave and think differently than we do. We just assume that they are “strange”. Also we might think we treat the other person with “respect” but the concept of respect is defined differently in other cultures. Even if we consider ourselves open-minded, we might not have developed the intercultural skills that we need in order to be more effective in other cultures.

Recent neuroscientific research summarized by Shaules (2017) shows that the mind has different processing capabilities. While the general public often decides in the “fight or flight”-mode, the trained mind can step back out of stressful situations and analyze critical incidents. For this kind of process intercultural competence needs to be high and well-developed.

We rarely sit down, take a deep breath, smile and then write a polite email to say that our judgement of the situation might have been guided by our own values and assumptions. Normally we jump to conclusions first and put other people’s behaviour in a box. We like or dislike their behavior. We judge.

We rely on our mental images and can become prejudiced because this is the way our gut decides if we are safe or in danger. Our mental images are influenced by our inner landscapes but also largely by the pictures we see on the news channels every day. (Weinberger, 2016)

Using a Holistic Model

For the development of global competency, the author developed a simplified model with five elements: knowledge, attitude, skills, experience and body learning. The model is based on the intercultural competence research of Dr. Eva Kinast and Drs. Boudewijn Vermeulen.

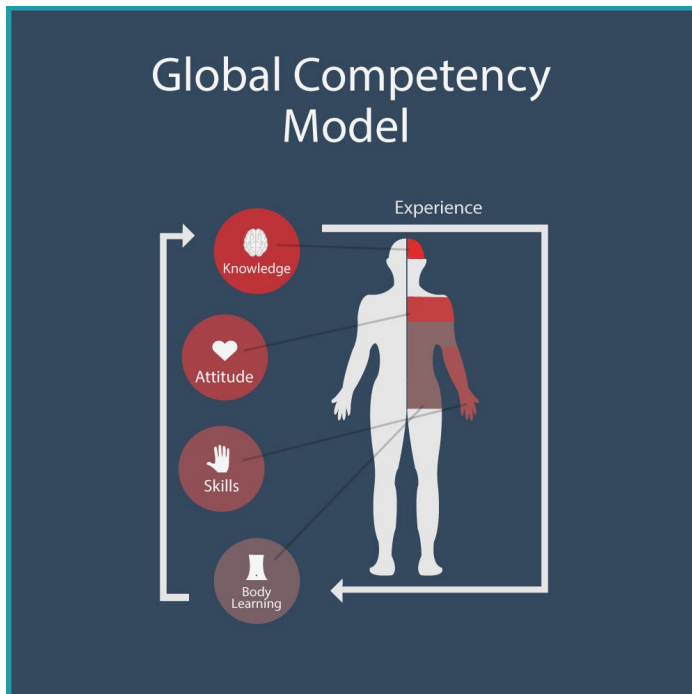


Fig. 7: The Global Competency Model

Knowledge

Expats gain knowledge of a country's history, politics, economy and religion through books and reading. It is helpful not to focus only on factual information but to prioritize all the topics they enjoy reading about. Expats need to read books, blogs, reports and should seek input from outside regularly. Fostering the need for input falls under the knowledge category.

Attitude

It is very important that expats develop openness for ambiguity, the potential to accept new experiences and that they understand and question of their cultural minting.

Through becoming aware of and verifying their own cultural beliefs, you develop a more open attitude. Once you understand and are aware of your own cultural attitude and behaviors you are able to change your behavior to be more effective.

You want to develop a global mindset and become more open towards ambiguity and not knowing. You want to practice curiosity and learn to be humble and serving.

Skills

Through developing their foreign language skills, active listening and empathy expats gain better access to people of other cultures. In today's technology-driven times it is also important for expats to have media competency. It's important to be effective in telephone and video-conferences, but also to be able to build connections via LinkedIn, Facebook and Twitter.

Reflected experience

When dealing with other cultures it is helpful to analyze critical situations and incidents. One option is the search for the proof of the opposite truth. Expats could for example have an assumption about a person's cultural behavior and then assume that the opposite of their assumption is true too. Using this kind of critical analysis and writing about intercultural critical incidents help to make sense of the experience. Writing down every week what they have achieved, learned and what they are thankful for helps expats to see their progress and to focus more on the process of adjustment rather than the end goal. Mostly, expat spouses profit from writing and reflecting as they are usually frustrated and in a serious culture shock within the first six months of the assignment.

Body learning

By learning dances or practicing martial arts, and relaxation methods expats learn to focus and feel better. They are able to handle the adjustment stress and daily complexity a lot better. A good physical constitution is helpful to remain globally competent (which is why medical assessment before assignments should be a must have). Learning relaxation methods often helps expats to keep up their productivity level.

