

LYCAR Company Project

**Facilitating global mobility in the post-COVID19 world using
cultural intelligence**



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Preface

LYCAR is a course that takes place over several blocks. Starting with the Career Launching Plan, followed by the Research Proposal, and rounded off with the Company Project and Career Portfolio. The Company Project is the last step in the LYCAR journey and as such, it is the last project students work on for Hotelschool the Hague. It is the culmination of four years of academic efforts and the closing of an extremely important chapter in my life.

I started my internship in Rosewood Hong Kong in the Butler Services department. As such, there was not an immediate link between my research and my placement company. However, after talking to the Talent & Culture department, I was happy to find that they were interested in my research and were curious about my project. Culture is an area that I have been always fascinated by and I thoroughly enjoy learning about new cultures and its customs, traditions, and histories, but also about its art, cinema, and music. The COVID-19 pandemic disrupted my passion for discovering new cultures, but it had much greater, far-reaching consequences. The hotel industry has been one of the hardest hit industries, as international travel plummeted with countries entering lockdowns. However, all crises eventually pass, and I believe that this research could be helpful once the restrictions begin to be lifted and people will be allowed to travel more freely.

There have been talks about leaving the “old” normal behind and embracing a “new” normal. Whatever the new normal may be, I believe it is clear that global mobility and diversity will be a big part of it. As such, implementing novel, more effective ways of conducting global work will be extremely important. I hope that this research may help with that aspiration and assist in adapting to the new normal.

Lastly, I would like to thank Dr. Brannon for his continued support, expertise, and positive mindset. His incredible insights and his passion with which he approached these last months have been extremely motivating and helpful in keeping my focused and dedicated.

I would also like to thank Ronald Poon, the Director of Talent Development at Rosewood Hong Kong for his assistance and interest in my research project. I am looking forward to developing the solution design further with him.

Executive Summary

This report is based on the Design-Based Research cycle and aims to answer the following question:

How can global talent management use cultural intelligence to facilitate global mobility?

First, the problem is defined, as that provides context and sets the stage for research. The increasing rate of globalisation leads to higher rate of global mobility (Altman and Bastian, 2020), the current COVID-19 pandemic means that international travel is extremely limited, however, once situation calms down and travel resumes, knowing how to facilitate global mobility will be very beneficial for individuals and companies alike. To capture the relationship between global talent management (GTM), global mobility, and cultural intelligence (CQ), a conceptual model has been developed. A subsequent literature review explored the three variables in greater depth and led to a revised conceptual framework. Global mobility is a concept that has remained unchanged throughout the years, but the circumstances surrounding it have developed greatly in the past years. Global talent management is a more complicated topic with a variation in definitions and terminologies. The lack of consensus in the academic sphere is made more difficult by the inability of many organisations to decide on what type of strategy they want to pursue and what do they want to accomplish with their talent. Nonetheless, a successful global talent management strategy can be key in developing company's competitive advantage. Cultural intelligence is a topic that has received considerable attention over the past decade and has been linked to increases in creativity, team performance, negotiation skills, work adjustment and more. Based on the literature review, four propositions were created:

Proposition 1: How can metacognitive CQ facilitate global mobility within GTM?

Proposition 2: How can cognitive CQ facilitate global mobility within GTM?

Proposition 3: How can behavioural CQ facilitate global mobility within GTM?

Proposition 4: How can motivational CQ facilitate global mobility within GTM?

In order to explore the propositions, a research methodology has been developed. Semi-structured interviews were conducted with 9 participants from different cultural backgrounds, focusing on their experiences with global mobility and adapting to new cultures. After interviewing the participants the collected data was analysed through template analysis. It was found that most participants perceive metacognitive cultural intelligence as the most important dimension when it comes to facilitating global mobility. Motivational cultural intelligence was seen as something of a prerequisite condition – there needs to be a desire to engage in global mobility for it to happen, but the motivation itself may not further facilitate it. The conceptual framework was once again revised to reflect the research results.

Having analysed the results, the researcher developed a solution design for their client. The client for this research is Rosewood Hong Kong, the flagship property of Rosewood Hotel Group. The solution design is focused on using the “Metacognitive Cultural Cycle” model to increase metacognitive cultural intelligence in order to facilitate global mobility. The solution is tailored for interns but could be adapted to other employees as well.

The solution design is followed by a detailed plan of implementation to ensure a smooth and effective operation. A timeline is provided, together with a number of tools to help with the implementation of the solution, such as workshop materials, pre-arrival brochure, and feedback survey.

Following the implementation chapter is the client project evaluation and a discussion of the research. Limitations of the research and the design solution are discussed and potential improvements for future research are considered. The methodology chapter is revisited and each part is critically evaluated and recommendations for further research are provided. Lastly, the researcher evaluates the contribution to stakeholders.

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1. Problem Definition

1.1 Problem Analysis

Our world is becoming more globalized with each passing day. Even though the pace may be slowing down, the progress is still there – with goods, people, and information traveling across boundaries in an easier, more efficient way (Altman and Bastian, 2020). It is easier than ever before, for individuals to travel between countries to find an attractive job (Jooss, McDonnell, Conroy, 2020) and the demographic, technological, and social changes are facilitating this movement (Miralles-Vazquez and McGaughey, 2015). These expatriate assignments include a variety of types, ranging from international business travel (IBT), through short term international assignments (STIAs), to long term international assignments (LTIsAs) (Jooss et al., 2020). The ability and willingness to move internationally has been dubbed Global Mobility (Jooss, McDonnell, Burbach, 2019) and it has been shown to be a predictor of performance (Sparrow, Farndale and Scullion, 2013).

Despite the increased interconnectedness, companies are reporting record talent shortages, which, coupled with extremely low unemployment numbers, results in a very tight labour market (ManpowerGroup, 2020). Companies that are competing for talent are developing talent management (TM) strategies to effectively attract, manage, and retain talent. Multinational enterprises (MNEs), operating across multiple countries, are implementing global talent management (GTM) strategies to achieve the same aims, but on a global scale (Collings, 2014). Despite the general need for successful GTM strategies, there is still a lack of consensus on the terminology, and perhaps more importantly, most MNEs do not even have clarity within their operations. There are discrepancies between headquarters (HQ) and subsidiaries, which leads to inefficiencies (Jooss et al., 2019). Given the growing global interconnectedness, organizations ought to develop effective GTM strategies.

Managing talent on a global level will inevitably lead to dealing with people from different cultures. Having to either deal with people from different cultures or relocating to another country can be challenging. An employee who performs well in the Netherlands will not necessarily perform well in Japan, due to cultural differences. One way of bridging said differences is through cultural intelligence (CQ), a construct coined by Ang and Earley in 2003. They defined CQ as the ability to function effectively in an intercultural context. Since then, there has been considerable progress in this field. There are now tools to measure it and there is empirical evidence to support its validity. There have also been reviews, which have identified CQ as a valid and promising predictor of intercultural effectiveness (Leung, Ang, Tan, 2014; Matsumoto and Hwang, 2013), namely intercultural adjustment (Abdul Malek and Budhwar, 2013), leader performance in culturally diverse teams (Groves and Feyerherm, 2011) or team creativity in multicultural teams (Crotty and Brett, 2012). This research will explore the relationship between global mobility and CQ, as both are related to intercultural situations.

In 2020, the world was thrust into the worst pandemic in a century. The COVID-19 pandemic destabilized the world economy as countries, desperate to control the spread of the virus, started shutting down borders, limiting international travel, or banning foreigners altogether. The world GDP is forecasted to drop as low as -3,9% in 2020 (Nichols, 2021), worldwide unemployment is at record highs, and many industries have been completely reshaped due to the pandemic (World Bank, 2020). Despite the catastrophic effects of the pandemic and the immense loss of life, there are signs of hope; by the end of 2020 multiple companies were successful in developing and distributing a vaccine.

In this pandemic, the hospitality industry has been one of the hardest-hit industries and underwent a transformative period, with many companies suffering great losses (Gursoy and Chi, 2020). Nevertheless, some aspects will return to the pre-pandemic situation. Travel will resume eventually, even though how people travel, the duration of their stay, and the content of their trip might be different. Similarly, people will continue crossing borders in search of a better job, even though the jobs may vary slightly or greatly, compared to their pre-pandemic versions. And while many companies will have either altered or completely overhauled their operations, they will continue looking for talent to send abroad to facilitate their expansion.

In conclusion, GTM is growing in importance – to effectively attract, manage, and retain talent on a global scale is a difficult and complex task. MNEs need a clear, comprehensive, integrated strategy that accounts for all the cultural diversity. Second, global mobility is becoming more common and it has been shown that it can function as a key element of GTM strategies. Lastly, CQ serves as a predictor of performance (Chua, Morris, and Mor, 2012), psychological adjustment (Abdul Malek and Budhwar, 2013), and team cohesion (Moynihan, Peterson, Earley, and Chen, 2006) in an intercultural setting. MNEs require GTM strategies to function effectively in the current day; global mobility of employees greatly affects the effectiveness of said GTM strategies; CQ can be used to improve employees' ability to function in intercultural settings. These findings create a clear research framework and reason for the research. A conceptual model (Figure 1.1.) has been created to serve as the foundation for the subsequent literature review.

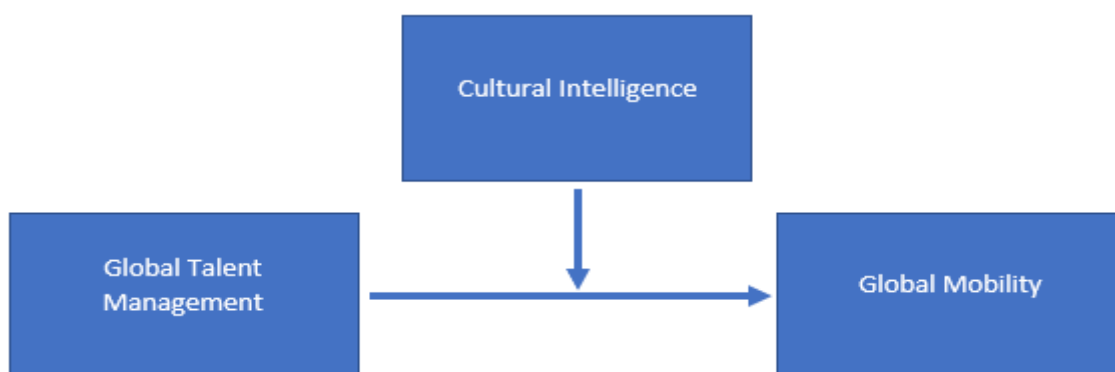


Figure 1.1 How can cultural intelligence support global mobility through global talent management.

Lastly, it is important to acknowledge that forecasts and trends have been changed by the pandemic. As mentioned previously, GTM strategists were faced with a talent shortage and extremely low unemployment numbers. The COVID-19 pandemic, however, resulted in record unemployment numbers (Galea and Abdalla, 2020). The world recovering from the pandemic will likely have a higher number of talent available and organizations will be competing to attract it. Building a better understanding of the relationship between global mobility, GTM, and CQ may help key stakeholders (globally mobile individuals and companies with global reach) better prepare for this new reality, and facilitate UN's Sustainable Development Goal 8 of "promoting sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all" (United Nations, 2021).

2. Analysis & Diagnosis

2.1 Literature Review

2.1.1 Global Mobility

Global mobility refers to the ability and willingness to move internationally (both short-term and long-term) (Jooss et al., 2019). This definition has stayed mostly consistent throughout the years (Caligiuri and Bonache, 2016). However, the many aspects of global mobility have changed greatly. Whereas in the past, expatriates would mostly be married men in executive positions, today the climate is much more diverse with more movement from non-HQ locations, the increased representation of women (Caligiuri and Bonache, 2016).

Globalisation, amplified by the economic, technological, organizational, and demographic developments of the business world, had a significant impact on the field of global mobility (Cascio and Aguinis, 2008). In the past, mobility would be one-directional – HQ would send its managers to take care of subsidiaries. Today, mobility can go any way – HQ to subsidiary, subsidiary to HQ, moving talent between subsidiaries, etc. Also, emerging markets in developing countries mean new possibilities. Expatriate assignments have also decreased in length overall, with more traveling and short-term assignments (Demel and Mayrhofer, 2010). These international assignments can serve as leadership or individual development as they are based on the idea that culturally distinct experiences develop talent more holistically by exposing them to the challenges of living in a foreign country. Global mobility may also serve as means of obtaining internal knowledge and using it to facilitate companies' competitive advantage. Finally, global mobility can be used as means of filling positions (Collings, 2014).

By hiring individuals who have lived abroad and by offering international assignments, companies can capitalize on the cross-cultural competencies developed during those periods of global mobility (Caligiuri and Bonache, 2016). As such, it is clear how global mobility can be utilized to a great effect in GTM strategies (Stahl et al., 2012). There are many possible ways in which a company may incorporate global mobility in their GTM strategy – permanent transfers, rotational assignments, international travel, long-term or short-term assignments (Collings, 2014). Successful integration of global mobility and GTM leads to the effective management of global professionals (Collings, 2014). Making sure that those individuals with the desired set of cross-cultural skills and technical competencies are allocated to the appropriate assignments at the appropriate time calls for an integration of both global mobility and GTM (Schuler, Jackson, and Tarique, 2011).

Empirical evidence shows the importance of global employee mobility (Sparrow et al., 2013; Stahl et al., 2012), for example, positive correlation between management international assignment experience and firm performance (Carpenter, Geletkanycz, and Sanders, 2004), levels of international diversification (Tihanyi, Ellstrand, Daily, and Dalton, 2000). Similarly, the deployment of expatriates to subsidiaries has been shown to improve subsidiary labour productivity (Gong, 2003) and conversely, inpatriate assignments have also been shown to produce strategic benefits (Reiche, 2012).

Despite these attractive propositions, it is important to retain a sense of perspective. While global mobility is growing in significance, it remains a novel, uncommon activity. Mere 3.2% of the global population will relocate from their home country to another country for an extended period (Caligiuri and Bonache, 2016). On top of that, there are other numerous issues related to global mobility that individuals must deal with. The period of culture shock – the discomfort of living far from home, can lead to the integration of new norms, values, and ideas, or it can lead to emotional distress and depression (Church, 1982). Expatriate assignments are developmental and transformative experiences that can have lasting effects (Caligiuri and Bonache, 2016).

There are also challenges from the viewpoint of the organizations. As economies across the world develop, they lead to new, attractive opportunities for MNEs (Sparrow et al., 2013). While these emerging markets pose potential room for growth, they can also serve as destabilising forces. MNEs that overplay their hand and stretch their resources too thin, may experience negative consequences (Sparrow et al., 2013). Moreover, there is an imbalance between various forms of global mobility work. IBTs, STIAs, flexpatriates are all forms of global mobility but with distinct characteristics and requiring different resources (Reiche, Lee, and Allen, 2019).

2.1.2 Global Talent Management

The definition of GTM has changed throughout the years and to this day suffers from a limited consensus on the theoretical and conceptual definitions (Farndale, Scullion and Sparrow, 2010). The term talent has evolved throughout the centuries and even today, talent can refer to people, a group of people, or a set of innate characteristics (Tansley, 2011). Given that there is no single perspective on talent, there is research on both subject (talent as people) and object (talent as a set of skills) approaches (Jooss et al., 2019). This research will take on the subject approach. The precise definition of talent depends on the industry, and the organisational strategy (Alziari, 2017). However, despite the multiplicity of research, many organizations still lack a coherent concept of what talent means to the organization, or there are discrepancies between corporate and business level (Jooss et al., 2019). Moreover, many companies are frequently unable to identify who their most talented employees are and where are they located (Collings and Isichei, 2018).

One of the more commonly used definitions is that TM refers to attracting, selecting, developing, and retaining the employees best suited for the most strategic roles (roles necessary in achieving strategic objectives) (Farndale et al., 2010). GTM means that all of this happens on a global scale and that talent should be managed differently depending on what country they operate in (Farndale et al., 2010). Given that the current global trends indicate an increasing level of diversity in populations and workforces (Schwab, 2018) TM is becoming more and more focused on the global aspect (Tarique and Schuler, 2010). This leads to an increasingly complex and difficult prospect for MNEs (McDonnell, Collings and Mellahi, 2017). As it stands, GTM is an extremely important concept but also one of the biggest challenges facing today's companies. (Stahl et al., 2012).

For example, the hospitality industry faces a shortage of talent and struggles to attract and retain new talent. This issue is exacerbated by a poor industry image and a dynamic labour market (Deery and Jago, 2015). Many employees only have part-time contracts; students perceive jobs in hotels as a pitstop, a temporary source of income, during their study years, as opposed to a potential career; and in many countries, the industry has a poor reputation (Barron, 2008). Long working hours, poor remuneration, lots of overtime, tough work conditions, and volatile, unreliable seasonal demand (Deery and Jago, 2015); These problems are all the more evident in large, multinational hotel corporations – as the number of multi-cultural talent increases, so do the complexities (Dogru, 2017).

There are also ethical dilemmas to be considered. This emphasis on what is seen as the “best talent” may result in wage dispersion, differential treatment of employees, and uneven access to training (McDonnell et al., 2017). However, the performance of the “best talent” is reliant on the input of the other employees. Focusing too much on only the “best talent” can result in a perceived unfairness and injustice in the workplace, which can impede performance (McDonnell et al., 2017).

Successful implementation of GTM strategies can lead to improved firm performance and better alignment between HQ and subsidiaries (Collings et al., February 1, 2019a). However, these benefits also depend on the strategy chosen by the MNEs. For example, when pursuing a global strategy, it is advised to centralize the strategy to HQ, on the other hand, when pursuing a multidomestic strategy, it is advised to decentralize the strategy (Collings et al., February 1, 2019a). Furthermore, by transferring high-performing employees, companies can develop social ties among specific business units, which then facilitates knowledge sharing and coordination (Reiche, 2012). Sufficient support is required from the organization during the transfer, otherwise, said social ties may not be fully developed and the benefits won't be as significant (Reiche, 2012). However, while the need for a successful GTM strategy is clear, it remains a key challenge, and many companies still believe they fail to deliver on their potential (Collings et al., 2019b).

2.1.3 Cultural Intelligence

CQ refers to the ability to function effectively in an intercultural context (Earley and Ang, 2003). Moreover, CQ does not relate to functioning effectively in one specific culture; instead, it is a set of capabilities that facilitate effectiveness across numerous different intercultural environments. Similar to other forms of intelligence, such as IQ, CQ is a malleable form of intelligence, meaning it can change over time (Ang, Van Dyne, and Rockstuhl, 2015). This aspect is a major difference between CQ and personality constructs, such as the “Big Five”, which are sometimes used to predict performance (Ang et al., 2006). Big Five describes an individual’s personality and their general tendencies and behaviours. It is much harder to transform one’s personality than one’s CQ dimensions (Ang et al., 2015).

There are four dimensions that together add up to CQ. (1) Metacognitive – the mental capability to acquire and understand cultural knowledge. This includes awareness of how culture affects the behaviour of others, including oneself. (2) Cognitive – the actual, concrete knowledge of cultures and cultural differences, both culture-specific knowledge and general knowledge. (3) Motivational – the capability to direct and sustain effort toward functioning in intercultural situations. Including intrinsic and extrinsic interest and self-efficacy to adjust. Lastly, (4) behavioural – the capacity for behavioural flexibility in cross-cultural interactions. This includes adapting one’s verbal and non-verbal behaviours or speech acts (Van Dyne et al., 2012). From the “Big Five” openness to experience is most closely connected to CQ, and as such, it is a personality characteristic most related to intercultural competence (Ang et al., 2006).

CQ has been shown to accurately predict psychological and performance outcomes associated with intercultural effectiveness, such as cultural adjustment (Abdul Malek and Budhwar, 2013), observer-rated performance (Chen, Liu and Portnoy, 2012), and decreased culture shock (Chen, Lin and Sawangpattanakul, 2011). Furthermore, CQ has also been shown to facilitate the development of trust within culturally diverse teams (Ang et al., 2015). However, it is worth noting, that CQ did not facilitate the development of trust within culturally homogenous teams, which is consistent with previous findings that CQ can only serve as a predictor of performance in culturally diverse contexts (Ang et al., 2007). Another study by Groves and Feyerherm (2011) showed that CQ had a strong positive correlation with leader performance when team diversity was high, however, CQ had no relation to leader performance when team diversity was low.

Understanding what factors contribute to CQ development is important, as it has been shown that CQ can influence a wide range of organizational behaviors, including job performance in intercultural context (Ang et al., 2007; Chen et al., 2012), intercultural collaboration (Chua et al., 2012), and expatriate effectiveness (Chen et al., 2011). To measure CQ, Ang et. al (2007) developed the cultural intelligence scale (CQS) and its subsequent improved version, the expanded cultural intelligence scale (E-CQS) (Van Dyne et al., 2012). The scale measures all four aspects of the CQ and is applicable across cultures. A sample of the tool can be found in Appendix 1.

As explained before, CQ is a malleable form of intelligence. As opposed to personality characteristics, it is not static, and it can change over time. An individual can increase their CQ by having first-hand intercultural experiences, such as expatriate assignments (Ang et al., 2015). While formal training or mentoring can help in the development of CQ, it cannot substitute personal experience (Derue and Wellman, 2009). Learning by doing is also facilitated when done collaboratively, for example, collective problem-solving and reflections (Lave and Wenger, 1991).

If the intercultural experiences are not authentic, there may be a decrease in CQ, namely in cognitive and metacognitive parts (Fischer, 2011). This may lead to a unique problem. Organizations or individuals, in their anticipation of an upcoming intercultural experience, might want to engage in training or workshops to be better prepared. In doing so, they might inadvertently hinder their CQ development. On top of that, it has been shown that deeply-rooted implicit culture beliefs (assumptions about cultures and their attributes) may lead to intercultural rejection sensitivity – the anticipation of the possibility of rejection due to one's cultural group membership (Chao, Takeuchi and Farh, 2017). The presence of these implicit beliefs may therefore hinder an otherwise well-designed CQ development training.

What makes the matter more complicated is the following paradox: although cross-cultural training can lead to a greater knowledge of different cultural customs, practices, and beliefs, overemphasizing these differences may enforce the implicit cultural beliefs that different cultures possess immutable characteristics and are mutually incompatible (Chao, Okazaki and Hong, 2011). Highlighting cultural differences is but a part of the puzzle. Organizations that aim to include CQ as part of their training need to ensure they not only teach their employees how cultures differ but also showing the risks of implicit beliefs and how they may lead to a sort of self-fulfilling prophecy that hinders their ability to effectively function in intercultural settings. Nonetheless, despite its limitations and potential pitfalls, CQ remains one of the most promising cultural competency constructs (Leung et al., 2014) that has already led to the creation of several empirically valid studies and its application is still seeing progress (Matsumoto and Hwang, 2013).

2.1.4 Propositions

As this research aims to explore the relationship between cultural intelligence and global mobility within GTM, the four dimensions of CQ provide the foundation for the following propositions:

Proposition 1: Metacognitive CQ will facilitate global mobility within GTM.

Proposition 2: Cognitive CQ will facilitate global mobility within GTM.

Proposition 3: Behavioural CQ will facilitate global mobility within GTM.

Proposition 4: Motivational CQ will facilitate global mobility within GTM.

2.1.5 Conclusion

This literature review further elaborated on the topics of global mobility, GTM, and CQ, and set up foundations for further research. Global mobility, while a novel activity, is an area of growing importance for organizations. GTM, while generally perceived as important, is still poorly understood by many organizations, which leads to strategic misalignments. Lastly, CQ is a valid predictor of intercultural competence and performance and it relates to overall intercultural competence, not just to single, specific cultures, which is ideal given the growing complexity of GTM. As such, understanding how CQ can predict/affect global mobility could help with refining GTM strategies. The Research Question, “**How can cultural intelligence influence global mobility in regard to global talent management**” was further divided into four propositions, one per CQ dimension (CQD) and an adapted conceptual framework has been developed (Figure 2.1.)

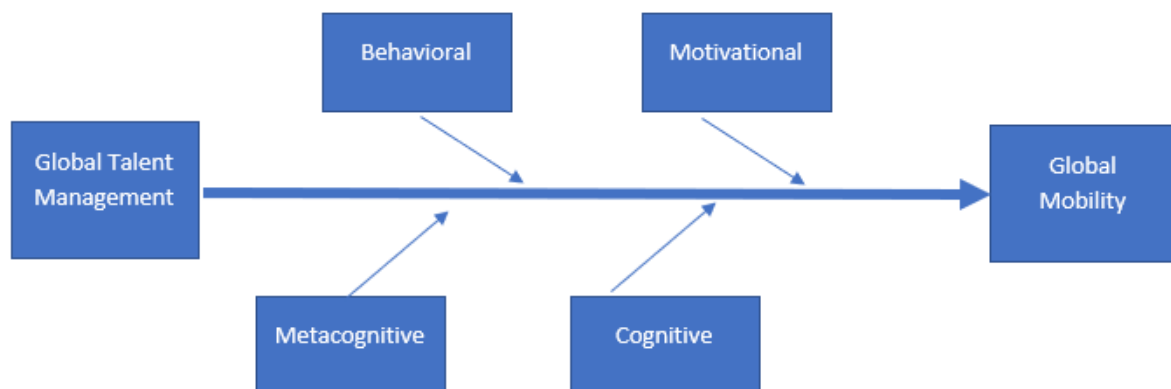


Figure 2.1.

3. Methodology

3.1.1. Research Philosophy

The research model used throughout this report is the “research onion” by Saunders, Lewis, and Thronhill (2019). It can be seen in Figure 3.1. below

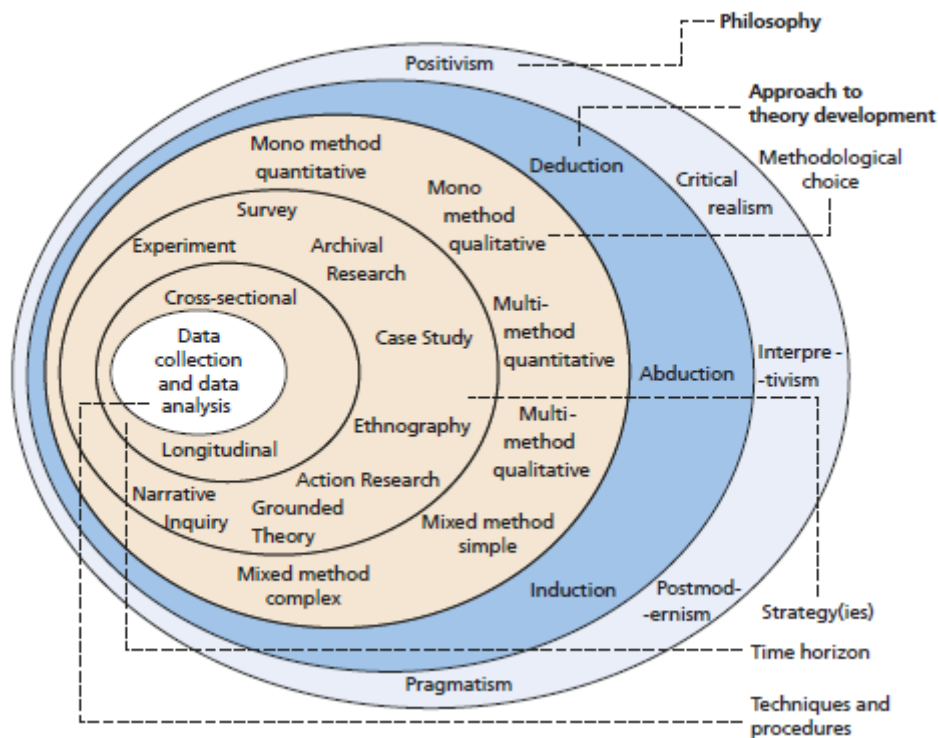


Figure 3.1.

The choice of research philosophy for this topic is **interpretivism**. Interpretivism works with the premise that humans differ from physical phenomena and therefore, cannot be studied in the same way. Humans themselves give specific meanings to things, as opposed to immutable natural laws (Saunders et al., 2019). Social sciences research fundamentally deals with abstract constructs that differ from the natural laws of the natural sciences. People from different cultural backgrounds, living under different circumstances, and at different times create different meanings, and as a result, create and experience different social realities. There are no universal “laws” that are true for everyone, a custom that is considered vital in one culture may not even exist in another. The rich complexity of humans cannot be contained within a series of law-like generalisations (Saunders et al., 2019). This philosophy is ideal when working with abstract concepts such as culture. For example, there is no single “law” on what is considered polite or impolite, that differs by culture.

Interpretivists seek to create new, more detailed understandings of social worlds and contexts. In a business setting, this means looking at organizations from the perspectives of different groups – board

directors, managers, cleaners, customers, to fully capture all the various viewpoints and experiences. Moreover, male or female employees, or those of different cultural backgrounds, may experience workplaces and contexts in different ways. Interpretivism is therefore explicitly subjective. It can be said that the interpretivist perspective is fitting for business and management research, as the situations are often complex, unique, and reflect a particular set of circumstances and interactions. Keeping this in mind, interpretivism seems like a logical choice for research dealing with cultural nuances and differences.

3.1.2. Approach to Theory Development

The research used a **deductive** approach, as the aim was to explore an existing phenomenon and subsequently build upon it. Simply put, deduction is used for theory falsification or verification, as it evaluates specific propositions and ideas related to existing theories (Saunders et al., 2019).

