

A coaching framework for developing the psychological capital of a global mindset

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Abstract

The impact of critical experience on international executives can have serious consequences, assignments may fail. So coaching support may enhance their psychological capital and global competencies. This small heuristic study involved five co-researchers specialised in coaching international executives across the world on career and leadership development. The themes and qualities of their coaching approaches were synthesised into a composite coaching framework, triangulated with literature and; highlighted person-environment matching based on experience of nomadic work/life style and the use of home-world coaching dialogue to appreciate ‘home as a process’.

Key words: global mind set, coaching, global nomad, existential crisis, belonging

Introduction

Global mobility trends indicate that more people are seeking global careers in an increasingly diverse workforce that demands leaders with global competencies. PricewaterhouseCoopers (2015) predicted a 50% increase in global mobility by 2020. Significant investment is involved in developing global competencies including: personal, interpersonal, cultural, cognitive, leadership and technical capabilities (Fernandez, 2006; Brislin, 2009; Hurn, 2014; CIPD, 2015). Coaching expatriates on their critical experience may support the enhancement of their psychological capital for a global mindset, enabling synthesis across diversity, business and markets (Gupta, 2002).

As employee transnational experience increases so does the incidence of critical experience on assignment, with the option of personal growth or risk losing significant leadership resources. Work life in a volatile, uncertain, complex and ambiguous (VUCA) global environment is an exceptionally stressful existence. Success requires a positive attitude, divergent learning style, observation and reflection skills and, a flat ‘U’ turn of change (Senge, 2005; Lazarova, 2014). Up to 70% of international assignments fail due to performance issues or premature return (Yeaton, 2008). Studies have shown the impact of critical experience is overlooked by companies; their training focus typically on acculturation, (Hurn, 2014; Outer, 2013; Chew, 2008; Newton, 2007). Coaching is one of the support strategies needed to enhance global competencies and return on investment (Reeves, 2006; Bozer et al, 2013; Cole, 2014).

Coaching global nomads on the feeling of being an outsider may develop their emotional, spiritual and cultural intelligence, the psychological capital of a global mindset, supporting them to belong in a global community. Madison (2010) proposed a home-world therapeutic dialogue to assist individuals on intercultural assignments or when returning home to focus on their embodied experience of the world, view of self as a process and implicit stories of home and it could be argued that coaching with a home (origins)-world dialogue may support them to normalise their existence.

In this article I refer to two types of expatriate (an international executive immersed in another country for more than eighteen months who may have returned home or moved onto another country):

1. Global nomads whose “developmental years are marked by frequent geographic transitions and multiple cultural influences” (Unseem, 1967, p.104)
2. Existential migrants “who chose to express or address fundamental aspects of existence by leaving one’s homeland and becoming a foreigner’...’Not a shock but a relief, exhilaration, an alive and conscious awakening” (Madison, 2006, p. 5)

My interest comes from my own experience of expatriation and needing to know where I ‘belong’. As a constructivist, my co-researchers in the study added to knowledge and understanding in the context to my own practice, as an experienced, qualified leadership, career and development coach, with multiple expatriate executive and life experiences.

This article gives an overview of the study including the literature relating to the global mind set and the methodology chosen to research the problem. Following this the key themes which emerged into a composite framework are discussed.

Literature Review

Critical experience is well researched and may result in personal growth opportunities if individuals choose to reflect on events and their world views (Jacobsen, 2006; King, 2001). Most adults go through a life crisis to varying degrees between 40-60yrs old and the origins of this are biological, cognitive and social (Rauch, 2014). Expatriation may move an individual from conventional to post conventional ego development and possibly beyond towards unity of mind (Cook-Greuter, 2000; Kiss, 2012; Wilber, 2007).

Transnational expatriates develop nomadic intelligence being inter culturally sensitive beyond adaptation (Fernandez, 2006; Herman, 2001; Bennett, 1993; Konig, 2009). It is a holistic development including cultural, psychological and spiritual dimensions (Kiss, 2012), they may experience a flattened U turn of change (Madison, 2006). The critical issues affecting global nomads are lack of rootedness; multiple perspectives questioning the traditional sense of community and so not belonging anywhere and re-evaluation of career/life (Kiss, 2012; Bachkirova, 2011; Burrus, 2011). Existential migrants reflect on origins and early family life, love of foreignness, difference and independence, questioning where and what home is and, where in the world they belong (Madison, 2007). Burrus (2006) study suggests coaches help identify what home and anchoring represent for the nomad. Madison (2006) recommends that home-world therapeutic dialogue, offers space for a client to construct their own understanding of home.