Influence of psychological contract on expatriate retention

Jansma (2015) researched the connection between expatriate psychological contracts and retention. An issue in expatriation is often the lack of clarity around the role after repatriation. A psychological contract exists between the expat and the company but there is no written agreement or clear understanding of the next role or roles in the process. Expectations are not properly managed and often expats are disappointed with their title, pay or role content in the next role when returning from an assignment.

The author found that in the two years after repatriation there are several factors influencing retention significantly. One is a) re-entry cultural adjustment, another b) role expectation mismatch and c) the lack of applicability of the learning from the previous assignment.

Often there is an impression of "I have changed but the headquarter people are still doing the same as they did five years ago." While c) is understood immediately by the expat, a) and b) often work on a more subconscious level and are not seen in connection with the repatriation.

There is a fundamental attribution error risk in that the expat thinks that the re-entry cultural adjustment and role expectation mismatch are not driven by her perception but are factual. The expat blames the employer for not "valuing" their experience and leaves the company as soon as opportunity arises.

Intercultural Coaching could help in such a situation to decipher perception, emotion and judgement. However, often the expat does not seek this kind of support as it would mean that "something is wrong" with her. (Weinberger, 2016)

The role of the Expat in Career Development

The author assumes that a global talents takes charge of her development and drives her career and transition plans. Expats see career and life as one entity that is hard to separate and they align their career needs with the career wishes of their spouse or life partner.

In such a balanced relationship planning and envisioning the next goals becomes essential as a measure for achievement and a sense of self-efficacy. Psychologically, as soon as the expat drives her development, she moves out of a victim position. During transition phases, repatriation, move to the next country, restructuring, job loss and personal health challenges of the expat or the spouse or children, the expat needs a long-term vision and short-term plan. Life satisfaction is higher when all these needs are in balance.

The Integration of Global Mobility and Global Talent Management

KPMG (2017) data suggests that long-term and short-term assignments are the most commonly used (97 percent and 86 percent respectively), while the use of permanent transfer/indefinite lengthy assignments (61 percent) continue to increase globally.

In preparation of repatriating assignees back to their home country, 75 percent of organizations begin the planning process 3 to 6 months prior to the expected repatriation date.

For the expat and family this is far too late as often even just terminating a lease already has a three months notification period. If Global Mobility was more in tune with the career and life planning of the expat this could also lead to a better expat experience and therefore better retention rate.

One of the reasons for this lack of synchronisation is the missing integration of global mobility and global talent management activities and functions in today's organizations. The only guidance given focuses on academic concepts of expatriate return on investment.

Expatriate Return on Investment (eROI)

Collings (2014) determines expatriate ROI as a calculation in which the financial and non-financial benefits to the firm are compared with the financial and non-financial costs of the international assignment, as appropriate to the assignment's purpose.

Nowak, Linder (2016) developed an activity-based cost model for Global Mobility that is based on the process and defines how to determine the break-even point of an assignment as a tool to calculate eRoI.

McNulty (2013) presents a comprehensive model of how companies can improve eROI and the author suggests that her model should be translated further into Global Mobility terminology. For the purpose of this paper the author would like to use a pragmatic framework.

The International Assignment Business Case

The most common way to measure the financial and non-financial benefits of the assignment is usually termed "International Assignment Business Case" or "Assignment Purpose". Often this case consists of one or two lines in the "Assignment Initiation Form".

This judgement call weighs in on decisions of the Global Mobility Manager as she decides about the compensation package, the granted exceptions and the final allocation of actual costs. It is therefore logical to upgrade the International Assignment Business Case from the corporate perspective.

From the expat's perspective the business case is also important as it defines the targets and goals for the assignment which will have an effect on bonus and

further career opportunities. However, what weighs in more for the expat satisfaction and adjustment is the repatriation or transition plan.

The Repatriation Plan or Transition Plan

“The repatriation plan contains a role profile for the assignee after repatriation or for the next assignment. Often the role profile consists of a few bullet points. It is rare that companies plan for more than a year ahead. However, some companies have started to work with succession plans and they use positions that open up for repatriates. In most companies I work with, the repatriation process is still somewhat ad-hoc. Assignees with good sponsors are often luckier than assignees with weak sponsors.” Weinberger (2016)

“HR and GM mostly push the responsibility onto the sponsors. In most companies, repatriates don’t even know what their role profile looks like in the first few weeks. We have seen many long-term assignees that could not be repatriated to the headquarters so they were made redundant abroad. Repatriation planning in my view is the most critical success factor in Global Mobility. A repatriation plan can be adapted to new circumstances continuously but without a plan, you will not use your talent effectively either on or after the assignment.” Weinberger (2016)

Trends in Performance Management

Up to around 2015 Management by Objectives (MbO) was the leading paradigm in performance management and hence implemented in most multinationals around the world. More innovative companies especially in the field of Information Technology have shifted their focus away from managing by objectives to other ways of supporting employees in their development. Google developed a program already in 2009 with a focus on self-exploration and mindfulness.