Furthermore, as Blaikie (2019) states, the deductive approach follows a process, wherein propositions are formed and subsequently tested. Seeing as the theory of cultural intelligence is already existing, and it will merely be applied here, and that the propositions have already been formed, a deductive approach is appropriate.

3.1.3. Methodological Choice

Qualitative – interpretive philosophy is usually connected with qualitative research. Qualitative research studies participants' meanings – the researcher develops a rapport with the participant and explores and builds an extensive collection of data (Saunders et al., 2019). While the deductive approach can most often be found in quantitative studies, it is also possible to use it for qualitative research (Saunders et al., 2019).

More specifically, the research used a mono-method qualitative study. Semi-structured narrative interviews have been conducted with participants regarding their experiences with global mobility, working abroad, living in different cultures, etc. The questions were based on the Expanded Cultural Intelligence Scale (E-CQS) (Van Dyne et al., 2012) but the semi-structured nature of the interviews meant that there were also ad-hoc questions. The blueprint for the interview can be found in Appendix 2.

3.1.4. Strategy

This research is an exploratory study – the aim was to gain a lot of information and insights about a topic of interest, or clarifying one's understanding of an existing phenomenon (Saunders et al., 2019). There are multiple ways of conducting exploratory research – literature review, interviewing “experts”, conducting in-depth individual/group interviews.

To achieve this purpose, narrative inquiry was conducted with the participants. Narrative inquiry seeks to understand the experiences of the participants as whole stories instead of just vignettes (Saunders et al., 2019). The chronological connection of events provides the basis for extra analysis. As the research is about people's experiences regarding global mobility and cultural intelligence, a very complex and personal topic, a narrative inquiry was deemed to be a fitting strategy.

3.1.5. Time Horizon

The methodological choice is mono-method qualitative, namely online interviews, and the aim is to explore the relationship between CQ and Global mobility. As such, a cross-sectional study was selected as appropriate. A longitudinal study would be better suited for research on the development of cultural intelligence, for example. Moreover, the academic commitments of the researcher are also a limitation, as the longitudinal study would have to be limited to only a few months.

3.1.6. Techniques and Procedures

Sample

The sampling method used was non-probability, homogenous purposive sampling, as it focuses on selecting the sample members based on some similarity (experience with global mobility) (Saunders et al., 2019). Participants were reached via social network sites, such as LinkedIn. The sample is composed of 9 participants who have experience with global mobility, either because of short-term or long-term international assignments, or living abroad. The non-probability, homogenous purposive sampling nature of the study meant that the researcher could pick and select participants who were believed to provide good answers. While initially the age group of the participants was between 21-34, it was later narrowed down to 21-24 as the variation in age could be seen as a diversifying element, narrowing down the age variation would thus result in more in-depth focus on the topic at hand (Saunders et al., 2019).

The non-probability nature of the sampling makes it hard to generalize the findings, however, seeing as the research is an exploratory study, the main focus is not on generalizability, but on the exploration of a topic in-depth (Saunders et al., 2019).

Data Collection

Semi-structured narrative interviews have been conducted to obtain information about the participants. Before the start of the interview, the participants would be informed about the nature of the study and asked for their consent. After giving their consent, the recording of the interview would start. These interviews took place online due to the circumstances surrounding COVID-19, but also due to geographical reasons, as it allows conducting interviews with participants from abroad (There were a few participants available for a face-to-face meetings, however these participants were older and as explained previously, the sample size was adjusted to only include participants aged 21-24. As such, the face-to-face meetings did not happen). Due to the deductive nature of the research, the main questions

have been made consistent across interviews, so that there is similarity in the topics discussed to produce comparable and valid data (Saunders et al., 2019). However, to allow for an in-depth exploration of the topic and to have the option to elaborate on unforeseen comments made by the participants, the interviews also had a “freestyle” element to them, wherein the researcher would ask participants ad-hoc, follow up questions regarding their personal experiences in order to gain a better, more detailed understanding.

In order to get the best results, it is recommended to establish a rapport with one’s participants (Howitt, 2019). While the exact definition of what rapport is may vary, the general idea is communicating a sense of empathy and sincerity, opening up about one’s feelings, breaking the ice, in short establishing a genuine human connection (Sherif, 2001). Even though there are no guaranteed, surefire rules for establishing rapport, Taylor et al. offer a number of general suggestions to help establish rapport with participants (2015).

First of all, in order to build a good rapport with the participants, the researcher needs to “pay homage to their routines” (Taylor et al., 2015, p.59). This means adapting to the time schedule and way of doing things of the participant, rather than the other way around. The participants may feel that they are already doing the researcher a favour by agreeing to the interview and having to make changes to their own personal timetable to accommodate for the interview may result in annoyance. For this reason, the participants were asked to provide the researcher with a time they themselves found appropriate. This was especially important due to the time-zone differences.

Second, it is important to “establish what you have in common with the people”(Taylor et al., 2015, p.59), in other words, breaking the ice. Casual conversation about topics unrelated to the research may help put participants at ease and make them feel that the researcher is actually interested in them. In this project, the researchers first connected with the participants by talking with them about their current situation, where in the world they are, how is their work/school going. This was done for about 5-10 minutes, off-the-record, with each participant before their interview.

Third, “help people out”(Taylor et al., 2015, p.60), returning the favour and offering to help the participants. As all participants were still students (due to the decision to narrow down the age variation), the researcher offered to help with their projects or research.

Fourth, participants may be reluctant to engage openly if they perceive the researcher as too knowledgeable, therefore “be humble” (Taylor et al., 2015, p.61). To ensure this, the researcher avoided sharing their personal experiences during the interview and questioning the accuracy of the participant’s knowledge, even if there might have been some factually incorrect statements.

Lastly, “act interested” (Taylor et al., 2015, p.61). Even at times when the participants would talk extensively about irrelevant topics, the researcher ensured that active listening skills were used at all times to show genuine interest.

Data Analysis

After conducting the interviews they were transcribed (the complete interview transcriptions can be found in Appendix 3) and subsequently, a template analysis was conducted. This method identifies specific themes and then uses them as a “template” to analyse all the data (Saunders et al., 2019). A total of 8 categories was created, 2 per every dimension of cultural intelligence. The researcher made their way through the transcribed interviews, highlighting and colour coding any answers that were relevant to one of the 8 categories.

Metacognitive	Awareness
	Planning & Checking
Cognitive	Values
	Traditions
Behavioral	Verbal
	Non-verbal
Motivational	Intrinsic
	Extrinsic

Ethical Considerations

Prior to starting the interviews, the participants were verbally acquainted with the nature of the research, the anonymity of the research and the fact that they could withdraw from the interview at any moment, if they felt uncomfortable. This informed consent was established during the 10-minute rapport-building window before the start of the interview. After the interview was finished and the recording stopped, a short debriefing was provided.

4. Results

Participants spoke positively of all four dimensions of CQ, there were no participants who disregarded any dimension as not useful. However, there were individual differences in what the participants perceived as the most important dimension when it comes to global mobility.

Proposition 1: Metacognitive CQ will facilitate global mobility within GTM.

Overall, the metacognitive dimension of CQ was the one that was most frequently considered the most important dimension by the participants. Participants would often highlight that while all the dimensions are relevant, understanding that people come from different cultural backgrounds and the effect that has on our behaviour (Metacognitive CQ) was the most important dimension. “Because I think self-awareness, if you don't, if you're not aware of how you were raised, or what your background is, I think it's really difficult to assess other people's and be appropriate to other people's backgrounds” (interviewee 5). Being aware of the cultural differences and understanding how they affect the behavior of oneself and others around was seen as key in being globally mobile and adapting to new cultures.

Furthermore, metacognitive CQ was seen as a steppingstone to developing the other three dimensions as well “if you're thinking about how the other person is thinking and then based off of that you can adapt to the other three, three values” (interviewee 1). And another participant mirrored this sentiment, saying “Specifically, learning about kind of how I guess they behave, what is seen as polite and was frowned upon because then that if you build on that, you're able to develop the other dimensions, kind of naturally” (interviewee 7). Metacognitive CQ was therefore seen not only as a facilitator of global mobility, but of the other dimensions of CQ as well. Focusing on improving the metacognitive CQ would in turn have a beneficial effect on the other three dimensions as well. None of the other dimensions were perceived by the participants to have a beneficial effect on the other dimensions in the same way as metacognitive CQ.

Interestingly enough, many participants stressed the importance of metacognitive CQ and how it is connected to critical thinking. The participants emphasized that while they would consider and understand different cultural viewpoints, they would not necessarily accept all of them. “I do consider the views and opinions that I have with my education also taught me and you know just to consider that as, okay, let's not take it for granted, and let's open myself to this culture and what underlying reasons they are but I'm aware that I have already set beliefs on certain cultures. That's also why I try to open myself to experiences abroad.” (Interviewee 2) and “it's not like it didn't bother me because it does bother me, but I understood that, it's just a different approach. And it's okay to like, live with this, with these mindsets, even if I don't agree with them.” (Interviewee 6). As such, they expressed nuanced understanding and consideration of the cultural differences, not just blind acceptance or rejection.

The participants also mentioned that even if a person is knowledgeable about cultural customs and norms, they can still behave in a rude way if they do not consider how these cultural differences might affect the viewpoint of the people around them “you don't come off as rude and you don't perceive the other person as rude or as acting wrongly because they might act according to their own culture.” (Interviewee 5). Metacognitive CQ can prevent these misunderstandings as it “This is probably the strongest way that you can be aware of how to behave” (Interviewee 2).

Proposition 2: Cognitive CQ will facilitate global mobility within GTM.

Cognitive CQ was perceived as a facilitator of global mobility as it was the dimension connected to having the concrete knowledge of different cultures. Learning the specific details of different cultures was seen as enjoyable and useful when it came to adapting to new cultural contexts, with one participant saying “I think what I personally found most important is the cognitive side, because I feel. I really enjoy the learning, and I feel most comfortable when I know more, if I know more about a culture and then I'm interacting with a person from that culture, then I would feel more at home” (Interviewee 3). Some participants even highlighted the cognitive aspect of CQ as something that should increase naturally. “I feel like if I leave a country where I stayed for five months or more and I do not know any words from the usual language or basic, basic things that locals know that tourists don't know, then I feel like I wasted my time in a way.” (Interviewee 2). Not increasing one's cognitive CQ was seen as almost impossible, as the individuals interact with the cultural daily and not learning anything new would indicate a serious problem with learning capabilities or motivation.

On the other hand, even if people motivated to learn about a culture, unless they actually pick up information and turn it into knowledge they can utilize, their motivation is not very useful. with one interviewee saying “, just having a desire to learn about the culture isn't enough because you can still insult people in a way for kind of cause a misunderstanding, by wanting to learn” (interviewee 7). Moreover, some participants further elaborated on this notion by stressing how important it is to differentiate between cultural norms and individual opinions “I also think it is important to differentiate people within the same culture” (Interviewee 2). It is good to learn what the usual norms and values of a culture are, but it is important to remember that when dealing with individuals, they do not always have to completely mirror what the norms are.

Only a few participants perceived Cognitive CQ as the most important dimension. Culture-specific knowledge is very important, but at the end of the day, it is not the decisive factor in whether people will adapt well regarding global mobility. One can know a lot of specifics about a culture and still misunderstand the reasoning of the people. Focusing on details without considering the thought process behind them can therefore be seen as missing the point. Nonetheless, as proposed, cognitive CQ was seen as a facilitator of global mobility.

Proposition 3: Behavioural CQ will facilitate global mobility within GTM.

Questions about behavioural CQ led to some interesting results. Some participants expressed their willingness and even enthusiasm in adjusting both their verbal and non-verbal behaviour “because that's how you transcribe, in a way this how you translate this understanding, and it's the most, it's the first thing you notice. So, I think it can tell a lot about you.” (Interviewee 2). Behavior was seen as a bridge that could connect people, despite their various backgrounds. Not just being motivated to learn, or knowing specific cultural customs, but putting that knowledge into action and adjusting one's behavior was seen as an effective way of adapting to a new cultural setting.

On the other hand, there were many participants who expressed reservations about adjusting their behaviour based on the culture they were in. “Never forget to know yourself. People say yeah, be yourself. But I think that it is also quite important to, you know, not only try. Don't only say be yourself, actually, do it through actions. Be yourself rather than just say to yourself, if you can also say, okay, you're being fake, because you're actually trying to be someone else, or trying to be trying to fit into culture by adapting to the culture” (Interviewee 8). These individuals would agree that adjusting one's behaviour to avoid being extremely rude (bowing in East Asian cultures, avoiding certain hand gestures, being very loud etc.) is appropriate, however, people should avoid changing too much. “So rather than culture wise, I deal with people individually and uniquely” (interviewee 8). For this participant, changing one's verbal and non-verbal behaviour too much based on the culture, could actually be seen as a form of stereotyping and being culturally insensitive.

Overall, there was a split between the answers of participants more so than with any other dimension. Whereas some of them would feel almost dishonest by changing their behaviour too much, other participants would feel rude and disrespectful by keeping the same behavior across cultures. As such, while behavioral CQ could facilitate global mobility for some people, for others it could possibly be ineffective, or even result in decreased global mobility.

Proposition 4: Motivational CQ will facilitate global mobility within GTM.

Another dimension that was considered very important by all participants was motivational CQ. The participants mentioned both intrinsic and extrinsic motivation as a factor when it came to global mobility, with intrinsic motivation being the more common and important one “So, intrinsic motivation is of high importance. I think it really accelerates, you being able to learn different cultural models will enable you if you really, really low and if you have no motivation at all to learn the culture, then there's no point” (Interviewee 5). However, while all participants agreed on the importance of motivational CQ, only one participant perceived it as the most important dimension of CQ regarding global mobility “when you care about something, and I think as long as you care...if you're motivated to do something to like, you know, see all these things I think it will have a good outcome.” (interviewee 6). For this participant, motivation was seen as the core principle – if you are motivated to be globally mobile, you will be.

On the other hand, motivation itself may not always be enough with one participant stating “Just having a desire to learn about the culture isn't enough because you can still insult people in a way or kind of cause a misunderstanding, by wanting to learn” (interviewee 7). As they say, the road to hell is paved with good intentions and while people may mean well with their desire to learn, if they are not careful, they can commit a faux pas or offend the other person. While it is good to be enthusiastic about learning, it is also important to understand the culture-specific norms and values and know what is acceptable in different cultures.

In a way, motivational CQ can be viewed as a prerequisite for global mobility – a person has to be motivated to move abroad and discover new cultures in order to actually take action. “Because I think without motivation for me, the cognitive side, and the metacognitive side won't be as rich as when I'm motivated” (Interviewee 8). However, it is not the deciding factor in affecting global mobility. It is not enough to be motivated to perform well in a task, but the motivation is necessary in order to get started with said task. Moreover, the motivation itself may be misplaced and as highlighted above, may sometimes lead to cultural misunderstandings. Nevertheless, as proposed, motivational CQ was generally seen as a facilitator of global mobility.

The conceptual framework

The proposed conceptual framework in Figure 2.1. has been adapted to correspond with the research findings and can be seen in Figure 4.1. The researcher proposes that Motivational CQ is a prerequisite condition, Behavioural and Cognitive CQ are facilitating factors and Metacognitive is the key facilitating factor of global mobility.

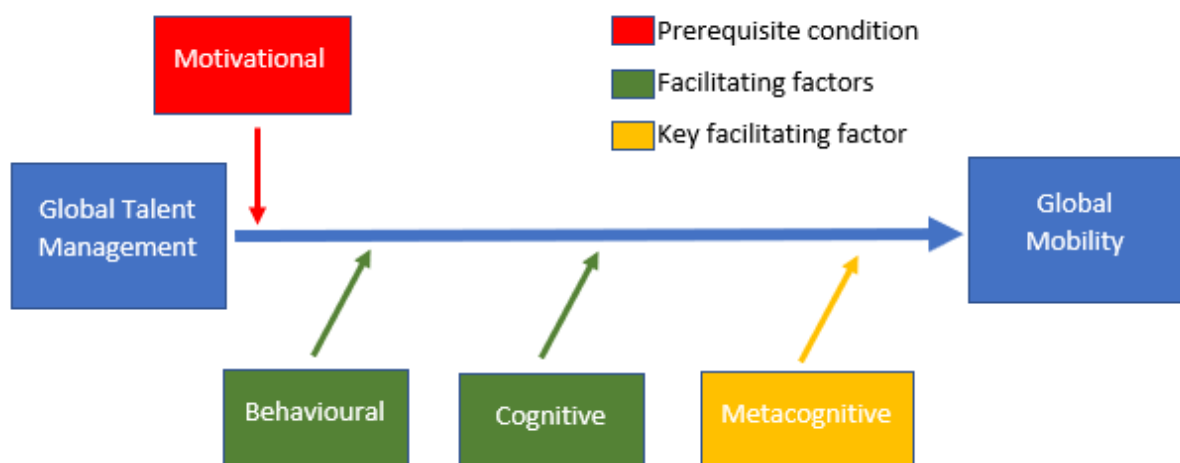


Figure 4.1. Revised conceptual framework

5. Solution Design

5.1. The client

The research itself was conducted independently of the client, however, after starting their internship, the researcher found that the placement company was interested in the research and the potential solution design. As such, the following solution has been developed for Rosewood Hong Kong.

Rosewood Hong Kong is a new hotel that has been opened in 2018. The hotel is a flagship property of Rosewood Hotel Group, also a fairly young, luxury hotel company that is aiming to expand aggressively in the upcoming years, having over 20 hotels in the pipeline across the globe (Rosewood Hotel Group, 2021), the breakdown of the hotel portfolio can be seen in Appendix 4. While the group's history goes all the way back to 1970, that was under a different owner back when the group was called Rosewood Hotels & Resorts. In 2011 it has been acquired by Rosewood Hotel Group (Rosewood Hotel Group, 2021). Since then, the brand underwent a number of changes and is now aiming to become the market leader in the ultra-luxury sector. Rosewood Hotel Group also has an internship program and management trainee program that involves interns from countries all over the world travelling globally. With the high number of hotels in the pipeline and the looming loosening of travel restrictions following the COVID-19 pandemic, facilitating global mobility of its employees and interns would be very beneficial.

5.2. Solution

Based on the research results it is clear that the majority of participants perceived Metacognitive CQ to be the most important dimension of CQ in regard to positive influence on global mobility. Within GTM this can be utilised by creating a solution that would aim at increasing metacognitive CQ within talent. More specifically, as the research focused on people aged 22-24, the research findings could be utilised when it comes to young talent, best example being interns.

Having identified metacognitive CQ as the most important dimension, further review of the literature has been conducted to gain a better understanding of metacognition and its components. This would lay foundation for the development of a suitable solution for the client.

The term metacognition was coined in 1979 by James H. Flavell but has since then been studied extensively with researches adding on to the existing literature. It can be broadly defined as thinking about thinking. It involves individuals being aware of their own strengths and weaknesses when it comes to cognitive processes and knowledge. There are four components to metacognition. (1) metacognitive knowledge, the stored knowledge of all cognitive processes, (2) metacognitive experiences regarding cognitive processes (feeling good about a job interview), (3) metacognitive goals and (4) metacognitive strategies, ways to monitor progress related to the learning and ensure the metacognitive goals are met

(Moritz and Lysaker, 2018). Therefore, metacognitive thoughts are deliberate, carefully-planned, goal-oriented mental behaviours that are used to achieve a task (Thomas et al., 2008).

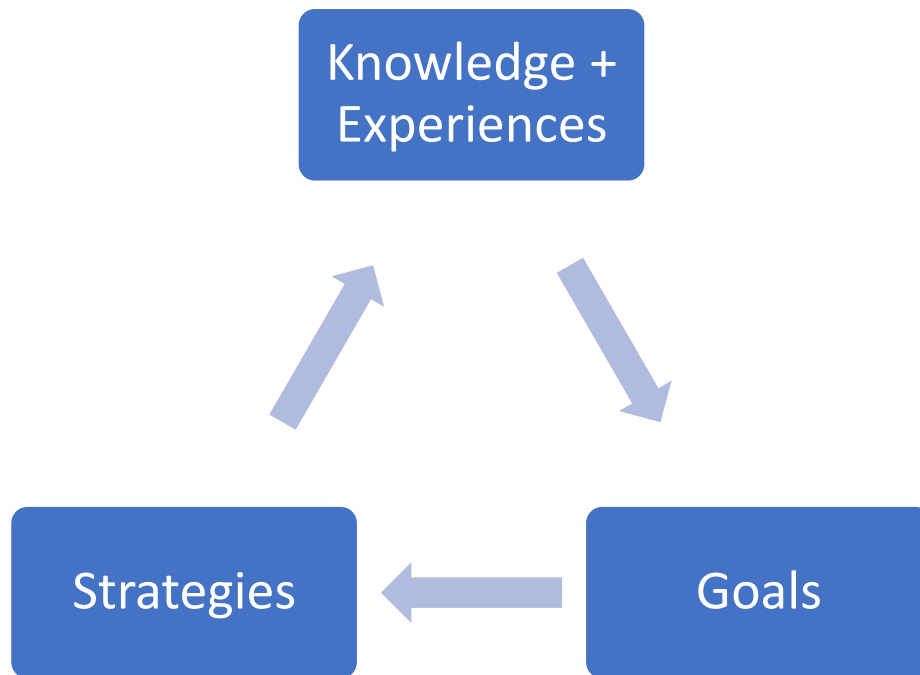


Figure 5.1. Flavell's theory of metacognition

When it comes to metacognitive CQ it refers to one's mental capability to understand and acquire cultural knowledge. Metacognitive CQ is split into three parts (1) awareness, (2) planning, and (3) checking (Earley and Ang, 2003). While there is one less component than in Flavell's definition, and there are slight differences, the overall idea remains the same. An individual has some awareness and knowledge, they subsequently come up with some goals or plans to improve, and they create a strategy to monitor the progress.

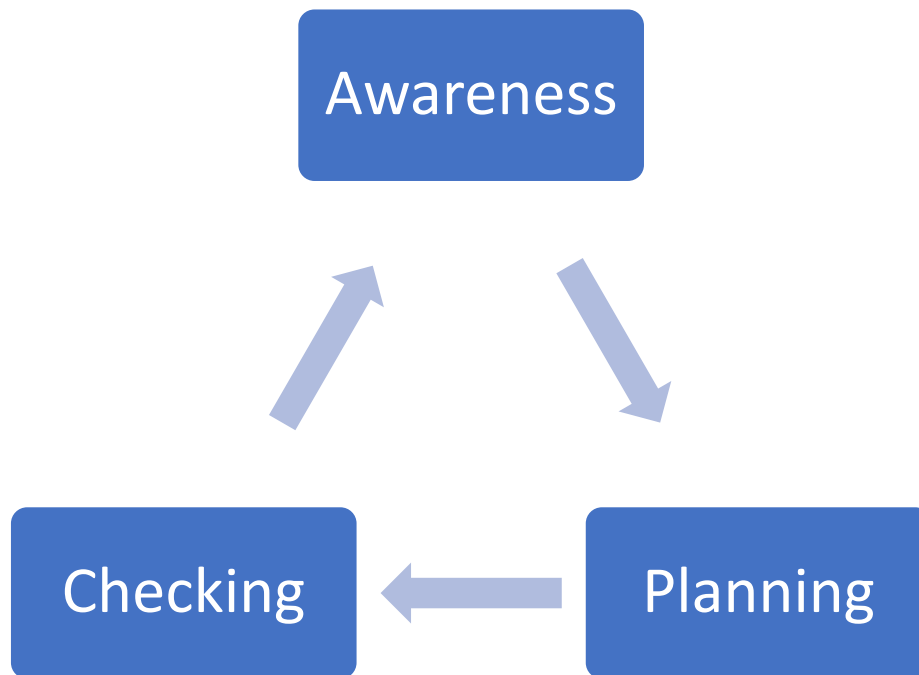


Figure 5.2. Metacognitive cultural intelligence as described by Earley and Ang

Combining the steps from both Flavell's and CQ definitions helped with creating a more comprehensive solution – The Metacognitive Cultural Strategy. The two definitions have been streamlined and two extra steps have been included – an evaluation step and application step. The researcher suggests that including these two steps will result in a more detailed and smooth progression. Metacognition is a tool that helps with learning and as such, it is not a one-time event. Similarly, CQ is a malleable form of intelligence that can change over time. For these reasons, the proposed model is cyclical in nature and should happen frequently. Completing one “cycle” will lay the foundations for the next cycle and so on, with the individual getting more culturally competent every time. Moreover, because each step relies on the previous step, it is crucial that all 5 steps of the strategy are addressed and developed. For example, if the individual never applies any measures from step 3, there would be nothing to reflect on. The revised model can be seen in figure 5.3. below.

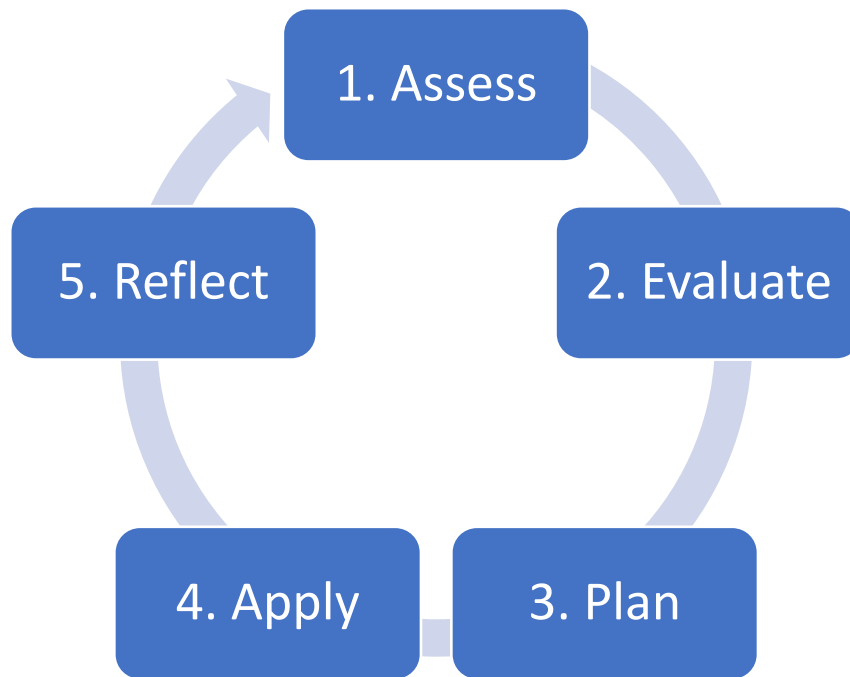


Figure 5.3. The Metacognitive Cultural Cycle

Every step of the model can be further elaborated upon:

1. **Assess**
 - What do you know about a culture?
2. **Evaluate**
 - Why do you know this? Where did you learn it? Can you be sure that it is correct?
Critically think about how you acquired this knowledge.
3. **Plan**
 - Make a strategy on how to learn more things more effectively. Create a list of topics you are unfamiliar with and then ask a local if they can help you with understanding. Think of a way how to learn more about a culture.
4. **Apply**
 - Put your strategy into action, implement the plan.
5. **Reflect**
 - Look back at what your plan was and what you learned. Did you actually learn more?
Was this method more effective than your previous methods?

Incorporating the above model into the HR practices of Rosewood Hong Kong would lead to higher levels of cultural intelligence of the individuals involved and in turn higher global mobility. While the solution is beneficial to all employees, there is an extra focus on interns. Firstly, interns are very likely to experience culture shock (Pasztor and Bak, 2020), so helping them by facilitating global mobility can be helpful. The second reason is, there already is a comprehensive internship support program by Rosewood, Hong Kong. The current monthly meetings are a perfect opportunity to implement this

solution as the resources and time are already being committed to them. Incorporating an extra model into the workshops will therefore not be too costly. Planning workshops for full-time employees, who do not have pre-existing monthly meetings like the interns may prove to be costly and time-consuming. Moreover, seeing as new employees are often locals, there is no need to dedicate resources to increasing their global mobility, unless there is an immediate need for it. Interns are more often from different countries, therefore, facilitating global mobility makes more sense for them. Nonetheless, the researcher recommends using the model even for full-time employees, albeit maybe only for managers or other groups of employees more likely to travel abroad.

6. Implementation

“Ideas are useless unless used. The proof of their value is in their implementation. Until then, they are in limbo.”

-Theodore Levitt

It is not enough to only design a solution, there needs to be a comprehensive implementation plan as well. Without an implementation strategy, the solution, no matter how innovative, is doomed to fail. Therefore, the researcher came up with a number of steps to follow to guarantee a successful implementation of the solution design.

Figure 6.1. is a timeline outlining the individual steps of the solution design and how much time should be allocated to each steps. First of all, seeing as metacognition is a process that is continual (Moritz and Lysaker, 2018), the proposed solution would also happen over time. Before the individuals would depart their country, they would be introduced to the concept of metacognition and cultural intelligence. This is recommended to do in advance so that the interns have enough time to digest the information and process it. An example of a short brochure with the relevant information that would be provided to the interns can be seen in Appendix 6.