Amongst the plethora of coaching approaches and models, mostly in scholarly books (Moral, 2011; Bachkirova, 2011; Abbott, 2009; Rosinski, 2010) there is only one research article, a case study, that mentions how to coach global nomads (Burrus, 2011). International Business Coaching (Moral 2011) recommends a mix and match approach to integrate different models into a suitable approach for a client. Including ontological coaching (Olalla, 2009), integral coaching (Armstrong, 2011), meta level coaching (Hall, 2011), emotional intelligence coaching (Bharwaney, 2011). Global coaching, a holistic multi-disciplinary approach, includes six perspectives: psychological, spiritual, cultural, managerial, political and physical (Rosinski, 2010). My interest is clarifying which models are applied in practice and if, a home-world coaching dialogue is useful for coaching global nomads on belonging.

The qualities of an international business coach have been summarised as: high levels of cultural, emotional, intellectual intelligence together with global thinking ability (Moral 2011; Wilson, 2013). A successful coaching alliance is based on the coachee being heard and understood by a coach with experience of their issues and cultural self definition, requiring authentic person-environment matching (Han, 2013; Madison, 2010; Rosinski, 2010).

Global nomads have highly developed capabilities in each of the six perspectives and are on the development continuum between post conventional (autonomous, construct aware/unitive) to a unity aware (transcendent consciousness) ego (Kiss, 2012; Rosinski, 2010). Expatriates at this stage aim for

authenticity, quality relationships, intuitive with an awareness of the functions of their mind, body and emotions, an observing perspective opening to a holistic view of the world and a perception of spirituality (Kiss, 2012; Bachkirova, 2011). Existential migrants are independent, have transcendence in daily life, love diversity, interact in the moment and are authentic (Madison, 2006). Coaching nomads on critical experience may refocus authenticity of identity, purpose and relationships; achieving personal anchoring, re focusing of nomadic lifestyle, seeing home as an interaction, presencing continuously, so finding belonging and enhancing their global mindset towards unity (Burrus, 2006; Madison, 2006; Rosinski, 2010).

A global mindset, meta perspective, may develop following a series of cultural immersions and openness to reflection, leading to global citizenship (Wilson, 2013). A global mindset involves: psychological capital-adaptability, openness and resilience; cultural sensitivity-ability to build collaborative relationships, language skills and; global business abilities- intellectual capital (Levy, 2007; Story, 2014; Wilson, 2013). Two approaches developmental and global coaching, describe how to coach the soul towards the spirit, unity of mind and becoming an elder (Rosinski, 2010). I am keen to know how these approaches are applied to support the enhancement of global thinking and cosmopolitanism.

As international assignments increase so do the population of expatriates with multiple intercultural experiences. Nomads are flexible, have nomadic intelligence and are vulnerable to critical experience, in a VUCA global business environment. Plethoras of coaching models are available to support international executives and two coaching approaches: developmental and global coaching, from a pragmatic level what is useful? And what coach qualities are essential for a successful coaching alliance? Global nomads have highly developed psychological, cultural, spiritual, leadership, political and physical skills. How can global competencies be enhanced by coaching? The question I seek to explore is what are the key themes and qualities of coaching global nomads on being an outsider in a global community?

Methodology

The study aimed to provide an in-depth and interpreted understanding of how to coach global nomads on critical experience. To add to existing research on coaching nomads, create a synthesis of coaching and therapeutic models to produce a pragmatic composite coaching framework. And, determine if home-world dialogue is an appropriate coaching technique for global nomads.

This was a qualitative, constructive, interpretative and heuristic study (Moustakas, 1990). I embraced the idea of collective idealism so I captured the reality, complexity and depth of five coaches' lived experience; explored the meaning of their human experience and coaching processes for global nomads on critical experience (Ritchie, 2014). I used Moustakas' (1990) six phase enquiry, to compare my own in depth lived experience with that of give other coaches, giving equal importance to all experiences (Hiles, 2001). The research process involved internal search, discovery, interpretation of meanings and thematic analysis, to produce a composite coaching framework (Moustakas, 1990; Riessman, 2008).