Global Talent Management

Sparrow et al. (2014) claim, that we still know little about the ways in which corporate HR functions must manage global talent management activities. They discuss how organizations accommodate the competing dynamics of local responsiveness with the pressures for global integration outlined above and how they incorporate these demands into the structures of the talent function.

Sparrow, Farndale, Scullion in Scullion, Sparrow, Tarique (2011, p. 260) point out that the alignment of Global Mobility and Global Talent Management with the business model, business drivers and understanding of the business is critical for success of the functions.

The Cultural Bias

Hofstede, Hofstede, Minkov (2010) claim that psychiatry tries to help those whose behaviors deviates from societal norms and demands that the helper is aware of his or her own cultural differences with and biases toward the client.

This raises the question if any web-based platform will also inherit cultural bias and while the author would like to develop a universal, global platform to help expatriates achieve their performance goals, assignment targets and personal career goals within any type of global leadership transition, the model is driven by an individualistic worldview with an assumption of an internal locus of control and fits best in the host Germanic context of the author (Weinberger, 2016).

With the exception of the element of body learning which was taught and conceptualized by Eastern academics, the Global Competency Model behind the platform is based on Western logic, performance and task orientation. The model builds on Western coaching practices and ethics by the International Coaching Federation (ICF) as well as traditional management concepts such as Management by Objectives. The model also assumes weekly reflection and other regular practices, which originate from Eastern mindsets and concepts (Weinberger, 2016).

Multinationals with a headquarter based in Switzerland, Germany or Holland will probably adhere to a similar mindset and background for their expatriates. In practice the platform is used for inbounds and a few outbounds too, as well as for general coaching clients with an international background.

Issues with Conceptualizing Expat Adjustment

Due to issues measuring and conceptualizing expatriate adjustment (Hippler, Haslberger, Brewster 2017) the author works with the model of Black, Mendenhall and Oddou (1991) as well as the process model approach suggested by Aycan (1997).

The statement "We need more research replications across various contexts to understand the reality of adjustment." (Hippler, Haslberger, Brewster 2017, p.96) encourages the author to continue her research in expatriate adjustment and transition support.

The author also agrees with the statement that "There needs to be continued attention on learning support for expatriates during the first few months in the host country." (Hippler, Haslberger, Brewster 2017, p.98).

Focus on Host Country Switzerland and close neighbours

There are culture standards in the Swiss and German context that favor a self-driven career model. The author is not sure if this model will work for leaders in a culture with a preference for "outer direction" according to the cultural dimensions model of Trompenaars, Hampden-Turner (2012).

In a cultural context where the majority believes in outer direction expats would probably wait for their manager or coach to give them support in their career development, rather than taking their career planning into their own hands. If such a cultural dimension can be assumed it might be helpful to focus even more on the relationship between coach and coachee than in a Germanic context.

The author understands that the focus needs to be on building global competency in the host country and therefore selected the pilot group participants mainly to be located in the host country Switzerland and close neighbouring countries such as Germany, France and Holland.

The growing importance of the individual in Global Mobility

According to Sparrow, Farndale, Scullion in Scullion, Sparrow, Tarique (2011): with globalizing the talent management function organizations need to accommodate the individual side of the equation as well. "As the demography of international mobility continues to diversify, we are also seeing increasing variety in the forms of international work, which as a consequence leads to a growing importance of the role of the individual as a stakeholder in decisions about, and management of, global mobility...The management of international mobility also has to foster the appropriate network ties between the expatriate and their host and home support networks." (p.255)

The need for more flexibility in the compensation and process design

Recent compensation models also ask for more flexibility and choices to be made by the expat rather than the company (CROWN, 2017). Asking the expat to drive the compensation and the process would be a logical consequence of all of the above-mentioned factors. The role of the Global Mobility Manager is also changing (Deloitte, 2017). Global Mobility Managers are not only becoming more strategic. They also need to be more available for the needs of their expat population and become a trusted career advisor, rather than a transactional administrator of process.

Self-driven Careers

A self-driven career model seems to be a logical consequence of the needs of the younger generations, new technological and digital paradigms as well as changes in the global Human Resources organizations.

4 - Research Methodology

Description of Global People Transitions GmbH

Global People Transitions GmbH is a coaching, training and consulting company with a focus on Global Mobility. The company has been founded by the author in 2012. The author is the main coach, trainer and consultant. Other staff members are usually joining on a freelance basis for support. The company has an online presence but is mainly known by reputation of the author.