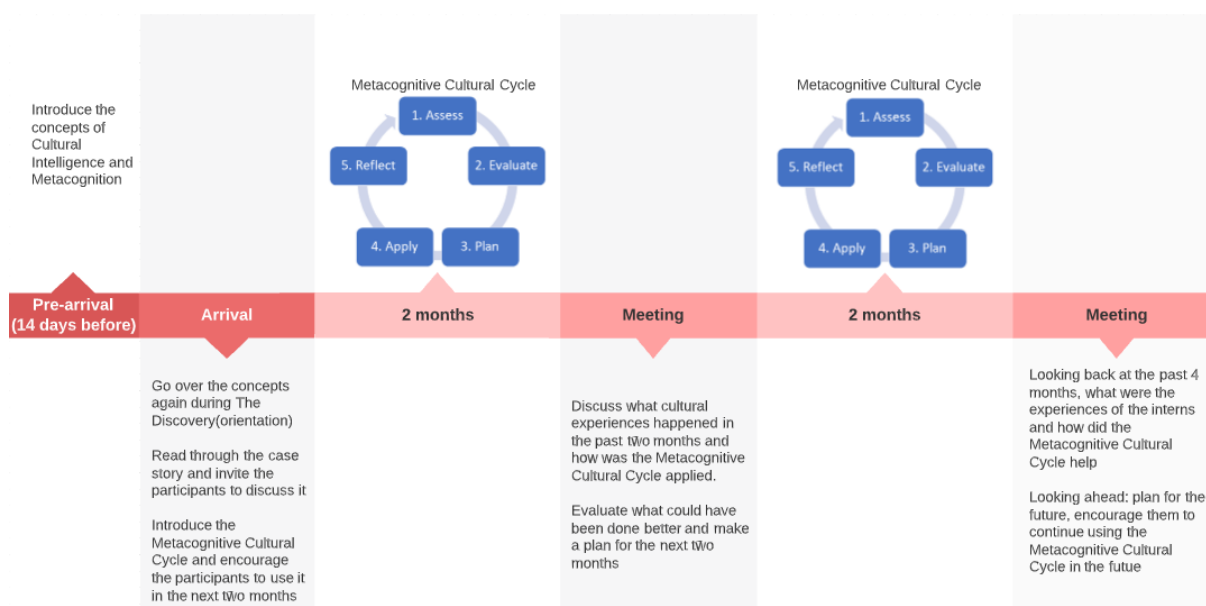


Figure 6.1. Implementation timeline

Following their arrival into the country, the interns would be attending the company’s orientation. This is a perfect opportunity to be the next step in the journey. There would be a workshop, where the concept of metacognition would be briefly covered again, followed by a group activity where the individuals would be introduced to a case study meant to illustrate cultural differences and how to deal with them

in a metacognitive manner. An example of such a case study can be found in Appendix 5. The interns would be asked to discuss the case study, keeping the principles of metacognition in mind. The arrival step in the timeline would be rounded off with providing the interns with a model to practice metacognition in regards to cultural situations – the Metacognitive Cultural Cycle.

During the next two months, the interns should be approaching their new cultural experiences with the Metacognitive Cultural Cycle in mind, applying its steps, in order to manage the situations better. They should note down any significant or memorable cultural encounters they have during these two months, so that they can be discussed during the upcoming meeting.

Once again, because metacognition is a process that happens in cycles, so should the supporting activities. In order to maintain the time-bound nature of metacognition, another workshop should be conducted two months after the start of the internship. The two-month window should be long enough so that the interns have had time to get used to their new work responsibilities and have had the chances to live through new cultural experiences. This time, the focus should be more on the interns, encouraging them to share their stories of experiencing cultural differences and how they approached said situations, and whether they used the metacognitive strategies in the process. As this is the first time the interns are using the Metacognitive Cultural Cycle, it is likely that many of them will be unsure whether they are using the model correctly and might be hesitant to discuss their progress. Therefore, the Talent & Culture employees leading the meeting should ask questions to encourage discussion, an example of such questions can be seen in Appendix 7.

Repetition is a key principle in learning (Bruner, 2001), as such having multiple repeating touchpoints in the journey will facilitate the development of metacognitive CQ and in turn global mobility. Doing a task or a process frequently will lead to better engagement and retention of the new knowledge (Bruner, 2001). That is why there will be another two-month period during which the interns will be asked to use the Metacognitive Cultural Cycle during their experiences. Once again, any significant or important cultural encounters should be recorded, so they can be discussed during the next meeting.

The last step of the timeline, the last meeting, is the reflective step. Here, the interns will first discuss their new experiences, similar as in the previous meeting. Next, they will be asked to look back and reflect on their cultural experiences in the last 4 months and how were they affected by the usage of the Metacognitive Cultural Cycle. It is also recommended to encourage the interns to continue using the methods they learned during the 4 months in the future, so they can continually improve their cultural intelligence and in turn global mobility.

Furthermore, it is recommended that throughout this time period the interns are provided with an opportunity to give feedback. The feedback would assess how well is the proposed solution being accepted, if it is perceived as useful, and it could also result in potential improvements. To ensure that

the answers are honest, the feedback should be conducted anonymously (Saunders et al., 2019). An example of the feedback questions can be seen in Appendix 8.

To ensure a successful implementation of the proposed solution within the organisation, the researcher recommends using the ADKAR model. The ADKAR model has been chosen because it is seen as the most suitable and appropriate model, as other models were usually too complex and unnecessarily complicated and tend to focus too much on the processes rather than the people.

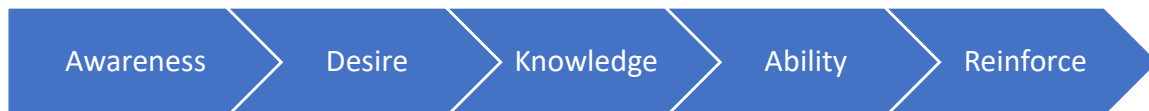


Figure 6.2. ADKAR model

Firstly, there should be awareness within the organization that the current HR practices can be improved. Next, there needs to be a desire to support the proposed solution and there needs to be an understanding, a knowledge, of what the implementation will bring. Employees have to feel they have the ability to help implement the change and reinforce it so that it can be long-lasting. It is important to mention that because the proposed solution does not require any major overhaul of the existing structure, there may be little need for a change management model. Nonetheless, the researcher suggests to work with the ADKAR model to prevent any unforeseen complications.

Naturally, there will need to be people within the organisation who will actually implement and manage the solution. As the researcher recommends incorporating the solution into an already existing framework, the people involved will be the same ones who are currently in charge of talent development and the internship programs. There is not too much added material, tasks, and responsibilities that would call for extra manpower and resources. As such, the Talent & Culture department will be able to adopt the solution without any significant disruptions to their existing operation.

7. Evaluation

7.1. Project evaluation

The client evaluation form can be found in Appendix 9. The client was overall satisfied with the proposed solution. They expressed interest and willingness to develop the project further, albeit a bit later as the department is currently extremely busy with the rollout of the new company culture and other projects. The design itself has been received very positively, with the client praising the relevance to the current trends and development in the field, as well as the practicality of the idea to incorporate the solution into the pre-existing framework of internship support. The client further commented positively on the communication focus of the solution, stating that they appreciate that there are measures in place to ensure effective communication of all the stakeholders involved. The Metacognitive Cultural Cycle was received especially well, with the client appreciating the simplicity and easiness of use of the model. The client further commented on the usage of ADKAR model, agreeing with the overall idea, but expressing doubts about whether a change model like that would be necessary.

However, in the final evaluation, the client expressed interest in exploring the possibility of eventually implementing all four dimensions of the cultural intelligence into the solution design. The researcher initially wanted to only focus on metacognitive CQ as it was found to be the most important one in facilitating global mobility, however, if there is a desire and commitment from the client perspective to work with all four dimensions of cultural intelligence the researcher agrees that including all the dimensions would have a more significant effect.

Moreover, the client expressed desire to increase the frequency of the meetings. Currently, there are monthly intern meetings; the researcher developed a timeline which worked with a 2 month window to allow the interns some time to settle down into the culture and not be too overwhelmed. However, the client argued that even one month windows should be enough. Moreover, in case the client would wish to pursue the option of using all four dimensions of cultural intelligence in this project, then the two month windows would not be enough to fit all the facets of CQ into the 6-month internship period. As this idea was only expressed at the final evaluation, there was not enough time to adjust the solution design and implementation. Nonetheless, the researcher created a revised implementation timeline that can be seen in Appendix 10.

7.2. Discussion

This research started with a problem definition – global mobility has been highlighted as an increasingly important topic in today's world. Despite the recent setbacks caused by the global COVID-19 pandemic, our world continues to be more interconnected and globalized (Altman and Bastian, 2020). As such, the ability to effectively move across countries is more important than ever. As the vaccination efforts are underway, lockdowns are being lifted, and people are preparing to travel again, being able to facilitate

global mobility will be greatly beneficial for any GTM strategy. A subsequent literature review was conducted to deepen the understanding of the three variables: global mobility, global talent management, and cultural intelligence. Based on this literature review, it was theorized that CQ could be used within GTM strategies to facilitate global mobility and four propositions were formed.

Proposition 1: Metacognitive CQ will facilitate global mobility within GTM.

Proposition 2: Cognitive CQ will facilitate global mobility within GTM.

Proposition 3: Behavioural CQ will facilitate global mobility within GTM.

Proposition 4: Motivational CQ will facilitate global mobility within GTM.

The four dimensions of cultural intelligence were used to construct interview questions which were used to explore the four proposition. Next, the collected data was analysed through template analysis. All four of the propositions have been confirmed but to a varying degree. Metacognitive CQ was found to be the dimension most responsible for facilitating global mobility, with the highest number of participants mentioning it as a key factor. Cognitive and Behavioural CQ were seen as useful but not too many participants perceived them as crucial. Motivational CQ was often mentioned as a sort of prerequisite for global mobility.

While the findings of the interviews proved to be very insightful, the answers were more aligned than was anticipated, and data saturation was reached, there were also areas for improvement.

7.2.1 Methodology

The qualitative approach of the study is suitable for the exploratory nature of the research, however, it cannot capture the particulars of cultural intelligence as accurately as a quantitative research (Saunders et al., 2019). Seeing as there are tools designed to objectively measure CQ, such as the Expanded Cultural Intelligence Scale (E-CQS), there is a way to conduct a future quantitative study that would more objectively and precisely measure the individual dimensions of cultural intelligence and potentially how each dimension changes over time. Therefore, it could be more accurately evaluated which dimension is more important when it comes to global mobility. It is worth mentioning, that quantitative research would require a much higher number of participants in order to be valid (Saunders et al., 2019), which would require extra work, as the current research only dealt with 9 participants. On the other hand, because the research could be conducted by having participants fill out a questionnaire, such as the E-CQS, the limitations surrounding geographical boundaries would be irrelevant. Conducting an interview with a person face-to-face or in the same room may affect the quality of the data, whether a person fills out a questionnaire in Amsterdam or Sydney does not really matter. Moreover, the time requirements per participant would be drastically lower for quantitative research as opposed to interviews, which require around 30 minutes for each participant.

Because deductive approach aims to deepen the understanding of an existing concept, it was deemed appropriate as the researcher was working with an existing theory, meaning there already was a suitable analytical framework. Inductive approach on the other hand, explores the data first and then comes up with new themes and concepts to focus on (Saunders et al., 2019). A combination of deductive and inductive research could have therefore been used to maximize the amount of knowledge collected, for example, using deductive approach to create a solid foundation and an analytical framework to use followed by using an inductive approach to seek emergent themes and concepts. Recommendation for future research is to adopt a mixed or purely inductive approach to explore the possible relations between the variables that have not been considered before.

Moreover, the research used a cross-sectional study. Due to time limitations, limited resources, and academic and professional obligations of the researcher it was not possible to conduct a longitudinal study. Nonetheless seeing as cultural intelligence is a malleable form of intelligence that can change over time, longitudinal study would offer many benefits to the research field. One of the main strengths of longitudinal studies is the ability to observe and study change and development of the variables being studied (Saunders et al., 2019). Therefore, being able to measure changes to cultural intelligence and its individual dimensions over time and seeing the effect it has on Global Mobility would help better understand the relationship between the two variables. Moreover, it would be possible to evaluate the effectiveness of various interventions on each of the dimensions of cultural intelligence.

7.2.2. Sample

Firstly, the sample consisted of 9 participants aged 22-24. As explained in chapter 2.2. there were initially older participants as well, however it was decided to continue with participants in the same age group to guarantee a more cohesive sample and standardization. While this may have minimized extra variables and thus resulted in a more focused sample and answers, it has also some limitations. Having participants of various ages could provide further insights into how different age groups approach global mobility and cultural intelligence. For example, there could be differences between age groups in what dimension they perceive as the most important when it comes to facilitating global mobility. Moreover, while data saturation was reached, having more participants is always preferable as they may provide unique insights or simply bolster the existing results. The client also expressed concerns about the sample size, saying that while the interviews allowed for a deeper understanding of the topic, it would perhaps be better to interview more people. Future research could build upon these limitations and focus on a bigger sample size with greater variation in age.

As for the cultural background of the participants, most were from European countries and a few from Asia. Once again, even though data saturation was reached, it is likely that interviewing multiple individuals from different countries and cultures would result in unique insights. This is especially fitting given the focus of the research – intercultural competence. The way individuals of different cultural

backgrounds approach global mobility and cultural intelligence will very likely vary. Future research could look at individuals from Middle East, Africa, or South America in order to gain a more holistic understanding of how global mobility and cultural intelligence differ across cultures and in turn how can global talent management strategies use this knowledge to their advantage.

Analysing the data clearly showed that all of the participants were very international-minded people who chose to travel and work abroad. As such, the findings may not really be applicable to people who are engaging in global mobility but not so much on their own accord. For example, an individual who gets sent on an international assignment by his company may not have chosen such an opportunity himself. Further research into how cultural intelligence facilitates global mobility within individuals who express resistance towards global mobility would therefore expand the understanding of the relationship and contributions of all the four dimensions of CQ.

Lastly, the homogenous purposive sampling used by the researcher meant that the socioeconomic background of the participants was also largely the same. Virtually all participants were students or graduates of various hospitality management universities. For this project and the solution designed for the client, the hospitality background of the participants could have been, as the client was a hotel. However, from a research point of view it would be preferable to have participants who engage in global mobility but are not necessarily from the same industry or socioeconomic background.

7.2.3. Data Collection

Because the research was aimed at deepening the understanding of a specific topic, the interviewees were asked specific questions about their experiences and answers that were seen as meaningful to the topic would result in follow-up questions. This could be seen as leading the interviewee to an extent, which is not ideal for validity (Howitt, 2019). However, given the nature of the research, it would be very difficult to explore said areas, if the researcher wouldn't "navigate" the interview in any way. Nonetheless, a suggestion for future research would be to either avoid follow-up questions altogether and stick with a purely structured interview; conversely, the interviewees could also be asked to just tell their story in as much detail as possible, with the researcher having minimal involvement and later analysing the interview for themes relevant to the topic. Moreover, the researcher conducted the interviews alone. For the sake of validity and reliability, it could be good to have another person review the interview questions or conduct the interview altogether. This would prevent potential biases and researcher leading the participants.

The rapport-building may have been more frequent, comprehensive, and may have started sooner. Once again, conducting the interviews face-to-face could have led to a more open and engaged participation from the interviewees, however, given the current circumstances surrounding the COVID-19 pandemic, this would have been an extremely difficult task. Moreover, the research topic itself makes it very complicated to arrange face-to-face interviews – global mobility is about individuals moving across

countries, unless there are participants of different cultural backgrounds living in one location, conducting face-to-face interviews may be impossible. A compromise could be reached by conducting face-to-face interviews with participants who are in the same country and continuing online with the participants abroad.

7.2.4. Data Analysis

The data analysis method used was template analysis. However, while normally template analysis would start with a preliminary set of themes that would get updated and refined as the researcher makes their way through the data (Saunders et al., 2019), the themes in this research stayed mostly the same. The cultural intelligence framework has clearly defined dimensions and the E-CQS provides a good framework for the interview questions. As such, the set of themes did not change too much throughout the data analysis process. Future research could ensure that if the same method is used, the themes would be refined and expanded upon throughout the course of the analysis. Coming up with emergent themes could lead to a better understanding of the topic and could even reveal connections between variables that were previously unknown.

As mentioned, the approach used in this research was deductive. A combination of inductive and deductive approaches could lead to not only a better quality of the data collected but also to a higher quality of the data analysis. Using the deductive approach to come up with an initial framework for data analysis and then combining that with an inductive approach – searching for new themes and concepts, could lead to a more comprehensive analysis and in turn better understanding of the data collected.

Lastly, it is also worth mentioning that the researcher is inexperienced with template analysis and as such, the data analysis process might have been flawed, human errors might have occurred, and the rigidity of the process may not have been perfect. The 8 categories that were outlined in the methodology section were used, but in the end the emphasis was on the 4 dimensions of CQ, rather than the 8 categories. As mentioned above, a combination of deductive and inductive approaches could lead to a more refined and comprehensive data analysis process. In a similar way, the initial 8 categories could be expanded upon, in case the inductive approach were to result in emergent themes or dimensions.

7.3. Conclusion

Despite the outlined limitations, the researcher is confident that the results of the research contribute to the field. The main findings of the study are that all four dimensions of CQ facilitate global mobility, moreover, metacognitive CQ was most often perceived as the most important dimension in regards to global mobility, and that motivational CQ was seen as a “prerequisite” for global mobility. Without the motivation to learn about new cultures, one can never become more culturally intelligent, yet the motivation itself cannot lead to development of CQ. The researcher hopes that the findings can help

with how organisations and individuals approach global mobility and with how talent is managed on a global scale in this new post-pandemic world.

The proposed solution design and its subsequent implementation are based on the research findings and address the concerns raised in the introduction.

The researcher is also determined to continue cooperating with the client to further improve and refine the proposed solution design and having received positive feedback from the client, the researcher is confident that this research and the proposed solution can also benefit other stakeholders within the industry, in alignment with the United Nations' Sustainable Development Goal 8 "promoting sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all" (United Nations, 2021).

8. Appendices

8.1. CQS sample

<i>CQ factor</i>	<i>Questionnaire items</i>
Metacognitive CQ	
MC1	I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.
MC2	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.
MC3	I am conscious of the cultural knowledge I apply to cross-cultural interactions.
MC4	I check the accuracy of my cultural knowledge as I interact with people from different cultures.
Cognitive CQ	
COG1	I know the legal and economic systems of other cultures.
COG2	I know the rules (e.g., vocabulary, grammar) of other languages.
COG3	I know the cultural values and religious beliefs of other cultures.
COG4	I know the marriage systems of other cultures.
COG5	I know the arts and crafts of other cultures.
COG6	I know the rules for expressing nonverbal behaviors in other cultures.
Motivational CQ	
MOT1	I enjoy interacting with people from different cultures.
MOT2	I am confident that I can socialize with locals in a culture that is unfamiliar to me.
MOT3	I am sure I can deal with the stresses of adjusting to a culture that is new to me.
MOT4	I enjoy living in cultures that are unfamiliar to me.
MOT5	I am confident that I can get accustomed to the shopping conditions in a different culture.
Behavioral CQ	
BEH1	I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.
BEH2	I use pause and silence differently to suit different cross-cultural situations.
BEH3	I vary the rate of my speaking when a cross-cultural situation requires it.
BEH4	I change my nonverbal behavior when a cross-cultural situation requires it.
BEH5	I alter my facial expressions when a cross-cultural interaction requires it.

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Note: Use of this scale granted to academic researchers for research purposes only. For information on using the scale for purposes other than academic research (e.g., consultants and non-academic organizations), please send an email to cquery@culturalq.com. The Chinese version of the scales is available on the MOR website.

8.2. Interview questions

Sub-dimension	Question
Motivational	
Intrinsic motivation	Do you enjoy interacting with people from different cultures?
Extrinsic motivation	Do you value the tangible benefits (pay, promotion, perks) gained from living in a different culture?
Self-Efficacy to Adjust	Are you confident you can socialize with locals in a culture that is unfamiliar to you?
Cognitive	
Values	Can you describe the differences in family systems, or expectations for men and women?
Business	Can you describe the similarities and differences in political systems?
Leader	Do you know how leadership styles differ across cultures?
Metacognitive	
Planning	Do you think about possible cultural differences before meeting people from other cultures?
Awareness	Do you think your cultural background affects your interaction with people from other cultures?
Checking	Do you ask about the accuracy of your cultural knowledge during intercultural interactions?
Behavioural	
Speech	Do you modify the way you disagree with people depending on the culture?
Verbal behaviour	Does your verbal behaviour change depending on the cultural context?
Non-verbal behaviour	Does your non-verbal behaviour change depending on the cultural context?

8.3. Interview Transcripts

8.3.1. Interviewee 1

Researcher

All right, thank you so much for taking the time. I really appreciate, appreciate your help. So, as we've talked about before, today I would like to talk with you about your experiences with living and working abroad. This interview will be completely confidential. So, any, any mention of your name or any private information will be dealt with discreetly, just so you know. Also, if at any point during the interview you feel that you don't want to continue, you can just let me know we can end the interview. Similarly, if you have any questions or remarks at any point just stop me and ask. With that being said, I think I'd like to start by asking you to give me, maybe a brief introduction of your experiences of living and working and in different cultures.

Interviewee

Okay, well thank you for having me. I'm happy to help. I lived in many different countries. Growing up, I was born in the Czech Republic, then me and my family moved to Poland, then back to the Czech Republic, and then to Bulgaria, then to Kazakhstan, and then finally back to the Czech Republic. Now my family lives in Slovakia and I live in the Netherlands. So, I'm quite used to moving every three, four years because of my dad's job. So now moving to the Netherlands is also just another interesting brave place in the world to be in.

Researcher

Alright, nice thank you. What about workwise. I suppose that you've maybe haven't worked in every single place you've been in, but could you maybe also give me just a quick summary of the different work experiences you've had in the in different places.

Interviewee

Yeah, well there are only two places where I've worked that actually is the Netherlands and the Czech Republic. The other ones...yeah I was 13 years old and kind of like when I lived there, I don't think I could really find the job there. But yeah, in the Czech Republic and the Netherlands I do see some big differences in the working life and the working culture mainly the approach of people to their bosses and to their supervisors here, and the supervisors approach to you. Here everything is a lot more open and a lot more friendly and back home, it's a lot more rigid, and you really have to take care of people's status in the company.

Researcher

Alright, thank you for that. With that being said, would you say that you enjoy exploring and getting to know the different cultures, be it both at work and personal life.

Interviewee

Oh yeah, of course, I mean that was a very big part of when we were moving around, around the Middle and Eastern Europe and also a bit Asia at every place we were out there was a new culture and a new, new type of people a new normal way of life so that was an interesting experience to be able to learn that to adapt to that and I think that's a very big part of life just learning how to be in new environments where you're not, you're not comfortable that you're not used to being there. So, so I think that you're learning both the work culture and the interpersonal culture is a very big part of why I like also living in different places, where after university has done I would also go to a country and work there. I've never lived before, is to just to see both yeah how people work there and how people live there socially because like there's big differences between working like for example of Spain and I don't know maybe Japan. And yeah, it would be interesting to explore both of these, both of these differences.

Researcher

Yeah, absolutely. So it sounds to me like you have an intrinsic motivation perhaps to really get to know different cultures and that you enjoy interacting with people of different cultural backgrounds.

Interviewee

Yeah it is, it is even in the Czech Republic, I enjoyed interacting with people of different backgrounds because back home with three main different kinds of groups of deeper ethnicities, I would say it's the Czech people and of course the Slovakia people but yeah we're basically very similar. Then you'd have the Vietnamese community and you'd have the Russian speaking community, and yeah I enjoyed getting to know both the Vietnamese community and the Russian speaking community going into areas where only one like only to that group was or so I was the only Czech person there and then the rest were completely different nationality they were all the same and I was the only different one so I liked doing that, I learned Russian how, by doing that I spoke Russian and three years after going to places where only Russian people need so yeah I think it's a very nice experience.

Researcher

Now that is pretty cool actually. Not the easiest language to learn very nice. Would you also say that, because this is more about your intrinsic motivation, your inner, inner desire to get to know the culture, do you also have maybe extrinsic motivation, let's say, valuing the reputation or credibility that you can gain.

Interviewee

Yeah, of course I also have external motivation because I think that because I would like to work is somebody who will lead the team of people later on in life. And I think that most people to really understand those people. There's a bit intrinsic as well but you have to be able to communicate with them adapts to everybody's differences. And I also want people to think of me as somebody that they can trust to lead their team and by becoming closer to them. That's. And it's a good way to do it, nice to be able to meet new friends in random places just by, for example, speaking their language. Like, like Russian like yours and other ones, Your Russian person, you get the talking and then go it's a lot easier to meet new people, and then those people also appreciate that of their language so that's some external motivation as well.

Researcher

Nice, nice. So sounds to me that overall, you are fairly confident in adapting to new cultures and you also enjoy this this whole process.

Interviewee

Yeah, like being in places where I'm new.

Researcher

So you've already mentioned a few times that you've really been in quite a few places and then even in the places themselves, like you talked about the Czech Republic where you would interact with different ethnicities. You really have a lot of exposure to different cultures do you think you can describe the culture specific values perhaps or traditions or norms. When it comes to business or social life all that.

Interviewee

Oh, so you mean between the Vietnamese and the Russian speaking community and the Czech?

Researcher

Can be can be that for example can like can be anything also you know, during your stay in the Netherlands. Just overall, if you think you actually have, have that knowledge of, of being able to accurately describe how the cultures differ.

Interviewee

I mean I don't know, but I feel that I have a pretty good internal idea of how close that is to actually being correct with the I have a pretty solid cue myself. Yeah, for example, a lot of for example the smaller communities in the Czech Republic are really not closed down into like people who aren't like them because it's for them it's like a safe space in a foreign country where there was only people from their own...the people that are really sticking, sticking with it then they stay locked in, in their own groups.

Researcher

Sorry, the connection was bad for the last 20 seconds or so you think you could repeat that part of the answer just the last bit?

Interviewee

So as I was saying that they're quite the (unintelligible) people, all of these minorities I but I think that that's everywhere because you're in a place where the majority of the people. They kind of judge. So prove to them that you're not actually just some random foreigner that came there that you're actually a part of the culture and for a lot of people that are expats and stuff. I think that a lot of people who are abroad are quite hard working because they also want to prove their own worth to the locals.

Interviewee

Alright yeah well it sounds to me like you do have quite a bit of knowledge you're just fairly humble about it, which I think is good. So it's probably better to be more humble than be more overconfident in what you know about other cultures, and then be proven wrong. Also, the way you talk about it really, Really sounds to me that you are aware of, of how these differences are inherent to cultures and also how they might affect your point of view.

Interviewee

Yeah, yeah, they really don't like that you're like, stereotypes and everything of course everybody stereotypes but then I do the same thing everybody does, but I tried to work on that by getting to know as many people from as many different cultures as possible and then instead of kind of stereotyping just get used to the differences that every person has every culture has its own differences and then once you get used to those differences. You kind of get over them and then you see over all the differences that you have as like two different cultures and then at the end of the day it's just two individuals standing in front of each other and talking so yeah I really don't like those cultural prejudices or three free thoughts or how would you call Yeah,

Researcher

That's a really nice way of putting it that no it's just two individuals standing up, talking with each other. I like that. Would you then say that perhaps you also try to if you're interacting with someone from a different culture, you might not be as familiar with. Would you say that you're also checking with them, if, if you're like, knowledge of their culture is correct if maybe what you think that you know is not just stereotype Do you actively ads to people, you know, am I am I right or am I doing something wrong.

Interviewee

Oh well, I mean, I would say that by getting to know a lot of new people and being in a lot of new places you kind of learn how to adapt to the location itself so I think that from, like I got pretty good at copying with local people do, and then trying to fit in fit in with them. But then I would check also back home, but yeah that was only with good friends of mine, like I wish I felt comfortable walking up to an ask me is this, how does this work for you and like how do you guys view, this one thing and how do you do this but then with people that I don't know too well I try to kind of read the I don't know the body language in the way that they respond to things. And based off of that I make, I make my assumptions on what what they find acceptable and whatnot.

Researcher

All right, make sense. Thank you. So, from that we can move on to the next part which is about behavior, because you just mentioned that you would also. After spending some time you kind of learn. Learn to maybe behave in the in a similar way as the people in that call should do you kind of learn their body language. So you think that overall, you would modify or adapt your nonverbal behavior or maybe verbal behavior as well.

Interviewee

Well I mean mainly verbal behavior, the way that I meant it like that is that you kind of see how people react to different things, the things that you say by their their body language. Yeah, the way that they say things after like the tone or something that we change so based off of that I would adapt it, but not really that I would adapt. Completely their, you know their culture and their way of speaking their way of describing things. I would alter it, a little bit, but I think that that's subconscious that that's just wherever you go, you kind of automatically start to become like the majority, if it makes sense.

Researcher

Yeah, yeah. So then it would be like smaller things are like adapting slightly you wouldn't completely change your entire way of speaking or your body language.

Interviewee

No, there are also small cultural things like I don't know when, for example, if in a country like I don't know, let's say that I would go to a country where the visitor bows for everyone if you go to another's house and of course I would start doing that because that's just the norm and that's what they expect, but then I wouldn't change for example, like things that I core values that I really believe in small behavioral changes like this I think are is completely normal to do when you move somewhere else.