I chose a purposive, non probability sample of coaches with multiple experiences of working in different cultures and countries; fluent in the language of the study; who understood the meanings and concepts of the study, (Sela-Smith, 2002). Market practice was well represented as they coached a diverse range of expatriates across nationalities, age, gender, businesses and professions. I selected five experienced qualified coaches able to provide the most relevant, comprehensive and rich information on coaching expatriates in leadership and career development (Ritchie, 2014). The term co-researcher reflects the equal importance of all co-researcher's experience alongside myself as primary researcher.

Co-researchers

Volunteers were vetted to determine their appreciation of: the global mindset construct; 'nomadic' lifestyle, belonging and home-world issues and; adult experience as an international executive or senior specialist. All had a minimum of 200 hours paid coaching experience, a professional coaching qualification

and educated to master degree level. Three described themselves as global nomads. They all had experiences of dual nationality marriage, trailing spouse or were ‘third culture kids’.

There were two men and three women with experience of coaching in 7 languages. Their home nationalities were USA, French, Brazil and UK and each had lived and worked in a minimum of two and maximum of nine countries. All had executive experience; one was a Global Account Manager another a Managing Director in a global company. All had between 250 and 1,000 coaching hours in the last five years - a group total of 2,950 hours.

Their coachees were expatriates of global companies: CEOs, executive directors, senior executives, directors and high potentials from over 25 nationalities: Argentinean, Algerian, British, Brazilian, Dutch, Danish, French, German, Greek, Iranian, Italian, Indian, Norwegian, Palestinian, Russian, Romanian, South African, Swiss, Spanish, Swedish Eastern European, Ukrainian, Pakistani.

Industry sectors covered: financial services, professional services, commercial, manufacturing, pharmaceutical, telecoms, airline, information technology, oil and gas industries, military (special forces), international agencies (World Bank, IMF) private sector health care, NGOs.

Data Collection

I engaged with the co-researchers gathering secondary data, including my own, from curriculum vitae, profiles and websites (Hiles, 2001). I then immersed myself during in-depth 1:1 interviews with each co-researcher by exploring what’s involved in their coaching process, values and mindsets. I was open to their expressions, my intuitions and tacit awareness. The semi-structured interviews were based on themed questions and flowed as long as possible, to explore and understand the context of coaching processes. A potential volunteer piloted the interview method and one of the co-researchers interviewed me. Interviews were confidential using Skype video call and recorded for data analysis purposes.

The incubation process involved listening and resting the data, progress slowed as I experienced resistance (Sela-Smith, 2002). I listened to the recordings three times for understanding, interpretation and, phrases and quotes; then journalled the data. Setting aside the data enabled self search, sensing the subsidiary and focal aspects of experience into wholeness of the phenomena.

I allowed a natural process of illumination to discover my deeper unconscious awareness, through mindfulness themes and qualities emerged (Riessman, 2008). I constructed my own meanings and interpretations of coaching processes based on Co Researcher’s data, my own notes and the literature. As co producer, I developed a depiction of each co-researcher’s coaching framework, framed by me and each co-researcher.

Over a month I then explicated and clustered the dominant themes and qualities by a process of focusing, indwelling, self searching and self disclosure of my own meanings and interpretations. From each co-researcher’s framework, I reviewed the categories of coaching process input, thru put and output, then wrote the qualities on post it notes, placed on a white board, I identified and noted the core components and essence of the coaching frameworks. I immersed myself once more in the data to create a composite framework for the group (Riessman, 2008) and triangulated it with the literature review, co-researchers and group discussion.

Co-researchers verified their individual frameworks comprehensively and accurately matched their expressed lived experience. Co-researchers reviewed their individual frameworks against one other and, the composite framework to verify it during a collaborative Skype, recorded discussion. The frameworks were then modified and the final composite version was verified against their reflections of the discussion. Finally, I asked myself: Does the composite depiction derived from myself search and the descriptions of others present comprehensively the essences of the experience? (Moustakas, 1990).

The validity of the findings is based on trusting the expert knowledge and verification of the researchers individual and composite frameworks. The results are generalised in the context of coaching global nomads. Volunteers were fully informed, had access to supervision, their requests for anonymity respected, confidentiality of digital and paper data maintained. Throughout the study, I adhered to the code of ethics for ESRC (Ritchie, 2014) ICF and CIPD.