The RockMe! Program

The RockMe! Program is designed to help globally mobile professionals to improve their global competency according to the model developed by the author (Weinberger, 2016). The RockMe! program has four elements: a goal setting session of 1.5 hours with a Global Mobility Coach, content via "the Global Rockstar Workbook", the RockMeApp and the RockMeRetreat, which is a seven day structured retreat for globally mobile professionals in transition phases.

The RockMeApp

The RockMeApp is a web-based platform where the client defines three main career goals, learning targets based on the global competency model with deadlines and weekly practices that help to maintain mental and physical sanity. Also the client is asked every week to answer four reflection questions. All entered data can be reported. See ANNEX C, D, E for further details.

There are two roles in the platform: Client and Global Mobility Coach. The Global Mobility Coach gives suggestions, homework and reviews the weekly reflection answers. The client has full control over which suggestions she accepts. The Global Mobility has the right to "freeze" the three main career goals for the durations of the coaching. Usually this transition coaching extends over a six to nine months transition period. In the analogue coaching program the client meets the coach at least once a month.

The author started to accept private clients in addition to corporate clients. Most corporate clients already use basic platforms of interaction so the RockMeApp is mainly used for the coaching of private clients.

Pilot Group One

The author started her first pilot in October 2017 when the RockMeApp was prototyped. For the pilot group part 1 a group of 10 international students and

other volunteers offered their time to test the RockMeApp. One of the learnings from the first pilot was that an initial goal setting conversation with the coach was critical for engagement and understanding of the functionalities of the RockMeApp. Another learning was that the target group had to match more closely with the pilot group. For pilot group part 2 the test client's profile was more aligned with the target group of the RockMe! program.

Pilot Group Two

Pilot group 2 started in June 2018 and contained 25 participants. Most of the pilot participants are above 35 years of age, have a diverse international experience, manage people around the world and are driven individuals with a high level of intelligence and high level of performance.

Out of the 25 participants, 10 participants volunteered to be interviewed at the end of November. The author assumes that these 10 clients are the most successful ones in the process. From those 10 the author prioritized four sample interviews.

There could be other participants who did not agree to the interview for other reasons such as lack of capacity, they did not read the request or were not available during the interview period. The research will continue.

General Observations

The author observed early dropouts and candidates not signing in after the first commitment. Another change in pilot group 2 was that the participants were asked to sign a coaching agreement and follow the same formal onboarding process as real private clients of Global People Transitions GmbH.

In general, the second pilot ran smoother because the author offered short coaching sessions in between and had a personal conversation with all participants at the start of the pilot. As participants did not pay for the coaching the motivation to stick to the program was probably lower than if they had been financially invested. However, those who were engaged worked hard for their goals, learning targets and weekly practices.

Assumptions for early disengagement

An assumption about early disengagement (shown by not signing in) could be "**digital fatigue**" especially when participants have long work weeks in front of a screen.

Pilot participants also sometimes lost interest within the first months of using the app. This assumption was not tested with the interviews as the interviewees all stayed engaged.

Assumptions for staying engaged

An assumption for staying engaged is that the participants felt obliged and accountable to the author because of an established trust relationship. This assumption was tested in the interview. Another assumption is that clients who paid for the coaching sessions are more engaged in the process. This assumption could not be tested as most of the pilot participants were volunteers.

Assumptions for being successful

An assumption for being successful is that the participants learned to channel their energy better. Through the weekly reflection, homework and "nudges" given through the Global Mobility Coach and the Global Rockstar Workbook participants were reminded of what they felt was important for their goal achievement.

Another assumption is that the participant set challenging, yet realistic goals for themselves. An issue of moving to another country is that expats often underestimate cultural difference and assume for example that the job market runs according to the rules that they are used to. Even if the Global Mobility Coach paints a realistic picture in the beginning of the coaching process clients often "overhear" such warnings or assume that they will not face those challenges.

Assumptions about personality types

The author assumes that the pilot group mainly consists of Type A (Friedman, 1996) personality types. They rather set challenging targets and are often not satisfied with their own performance even if for outsiders they outperform comparable peer groups. The author assumes that this is owed to the fact that most of her clients have a high intelligence quotient and are close to the Mensa spectrum. This assumption was not verified in the interviews though.

The interview process

Based on the literature review and hypotheses an interview guideline was developed. Certain questions were raised by Global People Transitions GmbH and needed to be added to the guideline as well. These questions mainly related to the user experience of the RockMeApp.

The interviews were conducted by an external interviewer and recorded as video interviews. A written summary of the interviews was handed over to the author containing tendencies in the answers to the questions of the standardized questionnaire.