Researcher

Yeah. All right, yeah. Yeah, again, I think this this is goes to show that you are actually very culturally competent because you say these small changes are kind of normal. I'm not sure if if everyone would agree with that, actually, I've met a lot of yeah who just stay the same. Like doesn't don't adapt at all. But yeah, so, like you said, both verbal and nonverbal behavior you would adapt slightly but it's more about, like let's say the formalities or what is the norm in that culture, but you wouldn't change your core values or beliefs. No, it remains consistent. Okay. Nice, thank you for that. Now, I'd like to just quickly go over what we talked about. So, basically I was using a framework which, which talks at persons cultural competence. There are four dimensions, the motivational dimension, which is about your intrinsic and extrinsic motivation. Then the cognitive dimension, which is actual knowledge of the differences or knowledge of the languages. The meta cognitive dimension which is more about, like, being aware of the differences between cultures, planning how to anticipate that checking with with other people. And then the last one is the behavioral dimension which is about the changes in verbal and nonverbal behavior. So I'd like to ask you if you could either pick one that you think is the most important, or if you would like to rank them or whatever you want to do, that's up to you. But which of these dimensions, do you think is the most important or was the most important or helpful for you when you're entering a new cultural environment.

Interviewee

I think it depends on, person to person. Most what they think, but I think that metacognition is very, I think the most important one because it's kind of, yeah, it's your you're thinking about how the other person is thinking and then based off of that you can adapt to the other three, three values and really make sure that you're not, not that you fit in but like because it's it's never about fitting into someplace it's always just about you. You're you're an individual, but it's about, also not sticking out so you just kind of adapt yourself a little bit to be, be more like the people there so I think that the metacognition is really important. I think that that was the most important.

Researcher

All right, thank you for that. And yeah, with, with that last answer that uh, that actually rounds it off for me. Do you have any questions or maybe any remarks or things you would like to mention that you haven't mentioned maybe you forgot or anything that comes to mind now.

Interviewee

No, no I don't think so I think that I spoke my mind about every topic that we came across.

Researcher

All right, wonderful. Thank you so much once again for the help I really appreciate it. I'll let you know how the research goes, and I'll stop the recording now.

8.3.2. Interviewee 2**Researcher**

So, once again, thank you so much for taking your time and for doing the interview. I really appreciate it. No. Of course all of your personal details if there are any in the during the course of the interview will be kept anonymous, the entire interview will be discrete. Also if at any point, you would like to end the interview, just let me know when we can finish it, right there and then. Similarly, if you have any questions or remarks, feel free to just stop me, ask the question or say whatever you would like to. Is that okay.

Interviewee

Yes, for sure. Thank you.

Researcher

So today I would like to talk about your experiences with dealing with different cultures, so your intercultural experiences, and I think for start it could be nice if you could maybe just give me a brief summary of those experiences so perhaps just mention where you lived and worked for longer periods of time or if you would like to really focus on one culture that you think was really important. I'll leave that up to you.

Interviewee

For sure. Perfect. Well I'm originally French so I lived in France, in Versailles next to the capital for something like 17-18 years. Then I moved to the Netherlands for my studies so it's mainly the second culture that I kind of knows best. And then for my two practical and management placement I encountered. I collided with Thai culture for six months. And now, currently the UAE culture for six months as well, not completed, but, yeah, and my boyfriend is Romanian not work related but another culture that also influences me a lot.

Researcher

All right, thank you. So it sounds like you've, you've dealt with and you've been in quite a number of cultures, would you say that you enjoy interacting with people from different cultures.

Interviewee

Yeah, yes, absolutely. I think it depends on the attitude that you adopt when you start a conversation with someone who's yeah always from a different culture than you, but for me, I always find it enriching and I think even if you don't agree to the principles of that culture you might always learn one or two things from a conversation with them.

Researcher

You'll really enjoy experiencing the cultural differences as well like the things that are new to you.

Interviewee

Yes, I totally do.

Researcher

So for this, it's, I would say more of an intrinsic motivation or something within you that you enjoy you're motivated to learn about different cultures. Do you also see in yourself maybe an extrinsic motivation that you enjoy the reputation or, or the benefits you gain from being in different cultures.

Interviewee

Yes, absolutely. I think it's also a bit of an image, maybe it's not the healthiest motivation but to also, because now the world is so into globalization and exchange that we as experts experience in different cultures are almost under the umbrella of children of the world, they usually say more than actually one nationality. And I enjoyed that very much, and I think it's a very unique type of network to, to exchange with people like you and me who yeah who travel a lot, and experience cultural shock often.

Researcher

So overall you are fairly confident then even eager to enter new cultures.

Interviewee

Yes.

Researcher

Do you also think it is easy for you to socialize with locals in cultures that are unfamiliar to you?

Interviewee

Yes, I, I usually really try to understand what, what are the reasons and the underlying motivations of local people. So as an example here in Dubai, there is a lot of fancy hotels and a lot of different marinas, like expensive places that tourists usually go to. But I also try to dig deeper into the culture and ask my local colleagues. What, why do you do Ramadan, for example, or to understand the reasons behind and what tourists do not know from the culture that are actually important points to learn.

Researcher

So, it sounds to me that you are also fairly knowledgeable about the different aspects of the cultures that, that you, you interact with.

Interviewee

Yes, I'm trying because I feel like if I leave a country where I stayed for five months or more and I did not know. I do not know any words from the usual language or basic, basic things that local know that tourists don't know then. I feel like I wasted my time in a way.

Researcher

Yeah, yeah, I personally agree with that. So you would say that, for example when it comes to maybe the cultural values or norms on, Let's say beauty or business ethics. You generally want to learn what those are in the cultures you are in.

Interviewee

Yes, I do want to learn but I have to say I do not adhere to every culture, business etiquette.

Researcher

So it's more about understanding, but not necessarily adopting set values.

Interviewee

Yes, exactly. Yes.

Researcher

You've also mentioned that you like to learn the basics of the languages right some words and common phrases.

Interviewee

Yeah, correct.

Researcher

Yeah, nice. Do you also think maybe you could already, I mean, you've been in Dubai, for a few, few weeks so maybe not there but maybe from your first internship, do you think you have enough knowledge to accurately maybe compared the leadership styles, and let's say Thailand or Dubai and Netherlands or France?

Interviewee

Yes, for sure. Also because in Thailand. I was alone on my infantry for six months. So then I connected more with my colleagues so I can understand how they interact with each other and with their subordinates so um, so yes, I would say so.

Researcher

If you had to, maybe, like, highlight the key differences between the Thai leadership style or the working culture and the Dutch one. What would you say,

Interviewee

I would say power distance probably because Thai people are very friendly and they have a tendency to a very concrete example but when they sit next to you, they want to sit at the same level as you. They're not going to look at you standing if you're sitting down, so it's more participative leadership and they want to do everything with you. Whereas Dutch leadership I perceive is more delegating and more directive. It can be quite straightforward also in the way to give feedback. But in the Thai culture, it's very a low power distance whereas, I would say in the Dutch one is a higher power distance.

Researcher

Interesting. Alright, thank you. Moving on, would you say that when you enter a new culture, or when you were about to meet people that you know are of a different, different background, do you develop certain plans before interacting with them plans about, you know how to approach the differences and such.

Interviewee

I'm not sure that's what you mean, but usually I, in general, I'm someone who listens and observes a lot first. So, I, I take a step back and I see how they interact and within the people around and then when I talk to them that I know how to dress them. For example here, my manager she's almost my age. So, observing how she was managing me and connecting with other colleagues, I understood that there were some things that I wouldn't have said to another manager that I could discuss with her for instance.

Researcher

Yeah, that's good, that's good. Thank you. Would you actively consider the possible cultural differences before you meet the people from other cultures or do you usually just go along with the, with the flow like you just said now.

Interviewee

Yeah, no I do when I take this step back and I observe it. I also, of course, consider like what is personality and what is culture I think people also mix those two those two variables very often with the Dutch people for example like saying that every Dutch people is direct but ya know sometimes it's the personality is different, sometimes it's just the culture. And so yeah I definitely do I know for example in the UAE, there are some topics that are very controversial, so do avoid those topics, except if the person in front of me is introducing them, then I, I take the. Then I suppose I assume that I'm allowed to discuss it with this person, but it doesn't mean with everyone, and I also think it's important to differentiate people within the same culture.

Researcher

So really to keep the individual aspect in mind not to stereotype.

Interviewee

Yes, exactly, yes.

Researcher

So it, it looks to me that you are quite aware of how your own cultural background may affect or influence the interactions you have with other people.

Interviewee

Yeah, I'm trying.

Researcher

Do you also then try to pay attention to your cultural background or like that the norms that you are used to, to how they might be affecting your, like, your response to the situation as it is happening, or is it more of a something you you think about before or after the event.

Interviewee

No, I do consider that before. Um, I guess just because I'm someone who's not very impulsive so I think about it before but yeah for sure, for example, even in the UAE, Muslim culture is, of course, ruling the country together with the government and in my country, it's very controversial topic, especially at the moment. So, so yeah I do consider the views and opinions that I have with my education also taught me and you know just to consider that as, okay, let's not take it for granted, and let's open myself to this culture and what underlying reasons they are but I do I'm aware that I have already set beliefs on on certain cultures. That's also why I try to open myself to experiences abroad.

Interviewee

All right, thank you. Let's say then, if you, if you have an experience a theoretical example, you meet someone, you thought about the possible differences and all but then maybe, as you're talking with that person, you realized that maybe what you thought wasn't really accurate or there's new information that comes to light, which you then kind of double check the accuracy of your cultural knowledge with said person, as an actively asked them, you know, is this actually correct or am I wrong in thinking this.

Interviewee

Yes. Yes, for sure. What example, can I give you on that one. For example, we're going to have Ramadan here very soon. And as a trainee in learning and development, I'm going to conduct an awareness session to my for my colleagues and explain to them, even as a non Muslim, I have to explain them, why Ramadan is happening, what it entails and everything. So, I discussed it a lot with my manager and and some set beliefs that I had about Ramadan and how, how people behave in that period, actually changed and shifted. So yeah, I think it's also, I don't know how to call it like cultural intelligence to absorb and integrate some aspects of the culture that you experience and and change maybe not the core beliefs but the most superficial aspects of the assumptions that you can make on someone else's culture.

Interviewee

As in you will adjust your cultural knowledge so to say, after such events where you learn more.

Interviewee

Yes, exactly and maybe not with everyone, but I think it can also influence your your own beliefs.

Interviewee

Yeah, absolutely. Would you say that, because now we are talking in the realm of of ideas or values or, you know, kind of more abstract knowledge even though of course, it has real life impact it's more about the ideas, but would you say that you would also modify the way you speak, depending on the culture you are in.

Interviewee

And yes, I don't know if that's actually a positive thing or not, that for sure. In thinking of Thailand but it's also very difficult I find not to pick on the accent of the people who are heading see you. Even, even traveling to the UK when I was younger I could not help myself pick up in some of the English accents. But then, yeah, I do change that. But even on a personal level, actually, sometimes people from different cultures, exchange in the same way. And I feel like it's more personal than, and then cultural how people express themselves.

Interviewee

Alright, apart from maybe adjusting the accent or the way you would. Let's say compose the sentence, do you also then modify the, the contents of what you're saying. So let's say you would be working in. Like if you, let's go with Thailand, Dubai again, or Thailand Dubai Netherlands, and you would have an identical situation where maybe your coworker does something that you disagree with or you know, that's wrong. Do you think you would actually disagree in a different way depending on the country you're in.

Interviewee

Yes, for sure, I think, like, for example, I think you have to understand the expectation of the person who is front of you and adapts to that expectation so in the Netherlands, I would say people want you to be sympathetic and straight to the point, if you have something to say. You don't need to be rude but say it like properly don't go around the bot. But then, in Thailand, I would be, I would put the forms and gestures that come with it, and I would, I would make sure that they don't take it personal, but really introducing even personal aspects, I noticed were very muttered a lot over there so yes.

Interviewee

All right, thank you. Then moving on would you then say, because now we're talking about more of the verbal behavior so that you would adjust. Let's say both how you talk with someone and then also the language you use.

Interviewee

That's say maybe the tone, or accent. Right.

Researcher

Do you think you would also adjust your nonverbal behavior?

Interviewee

By nonverbal do you mean, body language?

Researcher

Yeah it can be body language. Yeah, the, the way you move your hands or then even, like, greetings, right, like let's say, in France, it's quite common to be quite a bit more personal when you reach someone, but then I can imagine in Dubai that's not quite the norm.

Interviewee

No, exactly. Yes for sure I actually picked up on some very specific gestures that were introduced to me in both countries and I still use that sometimes be confusing people but for example how you join your hands together. In Thailand, I was still doing that, like, six months after I came back and I'm still doing that sometimes just because every day I was bowing to, I don't know how many guests, and colleagues. So yes and but I love it, I think that it's really respectful and I almost wish we had that in Europe. And, yeah, here, I learned that as a woman, if you want to say hello, but not shake hands with a person which is very useful during COVID, you put your hands on the heart, and it's like a greeting already, so I also do that. But yeah, it's, I think once you take this habit, then it's very difficult to get out of it but differently when you see me coming back to France, I yeah, I get that she was my friends just because, yeah, and during COVID is difficult to also forget about that.

Researcher

Similar awkwardness I'm experiencing you never know if to shake hands, or just nod or. Yeah. Yeah.

Interviewee

When you're home in Czech Republic when greeting, how do you greet?

Researcher

Yeah just shaking hands but also my parents are from Slovakia, I mean, the back when they were young it was still Czechoslovakia, but from Slovakia and like the more East you go, the more touchy people also get so it's kind of kind of become more French as well, you know like kissing on the cheek and being very happy and all that.

Interviewee

Okay, nice to know.

Researcher

Let's see. I think that actually about sums up what I wanted to ask. So then to round everything off. We've actually now been kind of moving within four dimensions of this framework called cultural intelligence, The four dimensions are motivational intelligence, so motivational is, of course, the intrinsic and extrinsic motivation you wanting to explore the different cultures and such, cognitive, which is about the actual specific knowledge of Novick knowing maybe the languages or norms and values metacognitive, which is more about being aware of the cultural differences that exist and how they might affect you and checking those differences. And then last is the behavioural intelligence and that's the verbal and nonverbal behavior adjusting to that. I know that this might be kind of a lot at once so if you want to clarify something, just ask me maybe if you don't remember one of the four.

Interviewee

I did.

Researcher

Okay, perfect. What I would like to ask you is, if you could, what would be the most important dimension for your intercultural experiences, or if you don't think there's a single most important one, maybe, what are the few most important dimensions for you?

Interviewee

If I remember what you said metacognitive was how understanding how what entails and how it affects you. Right.

Researcher

Yeah, exactly. So being aware that you know we all have different cultural backgrounds and those backgrounds influence how we perceive other things and every person has this kind of, you know setup that everything you do. They will view through their lens, and vice versa.

Interviewee

Yeah, I would say this one because you kind of make a connection between your own environment, culture background, and others, and I believe in the professional or personal environment that's the strongest not intelligence. But yeah, this, this probably the strongest way that you can be aware of how to behave.

Researcher

Thank you. If you had to pick a second one, a runner up. Which one would you go with.

Interviewee

Good question. I would send last one with verbal and nonverbal communication, because that's how you transcribe, in a way this how you translate this understanding, and it's the most. It's the first thing you notice so I think it can tell a lot about you.

Researcher

Alright, thank you for those answers, it's been really great answers. Once again thank you for your time, and, and I really appreciate it. Anything else you would like to ask or any remarks you would like to mention?

Interviewee

Nothing in particular but I'm looking forward to reading the conclusion.

Researcher

All right, perfect. Thank you. I'm going to stop the recording now.

8.3.3. Interviewee 3

Researcher

Once again, thank you very much for taking the time. I really appreciate it. Today I would like to talk to you about your experiences living and working in different cultural settings. Before we get into that, I'd like to make it clear that this entire interview will be anonymous, so any personal information or anything of that matter will be kept confidential. You have my word for that, it will be made sure that it's confidential and anonymous. And in a similar sense if you have any questions during the interview, or anything you disagree with or really anything you can at any point just interrupt me, ask the question or say whatever is on your mind. And of course this also applies to. If you were to wish to withdraw from the interview if, again, at any point during the interview you feel uncomfortable or you just don't want to continue, let me know and we can finish the interview there and then.

Interviewee

Yeah, thank you.

Researcher

Of course. So with that being said, I'd like to ask you if you could maybe give me a quick summary. Or maybe just go over some of the important moments whether you want to focus on one very strong

cultural experience you've had or if you would like to cover multiple ones, I'll leave that up to you. But yeah, just maybe a quick introduction about like what experience you have with living and working in different cultures.

Interviewee

Yeah. Okay, so I was born in the Netherlands actually the eastern part where I grew up for the first five years and then I moved towards the west near where Hotelschool The Hague is now. When I was around five years old and then I lived there until I was about 12. And then, from 12 to 18 So my high school years, I lived in Hong Kong. And then afterwards I moved back to Hotelschool The Hague to study there and I did my practical placement in London, and I've had a lot of different cultural experiences along the way. I think the ones that are most contrasting to my, my roots are is my time in in Hong Kong because the culture there is most different. And I've traveled as well, quite extensively in Asia. When I lived in Hong Kong, so I've come across a lot of the different cultures there in Southeast Asia, and actually interesting, to notice that within Hong Kong I lived quite close to the Chinese border so I lived in an area where normally expats or international people would not live, which I think gave me a much more unique perspective as well on Hong Kong than maybe some other people might have experienced it, but yeah I'm curious to hear what you have to ask. All right,

Researcher

Very interesting. Thank you. May I ask, Which part of Hong Kong?

Interviewee

Yeah. So I lived for three years in Tai Po. And I lived two years in in Mt Shang, and I went to school in Wu Kai Sha, which is like a 30 minute bus ride from Fanling, so it's, it's right up against the Chinese border.

Researcher

Yeah, yeah. Interesting. All right, thank you very, very intriguing background indeed. I'd like to now continue with asking you whether, in, in your quiet varied intercultural experiences. Did you find enjoyment in interacting with people from different cultures?

Interviewee

Yeah, I, personally, actually, I feel most at home when connecting with people with different backgrounds, I noticed that, of course, Hong Kong is in it's a very international place and as well going to an international school. Of course there were some locals there too but there were people from all over the world, and hearing about their experiences and their backgrounds and learning about different religions, different customs different festive seasons or days or periods. Actually, make me feel most comfortable or something because I feel like the differences that I bring to the table as well with my culture. Allow me to not stand out as much or actually feel more connected, because sometimes in the Netherlands where everyone has more of a similar cultural background, if you as a person then stand out differently than a lot of people feels less accepting because people tend to be more judgmental, where whereas in the more diverse a place is, the more welcoming people tend to be and the more interested people tend to be in a positive manner towards differences. Yeah. Alright, so hope that answers your question.

Researcher

Absolutely, absolutely. It sounds to me that you actually not only do well in in different cultural environments but you actually also enjoy experiencing cultural differences.

Interviewee

Yeah, very much so.

Researcher

How would you then, because of course you've mentioned Hong Kong and the differences there between the Netherlands and Hong Kong are quite obvious. What about your time in London?

Interviewee

Yeah. My time in London was also quite interesting actually, because when working at an operational level there. I was also in a company, even though it was a luxury boutique hotel. There were no, not a single British person that worked on an operational level they're in the company of about 250 employees, it was all for the most part it was all different kinds of Europeans Eastern European Southern Europeans. Western Europeans. A very big mix, but there was one thing that was very clear there and that was a certain kind of working culture, where everyone came to London, with the intention of having the most fruitful career that they might not have had in their home country, as hospitality is one of the London is one of the places where hospitality is on the, on the cutting edge, so to say. And that was also very interesting. I've met a lot of different people there, even during a couple of words in different languages from some of the housekeepers or. Yeah, but in London itself quite different. I think because whereas in Hong Kong, it feels sometimes more like the cultural differences are celebrated, in London, sometimes, people were afraid to share their cultural heritage because they almost viewed it as inferior themselves primarily people from Eastern Europe, they didn't want to share their perspective with a Western European because they would expect me to look down on their culture. So that's where I think I had a. Yeah, I personally enjoyed the intercultural aspect less because it wasn't, it didn't always feel like a safe space where everyone could share their cultural experiences.

Researcher

I see. Interesting. You said, not a single British person in this company or on the operational level?

Interviewee

On the operational level. Of course management level there were British people but on an operational level in the whole hotel there was not a single British person.

Researcher

You've also mentioned that, for example, London would be a place where people really go for the benefits it offers, in terms of maybe really starting a career or progressing. So would you say that for you as a person who really enjoys interacting with people from different cultures. Would you say that there's also a certain draw from the reputation or different tangible benefits, you can gain from being in different cultures for you?

Interviewee

For me personally, I think the, the most positive aspect that I experienced when I'm in a situation and with different cultures is that I experienced most of my personal growth. I don't think there are a lot of extrinsic rewards that I would receive from it but I personally did not it's just something, and I also don't really know where it comes from, but I think it just, it just interests me to learn about the differences in people and, yeah, different backgrounds and different experiences. So, yeah, I hope that answers your question.

Researcher

It does. Overall then keeping both, both. Let's say the intrinsic or extrinsic motivation mind. Overall you feel confident in adapting to new cultures.

Interviewee

Yeah, yeah, definitely. I actually sometimes, I must say, I feel a bit embarrassed because I can sometimes adapt a bit too well. I noticed myself that if I was bargaining with some, you know 60 year old lady working on the ladies market trying to sell me some, some cheap t shirt or something that I almost started to use a Chinglish accent, even though I don't even speak Chinese. Because you, Because I noticed that I adapt so much to the situation. So, yeah, I, I almost feel like culture sometimes so it's a way to broaden

yourself or something, I don't know it's there are so many things to learn. It's like you're walking through a museum that is life, you know, so, yeah,

Researcher

that's, that's, yeah, I like that. Well, like a museum that's alive that's, a nice way of putting it. Thanks. Moving on from this kind of motivational part of you, like having having the drive and an interest in learning about different cultures. How would you evaluate your actual knowledge of, let's say norms and values of different cultures?

Interviewee

There's this thing with a learning curve right when you don't know very much you actually think you learn, you know a lot more than you actually do and the more you start learning, the more you realize there are so much more left to learn...

Researcher

The Dunning Kruger effect.

Interviewee

yeah. Yeah, that one. So, yeah, To a certain extent, I feel very comfortable talking about the different cultures that I have experienced so far in my life, but I would never regard myself as an expert on them and I always think that I would continue learning more about them, the more time I would spend there or the more I would speak to the people about it. And of course there are plenty of cultures, such as Latin American cultures that I know very little about because I wasn't exposed to it so much. But yeah, I would say that it depends on, on what your baseline is, but I would say that I'm quite. Yeah, quite well informed.

Researcher

Yeah, I think honestly, just the fact that you are aware of this, of the Dunning Kruger right that people tend to get very overconfident with how much now, how much they know. Yeah, I think just the fact that you're aware of this already puts you on in a good spot. Let's say you sound like you're aware of, you know, you don't know everything but you know quite a bit so I think that's, that's good enough. Better than this than being being overconfident and then saying something something wrong. Let's see, maybe then something that that you can really relate to because you've had experience with it work. You've worked in London so you you would understand how, what the working culture. There is like, I'm not sure how much work experience you have from Hong Kong or from the Netherlands, but if you do, maybe you can compare the two, London and either, either one Hong Kong one of those. If you don't have much working experience there, then maybe just talk about London.

Interviewee

Yeah, I don't have experience working in Hong Kong because of my visa at the, at the time I was on the dependencies are which allow me to work I could only go to school, but I have worked in the Netherlands as well. And I really noticed but I think it also depends on what kind of company you work for, but my general experience of working culture in the Netherlands is very much the in hotel schools referred to as the 55 stay alive kind of role but I think it also applies to regular jobs right outside of university where people they meet the requirements they do exactly everything that's asked from them, but they don't lift another finger right they don't do anything else. And I think that's quite indicative of the of the Dutch mentality sometimes where people might feel afraid to stand out or they want to kind of fit into the herd and the herd mentality generally is just do what you're asked and then leave it at that right don't question your manager don't try and improve the company where you're at, they probably have the procedures for a reason. Whereas, in London, especially in this specific area where I was, where, because the hotel industry is so competitive there, and everything is about service basically because, at least at the hotel where I worked. The rooms that we had and stuff, were not very special they were quite small actually. So we had to make up for a lot of it in service and so people were always priding themselves on new

aspects that they could introduce or new steps that they could take to take their work to the next level, and it's almost like this continuous competition between everyone have a what new thing. Did you bring this month or what what did you. So it's quite competitive but in a positive way where everyone is trying to kind of motivate and push each other to achieve more on a personal and a company wide level, which I didn't experience in the Netherlands.

Researcher

Would you say you have a preference or?

Interviewee

Yeah, I, especially after my high school years in Hong Kong where, of course, while you know what the stereotypes are right about Asian students. I actually experienced quite severe reverse culture shock coming back to the Netherlands, where you yeah some of my first grades back in. Back in university, where maybe a 75 or an 80 or something, and I would go up to the lecturer, and I wanted to talk with them about how I could continue to improve my grade, and they were flabbergasted that I would even ask that if I received a 75 or an 80 Because they say, well you already scored such a nice grade, whereas in Hong Kong, this was very much encouraged you know unless you achieved 100% Or even if you achieved 100% You could still always ask for feedback and look at different ways of improving yourself or trying to, to reach further or learn more. And so that's why I think I prefer a more competitive environment well I don't know if competitive is the right word, but a more motivated environment I would say where people are trying to always grow and always get further than where they got yesterday.

Researcher

All right, thank you for that.

Researcher

If I'm rambling on, by the way you can cut me off as well

Interviewee

don't worry please this is all very very good this is really nice. Thank you. You've mentioned before that you would pick up some words and phrases and during your time in London right with with it with your colleagues. Would you say that's maybe a kind of a common thing with you that you enjoy learning about other languages.

Interviewee

Yeah, I do think so I, I must say that when it comes to languages, I'm not very skilled. i It's not let you say it's easier for me to find my way in a more mathematical or economics kind of environment. But I do think it's very interesting, especially moreso learning about the meaning behind the language I think so. Why people speak a certain way or in certain countries you have a more formal way of saying you and then more informal way. Why is that the case in which situations do you use which one, and actually I also found that quite interesting about the English language that you don't have that distinction, and how, even when you would speak to the Queen, you would say you, right. And it's very interesting to, to see the difference in culture that you that you experienced because of language, and also, to a certain extent knowledge because you can only learn the things that you can express in the language that languages that you know, so if you have never. Yeah, if you only know a certain language that doesn't have the capability of describing a certain concept, they might never be aware of that concept. So, it also pushes you to, I think the more languages you learn or the more that you learn about language. The more you understand the, the intricacies of what the people that use that language on a day to day basis. It's like an example of where the interview with people have about 20 different words for different types of snow. Well of course it makes sense in their situation where that's very valuable to them, and they could use that language, very frequently right whereas in a language like English, there's no need for multiple different types of snow because most of the people that use English on a day to day basis. Don't need to build igloos or. Yeah,

Researcher

no yeah I agree complete linguistics are very very interesting thing that's also a topic we could spend an entire day on.

Interviewee

Definitely,

Researcher

It also sounds to me that you really are like really aware and you think about the cultural backgrounds, a lot, you think about how people are influenced by their upbringing and their cultural. The circumstances surrounding their culture and how that affects their behavior.

Interviewee

Yeah.

Researcher

Do you also find yourself maybe planning, like let's say you're about to meet somebody from, from a culture we haven't met before, would you kind of plan in advance what to ask or how to, you know how to approach them or something like that.

Interviewee

I wouldn't necessarily plan things in advance, in advance, but I do think that once I start speaking with them. Certain things will pop up into my mind that me being me. I'm a highly curious person to the point where I really annoy the people that I spent a lot of time with. So yeah, if something, I'm curious about that I would like to have an answer to or know more about and I would definitely ask them on the spot. If that arises, but I wouldn't necessarily plan for it I don't think so. Well, maybe indirectly I do, I remember that. In my high school there was also a girl that had Jehovah's Witnesses as parents, right, and this was also a concept that was completely new to me that, you know that religion can be so significant in your life being brought up as an atheist myself, and I don't, I didn't plan, things like actively but I do remember that I would sometimes think about it when I, when I was alone, like, oh, how would this situation situation be for her, or that she faced challenges and when, when it comes to that or is there something else that maybe, you know, how is her experience and then when I did see her again then I would sometimes ask her those things so maybe indirectly I would plan things.

Researcher

And then, would you maybe you just said that, like certain topics would maybe come up during the conversation that would make you, like, be interested in the topic so would you then maybe double check the accuracy of your knowledge or, like, you've just mentioned, if a new topic comes up, would you then double check with the person you know I want to know more about this, can you help me understand. Can you clarify?

Interviewee

Definitely. Because I feel like, of course, every person is biased right. Everybody, everybody has their own perspective on certain things, especially when it comes to certain religions or things like that so when I met somebody that was quite, quite devoted to Islam, right, and she as a woman chose not to wear a hijab. I was quite surprised and I was so curious to hear about her perspective and why she chooses to be why she chooses not to wear the hijab, even though she is devoted to the religion where that is normally accustomed, right. So, yeah, and then hearing their perspective will teach me more about also their perspective on their religion.

Researcher

So you would, also then adjust your knowledge based on what you learn and you've already mentioned this briefly before, but maybe we can cover this more in depth, and that's how you modify, maybe the way you speak, when you're in a different culture or the way you behave, yeah. So yeah, would you say that overall, like there is a shift in how you like interact with people based on the culture.

Interviewee

Definitely I would say so. Yeah, so if I think either from from some experience that I had previously or just from the way a person is behaving that I'm interacting with at that point of time. If I feel like something is not appropriate. Then I will definitely stray away from that, or if I feel like I could make a person feel more comfortable in that situation by using a certain kind of language, or, for example, lowering the volume of my voice, or taking on a different kind of posture right. Yeah, I definitely do that. Yeah.