Findings

The study focused on how coaching can support global nomads on the experience of being an outsider. Co-researchers confirmed their coaching purpose and issues that trigger re evaluation of nomadic lifestyle for a nomad to achieve belonging in a VUCA global environment. Two broad themes emerged from the interpretation of the co-researcher's experience. A successful coaching contract requires deep nurtured trust, for global nomads that means person environment matching based on experience of nomadic work life style and, seven key strengths of style. And we created a coaching framework, a synthesis of the significant features, for developing the psychological capital of a global mindset, see Diagram 1. Including home-world coaching dialogue to clarify a nomad's identity and anchor them.

Co-researchers verified they support nomads to manage themselves in a VUCA global environment by: enabling recognition of the degree of difficulty, normalising it and bringing clarity to empower their choices, for leadership, career and personal development. Coachees achieve peace of mind, understand and accept their personal style; find authenticity and meaning, in their professional and personal life; increase their perspective of self and others, managing multicultural relationships and; clarify their own personal meanings of home and anchoring. They recognise and appreciate their own nomadic lifestyle, global mindset and global citizenship.

A successful expatriate must develop a global mindset and his/ her family must do that too for the expat not to be torn, stressed and dysfunctional. CR2

This is consistent with Wilson (2013) and Abbott (2011).

According to the data global nomads bring a professional and personal agenda to coaching and three kinds of issues: Identity - Am I a global nomad? If not who am I? Purpose - How can I find meaning in my nomadic life from my leadership role/ career? Belonging - How do I connect within the global community or elsewhere? I confirmed the global nomad and existential migrant issues in Burrus (2006) and Madison (2006) case studies: rootlessness and no sense of home; no sense of community or support structures and; clash with traditional status quo. Significantly, these relate to three of six perspectives in Global Coaching. Finding self acceptance- the psychological perspective and ego shift conventional to post conventional; Finding purpose and meaning, the spiritual perspective, and connecting the cultural perspective.

Being comfortable with the nomadic lifestyle means I am at ease anywhere in the globe. CR4

A coach's level of maturity affects their potential to support a global nomad by the issues they notice, articulate, influence and change (Laske, 2013).

First theme: Person Environment Matching

Co-researchers agreed the importance of the coach's experience, understanding of the issues and context of executive nomadic work life style and; appreciation of what 'home as a process' means to a global nomad. If the coach's developmental level is not beyond the coachee's psychological, spiritual or cultural sensitivity, the alliance may not be effective due to a lack of nurtured trust. Deep nurtured trust otherwise called 'permissioned awareness' begins with matching and may be reduced if, sponsors or the coach lack understanding of nomadic work life issues.

I understand where you are, I've been there and know what it's like. CR1

This fits with the ontological model that the coachee feels the coach is sincere, competent and reliable to enable a shift (Olalla, 2009).

For global nomads specific coaching style strengths that engender trust are a high cultural awareness underling a non judgmental and holistic coaching approach with the key qualities of empathy, curiosity, openness, flexibility and humour. Significantly, the co-researchers agreed that their top coaching style strengths, in order were:

- a) Empathy able to build deep trusting relationships;
- b) Non judgemental approach, genuine respect for diversity (Bachkirova, 2011);
- c) A holistic approach with a global mindset (Wilson, 2013);
- d) Curious, inquisitive, probing and challenging;

By nature, I'm really curious, open and like depth. CR4

- e) A deep level of openness and enjoy sharing stories;
- f) Highly culturally adaptable. Some co-researchers are close to the integrative position of ethno relativity.

I am me because there is a house around me, in a village, in a country, in Europe, in the world. All are connected and constantly changing. CR2

- g) Energised, positive, humorous and passionate.

Other coaching style strengths highlighted were a balanced perspective across local and international cultures in the business context in which they work.

I need to be clear about my vision and mission, as a Frenchman working for an American company in Japan. CR2

They are highly emotionally and culturally aware, so able to self manage.

Fully fledged adult responsible for how I feel and what I do? CR2.

Co-researchers listen to appreciate the pattern of issues presented by a global nomad. And are fully present, using their body, emotion and language, being genuinely interested in their coachees' agenda (Olalla, 2009)

Co-researchers share the same top values of personal growth, challenge, independence, and creativity and, the fundamental belief of a growth opportunity in every experience. They agreed coaches offering leadership or career development coaching need to have relevant professional experience and expertise to match their coachees and be intellectually capable of working with senior leaders, most co-researchers were educated to master's degree level.