Interviews lasted up to 30 minutes, included an introduction about confidentiality and purpose and were conducted in a professional atmosphere without disturbances. The interviewer was briefed by the author on how to conduct the interviews so that bias could be reduced. Also the interviewer was advised not to comment or give feedback on the performance of the client.

5 - Results of Interviews

The author notes that from the interviews and the previous research of the Dijon Project Group (2017) there seems to be a tendency that in-person coaching creates better results than pure digital coaching. Also, having an in-person goal setting meeting where the RockMeApp was explained was helpful for the interviewees as the logic of the model and order of the goals is not self-explanatory to an expat.

One of the technical issues that stands out is that interviewees have cannot remember their passwords (and are not aware of apps which help to save passwords). Another often cited issue is the component of not having enough time in the day to complete the weekly practices.

Another issue is "digital fatigue". Having spent almost all day and the full week on a mobile or other device Generation X interviewees feel tired and wish to look at analogue tools rather than another "thing to do on their laptop or phone".

6 - Conclusions and Critical Review

Implications for Global Mobility Strategy

The author recommends to implement transition planning and coaching into the expatriation process either with the international assignment business case or as a stand-alone service to the expats and their spouses. With further Global Mobility on local-to-local transfers, international hiring and recruiting, cross-border commuters, extended business travellers and migration of highly skilled knowledge workers and digital nomads transition planning will become the normality within the next 10 to 20 years.

Implications for Global People Transitions GmbH

The company is built around transition planning and coaching and will continue to focus on the globally mobile population. While digital options seem to add to the portfolio of the company Global People Transitions GmbH sees in-person coaching, training and facilitation as a key pillar of their method (see Appendix D).

Implications for the Architecture of the Online Coaching System

While investment in the online coaching system has been low in 2018 the author would like to continue working on the platform. The prototype is being rolled out to all clients of Global People Transitions GmbH.

A major improvement should be the communication around the underlying model and method. Also, further information needs to be given to clients on why they should work on their homework, weekly practices and learning goals. A quarterly review of the goals with the coach could also be helpful in order to stay on track.

The content of "The Global Rockstar Workbook" needs a review and it might be helpful to publish a paper-based book so that the clients can work "offline" with the content.

Assessment with the Intercultural Development Inventory

Milton Bennett's developmental model of intercultural sensitivity (DMIS) is the basis for the **Intercultural Development Inventory (IDI)** by Hammer and Bennett (2001). This assessment could be used in organizations to test if expats develop their intercultural sensitivity during the assignment and especially if they improve during the coaching process.

Most companies request a standardized feedback from the client on the coaching and coach. This is however not a good measurement as the coach might be challenging the client more if they do not try to optimize their rating at the end. Rating the coaches performance through a standardized test would be a lot more scientific.

Further research

Further research should focus on four close topics. The first topic is how expatriate adjustment and transitions can be facilitated through intercultural coaching (whether it is analogue or digital).

The second focus would be research on the psychological contract and the effects of having a transition plan and whether this improves retention of expatriates in the next location or not.

A third topic would be to find out if the transition planning helps integrating fragmented processes in Global Mobility and Global Talent Management.

Another fourth angle would be the question if transition planning helps to optimize succession planning and diversity in the top talent of organizations.

Contribution to research

The contribution of this master thesis to research in IHRM and Global Mobility is minimal due to the very small sample size of the experiment. On the qualitative side of expatriation this paper might have insights that can be used further in IHRM and Global Mobility.

Inherent Bias

There is an inherent bias in this type of qualitative research. As Dr. Milton Bennett (2017) explains in a talk on the Developmental Model of Intercultural

Sensitivity researchers in the intercultural field are prone to construction bias because the way they set up an experiment already reflects their construct of reality, their construct of culture and their assumptions of the results.

Additionally an intercultural coach can be biased by her own culture, favor an ethnocentric view of the world. The author grew up with a Western world view, an internal locus of control, an assumption of egalitarianism and that everybody should have a chance to develop into the roles and lives that they would like to have and wish for. The author would like to continue to build a better experience for those who come to see her.

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ANNEX

A Interview Guideline for Pilot Group Two

Questionnaire for Participants - max 30 mins

SKYPE interviews with recording

Explain:

Who you are

Purpose of the Call / research

Use of data, transcript, anonymity

confidentiality,

ask for permission to record call / session,

Ask for First Name, age, cultural background...

Goal Setting

1. When did you start with the RockMe! App?
2. Did you have a live coaching session or meeting with your coach (= Angie Weinberger) before you started to use the RockMe! App?
3. How did you feel in this first meeting?
4. How did you set your three main career goals? What were your guiding principles?
5. Have you achieved your three main career goals over the last six to **nine** months?
6. How would you rate your success on a scale from 1 to 5?