Researcher

So you would modify the way you like both agree or disagree with people. Or, like the way you you show thanks express appreciation.

Interviewee

Yeah, definitely. I think especially when it comes to disagreeing with people, that's a very cultural cultural way of how you approach that so if I was talking to a Dutch person you know they are very well known for their direct approach. There's no need for me to beat around the bush and be very indirect with my, my, when I want to share my opinion, but when I am speaking to somebody from, from Asia, right. Well Asia is a big place, but from Hong Kong or Japan or South Korea, I wouldn't directly say something to their face that might be experienced to them it's very hurtful. So I would choose my words more carefully, for sure. Yeah.

Researcher

So you would say that for both verbal and nonverbal behavior you would really adjust it according to the culture you're dealing with.

Interviewee

Yeah. Personally I would, yes.

Researcher

All right. Thank you. I think that, yeah that's that actually covers it for my questions. One last thing. I've told you before that there are four dimensions to this. I'll go over them very briefly again. It's the motivational. They mentioned, then the cognitive metacognitive and behavioral. Yeah, do you think you you understand what all four of them are Would you like a quick reminder on what either one of them means

Interviewee

the motivational is how much you are intrigued about how much you want to learn right?

Researcher

yes

Interviewee

yeah like and then the cognitive is about how much, objectively speaking, you that you know, or are aware of, and the metacognitive is the ability of recognizing whether others are also aware. Correct?

Researcher

Yeah, exactly

Interviewee

And then their behavior rules the way that you adapt your behavior?

Researcher

Yes. So , I would like to ask you if you could, to either pick one that you think is the most important dimension for you. When it comes to interacting with people from different cultures or if you cannot pick a single one, either just rank them or pick a few,

Interviewee

which one is most important to me, or which one I believe is most important in general?

Researcher

Let's do both, why not.

Interviewee

I think what I personally found find most important is the cognitive side, because I feel. I really enjoy the learning, and I feel most comfortable when I know more right if I know more about a culture and then I'm interacting with a person from that culture, then I would feel more. Yeah, at home, If I also can have some knowledge to know how to behave. And I think in general the most important one that would benefit more people in the world is the behavioral one, I noticed quite often that people tend to focus a lot of them. Oh, I am this race, or I am from this nationality, and therefore these are my customs and these are the, this is how I should behave and these are my, the people I should spend time with and this is the kind of job I should get bla bla bla bla bla. But then, if you focus so much on your own culture and your own experience, then you shut the rest out, and I think the world would become a much more integrated place if people would focus on and enjoy other people's cultures as much as their own.

Researcher

Thank you. That's a very nice way of closing all this, actually, is there anything you would like to add or any questions you have any last thoughts.

Interviewee

No I don't think so I think we've covered it quite well. I'm personally just very curious about your dissemination later on. So I would love to be a part of that.

Researcher

Oh yeah, for sure. With that being said I'll end the recording here. So thank you once again. Also, just a quick debriefing, like your ancient none of your private or personal details will be available in this it's all going to be anonymous. Yeah, I'll stop right now.

8.3.4. Interviewee 4**Researcher**

Alright so, thank you very much for taking the time to conduct this interview I really appreciate it. Before we begin, I would just like to clarify a few points. So first of all the interview will be anonymous, all of your information will be kept confidentially. Furthermore, if at any point during the interview, you would like to stop, just let me know when we can end the interview right there and then. Similarly, if you want to stop and ask me any question or make something clear. Don't hesitate to interrupt me, just yet. If there's something you really want to say go for it. Yeah. That about covers it from my side, and with that being said, we can get started. So today I'd like to talk to you about your experiences living, working in different cultures. And I think a good way to start this off would be maybe for you to just briefly give me a summary of either the experiences you've had, or if you feel that maybe there's one

experience that is really important. Yeah, I'll leave it up to you, whichever way you would like to tackle this.

Interviewee

All right, I can give you a experiences because I think I have one instance where it really sums up my experience of rather corporate in general. So, I am from Eastern Europe, from Bulgaria. I think this is fine with the anonymity part, right?

Researcher

Yeah.

Interviewee

And coming to the Netherlands was indeed a cultural shock in a way for me. Also living, not only in a new country but also living on my own. So, my experiences in the beginning were. I had a difficult time acclimating myself to the country and to the way people interacted with each other. Because I'm used to, more, let's say directness, But the thing is people entitlements are direct, but not in the same way because we went in Bulgaria in my home country I think are more Balkan. It's a different way of directness, I would say, people in the Netherlands were a bit more reserved, nothing has the word I would like to use reserved, as opposed to what I was used to so that was difficult for me to get used to have the water. Overall, just getting used to the way that the country functions, I'm used to, let's say more chaos in administration in public transportation and just day to day stuff I'm used to. Two more ad hoc decisions rather than in the in the Netherlands it's very meticulously put together, which is of course a positive thing but it still took me time to get used to make sense. Do you have something to be useful from what I said?

Researcher

I think that's a really nice start. I'll follow up with now a bit more specific questions. So first of all, whether it was coming to Netherlands or...did you do your internship in the Netherlands as well?

Interviewee

No, I did it in Spain.

Researcher

So for, let's say both Netherlands and Spain, and then if you had any other experiences like living for extended periods of time abroad. Would you say that you enjoyed interacting with people from these different cultures?

Interviewee

I would say I enjoyed interacting with people from Spain, more than I enjoyed interacting from people with people from Ireland's because of the very different. There's the cultural differences because I feel people from Spain are closer to my home culture than I, people in the Netherlands, so I definitely would say I enjoyed interacting with people that are similar to what I'm used to more than, people that are the exact opposite because if I looked at the lowest model. When I was preparing for internship, and just in general. Also, it's cool. So you have the lens which are the exact opposite to their, I think what was it called...

Researcher

Linear active?

Interviewee

Linear active exactly! As opposed to the reactive I think, and multi active was like a countries that are sort of people in Spain Bulgaria is kind of like in the middle, but still, I would put it more towards a multi active than linear active. So that's why.

Researcher

I see. So you would say that you do enjoy interacting with people from different cultures, but generally you would probably enjoyed more if the cultures are similar to your own.

Interviewee

Yes, I would say so.

Researcher

And so how is it for you then when you're experiencing cultural differences do you do you thrive on that or is it something you'd rather avoid.

Interviewee

Um, I think that me personally, because I'm not a very big fan of change and I adjust slowly to change, and I guess more with more difficulty. I prefer to look for familiarity so I actively seek out things that are familiar to me and to what I'm used to in order to feel comfortable in a new setting. So that's what I did in Netherlands. And that's also what I did, more or less with my interaction with people. I did have some jet chance meetings and also friends from from Western Western cultures also Dutch friends as well. But that I didn't actively go, let's not go out of my way to create those, those acquaintances. They just so happened because I was in that environment, but if I, if I weren't in that environment. I don't think I would actively go and seek out to make acquaintances from polar opposites of what I'm used to.

Researcher

I see, so, if you'd be given a choice either working with people from similar cultural backgrounds or different cultural backgrounds which one do you think you would go for?

Interviewee

When it comes to working in a team, I would actually like a mix, because of the different perspectives that people offer, when it comes to personal relationships I would go for what I'm used to, but working in a team, I have seen that it is very beneficial to have people that are from, from different backgrounds, let's say, the people that the people that I've worked with from the Netherlands, or from Germany, which I personally categorize as similar cultures. They are for example more critical. They don't always tell you yes that let's go with that. So I do like that aspect for example because opposite to what I'm used to, and I do like them.

Researcher

I see. Now, this would be, like we talked about just now, would be something more kind of intrinsic, I feel like, you know the different values and styles, people from different cultures have. Now, what about the, let's say extrinsic aspects so for example, you could be in a very culturally different setting but you would maybe get better pay or the perks would be better, How would you approach a situation like that.

Interviewee

So I work in a country. So in different cultural setting. Even though it's very different from my own still be motivated by pay and etc.

Researcher

Exactly, yeah.

Interviewee

So, um, I would say that I wouldn't do it, because I already know that I would go back to Bulgaria after finishing here, my education here, and I don't see myself in this working in this environment. Because of the gap. Everything is, I'm still getting used to it, even after four years and I don't. I would prefer to live somewhere where I feel completely comfortable. So, they pay wouldn't motivate me necessarily.

Researcher

So you would say that, all things considered, you are fairly confident that you can adjust to new cultures, but you really prefer not to?

Interviewee

Yeah, preferrably. It depends on, on the setting because for example, me choosing to have an education here. I made that choice and I had to stick with it. And I had to adjust, of course. And that was my own personal choice. Nobody forced me. And then, if I could make the choice for example to have the same education in my home country I will do it.

Researcher

I see, Interesting.

Interviewee

I've seen what it is to have to adjust to a different culture, and I've learned a lot from it, I've seen the, the pluses and the minuses from the experience. And going forward in my life, I don't think I will actively seek out for example I wouldn't actively seek out to go to Vietnam for example where it's also completely different culture or my own. That is why I chose my internship in Spain because I felt that I would have an easier time adjusting.

Researcher

Alright. Very interesting, very interesting how to how to put this. It's one thing, how you maybe feel about adjusting to the culture or how you feel about, you know, arriving somewhere new. And another thing, what your actual knowledge of the place is. So if you were to talk about, for example, the Dutch working culture or the Spanish living, working culture do you think you would be able to accurately describe the differences.

Interviewee

Oh, yes I think so based on, on what I've seen, but if I were to, let's say research, which I've done research for Spain. Yes, you see some information, some stereotypes of course you have stereotypes for Netherlands. So, any research could give you. I think in my opinion, some sort of grasp of what could happen. But experience is really the best teacher in that scenario where you're working. So if I were to describe the Dutch work ethic. Let's say they. I can't compare them to. I couldn't help but they're a very exact. So if I could compare them to a subject they would be math. And for example, Spain, they're more fluid, flexible adjustable so comparative to a subject there will be a language subject that triggers a different hemisphere in your brain.

Researcher

I think that is a quite an accurate comparison, actually. Yeah, moving from the business sphere, do you think you also know the differences in let's say maybe the family values or, you know like interpersonal relationships and all that.

Interviewee

I think so. Based on what I've also studied from school and what I've observed, I could be biased, of course, but on my observations, I think, the Dutch, for example, are individualistic. So, once they grow up and they go to school, and of course they contract with their family, but their own person and they make decisions based on what they want, versus in Spain and also similar to Bulgaria. People are more family oriented, and making a decision about one's future, a future is also dependent on what the family

feels about it how the family feels about it. So I recognize that because for example, if I compare myself to an average student in hotelschool. They just do what I've seen, just whatever they want, they, they want to go to a different country, they call them different country. That's where do you want to do their internship, whereas me when I was planning my internship I was thinking, Okay, where can I go at my family can also visit me, or is going to be financially feasible also for my family to support me. So I was really thinking making that decision with my family and not individually, because it's important to me as well as that, because it's expected of me but my personal values are to be close to my family.

Researcher

And lastly, when it comes to this specific knowledge of the cultures. Would you say that, you know, not necessarily like know languages, as you can, You know, you mastered them. But, you know, maybe the different rules or you know bits and pieces I mean I don't expect you to learn Spanish if you are in Spain only for a while but. Are you a person that would really kind of want to learn about, you know, how does the grammar work and all that stuff with the languages.

Interviewee

If I were living in a different country.. Yes, I would, because I don't feel that because I'm in a different country and I'm a foreigner people should adjust to be, I know I should adjust to them. So, I feel for me it is important to learn the language. Now this is an exception here in gender and Dutch when I was in the Netherlands, just because it's just so good at English and I didn't feel the necessity but when I was in Spain, people don't speak English mostly even though it's a touristic country I was in Majorca. and I knew that I had to speak the language, and I didn't feel like they were burdening me more and more so I was burdening myself speaking Spanish.

Researcher

Yeah, I feel that there is then the experience of almost every international in the Netherlands, like, I know I may be you know it's nice to learn Dutch but I really don't want to. I don't know, almost everyone I know they would try to learn at least a bit of a different language in any other country. but when it comes to the Netherlands, so many people are kind of just like it's fine to speak English.

Interviewee

Yeah, you don't feel the urgency and Spain I felt the urgency just don't understand me so it's do or die.

Researcher

I understand, and to be honest, the, the Dutch isn't the nicest language, nor the most practical.

Interviewee

Exactly, whereas Spain, how many countries speak Spanish, right?

Researcher

Yeah absolutely. Now, before you would interact with people from different cultures. Would you maybe think of like a plan. You know what to consider before you meet these people maybe what what to avoid and such.

Interviewee

Yes, definitely. I definitely don't want to put myself in a situation where I come off culturally insensitive. It also regards to religion as well. If I were in a situation where I was in a different country like that I would definitely want to have the background knowledge of how to properly interact with people. Because again, when I'm in a different country don't think people should be adjusting to me I should be adjusting to them because I'm there.

Researcher

So, you would be really aware of the possible cultural differences and you would try to kind of anticipate maybe read up on the culture and such in advance.

Interviewee

Yes, I would, although I didn't do that for the Netherlands (laughing). But now I know better.

Researcher

Do you also think about how your own cultural background, influences your interactions with other people?

Interviewee

Yes, I do. Now if I can actually pinpoint the situation I'm not sure, but I do feel that. Yeah, it does have an impact, maybe if you asked a specific question I can think of an example right now I don't think I can, but I know it has an impact.

Interviewee

Yeah, I mean, I think, like, a topic we talked about before, right, could be, Like the perception of family. So for you, coming from Bulgaria, I can imagine that it's not just the nuclear family, your parents and your siblings that are important to the extended family, right, your grandparents, your cousins. And so then when you come to Netherlands, I can imagine that it's not very common for people to view family as the extended family. Family will usually be just the parents and the siblings, right?

Interviewee

I think... (silence)

Researcher

And then, if you are in the, let's say middle of a conversation or just then you know interacting with people of different cultural backgrounds, would you double check with them, you know, ask questions, maybe, "is this really true or I read this or I heard this. Do you think it's correct?" Would you kind of check your knowledge of the culture with them. Yes, as

Interviewee

As long as it's a sensitive, not, not a sensitive subject something general. I wouldn't check on politics or religion, specifically, if there's duality, for example, if it's something about the landscape or the language or the culture. I think that those are safe topics to ask.

Researcher

But you would generally stay clear of anything that can be like politics, religion, like even even if you might not be fully confident that you know something for certain, you would prefer not to ask.

Interviewee

Yeah, yes I also don't want to make assumptions or stereotype people to be sensitive about the subject that would ask something that is not necessarily a stereotype or if it's a stereotype it's looked at lightheartedly from white people. Something light-hearted, I wouldn't go ahead and accuse people of generalized behaviors, I think, That's not nice. I wouldn't want that for myself either. If they were interacting with me.

Researcher

Absolutely. In a similar way. Talking about these, these, like, cultural taboos, if you will, would you also modify the way you disagree with others, depending on the setting?

Interviewee

I think so, but it also depends on the importance of my disagreement. But generally, I will be aware of what could be a tricky subject I said just also reading the situation, I think. And maybe, perhaps I would have to adjust. Often disagreement. Because for example when the Dutch disagree with me, they come up very strong I don't like that.

Researcher

Yeah, yeah, that's almost they will get into an argument with you because you don't like a soup.

Interviewee

And they don't know which culture takes it personally because I am prone to taking it personally whereas they don't mean it. But here comes the whole gap, they don't mean it but I think they do. And they don't know that I'm taking that away.

Researcher

Yeah, exactly. So, not only disagreeing, but would you also then adjust other aspects of communication so you know making, asking questions, making requests or than even maybe complimenting people would you also adjust that depending on the cultural context?

Interviewee

Yes I think so for example if I were interacting with someone from East Asia. I wouldn't go ahead and start being too familiar with them if I'm not, because I assume based on my previous knowledge that this is something that something that they wouldn't take so nicely but if I were for example interacting with someone from similar culture to mine like Spain, I would go to a stranger and compliment their haircut for example because I assume that they will not mind that at all. Yeah.

Researcher

Now, moving, kind of, down a step, not really even anything as complex as you know, disagreeing or compliments, but just the way how you speak. Would you also adjust that meaning your verbal behavior, you know, the use of silence or your tone, rate of speaking?

Interviewee

I would try also adjust the rate of speaking especially if I noticed that the person that I'm speaking to may not be that well-spoken in English, for example, so I will try to be understandable to the situation. When it comes to speaking to different cultures, I will. I think I would just speak the way I would normally speak in a professional setting because in a professional setting, I wouldn't, for example make any inappropriate comments or jokes when they're not necessary. I would act as myself in a professional setting, in a non professional setting out. Avoid being too familiar because I know that that's sort of a trait of people from my culture, and I would try to meet, meet them halfway, for example, if I see that they're, they're more closed off, then I wouldn't pry them open.

Researcher

Yeah. Yeah, makes sense. So in general you think that the verbal behavior you display. Maybe in very formal situations like you would adjust it a bit more but generally, you, you kind of stay yourself, let's say.

Interviewee

yes, but also reading the situation not only from a cultural perspective but also in general, listening, like on a personal level. I will have a start an equal starting point with everyone, regardless of culture.

Researcher

And then when it comes to nonverbal behavior, your you know, hand gestures or body posture. Would you also stay generally on the same level or would that change more, depending on the cultural context?

Interviewee

Well, for example with hand gestures. I gesture, a lot and as part of my culture and if the person in front of me doesn't gesture that much, I don't think that I will be able to actively try not to gesture the whole time, because it is something that comes without you thinking it's an impulse. So if it's not in their culture to gesture, then that's fine. Yeah, if they perceive it in a weird way, I don't think it's really my fault, my culture is like and so they should also be cognizant of that.

Researcher

Fair enough. So for both verbal and non verbal, you would say that, of course, on a personal level, and in certain situations you would make slight adjustments but end of the day you are you and the way you communicate with people generally stays consistent?

Interviewee

Exactly. Say that. If I was in a business setting, in a very different culture, for example in Japan, and I work there, then I would actively try and blend in as much as possible. But if it was anyone, anywhere on the street, I would act as myself.

Researcher

But then, so if you would be living in a different place. You think you would then adjust more.

Interviewee

If it's really different from what I'm used to, then yes. Because, in Japan just preamble, bowing, the right way can be very offensive. This is a very simple thing. I need to be cognizant of otherwise, I'm doomed.

Researcher

Yeah, Fair enough. Yeah That about sums it up for me just a few more things. So the questions we just went over. There are actually four dimensions. So the first one would be the motivational dimension. It was at the very start, it's about your kind of enthusiasm for interacting with different cultures. Then there's the cognitive dimension, which is your, let's say, really specific knowledge of the different values or leadership settings and such. And we have the metacognitive dimension, the meta cognitive dimension is about your understanding of cultural differences and both your own and others, and how they can affect how you perceive the world. And the last dimension is behavioral. And so that's, verbal, nonverbal behavior, adjusting how you speak and such. They covered that, like, do you still know the four dimensions or was it a bit...

Interviewee

Yeah, okay, it's clear, it's clear definitely.

Researcher

If you had to pick one dimension, that you think was the most important for you when you were living and working, or just living in a new culture, Which one would you pick, and if you think you cannot pick a single one, you can give me a, you know, maybe two or even three but Yeah, which one do you think is the most important for you. When it comes to, kind of, yeah, getting used to the new culture.

Interviewee

I would say, the, the last two, which you mentioned which, if I remember correctly, remembered correctly is the way I am aware of my behavior and aware of their behavior. I would say that. Is there a very big difference between the two.

Researcher

So the last two were like, we have the metacognitive, which is exactly what you said just now, so it's being aware of the differences in the culture and how they can affect how you interact with people. And then the last dimension was the behavioral one.

Interviewee

So I would read them. The first one that you mentioned. So the third one in general, as my most important, and the one. The fourth one in general as the second most important.

Interviewee

Alright, thank you.

Interviewee

That's it from my side, is there anything you would like to mention, maybe any remarks you feel that. Have we, like any topics we haven't covered or maybe some questions you have.

Interviewee

Yes, I would like to mention that, of course, this is my personal experience, but also from the people that I've talked to that are also from Bulgaria. They have similar experiences. So, in a way, this experience couldn't be generalizable but of course it is strictly personal to accent. So, in a way it could be generalizable based on culture, not only on individual, individual perceptions, up to. This can also of course be now confirmation bias, etc. It's unavoidable. Still has had similar experiences as me and no way we can be generalizable, I think.

Researcher

Yeah, I can imagine that there will definitely be like significant differences in, like, cultures, when it comes to, like, getting used to new, new settings I mean, again, if we use the Dutch, for example right that they are fairly adventurous I feel like, yeah. And there are many other cultures which are a bit more. You could say conservative or maybe even different like that they're happy with what they have and they don't feel the need to really discover like you know, Run away, just they're happy where they are. Yeah, I mean it would definitely be a fascinating thing to look at maybe, maybe in the future when I have more resources.

Interviewee

Yeah, well, that's thing because everyone has their own. In every and every scenario there's a little, there's a silo that they're part of, but, in general, for example, just from my culture, there's, there's a big implication, or a big emphasis on us versus them in a in a cultural setting. Relationship Management setting. So, this is where some of it comes from. All right.

Researcher

Anything else you would like to add or any last questions?

Interviewee

That's all. I mean, I'm perfect. I hope I was helpful.

Researcher

Very much so. Yeah, once again thank you so much I really appreciate it. With that being said, I think we can finish the interview so I'll stop the recording.

8.3.5. Interviewee 5**Researcher**

All right, so as you know, the purpose of this interview will be to go over your experiences working in living abroad in a different cultural environment. Of course, if at any point during the interview you feel that you don't want to continue it's fine just let me know. Also your details will be kept anonymous. With that being said, we can get right into it. So I'd like to ask you if you could then maybe just give me a quick introduction, a quick rundown of what your experiences are?

Interviewee

Yes. So my first experience abroad was in China, Shanghai, to be exact. So I went after graduating from high school and I took a position as a management trainee in a hotel in Shanghai, got it over an agency. Firstly, upon arriving I did not know how to speak Mandarin at all. So it was quite a culture shock, obviously like totally different and I never worked with anyone from this culture before, so I had to adjust. I worked for...in total one and a half years because I worked there twice, came back after a short stay in Netherlands. Um...another experience, I also worked in in Spain for a period of six months in Barcelona to be exact, and also worked in the Netherlands, but I wouldn't regard that as a difference to Germany so I don't really count it.

Researcher

Would you say that you enjoyed working in these different cultures and also more specifically, did you enjoy interacting with people from different cultures?

Interviewee

Yes, indeed really enjoyed interacting with different cultures, especially the first time I really went abroad to China and really opened my eyes, because people over there they do tend to look at things differently, they have different ways of analyzing problems, attacking problems, compared to Germany, or countries that are similar cultural Germany. So really got to see different, different cultural backgrounds, education, and so on, make, how you behave in the workplace, and really helped me to understand that there is no one right way for finding solutions but rather there's different ways of looking at it, and you should always seek for different ways that other people might have tried to find the best solution out of all of the solutions that everyone is coming up with.

Researcher

So, you would say that you really even thrive in a new cultural setting you were really happy and interested in exploring these different viewpoints.

Interviewee

Yes definitely most definitely better than I did before, in Germany because I really had to go out of my way to interact with the people was totally new settings, so it was kind of uncommon for me. But it really helped me grow personally but also adjust to a different setting, which I wouldn't have not done. If I would have stayed in Germany's comfort zone, which would have enabled me to grow.

Researcher

So, so this sounds more maybe along the lines of intrinsic benefits if we will our motivation for the extrinsic motivation if he would go with that. Do you see any benefits there?

Interviewee

Specific to China? Or overall if you think that working in such a different setting would also have these extrinsic benefits?

Interviewee

Extensively, for me the one thing was definitely more than I would have Germany because the skills today in Germany wouldn't make me stand out in Germany does not make me stand out a little bit more. I could demand the highest salary. If you want the other benefits that are received. For example language

classes, those kind of things I wouldn't have gotten if I would have worked somewhere in Germany so I receive more benefits for working in a different culture for coming to different countries.

Researcher

Stepping away from the work aspect for a moment, focusing on interacting with the locals in that culture, we use also say that that was still the same benefits would kind of apply or was that something different like that work and personal life difference.

Interviewee

I think there was a slight difference, as it was harder to communicate with the person speaking about Shanghai because obviously I did not speak the language, to a degree that I could just interact with anyone about anything. So there was a kind of lesser quality of life, compared to Germany because China had to make sure that I came across someone who spoke English, German, or who was able to understand my broken Mandarin. That's the kind of interaction with some parts of the locals or at least more meaningful and deep interactions.

Researcher

And perhaps if you were to take away the language barrier aspect would you say that, other than that, you are confident in socializing with locals in an unfamiliar culture?

Interviewee

Yes, yes, definitely I think it comes with the curiosity about how other people live if you really care about that then I think it's coming from horrible to think about how people are so when I was living in Spain. Then in Germany because I know how people live in Germany I don't need to ask someone about their routine or their life more freaked about other countries and other cultures in their life.

Researcher

So then moving on from this curiosity as you put it. These are things that, not just for China, but also for Spain or any other experiences you've had with living and working in a different culture that you can actually describe specific differences or specific important values of said culture?

Interviewee

Yes definitely, like if I compare, say in Spain was a bit more relaxed, in terms of timekeeping, how strict you have to be. When you want to come on time and it was ever in June his ministry was in China was a little bit more loose. Everything was a little bit more relaxed than yours in China difference was not expecting really high power distance between the different layers within a company. I kind of observed a little bit from the outset because I was kind of a foreigner coming in so I could interact with anyone from the whole thing. Basically, documentary, but I definitely sorted was way higher power distance over there than it was in Germany or in Spain.

Researcher

If we go along with this example of looking at the cultural origin organization and culture, perhaps you could maybe then also describe how the leadership styles differ across these countries.

Interviewee

Yes, so it also depends obviously in Germany when I was working in a big company. They also don't have this really open door policies was also more close to a policy in Germany does not tend to on the floor is supposed to everyone in this kind of thing. In Spain was even a little bit more open there really was no distance, you could approach anyone about anything, if you wanted to, more if it was appropriate. In journalists so the regular stuff on the floor could not just go up to the gym and approach him with a problem, work or personal problem. There was a kind of a big difference in, I also felt that I was kind of excluded from that. Probably because I was kind of the grooming guide it is brought in, and they like to poke me but also the lower floor staff so it was kind of in the chain.

Researcher

So, you've mentioned quite a few times that you wouldn't be able to observe differences and in the culture you would be aware of certain standards but then for you as an outsider, you would still not completely fit in those categories. So, it seems that you are aware of, of these cultural differences and also how these differences might affect people differently based on where they are from. Would you say that overall when you're meeting people from different cultures. Would you say that you actively think about what the differences can be. If that makes sense, the question.

Interviewee

I like to believe so because my experiences. When the beginning was a bit more difficult to understand different thinking but if you just try to put yourself in the mind of the other person, try to understand where some difference might come from easier time and I try not to come up with a closed standard as of how I want the other person to behave, because they know that in different cultures, different things are seen as appropriate, is really important to understand because you don't come off as rude and you don't perceive the other person as rude or as acting wrongly because they might act according to their own culture.

Researcher

It sounds to me that you are quite aware of the differences and what your maybe background, can, can, what impact you can have on yourself. Then, let's say you maybe also check this with, with other party's because again, you yourself it sounds to me that you are aware of all the, all these differences and you try to maybe anticipate or react accordingly. Do you ever check with other parties that you know, am I actually doing something that is maybe culturally inappropriate for you or I have an idea about a certain part of your culture, but is it actually correct. So do you have these active dialogues with people or?

Interviewee

More so now, or more recently than before, especially now also cultural appropriation becoming more and more of a topic, and try to, if I have contact to person from a certain culture to a certain behavior or certain thing is deemed inappropriate. When I had a lot of friends, for example when I was living in China asked him, do something like this or is it in a different way because Indian they know. And I find it better to just ask and get it right, let's say the second time, than just doing the ground the whole time and offsetting a lot of people.

Researcher

You've just said that you're doing more of this now than you did before. Can I ask if there was like a personal shift or like some personal change or are you think is just how you how you kind of developed as a person that you realized maybe I should do more of this.

Interviewee

So I mean obviously I grew as a person. Throughout my experience with different cultures. In my work life, but also the public conversation has really taken off on what is appropriate, what is not. And I think that also kind of helps because you have a lot more people, especially people from those cultural groups speaking out about what they deem appropriate and what they do not deem appropriate. So it really is a good place to learn and be open.

Researcher

Alright, alright. Thank you. Now, now we were talking more about maybe the ideas and the norms. What is appropriate to discuss or not or how to approach a certain topic. Would you also say that you would adjust your behavior, depending on what culture you're dealing with?

Interviewee

Yes, most certainly. In Germany I would interact with people differently I had a lot of guests from let's say Saudi Arabia or people, and I could not interact with, for example, a woman from Saudi Arabia, the same way in fact with a woman from Germany, who doesn't would make her feel uncomfortable. That obviously have to change to. Same with France and from from China or Japan did not approach him in the same directness or frankness, that I did with my German fellows.

Researcher

So, he would say that your verbal behavior would change depending on the on the context. The way you will also be nonverbal verbal and non verbal would change. With this, would you also. Let's see how to ask this, what would the process be there. Would you read up on the culture or which you may be, like you mentioned before, ask the people you know how should I, how should I talk to you or what would the process of you adjusting the verbal and nonverbal behavior look like.