RockMe! App and Rockstar Workbook

7. Did you sign into the RockMe! App since you logged in the first time?
8. Which resistance do you notice when your coach asks you to do a homework?
9. Which positive behavior changes have you noticed since you started using the RockMe! App?
10. How did you use the input from the RockMe! Weekly emails (=The Global Rockstar Workbook)?
11. Did you read the RockMe! emails?
12. Did you do the weekly RockMe! homework?
13. What do you consider the main reason not to do the homework?
14. Will you attend the RockMe! Retreat? (yes / no)?

User Experience

If you could change one thing about the RockMe!App what would this be?

Test User Group

Would you like to remain in our test user group? (Membership is a free for a lifetime)

Is there anything else you would like to share? (if time allows)

B Results of Interviews

Goal Setting

1. When did you start with the RockMe! App?
 - Interviewee 1 (C) did not start at all with the RockMeApp. Simple reason is that she cannot find her apple password for all these apps and states that she is also old fashioned and does not use apps.
 - Interviewee 2 (S) started a few months back, around half a year.
 - Interviewee 3 (M) started in October/November 2017.
 - Interviewee 4 (wants to stay anonymous) was not sure but she thinks she started in Spring 2017 when she met the Global Mobility Coach since she was interested in the app as a tool for migrants.
2. Did you have a live coaching session or meeting with your coach before you started to use the RockMe! App?
 - Interviewee 1 had a coaching session three or four years ago.
 - Interviewee 2 said that they did not really have a session, but a call that was not connected to the RockMe! App. She then invited him to join the group and he started to use the app.
 - Interviewee 3 did not have a introduction session.
 - Interviewee 4 thinks they had a skype call about the app, but not really a introductory session as the Interviewee had started using the app before already.
3. How did you feel in this first meeting?
 - Interviewee 1 felt it was very interesting and very new. She had coachings before and found it was a very different approach and quite playful with drawings, massages and relaxing. Similarities were that she talked all the time and the coach just guided.
 - Interviewee 2 stated that the first call was among friends and that they talked about all kinds of things. That is why he felt good.
 - Interviewee 3 had a coaching session. She did not see the connection to the RockMe! App, she perceived the app as a tool to help her and get herself a little bit disciplined and to get an exchange with Angie and to have something to look forward.
 - Interviewee 4 did not really have a first meeting or coaching session.
4. How did you set your three main career goals? What were your guiding principles?
 - Interviewee 1 did not use the app and therefore did not set the three career goals when she started.
 - Interviewee 2 laughed. He did not think that he had any guiding principles but thought that they were appropriate goals. They were probably a bit too ambitious at the end. He just thought about goals in different areas like business, fun and health.
 - Interviewee 3 states that the guiding principles was probably that she was afraid of not being able to fulfill her job which in the end was unnecessary. The goals during the coaching session were changing. In the beginning it was more like being afraid of not being able to succeed in this job. In the end it just turned out to be helpful for her to get her working hours under control.
 - Interviewee 4 followed the instructions. She wrote down the things that she was most concerned about at the stage when she started using the app. Goals were income, wanting to get to know her new local area and get involved in it as she moved recently and also wanted to link the NGO that she is working for to that local aspect.
5. Have you achieved your three main career goals over the last six to nine months?
 - Interviewee 1 could not answer that question.
 - Interviewee 2 has not achieved the main career goals.
 - Interviewee 3 thinks she fulfilled them, but is not able to recall them exactly.

- Interviewee 4 thinks she did not achieve all of them. She would have said that she achieved one and is midway through the other two.
6. How would you rate your success on a scale from 1 to 5?
- Interviewee 1 could not give a suitable reply to that answer due to not signing in to the app.
 - Interviewee 2 gave a two to business, three to health and said that the fun-goal was even further away than before. However, those things would not have anything to do with the app.
 - Interviewee 3 can give a 5 on the goal of punctuality. 4.5 with regards to her job and 1.5 for family.
 - Interviewee 4 gave 4 out of 5, 3 of 5 and 2 of 5 for the particular goals.