Interviewee

If I recall from folks in my experience in China before a winter actually looked up how to behave appropriately. Because I really did not want to lose my face in acting. Wrong. The first time I arrived there so I really tried to read up, watch a lot of videos of people, showing how they interact and how you should interact. But if over the counter culture they have not encountered yet. I have no knowledge of trying to be a little bit more reserved and then try to observe the other party, and try to mimic their behavior. And then usually the result. It also depends if it's a good friend with becomes a good friend and I would just approach them and ask them, but if it's more of a stranger. Try to be reserved and observe.

Researcher

So for you, it was really a process from the start that, when you know you're about to enter a different culture, you know that you will interact with people of different cultural backgrounds. You are already curious at the start and you already tried to. To find out more.

Interviewee

Most definitely

Researcher

think thank you for that. It was really really nice. Nice answers and I like the story you've given me it's seems like you're very open minded and culturally aware and tolerant guy, and I mean this Now honestly, I would like to ask now a bit of overarching questions because right now, we've covered, different areas, different topics, whether it's a verbal and nonverbal behavior and the changes or are you being aware of cultural differences and acting based on upon them or knowing the specific differences so you've talked about the different leadership styles or, or how people talk or differences in the in the family systems and such. I think we can break these down into four categories. So, that would be a good motivation. To know more than the cognitive aspect actually knowing the differences metacognitive aspect which is being aware of the differences and also being aware of how your own cultural history background affects how you deal with people, and then the behavior that would be the fourth one. What I'm trying to get to is, do you think you can single out one of these categories, and say this has been the most important one in your progress. When it comes to adapting to a new culture or working in a new environment.

Interviewee

Tough question, I think, would be metacognitive. Because I think self awareness, if you if you don't, if you're not aware of how you were raised, or what your background is, I think it's really difficult to assess other people's and be appropriate to other people's backgrounds.

Researcher

How would you rate the importance of motivation because to me it seems that, maybe more than any other part, any other dimension of this motivation was one that kind of kept recurring, whether it was

you were learning about the differences or changing our behavior and that was always your own inner curiosity, driving that change, but maybe that's just my impression so I would like to hear your thoughts on that.

Interviewee

I think it's highly important to have intrinsic motivation to learn about a culture of extrinsic, you do not really care deeply about the culture. So, intrinsic motivation is of high importance. I think it really accelerates, you being able to learn different cultural models will enable you if you really, really low and if you have no motivation at all to learn the culture, then there's no point,

Researcher

separating between the intrinsic and extrinsic. You say that if you were to go abroad for for a job let's say to, maybe, a country you haven't been to yet, maybe somewhere in South America. I believe that you are not really familiar with the culture there. If you go towards a chiller. You just mentioned that the intrinsic motivation is a very important part. Do you think that going abroad or working in a different cultural setting based purely on extrinsic motivation so better, better wage better benefits and all that. Would you say that that's a good thing?

Interviewee

point because you getting money but you don't really enjoy your time being this. For me personally, that would not be something that I wouldn't really be happy to go to almost any country there's a few exceptions like North Korea for example but most countries on the list. And it would always be intrinsically motivated to just learn about the culture. And obviously I mean you need to have some extrinsic motivation to, to live into to get some monetary benefits out of it but I think intrinsic is most important to have a happy life. Wherever you go,

Researcher

would you then say, you would also perform better in cultures where you actually have some intrinsic motivation or our interest in that culture rather than in places where you might have a better salary but maybe you're not as motivated to explore surf culture. Do you think that there would also be a difference in your performance.

Interviewee

Yes, I do think so we have this certain base hit. In terms of salary and the basis you can comfortably live, have some freedom. If it was both intrinsic really outperforms extrinsic motivation for me.

Researcher

Alright. With the last question I think we've basically covered everything that I wanted to go over. So I'd like to thank you so much for your time. I really appreciate. Appreciate your help.

8.3.6. Interviewee 6**Researcher**

So, thank you very much for taking the time to participate. I really appreciate it. Before we start, I would just like to clarify that your participation is voluntary, meaning if at any point during the interview you would like to stop, just let me know we can end the interview, right there. And then, similarly if you have any questions or you would like me to clarify something, or you want to, you know, skip a certain question, once again you can just let me know. And we can fix the problem right there and then.

Interviewee

Okay, sounds good.

Researcher

All right, perfect. With that being said, I'd like to ask you to maybe. So, today we will talk about your experiences living and working in different cultures. So I'd like to ask you if you could give me just a quick summary of your experiences or maybe if you have a lot of experience, maybe you can single out something that you really think stands out.

Interviewee

Well, I think the most. Let's say clashing part for me or the most challenging part was to go from Europe to the states, rather than my experience here in Amsterdam where I also can feel definitely a cultural difference. So, I've yeah I've only lived in the States, in Miami and then here in Amsterdam. Since I started working before that I lived one year in Dublin when I was 14. And then I moved in Spain in different city, ease and then I also did my first internship in Paris, but I have to say that was quite similar to my background so I didn't really feel that I was adapting to a different culture, per se, as strong as in Miami for instance, or maybe perhaps Amsterdam. So I think if we're going to talk about that right to the cultural difference.

Researcher

Yeah, as well as well. Yeah.

Interviewee

So from a work ethic, I have to say I was pleasantly surprised with my experience in the States, because I feel like in Europe. It's like everybody is expecting that you're going to do your best at work, whereas in the States, I don't see that pressure as much, and when you show that you care about your job and you try to do your best, I feel like it's more rewarded. If that makes sense. And then for more like social point of view, or I don't think Miami represents the United States maybe as much as another city, because there's a big Bettino influence. So in my case I didn't have a language barrier with the Spanish because I have Spanish and it's my mother tongue so, but I did see a clear distinction among the different cultures in Miami, so you had the Americans, let's say that were born and raised in originally from the states and then you had the Latinos, and then you had the African Americans and it was like three very separated groups. So it was a little bit difficult to become part of any of those groups because I was near American or Latina or African American. But I think that also gave me an advantage in the sense that, even though I didn't really belong to any group, I was literally welcomed into three of them. So, from a social point of view that was nice. But then I also experienced the difference. And when I say you were by speak about my own experience into different places I've lived, but I feel like the way we socialize, is more about the person we're going to socialize with like, yeah, we can go grab a drink or just, you know, grab a tea or coffee or whatever and just talk to each other, whereas back in Miami, I felt like there was always something that had to be done to like either go to the movies or go watch a game. It wasn't just, just, you know, spending hours talking to one another. And I think, well, and just to finish with Miami, I have to say I was also a bit surprised, but I don't know if that's, this is something related to the Latino culture as a whole, which I know is not good to generalize, but I felt like maybe the people, or our age especially the women were a bit old fashioned in the sense that a lot of girls I talked to literally told me like yeah we just want to find, like, you know, a guy that's going to financially support us. And that was a big clash for me because I think, I mean I think the opposite of that and I was really surprised to see that. Even girls my age were still kind of in that in that old fashion mindset. But again, that's not everybody is just that, it's still quite present, whereas in the other CDs they lived in Europe, I don't see that at all. And maybe it's just one person out of 20 that, things like that so I was a bit surprised by that as well. Yeah so I think that's about it for Miami I don't know if you have questions, talking to you about the things that you want to know.

Researcher

No, yeah for sure like this is really good. Already we're getting me, giving me a lot of a lot of material which is very nice. So, thank you for the very, very descriptive elaborate recounting of your experience is really interesting, that there's also some things that I'm hearing for the first time, or, you know like I wasn't aware that a lot of girls, our age, actually have this mindset or if anything I thought that you guys would be maybe a bit more individualistic

Interviewee

I actually thought the same as you before I lived there, I was very surprised. And it's not only girls that have maybe come from Latino countries or that, do you know they're like the third generation of a Cuban family, not even that like it's also Americans that have been just living there like, you know, Massachusetts, whatever, like I was, I was very surprised as well.

Researcher

Interesting.

Interviewee

Just to give you a funny example. One time I went on a date, and the day after I was talking to my colleague about it. And she her first question was, oh what car does he drive. It's, it's very. For me it was very shocking. I obviously I think I didn't think I like being a adapt to it, and when I say that I adapt is just that, obviously I speak my mind, I express, oh my god, this is a bit surprising that that's your first question, but eventually, it's not like it didn't bother me because it does bother me, but I understood that, it's just a different approach. And it's okay to like, live with this, with these mindsets, even if I don't agree with them.

Interviewee

Okay, nice.

Researcher

Yeah. Like I said before this is already a very very good start. There's a lot to unpack which is nice. I'd like to now move on to some questions I have for you. Yeah. So, first of all, would you say that you enjoy interacting with people from different cultures.

Interviewee

Yeah I do definitely I find it very enriching.

Researcher

Would you say that this applies even in the case that the cultural differences are really quite new or significant.

Interviewee

Yeah, I think it's very interesting to see other people's perspectives and sometimes that's connected to their culture. So I do find it very interesting. Yeah.

Researcher

Would you even maybe go as far as to say you you prefer working with people from different cultural backgrounds, rather than working in a single kind of cultural community

Interviewee

100% It's, it's nice to. It's nice, it's nice to be surrounded by people from your same culture or similar upbringing, let's let me put it that way. I just don't find it as enriching, and I think you can easily fall into the easiness of, I don't even know if that word exists but yeah, like just, it's just so easy, it feels homey, but I don't think it actually. Yeah I know, I don't think it provides that much. I think it's good to have both things, and from a work perspective, as well as a social life, I like to have different cultures around me, definitely.

Researcher

Would you also say you value. Let's say the reputation or the tangible benefits that can be gained from working in different cultural settings

Interviewee

100% Yeah,

Researcher

So like, you're not really a person, because I've talked to some other people who would say you know even, like if I'm given a choice between working in a place that's familiar to me maybe my home country, or working in a completely different culture, where the salary might be better, but it's very different, I would choose my home country, you think you would probably go. Yeah, you'd like to explore.

Interviewee

Yeah, maybe this applies for me now, Because I'm still quite young, and maybe I have other priorities in my life maybe when the time comes that I decide to settle down a bit, maybe I would prefer to be in my home country, but to be honest I haven't really given that too much thought I see that so far away that for now it just, I really like to do move and that's what I've been doing. I've been moving around for quite some years now, I just find it very interesting I think, from a personal point of view it's really, maybe it helps you grow and professionally as well because you learn from. Yeah, he gave all those benefits that you maybe weren't aware, like, I don't know, I'm thinking written. Now, for example here in the Netherlands, or at least in Amsterdam, I feel like the organizational part of the company's way more structured that in Spain for example, and I take that as a benefit. The salary in Miami was not as high as here or is in Spain but I was still happy to have the experience.

Researcher

All right, fair enough. Also sounds to me that, overall, you feel fairly confident and adapting to different cultures.

Interviewee

Not in a braggy way but yes, I think so.

Researcher

Yeah. Would you say that maybe you experience, or you probably do, but experience stress when you're interacting with people from like very different cultures or if you're living in a new culture. But would you also say that you can handle this stress.

Interviewee

Well, again, not in a, in a bragging way I just don't feel like I actually stress, it's the opposite. I just really like it whenever I'm going to move somewhere, it's so what I feel is excitement rather than stress. Okay, I get stressed by all the things in my life like we all do. That's not a part of it, then I don't think I, it's that I handle it well or not, I just don't feel like I feel it whatsoever, actually.

Researcher

Okay. Fair enough, fair enough. In a similar way you feel that. Would you say that you are confident when it comes to socializing with locals in an unfamiliar culture?

Interviewee

I would say so. Yes.

Researcher

Okay, say, good for you right. I think there's nothing like braggy about this is just like if this is how you are good for you. Now, if we move on, maybe towards a more, let's say specific knowledge of different cultures, would you say that you can describe maybe different views of, of what is considered beautiful or, or what are the different cultural values and norms around the places you've been?

Interviewee

I think so. I think a part of moving abroad is trying to merge with the culture. And then even though I talk a lot. I think I also observe, and I think I can take the beautiful aspects of the cultures have been in contact with, and actually, yeah, talk about it for sure.

Researcher

You've already also talked about the differences and similarities of, of, let's say the business world, right, like your experiences in Miami, compared to Spain or Netherlands. So you would also say that you are fairly confident in knowing the differences and similarities of of let's say the professional world, not just their personal life.

Interviewee

Yeah, for my, for my little work experience like I wouldn't, I wouldn't generalize what I'm saying is just from my own experience that's obviously not as objective as, you know, something I don't know a lot more samples would be from my own experience for sure. And I think it's quite clear, actually, or at least you know because I've been at least one year, in a place I haven't been a person my first internship in Paris where it was only six months, the rest It's been at least one year so I think it has given me enough time to compare one another.

Researcher

Okay, sounds good. You've mentioned that you speak Spanish, obviously, when you were in Miami, did you experience. Like, did you have any experiences where you would talk to the Latinos and Latinas and you would see okay actually even though we both speak Spanish. There are some differences. And I have to adjust.

Interviewee

Well, yeah, of course, I had that with English as well because I feel like I obviously have an accent, so sometimes I felt like the way I pronounce certain words. You know we're not, and I thought I was super fluent in English and then I got there, and I was like okay, maybe I'm not as fluent as I thought. And I had it with Spanish, for sure. The way we speak in Spain is obviously different compared to Cubans, or Mexicans, or even use Williams or Colombian which is that those are the big four. That is, Miami. I didn't think it was. The difference was big enough that we couldn't communicate we could, but you obviously see some differences and then you also have the for example the third generation that speak Spanish, but not very well in the sense that their, their mother tongue is more English and they only speak Spanish with maybe their grandparents or grandmothers, so whenever I would want to communicate with them they I saw that it was, it wasn't maybe as comfortable for them to speak Spanish to me. And not because I spoke different Spanish but because, yeah, they just weren't as comfortable with Spanish as they were with English. So, yeah.

Researcher

Fair enough, fair enough. Did you make any progress in in learning French or Dutch?

Interviewee

Well, I'm half French so French is my mother tongue. I didn't make any progress with Dutch. I'm trying to follow this course, while I'm trying to, I'm following this course to learn the language, because that's also something I saw here that really surprised me the number of experts that live in Amsterdam at least, and don't even try to learn the language. I was very surprised by that. So, I'm trying, it's definitely not the easiest language for me to learn but I am trying for sure.

Researcher

Yeah, nor the nicest sounding like.

Interviewee

oh yeah, for me that's the whole thing. I mean you're you move in here, the least you can do is to try and merge.

Researcher

Yeah, yeah, I'm guilty of this myself, I always was of the opinion that if you live somewhere, you should make the effort to learn and then I moved to the Netherlands, and I completely went against my word, but yeah, it is what it is. If we maybe get back a bit to the business side of the culture, would you say that you can also look at how leadership styles differ across cultures, and be able to explain that?

Interviewee

I think I can. So, when I mentioned before, the whole that I feel like, in my experience in the States, it was more rewarded when you were actually doing a good job. Whereas here, it feels like it's a little bit more expected I think that also goes in line with the way the feedback is given. So, I think in this, in the States. My manager was amazing. And maybe that's why I see it like this. And she was very motherly as well. She was very invested in the people in the team. She saw is kind of like her, you know, daughters and sons. And he was always a, you know, having words of support, and, you know, just giving positive feedback when it was a positive situation, and obviously the way she would, you know something is wrong, something was wrong, the way she would approach it. I felt more in line with it, maybe because of my own culture and maybe the way we express our feelings. Whereas here, I feel like it's way more structured and way more organized, which I appreciate. But the leaders. I don't really see them as leaders. Literally I look up to them a little bit less than I did in the States, and I think it's because my own personal, maybe the way I see the feedback and I see how the feedback is given here and I don't see it's very, it's been very supportive. And somehow, with which I don't know if this makes sense, but I don't see being constructive either. It's just pointing out whatever is wrong, and then that's it. If that makes sense.

Researcher

Yeah, I know what you mean I think yeah,

Interviewee

so, it's harder for me to see my managers as leaders. I mean I'm still in a, in an American company so the values of the company are still very American. But, yeah, that's, that's my own experience and also my sister is studying here in UK, and she said that she's never got like, even if she gets like a good grade, she's never got like a positive feedback, like it's just like okay this is wrong, this is wrong. and I'm surprised to see that from a student point of view, she was also a bit surprised with that. So maybe it's just a cultural thing whereas we're more used to having more supportive feedback, if that makes sense.

Researcher

Oh yeah, yeah, I completely know what you mean. Yeah. Before you either go to a new country just for like an internship or even if it's done moving there for a longer time, would you or maybe let's say even something smaller, like, you know you're going to go out with people who are from a different culture, would you think of, let's say, a plan before you interact with people from that culture?

Interviewee

To be honest, not at all.

Researcher

Okay, so you would you like not even to think about okay what possible differences there might be like, what can I, you know, do if, If something kind of goes wrong?

Interviewee

Not really, I think maybe I'm a little bit more cautious at the beginning where I just tried to observe a bit. I do, obviously do a little bit of research before I move to a new place, just to see, I mean it's so easy

now with the internet to like to read these blogs about experts, moving somewhere and then just giving their own opinion about it. So, I do like to inform myself a bit. But then I just kind of go with the flow.

Researcher

So, even though you might not really put like concrete plans on paper. It still sounds to me like you are aware of how your cultural background may influence your, your behavior.

Interviewee

Well, yes, I tried to be attentive on that, because I don't want to hurt feelings or come across as something, I'm not. For instance, when I moved to Miami, I knew I wasn't going to start a conversation about Trump. I know that that can be that can lead to. Yeah. And then also, obviously, basically, when you first meet someone, I don't necessarily want to talk about politics or religion. I rather avoid those topics

Researcher

A recipe for disaster.

Interviewee

Yes, exactly.

Researcher

Yeah, okay now because you've also mentioned this quite a few times throughout the conversation that you also like to be attentive, and you will look at what people say or how they react so it sounds to me like you are very careful of, Like, how the cultural differences might manifest themselves, and you try to go around that a bit. Yeah, correct me if I'm wrong, that's the impression I'm getting.

Interviewee

I actually think you're right, I just think I've never thought about it, but I think I do that, unconsciously, if that makes sense. I think I was lucky enough to grow up in a family where we traveled a lot. They also traveled a lot before they had us. And I think maybe even as kids, they would feed us certain. Let's see, tips, or tools to avoid, you know, hurting someone, our, you know, seeing something that's not appropriate. So I think maybe unconsciously I do that, you're right.

Researcher

Would you then also, let's say you are in a situation like this and you observe that okay maybe, you know, I, you said something that wasn't received well or somebody else mentioned something and you can see there's a bit of tension or, you know, you can tell that there's something you don't quite understand but you feel, you know, might not be really appropriate, would you then double check with the people you know like, what exactly happened here, or would you maybe look it up afterwards on the internet you know like a taboo topic or, or do you not really try to delve deeper?

Interviewee

Unless the people know I would. I would dig deeper but not, I don't think I would look up, look it up I think I would just say like hey, I'm sorry. Was that something wrong to say or I would try to see what they think about it, and then maybe if the answer, that is given to me is not. I don't understand it or I think that I shouldn't push this conversation anymore, or if it happened several times and I still don't really understand why. Then I think I would look it up, but I don't think that I mean, as a first reaction, I would just as a person directly. Obviously apologizing because, again, like I don't mean to hurt anybody's feelings. So just by saying hey, like I'm sorry but, you know, maybe I didn't understand this or maybe I wasn't aware of this, I think people are quite receptive towards that, especially when they know you're not from the country. I wonder believe in the good in people.

Researcher

That makes sense. So, in general, you would say, if there is a cultural misunderstanding or like a bit of an awkward situation, you would try to kind of check with with the people involved to get a better understanding?

Interviewee

100% Yes.

Researcher

Okay, I have a few, few more questions.

Interviewee

Yes.

Researcher

We've touched a bit on the, on the language topic. If we take it, let's say, a step higher to a more like basic not Spanish and specific or English. In particular, but overall, the way you speak, the way you use your tone, rate of speaking, basically your verbal behavior. Would you say that, that changes depending on the different culture, you are in?

Interviewee

Oh, actually very good question. Um, I think so. I wouldn't say it's just, I think, yeah, the culture, but maybe also the, the people that are involved in the conversation, so I mean we all have that that maybe the way we speak with our friends is not the same as we speak with ours. I don't know managers. I think I tried to adapt, and I think I kind of, Mia, I think I changed a little bit my verbal language or communication Yeah.

Researcher

You also kind of modify the way you. Let's say disagree with others, or on the other hand, you know show Express compliments.

Interviewee

Well yes, that is, that is something I had to learn let's say the hard way, or the harder way in the States or in Miami, I felt like, whenever you had to see something, you had to say a lot, I feel I feel like I feel like instead of. And you know like seeing a lot of things and trying to make it as gentle as possible. And they actually thought I was quite blunt, which to me was so surprising because I had never been called blind before and then I come to the Netherlands. And I'm struck by the directness, so I had to adapt and also I tend to go less around in circles and just stay things a little bit more straightforward because again I tried to adapt me here, obviously they think I'm the opposite of blunt. So I do try to adapt, and I don't know how much you've talked with Anna but when we, and I met, I've worked and when we first started working we didn't get along at all. And if she thought it was because I was taking forever to see what I wanted to say. I like I was being so cautious and I thought she was being way too direct and two blondes. And I guess we just also adapted to one another and like now, maybe I'm a little bit more direct with her and movie, she's a little bit more careful when she says things to me, so it's the beauty of it, because we both adapted to each other's culture.

Researcher

Yeah, yeah. Funny how that works out at a similar story with the guy I left with like for basically the entire unit like phase one, I wasn't with him but then afterwards we live together and actually like the first few times I saw him I was like I don't I don't know, I don't feel good about this guy. And then we were best friends, basically.

Interviewee

So cute.

Researcher

Yeah, sometimes life has a funny way of working. Would you also say that you would modify your nonverbal behavior? So, you know the, your body posture?

Interviewee

The way you use hand gestures, body language changes from a cultural point of view but more from the audience like again if you are speaking with a guest, or if you're speaking with a manager. Maybe your body language is in a way and then when you're with your friends just chilling, then it's another body language, but I don't think I've been faced, or I haven't been, I didn't realize that I was cooked in a, in a place that had a culture that was so different to mine that I had to adjust my body language.

Researcher

Okay, fair enough. All right. That about sums it up for me. There's just one more thing I would like to ask you. So, sure. The questions I asked you, They could all be separated into four different categories. So these categories. These dimensions together they make up this concept called cultural intelligence. And so these four dimensions I'll quickly just run you through them.

Interviewee

First one, honestly, take your time and I'm in no rush.

Researcher

Yeah, the first dimension is the motivational dimension. So that was the first things we talked about you, enjoying interacting with people from different cultures, learning about different cultural topics. Being able to adapt to new cultures, the next dimension is the cognitive one that's kind of your concrete, specific knowledge of different cultures so that's you knowing Okay The Dutch are very blonde in Miami people you know they do this in their leisure time, leaders in France are like this or this. So really like this specific knowledge, then you have the metacognitive dimension, which is a bit more about understanding how all of these differences in cultures affect your perception of other people, and vice versa, how different people might be affected by their cultural backgrounds, and just basically understanding this, being aware of how everyone is different and trying to kind of, you know, work with that understanding that you cannot judge everyone by the same meter. And then the last one is the behavioral dimension that's both verbal and nonverbal behavior and how you adjust it, depending on the different cultural context, you are in. So, out of these four dimensions, which dimension would you say is the one that is the most important to you, and if you cannot pick a single one. You can give me like the two most important,

Interviewee

I think, I can't choose between the first two I would say the first two are the most important the motivational part, again, put it in the same box as, you know, when you care about something, and I think as long as you care, you can actually. I mean, this applies for everything but I think if you're motivated to do something to like, you know, see all these things I think it will be it will have a good outcome. In general, and I think the second one was the cognitive one race.

Researcher

Yeah, so that's the specific knowledge.

Interviewee

Yeah, I think that's very important as well. Just not be more today. We're also trying to understand the differences, and I think we, those two, I mean I think the four are important but I think the most important are the first two. Yeah.

Researcher

Thank you for that. With that being said that's it from my side. Is there anything else you'd like to mention or maybe something you feel you didn't have time to talk about or any questions you might have.

Interviewee

I suppose is what I spoke enough.

Interviewee

Thank you and yeah it was lovely.

Researcher

Okay. Wonderful, Thank you so much.

8.3.7. Interviewee 7**Researcher**

All right, thank you very much for taking the time to participate in this interview, I really appreciate it. Before we get started I'd just like to make it clear that your participation is voluntary, meaning if at any point during the interview you feel like no longer continuing, just let me know and we can end the interview right there and then. Similarly, if you have any questions during the interview or you would like to clarify something. You can always just cut me off, It's completely fine just stop me and say, whatever it is you'd like to say.

Interviewee

No problem.

Researcher

Wonderful. Okay so today I'd like to talk to you about your experiences living and working and different cultures. Before we get started with my questions. I'd like to ask you if he could maybe give me just a quick summary of, Of, of your experience when it comes to living in different cultures.

Interviewee

So I'm Fred Frederick donor 23 I, my experience is. I've lived in lived in Hong Kong for a year, and worked in the Ritz, as well as that I worked in a few other places in England and in Germany, where I worked in kind of a diverse quite diverse team so I worked with a lot of Polish people a lot of Romanian people a lot of Scandinavian people as well, and English people of course.

Researcher

Okay. Nice, thank you. When it comes to interacting with people from all these different cultures, and more. Would you say that you enjoy the interaction?

Interviewee

Definitely, yeah.

Researcher

Would you even maybe go as far as saying that you really thrive on experiencing cultural differences on on exploring new cultures.

Interviewee

Yeah, 100%.

Researcher

If you were given a choice between working with people from a culture that similar to you, or cultures that are similar to you or, or, you know, or working with people from new, different cultures, which one would you choose.

Interviewee

I would probably choose the second option so with different cultures, just for the sake of learning something new, seeing a different point of view.

Researcher

So, you, sounds to me like really enjoyed the learning aspect. And when it when it comes to interacting with the new cultures.

Interviewee

Yeah, exactly.

Researcher

I think we could say that that's a bit of a more of an intrinsic motivation. Right. Basically, wanting to learn. Would you also say that there's extrinsic motivation? So maybe the reputation or credibility, that you can gain from working abroad that you enjoy,

Interviewee

I think, especially nowadays a lot of people don't tend to travel. And because teams are getting so diverse, it kind of says a lot. When you have the opportunity, or when if you are presented with the opportunity that you kind of went out of your comfort zone and met people that had different points of view. Kind of makes you seem a little bit more in a way that you're able to appreciate other points of view. Whereas if you would have only stayed in one country, you might only know one way of doing things or one way of, of tackling a situation perhaps

Researcher

When it comes to living in different cultures, would you say that you are confident in adapting to these new cultures?

Interviewee

Mostly confident I mean, obviously, data starts always a little bit tricky because it takes a while to get used to it but at the same time, it's quite enjoyable. Kind of getting to know what things kind are of frowned upon, or what things are seen as appropriate to do in a different culture.

Researcher

Would you say you are fairly confident when it comes to socializing with locals in an unfamiliar culture?

Interviewee

Yeah, I'm very comfortable with speaking to, to peoples either No.

Researcher

Would you ever say that you ever experienced stress, if you're interacting with, with people from a cultural that that you're unfamiliar with?

Interviewee

Yeah, I would say, kind of high stress situations like working like during a shift for example in that was maybe a language barrier, or a customer that wasn't able to speak English or I wasn't able to speak

Chinese, for example, it was. Depending on the customer could, it could have been very stressful at least was sometimes very stressful because maybe they, they were in need of something and I wasn't able to provide it instantaneously. So then it meant I had to find somebody who could speak their language, in order to kind of fulfill their, I guess their need or the what they wanted.

Researcher

But otherwise if, if, then, let's say that there are no language barriers, it's just about different cultures, would you still say that there are times when you are stressed, maybe the situation is just uncomfortable for you or no?

Interviewee

Yeah, I think the one thing that kind of, I would relate to on Nanos perhaps if the language isn't a problem, and kind of, it's, you're able to communicate properly, more effectively rather sometimes say for example people's diets changed based on their, kind of where they're from. And that can sometimes cause a lot of stress if it's, if it's unknown or not, if you're not able to tell that from the get go. Sometimes I run into situations where me is accidentally kind of landed in front of a vegetarian and and that obviously causes stress. Sometimes, maybe like, because of religious reasons, reasons. But I'd say that's probably the most stressful.

Researcher

All right. If you were to look at the different cultures. You lived in. Would you say that you are able to describe the different value frameworks that function within those cultures, different norms and values?

Interviewee

I would say if I sat down long enough. Yeah, probably. I'm just recollecting kind of off the top of my head. Maybe what is the most important thing for each culture that I've experienced, or perhaps the way each culture behaves, because, obviously, Cantonese culture or Chinese culture is very different to British culture. So, like it can be completely. Their approach can be completely different or the value that they see from certain tasks can be completely different.

Researcher

When it comes to maybe, you know, taking a step back from from work and looking at family systems or maybe the expectations for men and women views of beauty. Do you think it would be able to also kind of give some examples, would you need to maybe also think a bit longer or, or you don't think you would know.

Interviewee

Would you mind repeating that question?

Researcher

Yeah, of course. So, if we maybe take a step back from the working environment. And look at areas like family, or perceptions of beauty or expectations for men and women. Do you think you could also say, you know, in culture. A, the expectation for men and women is like this and then culture B, it's actually like this and this, or, or the way family operates is different in cultures, A and B and this way.

Interviewee

Yeah, no, I definitely wouldn't be able to pick a few things apart, especially family kind of how the family operates or kind of what is perceived as, maybe, socially correct, with regards to kind of male or female behavior, definitely correct but maybe it's like, seen as accepted or socially accepted rather.

Researcher

Now if we if we come back to the business world. When it comes to topics such as leadership, do you think you could describe how leadership styles differ across culture?

Interviewee

I would say, I'm in leadership, kind of voices his value system. Kind of makes it slightly more understandable because obviously cultures in Asia for example have a larger power distance than cultures in Europe. And so that is probably like one of the biggest things that I noticed as a regular employee, it's very unlikely that you're going to be able to speak to the, to a senior manager in Asia, or at least it's kind of very unlikely, whereas in Europe. It's much more, I guess accepted or you're not necessarily going to be, kind of, it's not frowned upon in a way. Then apart from that of the sense of Europe sees a lot of the Western culture sees a lot of individualism. Whereas, from personal experience, say Hong Kong or Japan they have a lot of collective collectivism. So they want more for kind of as a group for the greater good for the whole whereas England or Germany for example they work more, each person for themselves, does a very different kind of approach.

Researcher

All right, thank you for that answer. Quite, quite a, quite extensive. When it comes to maybe moving to a different country or, let's say you know you are about to meet a group of people from a culture you, you've never interacted with before. Would you develop. Let's say a plan before interacting with them, you know maybe things to avoid or things to ask, stuff like that.

Interviewee

I would say depends on the context if it's a friendly, meeting with just kind of friends I've never met before, friends of friends rather than I would probably be more relaxed and not consider that sort of, or maybe consider it in a way like things I should avoid to not offend them, per se, if it was in a business context I would probably put kind of a plan together. Exactly what I should be doing or should not and then at the same time I would maybe try and say a few things in their language, to make them feel a little more welcome in a way, obviously, but within limits. In order to not create any kind of insulting situations or accidentally kind of mispronouncing specific words.

Researcher

So, you've already mentioned that you would think about the possible cultural differences, before you meet people off of other cultures, right. Yeah, would you then also, how would you put this double check with the people. Let's say you engage in conversation and you already have some ideas in mind of what might be a taboo in their culture, which will then double check with them, ask questions about this topic to you know, basically, enrich your own understanding of the culture

Interviewee

within limits if it's kind of, depending on what the taboo is if it's say something of maybe, maybe difficult to discuss topic, I probably wouldn't bring up. If it was a first meeting, but in a way I would still want to find out, because for me it seems good to be intrigued about another culture because it makes them feel. I guess more included perhaps in the conversation or they're able to kind of tell stories about their experiences. And then, the conversation is able to naturally develop. And then it also allows for you to communicate your kind of how your culture behaves and then both sides can kind of be enriched from the conversation.

Researcher

Would you say that you are, in general, aware of how your own cultural background, influences the way you interact with people from different cultures?

Interviewee

Yes, definitely.

Researcher

Do you also then think about this in the opposite way. So, would you look at how people may be interact with you and then try to relate it to their cultural background?

Interviewee

I've never really looked at from that perspective. I mainly consider how something that I'm doing may affect the other person. Because for me, I'm personally not really offended if I know someone is from a different culture. And they, I don't know do something that is in a way to do in, in my culture. I would more say as a gardener, than not knowing, kind of how it is, how to behave, or in a way, it would give provider I wouldn't be kind of annoyed or upset, I would just see as a, they're not they don't know the culture, like, well, so I wouldn't judge them for making a mistake or something, for example.

Researcher

In any case, let's say, let's say, Whether it's from your side or the side of someone else, you would generally that. Sorry, how would you phrase this well, let's say, a misunderstanding happens on the basis of culture. Would you say that generally, you would then kind of just check with the people. What happened, what why was it maybe offensive or why did they think that this was appropriate right like you would kind of adjust your knowledge of their culture.

Interviewee

Yeah, I would probably first apologize and then. Depending on how badly I offended them if they were still willing to talk about it, or if they were kind of comfortable talking about it then I would ask, how it was offensive or what I could say perhaps instead that wouldn't be offensive to avoid making kind of a mistake like that again. But then of course I would try and assess the situation, or kind of live. If the person is uncomfortable talking about it then I would try and change the conversation and move to something else. Fair enough.

Researcher

All right, we're nearing the end, I just have a few more questions. When it comes to disagreeing with people, would you say that you adjust the way you express disagreement, based on the setting?

Interviewee

Depending how do you mean, on the setting,

Researcher

The cultural setting, let's say, Would you change the way the conversation might be identical, the person might tell you. I don't know whatever you can think of you disagree with the idea. Now, do you think you would express your disagreement differently? If this conversation would take place in Hong Kong or in Japan or in Germany.

Interviewee

I would say I would be, I would be more tactile and wouldn't be able to compare to say for example in Germany I would voice my disagreement, loud one on loudly, but kind of directly whereas, say for example in Japan or in Hong Kong, I would make my make it known that I was disagreeing, but at the same time, take a more subtle route in order to kind of avoid causing any kind of misunderstandings or any insults, basically.

Researcher

Would you also say that when it comes to, maybe, expressing appreciation or giving compliments that you would also adjust the way you go about them depending on the cultural setting?

Interviewee

Yeah, but I would say at the same time, like say for example if the culture wasn't very used to giving compliments. I would, I think I would still give compliments, fairly regularly just because it's more of a positive thing, rather than like on the negative side I would try and do that less, and then cause more positive energy and kind of say more positive things rather than focus on the negative that makes sense.

Researcher

Now maybe if we, if we will take a step back and go to something like less specific more general, not just compliments or disagreement but just the way you, you speak your verbal behavior. Would you say that changes depending on the culture you are in. So by verbal behavior I mean, your tone your rate of speaking whether you, you know, speak loudly or if you use a lot of silence in your speech.

Interviewee

Yeah, I would say definitely, it does change. I would say the first thing that changes is the right. Just say there's a language barrier or misunderstanding, I would try and say something a little bit slower, so that my pronounce words clearer so that it was easier to understand. From at the same time, I would, I would probably try and phrase it in a more understandable way and use perhaps words which aren't as complex or complicated, because it might just make the kind of the situation worse. Of course, if I use for example like a complex word like oxymoron, for example, like, something like that might not want to capillary, especially if they're from a different culture or a different background. So then, instead of, I would just say other words that mean opposite things, different things basically.

Researcher

Yeah, yeah. In a similar way would you also say that your nonverbal behavior changes depending on the culture, so your hand gestures, body posture, all that.

Interviewee

Yeah, for sure. I think I'm more. I like to move my hands quite a lot, because I feel like it opens up the conversation a little bit and makes kind of adds another dimension to conversation in a way. By, I'd say definitely kind of in a service point of view I would put myself below the person, so I'd maybe kind of kneel down. No matter what culture they're there in, just so that kind of either way I kind of I'm not kind of looking down on them, just to avoid any kind of misunderstandings or kind of potential insults.

Researcher

I suppose that that would also extend to great things right. Would you shake hands with everyone and every culture you are in or...?

Interviewee

No, I would, I would see how people greet each other in the culture and then probably do the same, I wouldn't just kind of force my, my regular greeting onto, onto people that I hadn't kind of learn how they greet

Researcher

make sense. That's it from my side. Just for one last question, what we just talked about now the questions I asked. They are all questions that fit into one of four dimensions dimensions of this concept called cultural intelligence is basically how well people do in intercultural settings.

Researcher

So, I'll quickly go over the four dimensions. And then I'll ask you to give me one dimension that you think is the most important one for you, when it comes to being in a new culture. Okay so the first dimension is the motivational dimension. That's basically the first thing we talked about. So both your intrinsic and extrinsic motivation, wanting to interact with people from different cultures, enjoying kind of the uncertainty and learning of of new cultures that other dimension is the cognitive dimension. Now this is really like concrete, specific knowledge. So knowing the different cultural values and norms.

Knowing the leadership styles in different countries and all that, the next dimension is the metacognitive dimension is about you being aware of people having different cultural backgrounds, and the effect. This can have on how they interact with others. And the last dimension is the behavior dimension. So this is the last part of our conversation, the changes you make in your verbal and nonverbal behavior. The way you talk, the way you stand, use and gestures and all that. So out of those four, I hope, I hope it was clear, if not then let me know I can I can go over them again or over a specific one. But if everything is okay, out of these four dimensions, which one would you say is the most important one for you want to talk to him.

Interviewee

This is tricky because I would say the first one on the last one. Very important. But then I think, overall, just having a desire to learn about the culture isn't enough because you can still insult people in a way for kind of cause a misunderstanding, by wanting to learn. Whereas I think the most important one is meta metacognitive, kind of. Specifically, learning about kind of how I guess they behave, what is seen as polite and was frowned upon because then that if you build on that, you're able to develop the other dimensions, kind of naturally. Whereas, surely you need this initial understanding of what is seen as good am I seen as bad, to kind of build a solid foundation.

Researcher

All right, that's a good answer. Thank you for that. That sums it up for my side. Is there anything you would like to mention, or any questions you might have?

Interviewee

No, I'm perfectly content.

Researcher

Alright wonderful, then thank you very much for your time. I really appreciate it. I'll stop the recording now.

8.3.8. Interviewee 8**Researcher**

Alright, so once again, thank you for your time, we're going to start an interview very shortly, should be around 20 minutes to half an hour. If at any point during the interview, you feel like he wouldn't like to continue, just let me know, we can end the interview right there. And then otherwise, all of your details or anything that you might mention, like it's all going to be confidential. So the way and yeah, I think that about covers it. Also, if you have any questions throughout the interview, anything you can always just stop me ask the question, or if you disagree with anything, just let me know. You know, don't even worry about letting me finish anything on your mind. Just shoot.

Interviewee

Okay!

Researcher

With that being said, I think we can get into it. So today, I would like to talk to you about your experiences, working and living in different cultures. And I think a good way to start off would be for you to just give me a quick rundown, like a summary of your experiences. Do this however you want. If you want to maybe talk about one significant single experience or if you want to cover all experiences.

Interviewee

experience and what we're living abroad

Researcher

living and working abroad, but mostly about the focus is on a different culture.

Interviewee

Yeah, I agree. I am Korean, I grew up in Israel for years. And after I came to the Netherlands and knowingly knowing the culture and the society that I'm getting into, in the beginning was a big shock because of course, you know, cultural shocks. cultural development dilemmas come up especially when I'm used to the Korean slash is really culture. So coming as a third culture, kids coming to Amsterdam was a little bit a little bit difficult, especially having friends that are also diverse and cultures, those also a bit of an interesting thing to get used to. Yeah, I mean, I really value the directness here in this culture, rather than going around the sentences. We, we like to say things, you know, on the spot, and straight away hope that God won't punish us with, for example, being offended. But yeah, that's my experience.

Researcher

This is good. I mean, I think we'll we will get into details more now. But I think I think this is a really good, good introduction, so to say. So, maybe we can then continue with because I believe this is maybe the most make significant change of cultures for you coming into Amsterdam, correct? Yeah, all right, then then we can work with this. Let's say a bit before coming to Amsterdam, ah, you have motivation or I mean, of course, you will be motivated to learn about the culture, but was there like an inner motivation that you really want to interact with the people and get into get into the culture?

Interviewee

Definitely. I before Amsterdam, in Israel, I was studying in an international school for 10 years, around a lot of nationalities, due to you know, the children from the UN employees or their un, the United Nations is quite diverse itself. So ready exposed to certain cultures, but now, now, I was in a setting where but that gave to Amsterdam is that I came alone without my parents. So, there was no constant reminder of maybe my background as a Korean then being used to the Korean culture. So, it was a very, it was a it was a new experience of gathering my my own opinion that I have thought of and that I have not acknowledged and taken into consideration on different cultures. So you know, I was not All he used to do was no, I was not only getting used to the Dutch culture, but I was getting used to German culture in the Czech culture, for example, and the Brazilian culture because of that sense.

Researcher

Interesting. And these experiences you've had interacting with people of different cultural backgrounds, would you say that you enjoyed those experiences?

Interviewee

Yeah. It was, it was, I was always motivated to understand other person's backgrounds and understand those other person's perspective, not to change my mind, but kind of say what I want to say, but within a language that the other person can understand. And so I really do enjoy getting, getting to know other cultures, and I'm always motivated to know other cultures and understand them.

Researcher

Alright, so it sounds to me that there is kind of an inner drive this intrinsic motivation for you to get to know people better to defend different cultures?

Interviewee

Definitely.

Researcher

Would you say that maybe you even prefer being in like culturally diverse work environments or interacting with people who are culturally a bit different? Rather than being in a setting? That's kind of similar?

Interviewee

Definitely, I wouldn't really like working in similar environments all the time, I like to take challenges and go into different environments. So, for example, let's say I was looking, I was working in a very strict and formal organisation, cultures, environments, but previous work, and now I'm working in a company where it's what has an informal organizational culture. When diverse as well, even though it's old Dutch colleagues, they all come from different backgrounds. And I realized that, you know, I cannot really generalize specific ethnicity or people, for example, because they all have different backgrounds, and all have different thoughts. So that's what I that's what gave me a wakeup call saying, okay, don't generalize people, because they're from one nationality, even though they're from one that nationality. They're like, super different.

Researcher

Nice. Yeah, that's, I agree with that point. This is more also still along the lines of intrinsic motivation. Would you say that? If you look at extrinsic motivation, would you consider that to be something of maybe equal weight when it comes to when it comes to interacting with different cultures? So let's say if we take your work as an example, if that would be in a different cultural setting, but then you would have another option, which is in a place that is more similar to you, but maybe the salary would be a bit higher? How would you look at those two? Like what would be more important to yourself?

Interviewee

That's a very interesting question. Because, you know, some, a lot of people would prefer stability and not a lot of change. But I personally, recent, recently have been getting really excited about change, actually. I would say that, in that, in that sense, you know, extrinsic motivation always plays a factor, human, especially me, but it's just the extent of it. But I would say intrinsic motivation does weigh a little bit higher than the extrinsic motivation, but also depends on the situation. All right,

Researcher

thank you for that. Look at kind of keeping both intrinsic and extrinsic motivation in mind or ignoring them. And just looking at being in a different cultural setting, whatever the reason might be, whether that's your intrinsic or extrinsic motivation. Would you say that you are confident in socializing with the locals in that culture?

Interviewee

Oh, yeah, definitely. I think. I think I need to be confident in that sense. In order for me to adapt to the culture, I need to start directing, otherwise, I will not be learning. For me, in my opinion, the best way to learn in that in that case, is to Start a directing and to see where to start respecting the differences and continue with that, I think is the best-case scenario, at least for me.

Researcher

So you also enjoy kind of getting to know the culture of socializing and what is new? And how to talk to people and all that?

Interviewee

Definitely, because what I always tried to do is that Yeah, like, like I said, before, you know, I'm not trying to change how I behave, how I change my mind, because you know, the majority of the society and the culture does it that way. But I what I tried to do, I tried to understand the gallery, culture and perspective. And to respect it. And to try to change my try to say the same same message put in a different tone, or a different way of saying things so that the other person understands the better. I believe what is very, very important is to not try to change how you behave in accordance to the other culture or make the other person do the same for you. But rather, they respect the differences, understand the differences in try to work with the differences, I think, this way.

Researcher

So, if you, if you if you would go forward with this mindset of what you just described, then you also not only need to be aware that there are differences, but you need to know, which specific differences, right? Let's say maybe the different values a culture has or differences in how families usually operate. Would you say that you have this knowledge of different values and norms or, you know, expectations for men or women in different cultures?

Interviewee

Yes, yeah, definitely. I mean, it's, it's, it's that kind of knowledge that you can't really pinpoint. And say, as directly, yet, well, sometimes you can, but it's mostly in the case where you're put in a situation, and you're going through a certain conversation, or certain actions that's happening. But then it just triggers you and say, Okay, I need to be careful, because, you know, maybe I think this is right, but then maybe the other person thinks this is wrong. So, this needs to be talked of during that situation. So, it's, it's that knowledge for me that it pops up in those situations. So maybe in a hidden way, I do know it, sometimes. Sometimes I don't need it.

Researcher

So do you think you could describe the similarities and differences of, let's say, political systems of Israel?

Interviewee

political system in terms of political system like, like company, company politics, or actual country politics?

Researcher

I mean, could be both right like that. Whether you think you actually have have the knowledge of, you know, that you are aware of the specific differences, rather than just knowing these are two different countries and are different norms. But actually,

Interviewee

I mean, I wouldn't really be able to pinpoint the is really part because I didn't really work in Israel. And the culture, there was ever split. For example, if I could compare the differences between the Korean and the Dutch culture, I could, I could leave some points, for example, specifically, the hierarchical needs in Korea versus Israel versus the Netherlands, like the power distance is quite crazy. Basically, that thing I don't know about nowadays, but still, I think is the case is that when your superior tells you something, and you know, it's wrong, you cannot say anything about it. Whilst here you can just say whatever you want, and the person respects you as long as there's the mutual respect between the two parties. A specific situation.

Researcher

All right. seems to me like you're you have quite a bit of knowledge about that, I suppose. Or I expect that you would also know about these differences in let's say, the business view or like, leadership styles of different countries have been having worked in different places.

Interviewee

What's the most interesting thing is that in Korea, we have this word called Luna, Luna, she is something like you keep an eye on certain things that you you kind of understand. And when to step in, or when to not step in and when to say things and when not to say things. So, the thing is agree a unique word that cannot really translate in English, but the cheek thing really helps me a lot.

Researcher

Interesting. Would you then maybe say that for you, like not knowing what to say? And when or, or having these having the knowledge of of the differences or similarities as well? Is that something that you? Let's say if he were about to enter into a new cultural setting, would you enter with? So how is it worth the lunch? Would you enter with with this in mind and trying to really learn or like in advance? Or do you think that these cultures Pacific, this culture specific knowledge is just something that kind of happens as you live in the culture? Is it something you can kind of anticipate and learn? Or do you need to experience it?

Interviewee

I think you need to experience to start understanding kind of like the mindset where you can start anticipating, or, or assume certain actions, in my opinion, for example, my new company that I've worked in through, wouldn't start assuming things, what I truly don't understand, I'd like the context inside of it. So I need to experience first talk with different people to understand, okay, just these different people have different needs, and then start this up. Okay, maybe this person likes this. So I would do it like that.

Researcher

Would you say that, then maybe you also actively think about possible cultural differences before you meet people?

Interviewee

Definitely. I'm quite, I'm quite conscious of that. I am quite direct to myself actually. experienced in my job before, but I definitely take consideration like I said, before, you know, try to speak in their language would still say the message in my own way.

Researcher

And then so that this shows that you will be aware of the differences in the background, and how they affect then the baby? Would you also say that maybe sometimes you would check with the other party, whether your, let's say assumptions, or even your your knowledge about their culture is correct.

Interviewee

I have these conversations a lot, a lot with my colleagues, because the one has to do the wrong thing. So I always ask, okay, do the right thing that I say correctly? I always I always do that respect check. Like disrespecting you in any other way? Or are we still within the boundary? No, I think I think that keeps it healthy. Because that can really, really speak out. Maybe if there was a little problem that was inside, but then didn't really want to speak out, I always reach out to say, okay, you have any problems with me or any issues. And sometimes you just sense that. So you want to get you want to blow off the steam and get to the get to the bottom line and get to the bottom. So that's what I tried to actively do.

Researcher

Would you say that perhaps you also modify the way you disagree with people, depending on the culture, they're from?

Interviewee

Disagree with people in the sense of?

Researcher

So, let's say you are talking with a coworker. And let's say he's Italian, and you would have another situation where you're talking to coworkers, Japanese, the situation is the same, they have the same opinion, the opinion you disagree with. Now, would you disagree with the coworkers in the same way? Or would you adjust it because they are from different cultures?

Interviewee

For me, that's a very interesting case you're putting me in, especially comparing Japanese and Italian.

Researcher

Can be any culture. So, it wasn't meant to be anything specific like this.

Interviewee

For me, at least, I try not to do that. Maybe I unconsciously do. So. If I if I do do that. I do. Ask colleagues for feedback that says no, I tried to say it be as equal as possible. Don't do things that I don't like, I don't like beef done to me, for example, especially for as a foreigner looking person in the Netherlands or in Israel, you know, I always had that a lot of that experience. So I learned from instead of getting really don't want that happening to others This was so, I tried to I tried to live by my words.

Researcher

So, you would say that over your overall your call it Verbal Behavior would not really change that much, depending on the the cultural context you tried?

Interviewee

Like I said, before, you know, I uniquely, like I said, No, I've realized that everyone is unique in their own way. So rather than culture wise, I deal with the people, individually and uniquely.

Researcher

And then this would also apply to your nonverbal behavior, I suppose. And you wouldn't really change the way maybe you move your hands or how you stand depending on the cultural context, you tried to be consistent.

Interviewee

nonverbal behavior, for example. For example, I will not be as good me give an example of my life. Maybe you know how I stand, but I always said, like, straight

Interviewee

out voted for me, that's normal. But then back straight, right. But in a green culture, there's a person, Lord, lower age or lower in hierarchy, they're usually like a little bit, shrunk in a way trying to show respect, or I don't know what that is in their, in their perspective. So they're, they're trying to kind of put doubt themselves. So let's say, they dumbs down. It's usually the case. And, you know, I don't do that. I don't really like doing that. So even within my own culture, I don't really like deal with nonverbal behaviors where, you know, I'm expected to, like, shrink myself and, you know, show perspective to the elders or something. I wouldn't, I would do non verbal behaviors, like, okay, bow down, like, to your to your elder, you know, that's normal thing. But then, in a normal setting, I would still stand like how I sense that you were else, even to my age, there's an if there's an elder in place. So taking that example, into consideration, I would say, I would not change my nonverbal behavior, depending on cultures.

Researcher

Alright, so when it comes to the behavior, like you've mentioned that, of course, maybe there are some instances, but really, overall, you tried to kind of behave consistently. And and most importantly, you try to deal with the people as individuals. No.

Interviewee

I wouldn't say try. Yeah. I think I will have to try to show that nonverbal behavior of like, you know, shrinking or something. But then I'm just, it's just in my body that I you know, I stand like, like a lot of people say I'm looking conky, for example. But that's just my normal stance, then I would have to try to do something like tricking myself and putting myself down.

Researcher

Alright, alright. Yeah, that's, that's good. Thank you. Now, I'd like to ask you because we've covered multiple different topics. And think that there can be four dimensions that we can separate them into. The first one is the motivational dimension. So that's you went enjoying the interaction with people from different cultures. In India, the second one would be the cognitive dimension. So that's your actual specific knowledge of I know who the prime ministers are. Know how this leadership style works in Israel. The next one is meta cognitive, which is more about you being aware, okay, there are differences between cultures and my own individual experiences. And my background affects how I view other people. And the last one was the behavioral dimension, which would be the verbal and nonverbal behavior and the changes in it. I would like to ask you, what do your thing is maybe the most important dimension for for yourself, when you're in a new cultural setting? What is the most important part for you?

Interviewee

I would say, my priority is, you know, behavioral science. Never forget to know yourself. People say yeah, be yourself. But I think that's also quite important. You know, don't try. Don't only say be yourself, actually. Do it through actions. Be yourself rather than just say to yourself, if you can also say, okay, you're being fake, because you're actually trying to be someone else, or trying to be trying to fit into culture by adapting to the culture. But my sense, my sense, I think, first thing that comes to mind is the behavioural one second would be...do I have to rank them or just say?

Researcher

You don't have to rank them, but I was just curious about how you perceive them because actually, I thought that for you, the behavioral part was not that important, like you said that you don't really try to adjust your your speech based on where the person is from you tried to really you know what I mean?

Interviewee

Maybe I'm not conscious of it, but then I lose, it is quite important to, for myself to take that into. Take that into the top, although I'm not conscious of it. For example.

Researcher

If you would like to rank them, please be my guest. I think that would also be really helpful for me,

Interviewee

I would use it was cognitive, metacognitive behavioral and what was the first?

Researcher

first one was motivational. So having the intrinsic and extrinsic motivation, enjoying, learning and about the culture is all that.

Interviewee

I think motivation also comes second. Because I think without motivation for me, the cognitive side, and the metacognitive side won't be as rich as when I'm motivated, for example. Motivation, then I would rank the metacognitive and cognitive side to say.

Researcher

Alright, that's good. Yeah, with that being said, with your ranking off of what you deem as important. I think we've covered all that I want to talk about, is there anything else you would maybe like to add or ask?

Interviewee

Oh, I mean, not that I can think of more questions for me or something that I didn't get quite clear on.

Researcher

No, I think that you know, your answers were perfect. We've covered everything. So we're really happy with that. Yeah, once again, thank you so much for your time. I'm going to stop the recording now.

8.3.9. Interviewee 9

Researcher

All right, thank you so much for taking the time to do the interview today I really appreciate it. Before we get started, I'd just like to once again clarify that the entire interview will be anonymous. Also, if at any point during the interview, you would like to stop and just let me know and we can we can stop the interview, right there and then. Does that make sense?

Interviewee

Yes it does.

Researcher

Okay, thank you. With that being said, I'd like to ask you to give me a short summary of your experiences living and working abroad, or if you think there is one very significant experience you can tell me about that.

Interviewee

I have lived abroad in many countries. I have lived in Australia where I also had a job there. I did a part time thing with Meriton Suites, which is not really a hotel more like a serviced apartment but they do hotel rentals as well. I was a trainee there doing rotational jobs.

Researcher

Okay, sounds good. Did you have any other experience? Apart from Australia or no?

Interviewee

Not work experience elsewhere, but I've lived abroad Yeah. In the UK.

Researcher

Okay. Would you say that you enjoy interacting with people from all the different cultures, you've been in?

Interviewee

Yeah, I think, like, with interacting is very interesting to see how other people are with their own cultural backgrounds. And with workplace, I feel like international people like people from other places can just add a lot of value to the team.

Researcher

When you were interacting with people of different cultures. Would you say that it came quite naturally to you to socialize with them?

Interviewee

I think, yes and no. Because sometimes if I'm working with people... so my background is I'm, I'm Asian right. I'm from Hong Kong, so if, in, in the group I'm hanging out with, if there would be other Asian people it's a lot easier to know what each other, are into or...do you know I mean?

Researcher

Yeah I think so, like there is already some connection, you have.

Interviewee

Yes, for instance, for, for example, like there was once I was hanging out with my friend from America, like from the States, and they have never seen a pear.

Researcher

Pear?! So, the fruit?

Interviewee

Yeah the fruit, the pear. So that makes it like that's already super shocking news for me. So, with interacting with them. There's just a lot of cultural differences, but I think like for this question. There is a "Yes" and there is a "no".

Researcher

But then overall, you would say that even when there are differences you would still enjoy the interaction?

Interviewee

Yeah, I think, for, for this question. Yeah.

Researcher

Having worked in living in Australia and in Hong Kong. Do you think you could then describe the differences in family systems or the different values or norms that are in the cultures?

Interviewee

Like differences and norms with family systems or...?

Researcher

Yeah just overall with these topics. If you think you can actually...if there are differences, can you actually name them?

Interviewee

Yeah, definitely. So like with Australia, they are not so family oriented. People would start moving out very soon, as long as when they turn like 18 they will move to their dorms and then that's when they actually properly move out and they won't really go back to where the parents knew they would always like, go to other states of Australia to study, just to try out different like places. But then for Hong Kong family here would want you to actually stay in Hong Kong and be with them to maybe even grab dinner like three times a week and all that, so it, I can see like a big difference with the family systems here, and in Australia,

Researcher

Makes sense. What about the business sphere? Can you describe the differences in the way, workplaces are set up or maybe the way people interact with each other in the workplace, like the employee with the, with the boss and such?

Interviewee

Yeah. In Australia, it is so much more of an open space for you to like voice out your idea, but and in Hong Kong. The...because of this, how is it called, the distance...?

Researcher

Power distance?

Interviewee

Yes! The power distance is quite, like the index is very high in Hong Kong. I actually did an essay on it. When I worked in Australia the power distance is lower, like it's easier to connect with different parts of the of the of the company. But in Hong Kong it's just really really hard.

Researcher

Mm hmm. Interesting. Interesting. Moving on, before you meet people from other cultures. Would you actively think about the possible cultural differences?

Interviewee

I mean yeah like I feel like everyone should be aware of how you talk to different people with different cultural backgrounds, as if, like, there are some touchy subjects you shouldn't go into right. Like for example, like, I don't want to say any examples but there are touchy subjects that you wouldn't want to discuss with like a particular person with a particular background.

Researcher

yeah, this makes sense. Do you think that your own cultural background affects your interaction with other people?

Interviewee

Yes, I do actually, for example like Hong Kong is still a part of China right but Hong Kong because it was colonized by the British Empire. Back then, I think our, our, like Hong Kong itself is just very international. And if you go just a little bit across the border to China, you can see, like people are so much less competent with like the. How's it called the cultural...like EQ, IQ and then what was the one with the culture?

Researcher

Oh, cultural competence, cultural intelligence.

Interviewee

Yeah, cultural intelligence, they're not as culturally intelligent. Yeah,

Researcher

Okay. So, it sounds like you're also aware of how the cultural backgrounds of other people, affects their interaction with others.

Interviewee

Yeah I think so.

Researcher

When you're then interacting with someone from different culture would you also ask them about the accuracy of your knowledge? So would you ask them questions, maybe "I heard this and this, about your culture, is it true? and so on?