RockMe! App and Rockstar Workbook

7. Did you sign into the RockMe! App since you logged in the first time?
- Interviewee 1 did not sign into the app at all.
 - Interviewee 2 did sign in but “not enough”, not every week. It took him a couple of weeks to understand that he was able to fill in not only parts at the bottom but give evaluation for the top ones (weekly goals) as well.
 - Interviewee 3 “of course” signed in.
 - Interviewee signs in every week. She would even sign in during holidays if she had any.
8. Which resistance do you notice when your coach asks you to do a homework?
- Interviewee 1 answered that question with “Oh my god, another task, additional pressure to do something.”
 - Interviewee 2 thought he did not really do a lot of homework. To some extent he has a bad conscious about that. On another level he knows why. Often he was unwilling to go through the effort because he did not see how it would help him. He had “a lot of stuff” to do and often did not take the time. He did some of the homework, but others like painting a picture not as he did not see the value in it.
 - Interviewee 3 states a lack of time which she thinks should not count as an excuse since one should take the time for that.
 - Interviewee 4 did not do the homework because she would not post it online. She followed the suggestions of the coach and thinks some of them are very interesting. Also she states that she is already struggling to finish her own work on time.
9. Which positive behavior changes have you noticed since you started using the RockMe! App?
- Interviewee 1 did not notice any changes since she did not use the app.
 - Interviewee 2 thinks he still behaves the same way as before which is probably not the fault of the RockMe! App. He was not expecting to change his behavior as he is “quite happy” with his behavior and uses it to work on very concrete goals. He did not feel the need to learn about cultural sensitivity issues e.g. because he did not have any sense of urgency or need to change. He would have been happy with his personal goal of running 20km a week with what he was on schedule but had a injury that prevented him from continuing. The positive aspect of the app was that it constantly reminded him of having to do those things.
 - Interviewee 3 says that it could have contributed to being more patient with herself. It might not come from the App only, but she feels more relaxed in general than one year ago. Being in contact with Angie and doing a little bit of homework at her place played a big part.
 - Interviewee 4 states her relation to time got better. Writing down every week what she has done or achieved is a good discipline and forces here to stop at one point and look back. She usually never did that before. The app also made her be more grateful as it asked the question “What are you grateful for” which made her think about it.
10. How did you use the input from the RockMe! Weekly emails (=The Global Rockstar Workbook)?
- Interviewee 1 thought about them and commented back some of them. Some of them were quite spot-on in her daily life. She does not think that she changed her behavior, but she changed her attitude after having read some of them.
 - Interviewee 2 did not use them in a sense of using them. He just read them and thinks they were a good way to introduce a topic. He would have to go through each one of them to see

whether it helped his situation at that specific point of time. He feels uncomfortable to give a general opinion on the e-mails because some of the stories were very good and made you think whereas others had no relevance at all.

- Interviewee 3 used the e-mails as inspiration and for application in every day's life.
 - Interviewee 4 states that they are a good inspiration. Sometimes they change your way to look at things, sometimes they are concrete useful suggestions.
11. Did you read the RockMe! Emails?
- Interviewee 1 read them.
 - Interviewee 2 read them.
 - Interviewee 3 read them.
 - Interviewee 4 did not read all of them, but often.
12. Did you do the weekly RockMe! homework?
- Interviewee 1 did not do the homework.
 - Interviewee 2 did some of the homework, but others like painting a picture not as he did not see the value in it. Maybe he felt overburdened with them.
 - Interviewee 3 did not do it.
 - Interviewee 4 did not do it.
13. What do you consider the main reason not to do the homework?
- Interviewee 1 states laziness as reason for not doing the homework.
 - Interviewee 2 states that time is a very simple exit. The reason for not doing the homework was that **he did not really intellectually understand** what kind of effect it was going to have and why this was in any way related to his issue. He says that maybe he was a little bit too sarcastic towards some of those things and admits that that might have been a mistake not letting himself tested or appreciated. At the same time he was going through some pretty tough times regarding external challenges in the last 6 months.
 - To Interviewee 3, time was the main reason. Also she mentions that she is afraid of forgetting her password.
 - Interviewee 4 gave priority to her own professional work.
14. Will you attend the RockMe! Retreat? (yes / no)?
- Interviewee 1 did attend the RockMe! Retreat 2018 and is not sure yet about attending the next one. Maybe she would if it was shorter since it could be a nice refresher or a good opportunity to calm down again.
 - Interviewee 2 will not attend the RockMe! Retreat.
 - Interviewee 3 does not see much of a point in it.
 - Interviewee 4 cannot say it. Maybe if she had to go abroad for an assignment. She had a look at the program and found some aspects interesting. As she is from a similar profession she is not sure if she has a high need of it. She might be tempted but would therefore need a project & budget.

User Experience

If you could change one thing about the RockMe!App what would this be?

- Interviewee 1 wondered why you would need a apple password to use that app.
- Interviewee 2 would - regarding the weekly goals - like to have the clicks directly on the right and would like to be able to see the history in an overview.
- According to interviewee 3 the order of the main goals and the inbetween goals (monthly and weekly) did not seem chronological to her. It was not clear to her and sometimes could not find what she was looking for and then gave up because of that.
- Interviewee 4 would like to evaluate herself on her weekly questions from the previous week to see how she did in them.