Interviewee

Yeah, I will definitely.

Researcher

Do you do any other, like, you have any other ways you use to kind of check this knowledge other than asking them questions or, no?

Interviewee

Um, I mean if something would come, come up to me as a very interesting topic, then I will maybe like Google it or something. After getting an answer from the person, I asked the question to, but if it's like very normal stuff that I already know about it, then maybe not.

Researcher

But then also what you've just mentioned, let's say you would learn something, or something would come up during the conversation. You would then adjust your knowledge, accordingly.

Interviewee

Yeah.

Researcher

Okay. Would you also then adjust, maybe the way you act with people from different cultures, meaning...we can start with verbal behavior. So would you change the way you speak, when you're dealing with people of other cultures?

Interviewee

Um, I think so. Yeah I think so. I mean, I'm okay, for example with like Hong Kong people. Right, that's where I'm from. I feel so much more comfortable speaking the language, and I know how to not offend people even though I'm speaking something that's like more of a slang or like. But then if I'm talking to people from my school back in the UK, then I'll be more aware of like, okay, maybe I shouldn't say this word or if this word will actually mean harm to people. Yeah.

Researcher

So, then you would say you adjust your, your verbal behavior depending on the context. What about your nonverbal behavior, so your body posture, your hand gestures?

Interviewee

Um, I don't think that differs a lot because I'm not a person that uses hand gestures that much, but one thing that I actually noticed is that I wear different clothes to different like when I'm in different countries, because back in Hong Kong people are less open minded and if you wear like a very, like, a very revealing tank top or something people will like think otherwise. But if you were something like that in, back in the UK, then people would be absolutely fine with it. I think that's like one of the things that I just did, nonverbal here as well.

Researcher

Interesting I think you are the first person who talked about clothing in this in this regard, but it does make sense, it is also a form of behavior. I think, then, for the language as well as the verbal behavior, would you then adjust the way you agree or disagree with people, depending on the culture?

Interviewee

I don't think so. I don't think I will agree on something that I don't really want to agree or disagree of something that I actually want to agree with just because I'm talking with people from different backgrounds...

Researcher

I'm sorry, not that your opinion would change but the way you express disagreement, if that makes sense.

Interviewee

Yeah, okay, okay, yeah, definitely will.

Researcher

Ok, I think that actually covers it from my site. Just one more question. So the questions we went over now, they cover four dimensions of this construct called cultural intelligence.

Interviewee

Sorry could you say that again?

Researcher

Yeah, so the questions we just went over, they are related to construct called cultural intelligence. There are four dimensions, I'll quickly go over them. And then I'd like to ask you to tell me which one you think is the most important one for you when it comes to adapting to new cultures. So the first dimension is motivational. That's about whether you enjoy interaction with other cultures, socializing with the locals. The next dimension is cognitive, that's about your actual knowledge of the different values, political systems, norms, all of that. Then we have metacognitive dimension, which is more about understanding how the cultural differences affect your perception and the perception of other people. Being aware of these differences and trying to basically check on your knowledge and improve in that way. And the last one is, behavioral, which is your verbal and nonverbal behavior. I hope it all makes sense. If not, let me know I can go over that again, or maybe just over one specific one. But if you had to say which one you think is most important for you, then would be very nice. Thank you.

Interviewee

I think for me personally, it will be the metacognitive one. Yeah,

Researcher

So, basically, being aware of the differences in the cultures and how it affects your point of view, but also being aware of that in other people.

Interviewee

Yeah.

Researcher

Do you think that that made you adapt better to new cultural context whether there was Australia or UK?

Interviewee

Yeah definitely helped a lot.

Researcher

Could you elaborate on that a bit more if you have any examples or...?

Interviewee

For example, like when I was working in Australia right there are Aboriginal people. So like, they are the minority there, and people still respect them, but they're just a bit different, like their cultural background is very different. So when I talk to them, I would be aware of, like, how, how the cultural background is, and wouldn't really try to cross, or how to put it...cross lines that I shouldn't.

Researcher

I know, makes sense. Fair enough. Yeah, I understand.

Interviewee

Talking to them, it's a bit different than... yeah, talking with people from just a very international background and all that.

Researcher

Okay, thank you. That sums it up for me. Is there anything else you would like to add or do you have any questions?

Interviewee

Um, no.

Researcher

Wonderful. Okay, once again thank you so much for your help. I will stop the recording now. Thank you.

8.4. Rosewood Hotel Group existing and pipeline hotels**Rosewood Hotels & Resorts®**

	Countries/Regions	Existing Hotels	Pipeline Hotels
	16	27	24

8.5. Case story**The story**

An Italian businessman goes on a business trip to Hong Kong. After arriving, he explores the city, learns a few words and phrases. He has a meeting scheduled the next day at 10:00, so he spends the evening preparing his materials and his pitch. The following day, he arrives to the meeting at 10:10, quite on time for Italian standards. He sees that everyone is already present, so he does not hesitate to start talking with everyone and getting to know them. Some of the businessmen offer him their business card, he takes the card with one hand and puts it in his back pocket. He is quite surprised when he is told that his counterparts would like to hurry up with the meeting, after all, it is only 10:20! During the meeting he asks frequent questions to understand properly and sometimes refers back to previous points. He is happy to see that the discussion is proceeding well, as such he is quite open with his hand gestures, patting his counterparts on the shoulder when they say something funny or something he agrees with. The meeting ends at 11:15, only 15 minutes overtime! The Italian businessman tries to chit chat a bit more with his partners, but is sad to learn that they have to hurry up to the next meeting. He thanks everyone for their time, makes sure to use some of the Cantonese he learned and leaves. He feels good about the meeting, which is why he is shocked, when he learns that the business deal failed. What happened?

Questions for discussion:

- Did he make any mistakes? If so, which ones?
- What could have been done better?
 - Before the meeting
 - During the meeting
 - After the meeting
- How could he be better prepared?
- How to avoid this in the future?


What to explain:

- The biggest mistake was his disregard of timeliness and efficiency. Being late by 10 minutes may be acceptable in Italy, but is seen as disrespectful in Hong Kong. Moreover, while small talk is pleasant, it can be perceived as a waste of precious time. Already our Italian businessman wasted 20 minutes out of the one hour meeting.
- Even though he learned some Cantonese, which is commendable, he failed in other parts of the etiquette. His excessive hand gestures and body contact are not common in Hong Kong and perceived as strange. Moreover, accepting business card with one hand only and stuffing it in his back pocket is seen as very rude.
- The businessman failed to fully understand and be aware of the culture he was in and therefore failed to adapt to it. Even though he had some knowledge of the culture (learning a bit of the language, accepting the business card with both hands), he failed to interpret this knowledge more holistically. Accepting the business card with both hands is a sign of respect, however, he failed to be respectful in other areas. He was unable to strategically think about what is important in the culture, what to avoid etc.

8.6. Pre-arrival brochure


What is Cultural Intelligence?

"Think IQ, but for culture!"

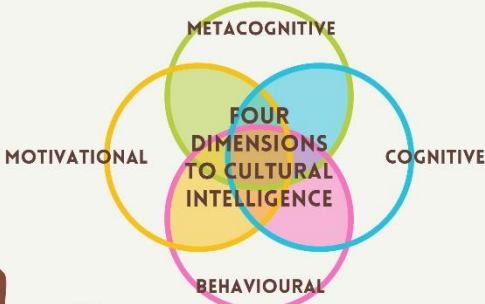


HAVING HIGH LEVELS OF CULTURAL INTELLIGENCE IMPROVES


- Problem-solving style
- Negotiation effectiveness
- Creative collaboration
- Work adjustment
- Intercultural cooperation



FOUR DIMENSIONS TO CULTURAL INTELLIGENCE



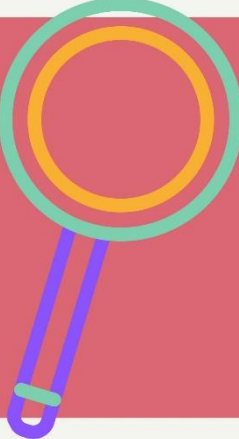
Metacognitive cultural intelligence especially can help with your upcoming move abroad, once you're settling into a new culture. Because as exciting as the experience may be, it may also be difficult at times.



WHAT EVEN IS METACOGNITIVE???

Simply put, metacognition can be described as „thinking about thinking“. It is about being aware of one's own thoughts and how they can affect your perception, it is about how you use what you know. So when applying this to culture, it is about how we acquire and understand knowledge about other cultures.

Once you arrive, we will go over all this more thoroughly, but it is good to have a headstart. In the upcoming two weeks, try and think about how **YOU** learn about new cultures and **HOW** you work with that knowledge. Do you have any tricks that you use? We are looking forward to hearing from you during our Discovery sessions!



8.7. Workshop questions

Questions to ask during the workshop

- What significant intercultural experiences did you have in the past 2 months?
- How did you approach them?
- Did you use the Metacognitive Cultural Cycle?
- Were there any misunderstandings? If so, which ones?
- How can you prevent similar misunderstandings in the future? Which step of the Metacognitive Cultural Cycle can be applied here?
- **Assess**
 - How do you assess what you know? Do you write things down?
- **Evaluate**
 - How do you evaluate how you know what you do? What questions do you ask yourself?
 - Do you consider this for the other people as well? Why do they know what they do?
- **Plan**
 - How do you decide what your goals are?
 - How do you prepare to accomplish your goals?
 - What strategies do you use to learn more about a culture?
- **Apply**
 - How do you put your plan into action?
 - What do you do if the plan cannot work completely?
- **Reflect**
 - What did you learn? If you compare what you knew before and what you know now, what is the new knowledge you have gained?
 - What part did you enjoy the most?
 - Where do you think you can improve the most?
 - How can you make sure you will still remember what you learned in the next month? What about next 6 months? Or 1 year?
 - When you start the cycle again, what will you do differently?

8.8. Feedback survey

1. I perceive the Metacognitive Cultural Cycle as useful

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. I perceive the workshop activities as useful

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. I find myself critically thinking about my cultural knowledge

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. I try to use the Metacognitive Cultural Cycle during day-to-day activities

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. I set goals regarding culture for myself

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



8.9. Client evaluation form

Evaluation Form Company Project/Research

(EVALUATION FORM OF ALL CLIENTS AND ON ALL DELIVERABLES IS COMPULSORY, FORMAT IS NOT)

Name of student:	Martin Daniel Vostar		Student number:	67616
Name of company:	Rosewood Hong Kong	Department:	Talent & Culture	
Name of company tutor:	Ronald Peen	Position of company tutor:	Director of Talent Development	
Project/Deliverable: (please specify)	Meta cognitive Cultural Cycle + intern workshops			

During the first evaluation the proposal for the project and end deliverable is discussed. For this final evaluation the project is evaluated. This is taken into consideration for the final assessment of the student.

CATEGORY 1: EXPERTISE/KNOWLEDGE OF THE FIELD

Rating	Excellent	Good	Room for improvement	Comments
	In-depth use of relevant literature and knowledge of the field. The deliverable shows excellent thinking capacity of the student (taking into account all significant factors and looking from all different perspectives).	Use of relevant literature and knowledge of the field. The deliverable shows mostly intellectual depth (taking into account significant factors and looking from different perspectives).	No or incorrect use of literature and knowledge of the field. The deliverable lacks intellectual depth.	Sensitive to the overall trend of the industry development

CATEGORY 2: KNOWLEDGE APPLICATION/SOLVING PROBLEMS

Rating	Excellent	Good	Room for improvement	Comments
	The theories and models are skillfully applied and the student can translate this in a unique solution/proposal. The student can relate situations to concepts that results in a solution that adds great value to the company's overall strategy. The creative solution is/ can be implemented and evaluated and is solving the problem.	The student uses theory and models and shows understanding of the issues at hand. The solution is realistic and implementable for the company. The solution is/ can be implemented and evaluated.	Mentioning theory and models, but not using them in the correct way. The student cannot convince of the possibilities to implement and evaluate. It is not solving the problem.	Solid foundation with the theories incorporated into practical solutions



CATEGORY 3: INFORMED JUDGEMENTS				
Rating	Excellent	Good	Room for Improvement	Comments
	The research process is done and explained in an excellent way. All statements, conclusions and recommendations are underpinned with the data collected by the students and/or referencing. The analysis is very substantial.	The research process is done and explained well. Most statements, conclusions and recommendations are underpinned with the data collected by the student and/or referencing. The analysis is substantial.	Weak problem analysis, research question not clear enough. Data collection and/or methodology is insufficient. Weak analysis, use of data from one dimension and not backed up.	Well-presented with data and visual aids, information is shared clearly with logical sense
CATEGORY 4: COMMUNICATION AND SHARING KNOWLEDGE				
Rating	Excellent	Good	Room for Improvement	Comments
	Excellent ability to communicate information, ideas, problems and solutions to all stakeholders involved. The deliverable adds great value to the main stakeholders. Initial and creative challenges have been actively used to share outputs and knowledge.	Good ability to communicate information, ideas, problems and solutions to stakeholders. The deliverable adds value to the company. Existing channels have been used to share knowledge.	The deliverable could have been better delivered to the stakeholders. The deliverable could have added more value, if better delivered. No active communication of outputs and knowledge.	Excellent business acumen in tackling one of the key issues and being able to communicate openly and effectively

CATEGORY 5: INTERCULTURAL HOSPITALITY LEADERSHIP				
Rating	Excellent	Good	Room for Improvement	Comments
	Student is able to lead the project by themselves. Student is self-critical towards improvement and takes feedback to heart. Student deals with a diversity of stakeholders in an intercultural competent way. Hospitality mindset is seen in project or work in a very distinct way.	Student is able to lead the project with little help. Student is critical towards improvement and listens to feedback. Student deals with different stakeholders. Hospitality mindset can be seen.	Tasks performed are described and not critically analyzed. Student is not too critical towards own learning and can listen better to feedback. Student does not know how to deal with differences in stakeholders. Hospitality can be improved.	Self-driven individual and be able to locate the right people and resources for the project

OVERALL COMMENTS:

Highly appreciated for the effort made with a sensible business solution proposed, well done.

STUDENT'S COMMENTS:

Comments on evaluation: Thank you for the feedback, looking forward to perfecting the design

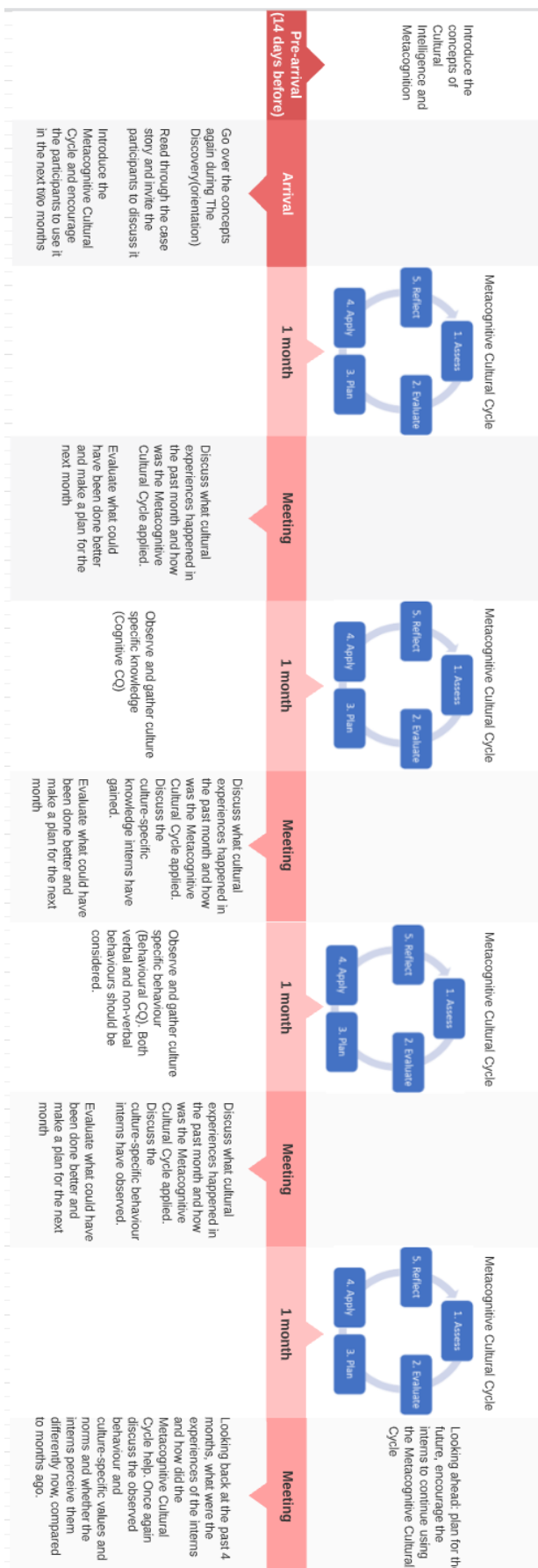
DATE & STUDENT'S SIGNATURE:

28.5.2021

COMPANY TUTOR'S SIGNATURE:

THE COMPLETED FORMS (ON ALL DELIVERABLES AND PERFORMANCE) NEED TO BE EMAILED TO THE LYCAR COACH AND PUT IN THE APPENDICES OF THE CAREER PORTFOLIO

8.10. Revised implementation timeline



8.11. LYCAR Proposal evaluation form

LYCar Proposal Grading Rubric			
V.1.1 (Version LYCar 2020; 25 November, 2020)			
Student Name:	Martin Voštiar	LYCar Coach:	Dr. Brannon
Student Number:	671616	Primary PLO:	9
Date Submitted:	8-2-21	Secondary PLO(s):	8
Note: All boxes with red border to be filled by student			
Preconditions (required for assessment)	Yes	No	Comments
Checks content and completeness			
Executive Summary is present, concise, can be read independently, contains information about process and content, focuses on results and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal meets formal reporting criteria (according to e.g., LYCar Reading & Writing Guide)			
LYCar Proposal is written in English and is professional, including common basic components such as Intro, ToC, Conclusion etc.- see Reading & Writing Guide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal is max. 5.000 words (counting after Table of Content, incl. text in tables) - visual proof of wordcount is included in Appendices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Harvard Referencing Style is used consistently, referencing to primary sources only, List of References is well presented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Check (technical) formalities and submissions			
Ephorus upload	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal incl. Appendices are uploaded in Osiris	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Ethics and data management			
Ethical, integrity and data management requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Entitled to assessment? (All yes above required):	<input checked="" type="checkbox"/>		

DD1: The student has demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that is supported by advanced textbooks

	Excellent	Pass	No Go
1.1 Use of literature and knowledge of the field	Student uses in-depth literature and knowledge of the field throughout the report. The report contains no mistakes and factual incorrectness.	Student uses in most cases literature and knowledge of the field in the report. The report contains some mistakes and factual incorrectness in a limited part of the report.	No sufficient or correct use of literature and knowledge of the field in the report. The report contains mistakes and factual incorrectness.
1.2 Intellectual depth and abstract thinking	Student takes all significant factors into account and looks from different perspectives, sees patterns, relates situations to concepts in order to solve larger problems. The reports show excellent thinking capacity of the student. New unique insights presented in the topic and depth of understanding displayed. Excellent linking between the elements and the underlying issues within the case situation.	Student takes different perspectives into account. The report shows intellectual depth (taking into account all significant factors and looking from different perspectives) in most parts of the report. Some patterns are clear. Some links have been made.	The report lacks intellectual depth (superficial and merely descriptive) in some parts of the report. Patterns are not sufficiently made clear.
Student Feedback:	Excellent <input checked="" type="radio"/>	Pass <input type="radio"/>	Not Yet <input type="radio"/>
Assessor Feedback:	Excellent <input type="radio"/>	Pass <input checked="" type="radio"/>	Not Yet <input type="radio"/>
	<p>Excellent: The literature review addresses the main research themes to develop clear propositions</p>		
	<p>Agreed</p>		

DD2: The student can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and has competences typically demonstrated through devising and sustaining feedback and solving problems within their field of study

	Excellent	Pass	No Go
2.1 Application of theories/models to situations at hand	Student uses a range of theories/models appropriate to the problems in the case skilfully and able to add their own unique perspective and insight. They own the model(s).	Student mentions a range of theories/models appropriate to the problems in the case and applying some of them in the correct way.	Mentioning models and theories but not using them in a correct way.
2.2 Possible impact and meaning of own work - dissemination of research	Student plans evaluation of impact and meaning of own work in relation to business and industry with sound underpinning. Identification of all stakeholders and acts of dissemination. Plan on how to effectively disseminate knowledge through different channels fitted for a variety of audiences is also presented.	Student formulates criteria for evaluation. Student describes possible impact and meaning of own work. Identification of stakeholders and planning of dissemination through at least one valuable channel with an audience is presented.	Student fails to describe criteria how to evaluate impact. No identification of stakeholders or realistic plan on dissemination of knowledge through at least one valuable channel with an audience.
Student Feedback:	Excellent <input checked="" type="radio"/>	Pass <input checked="" type="radio"/>	Not Yet <input type="radio"/>
Assessor Feedback:	Excellent <input type="radio"/>	Pass <input type="radio"/>	Not Yet <input type="radio"/>
	<p>Excellent:</p>		
	<p>Agreed</p>		

DD3: the student has the ability to devise data gathering events, gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues

	Excellent	Pass	No Go
3.1 The Design Based Research Process	Student sets the research process up in a systematic and well organised way. Student makes sense of a problem mess, analyses a (complex) problem and formulates feasible solutions by using a design-based research approach. Logical flow from Problem definition to Analysis to Solutions Design/methods are well chosen and motivated,	Student analyses the problem, and formulates possible solutions underpinned by literature using a design-based research approach. Methods motivated and mostly logically chosen	Insufficient problem analysis and methodology, research cycle not used.
3.2 Analysis and evaluation of data	Student plans analysis and evaluation of data/information well using appropriate (digital) tools and makes data-driven decisions. All statements are underpinned with facts and figures and/or referencing. The appropriate tools are used in all steps. Analysis is sufficiently complex with use of information from more than 2 different dimensions (practioners, scientific literature, the organization and stakeholders).	Student plans analysis and evaluation of solutions clearly, with some flaws or unclarities. Some statements are underpinned with facts and figures and/or referencing, some lacking underpinning. Analysis is sufficiently complex using data from at least one dimension and sufficiently backed up with literature.	Plan of analysis and evaluation of solutions is not clear. Statements are mostly not underpinned with facts and figures and/or referencing; some are contradicting. No tools are used. Lacking or no analysis and not backed up with literature.
Student Feedback:	Excellent <input type="radio"/>	Pass <input type="radio"/>	Not Yet <input type="radio"/>
Assessor Feedback:	Excellent <input checked="" type="radio"/>	Pass <input type="radio"/>	Not Yet <input type="radio"/>
	Excellent		
	Agreed		

DD4: the student can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

	Excellent	Pass	No Go
4.1 Communication to audience making use of professional (business) English	Student divides information effectively in paragraphs/chapters. No noticeable errors in English usage and mechanics. Use of language enhances the argument and avoids abbreviations. Sentence structures are well varied, and voice and tone are highly suitable for the specific audience/s. Style and content complement each other into an appealing, high quality story. Highly skilful organisational strategy. The logical sequence of ideas increases the effectiveness of the argument and transitions between paragraphs strengthen the relationship between ideas. Sub-headings are employed effectively and the links between different sections are reinforced through linking expressions. Shows attention to detail in all parts of the report.	Student divides information in paragraphs/chapters. Errors in English usage and mechanics are present, but they rarely impede understanding. Use of language supports the argument. Sentence structures are varied, and voice and tone are generally appropriate for the intended audience/s. Generally, a clear organisational strategy. The sequence of ideas in most cases supports the argument and transitions between paragraphs clarify the relationship between ideas. The report is mainly comprehensively written and lacks some attention to detail in some parts of the report.	Distracting errors in English usage are present and they impede understanding. Use of language is basic, only somewhat clear and does not support the argument. Word choice is general and imprecise. Voice and tone are not always appropriate for the intended audience/s. Basic organisational strategy, with most ideas logically grouped. Transitions between paragraphs sometimes clarify the relationship among ideas. The report is not comprehensively written and lacks attention to detail in most parts of the report.
Student Feedback:	Excellent <input type="radio"/>	Pass <input type="radio"/>	Not Yet <input type="radio"/>
Assessor Feedback:	Excellent <input checked="" type="radio"/>	Pass <input type="radio"/>	Not Yet <input type="radio"/>
	Excellent: logical sequence of ideas, sub-headings are used effectively, right use of paragraphs, chapters, right use of English		
	Agreed		

DD5: the student has developed those learning skills necessary to continue to undertake further study with a high degree of autonomy

	Excellent	Pass	No Go
5.1 Plan on IQ development in PLO: Reflection on product(s)	Student has clear plans on what will be delivered and uses different relevant theory to underpin own work and reflect on it.	Student has a plan on what will be delivered and uses theory to underpin planned own work and reflect on it.	No clear deliverables mentioned and almost no theory to underpin own work and reflection.
5.2 Plan on AQ & EQ Self development	Student devises excellent ability to critically reflect on own developmental goals and demonstrates real growth mindset for life-long learning. Student proposes a demonstration of being able to self-direct, taking initiative in unpredictable situations. Student shows different metrics that can demonstrate development in terms of their EQ/AQ.	Student shows developmental goals and demonstrates growth mindset. There is a plan on how to reflect on values, attitudes and behaviour. Starting levels and desired end levels are described and measurements are provided.	Developmental goals are not concrete, there is no demonstration of growth mindset. Plan on how to reflect is vague and does not give enough substantiation to show growth.
5.3 Plan on EQ Social development	Student provides a plan on how to construct a multitude of proof that shows development as an Intercultural Hospitality Leader. Excellent ability to contribute to the global society/local community as a responsible citizen. Excellent analysis of diversity of people the student will deal with. Possible effective collaboration with all stakeholders in different cultural settings. Hospitality is key to the project or work the student does.	Student provides a plan on how to prove development as an Intercultural Hospitality Leader. Plan on how to contribute to the global society/local community as a responsible citizen. Proposing ideas on how to collaborate with different stakeholders in different cultural settings. Hospitality is a differentiator in the students' project or work.	No clear plan on development as an Intercultural Hospitality Leader. Plan on how to contribute to global society/local community is missing. Ideas proposed on collaboration or hospitality are not sufficient.
Student Feedback:	Excellent <input checked="" type="radio"/> Pass <input type="radio"/> Not Yet <input type="radio"/>	Excellent	

Assessor Feedback:	Excellent <input checked="" type="radio"/> Pass <input type="radio"/> Not Yet <input type="radio"/>	Excellent
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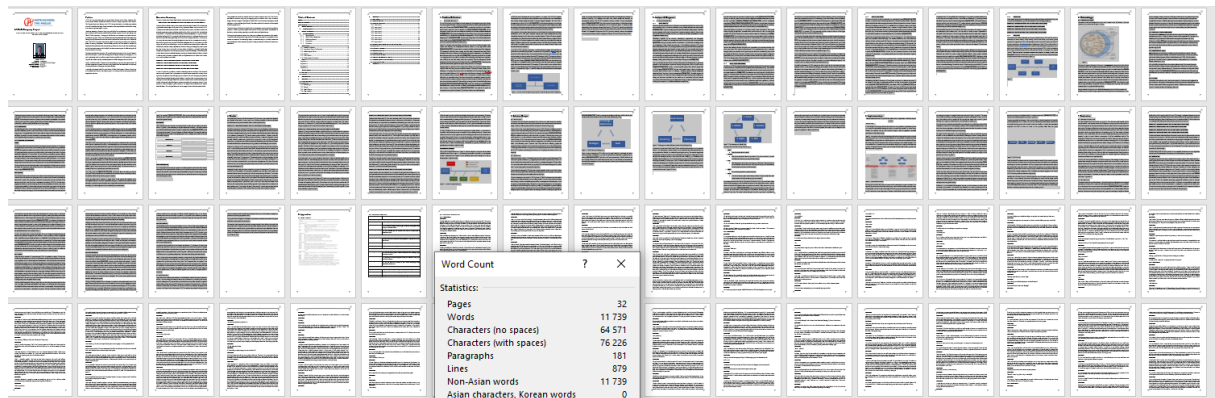
Overall Assessor Feedback

Generally high quality throughout the proposal, clearly understands their research and established an in-depth AQ, EQ & IQ

LYCar Proposal Outcome

- Excellent ☒ All qualitative criteria awarded a "Pass" and at least two qualitative criteria awarded a "Excellent"
- Pass ☐ All qualitative criteria awarded a "Pass". "P" registered in Osiris. Student can continue with LYCar execution.
- No Go ☐ One or more qualitative criteria graded as "Not Yet". "F" registered in Osiris. Student re-writes LYCar Proposal with incorporated feedback.
- Pre-Condition NY ☐ Pre-conditions not met. Student resubmits LYCar Proposal. No grade or feedback provided to the student.

8.12. Proof of word count



11739 words in the text+ 248 words from tables and figures = 11987 words in total.

8.13. Proof of data upload



noreply <noreply@hotelschool.nl>

Sun 30/05/2021 17:47

To: Martin Voštinar

Dear Martin Voštinar,

This is an automatic delivery message to notify you that a new file has been uploaded.

Name : Martin Voštinar

Student Number : 671616

Email : 671616@hotelschool.nl

LYCar Coach : Dr. Brannon

Research Number : 2021-95

We kindly request you to forward this email to your LYCar coach as evidence that your data files have been uploaded securely.
Thank You.

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