Test User Group

Would you like to remain in our test user group? (Membership is a free for a lifetime)

- Interviewee 1 would “of course” like to remain in the test user group.
- Interviewee 2 would out of politeness say yes but then he would ask himself how much he would use it or does he need to change something in order to get more benefit and what that would be. His feeling is that he might have some freedom of mindspace to think about it over christmas. At the moment he would say yes.
- Interviewee 3 would like to remain in the group.
- Interviewee 4 will be glad to go on.

Is there anything else you would like to share? (if time allows)

- Interviewee 1 really liked the weekly e-mails.
- Interviewee 2 appreciates the Global Mobility Coach’s approach of trying to make coaching available to a larger group of people by reducing the cost and making these processes more efficient. He understands that the quality cannot be as high as if you have a weekly call. He is wondering how else it might be possible to find a middle-way not to take her time which is very expensive regularly but also not to be completely alone in just having this app. It is a little bit like a language learning app that tells you that you only have to spend five minutes a day with it. There is no real societal control so in the end if you do not do that it basically creates a bad conscience only and you feel worse afterwards. With that you might lose the interest. **The RockMeApp does not do that.** It just sends you a friendly reminder but does not push you which he likes. At the same time, the lack of personal control makes it easy not to do it when there is something more important at that time that you need to take care of. **Also the RockMeApp would need more commitment than he anticipated in the beginning.**
- Interviewee 3 states that at the beginning there were a few points where she thought she would have to ask the coach how it works quicker or easier. The main thing was the chronological order. She never found out 100% how it worked with the weekly schedule where she could tick the achieved goal. In the end she would need to go through each goal (5 goals a week) which were 250 in total in the end. She never figured out how exactly that works.
- Interviewee 4 thinks there were a lot of mails that compared us humans to dogs. **Especially since she is working with immigrants that could be possibly perceived as insulting.**

C Samples of SMART Career Goals for Mock Profile Expat

1. Feel settled in my new role in Switzerland and manage this team well. Achieve my targets as per PMO at least 80%.
2. Learn how I can network effectively in Switzerland to improve business development, attend industry events and establish myself as a Key Opinion Leader.
3. Make at least 180'000 CHF gross base salary per year. Save 50k CHF.

Weekly Practices & Questions

[View Weekly Practices History](#) - [View Weekly Questions History](#)

Walk for 25 minutes outside 5 (7) days.

Created at 2018-04-11 02:44:31 - [Make Suggestion](#)

Practice German for 25 minutes every day 5 (7).

Created at 2018-04-11 02:44:53 - [Make Suggestion](#)

Weekly Reflection

1. **What have I achieved this past week?**

No answers for this question

2. **What do I want to focus on next week?**

No answers for this question

3. **What am I thankful for?**

No answers for this question

4. **Which positive changes have I noticed?**

No answers for this question

D Excerpt of RockMeApp for Mock Profile Expat

Targets

Increasing my Knowledge

1. **Learn more about Switzerland by reading "Swiss Watching"**
2. **Due: 2018-05-31** *The due date has passed!*
3. [View Suggest & Freeze Options](#)
- 4.

[Suggest a new Target](#)

Changing my Attitude

1. **Accept that the Swiss don't speak English.**
2. **Due: 2018-05-31** *The due date has passed!*
3. [View Suggest & Freeze Options](#)
- 4.

[Suggest a new Target](#)

Developing Skills

1. **Improve German to A1 Level**
2. **Due: 2018-06-30** *The due date has passed!*
3. [View Suggest & Freeze Options](#)
- 4.

[Suggest a new Target](#)

Reflecting my Experiences

1. **Write a blog post once a week about my experience in Switzerland.**
2. **Due: 2018-11-30** *The due date has passed!*
3. [View Suggest & Freeze Options](#)
- 4.

[Suggest a new Target](#)

Learning through my Body Experience

1. **Walk outside every day for at least 25 minutes. Try not to look at my iPhone while I walk. Use this time for exercise and self-reflection.**
2. **Due: 2018-11-30** *The due date has passed!*

[View Suggest & Freeze Options](#)

Business Case

View My Next Assignment for user **Expat**

Client last updated this: Never

Role

No answer yet

Current Location

No answer yet

End of Assignment

No answer yet

1. What is the main driver for your international assignment, your next project or your next role?

No answer yet

2. What is the strategic contribution to the Company?

No answer yet

3. What are the three to five main deliverables over the next 18 months to two years?

No answer yet

4. Which role or project features would you like to have after this role, assignment or project?

No answer yet

5. Why do you want to accept this role, assignment or project?

No answer yet