Co-researchers experienced the matching process as a lottery often being dependent on a variety of variables; sponsor and coachee lack of depth of knowledge and understanding of coaching often influencing the suitability of the match.

'In Spain HR offers one coach based on their expertise, however in Brazil HR offers from five to ten coaches and a coachees decision is often dependent on the sales pitch.' CR4.

The variables in decision making were reported as type of recommendation (personal contact, agency,

HR), chemistry, marketing techniques, work/ coach experience and, qualification was reportedly not an issue. An emphasis on the coach's developmental level, cultural sensitivity and presence was not apparent to the co-researchers.

Co-researchers believed that there was a strong relationship between the coach's experience of home-world issues and the development of nurtured trust in a coaching relationship with global nomads (Madison, 2006; Olalla, 2009). Co-researchers were at the level of seeing 'home as a process' acting authentically in their environment and grounded in themselves.

Finding meaning, being authentic, changing perspectives, connecting and belonging; all lead to 'home as a process' where my mind, body and soul operate joyfully. CR2

The findings for global nomads are consistent with the characteristics required of an international coach (Moral, 2011). Coaching global nomads requires a high level of self awareness, a sense of purpose as a coach for expatriate executives and an understanding of the multi cultural issues. Co-researcher's pluralistic models include the coach's own depth of knowledge and experience, specific values and, strengths of style for coaching nomads.

Second theme: Composite framework

Co-researches agreed a holistic coaching approach is necessary to support a global nomads double agenda of leadership, career and re evaluation of nomadic work/life style. A holistic approach-including systems, diversity of culture and social context- to coaching are required for developmental coaching especially at a global level, (Bachkirova, 2011; Rosinski, 2010; Moral, 2011). I found coaches had individual coaching signatures, their personal ecology for managing the space and interaction with others (Walker, 2004). They had pluralistic coaching approaches (Pendle, 2015) integrating techniques from: humanism e.g. person centred adult learning (Griffiths, 2005; Kolb, 1984) and positive psychology; behaviourism; cognitive behaviourism; psychodynamics and; existentialism. The core of the co-researchers' pluralistic approach, was their ontological philosophy or 'way of being in the world'.

The study focused on the psychological, spiritual and cultural perspectives of coaching international executive expatriates; three perspectives from global coaching (Rosinski, 2010). Co- researchers verified coaching on psychological issues empowers coachees to see different levels of their dilemmas, dealing with internal challenges to enable change on the outside and identify constancies. Spiritual development is enhanced when their vision and mission are clarified. Cultural connections improve by appreciating the deeper layers of culture. Political power improves when a coachee is grounded, has a mission and can make connections. Physical well being, an underlying requirement, improves when emotional anxiety and/ or stress are managed. Ultimately, when all other factors are in balance leadership development improves productivity and results.

I help my coachees to manage their minds and body in their daily international work lives. CR2.

Sessions

Co-researchers had individual coaching signatures and work interactively in-the-moment, using a variety of existential techniques to facilitate coaching sessions. Dancing in the moment, providing space and using descriptive techniques such as narratives and metaphors (Bachkirova, 2011; Olalla, 2009; Abbott, 2009): '*It felt like we were moving around. You see me and hear me*'. CR3-F. They verified their preferred techniques at this stage of development involve linking the mind and body, consistent with the Developmental Model (Bachkirova, 2011). They reported using themselves and feeding back their senses: '*I sense, how does that sound to you?*' CR5.

Co-researchers were role models for their coachees, applying Transactional Analysis, (Bern, 1961). They used soft thinking, mindfulness and meditative techniques, to encourage coachees to focus, slow

down, manage their internal dialogue and calm down, to reduce stress understand and facilitate well being and personal change (Virgili, 2013)

Meaning and purpose

Co-researchers agree coaching from a spiritual perspective involves systems, existential, appreciative enquiry, cognitive behavioural, psychodynamic, and ontological coaching techniques (Bachkirova, 2011; Moral, 2011; Rosinski, 2010). Within a VUCA global context nomads can find a way of 'being' with the support of existential and mindfulness techniques to move towards unity of mind.

Co-researchers begin coaching with re evaluation of purpose- What do you want to be? And help the coachee to describe their vision using a drawing board or their senses. They help coachees to clarify their focus, goal, objectives and challenges to achieve their dream; then compare needs and desires.

How are you 'being' in relation to your challenge? CR1

How can you focus on what you want, giving time to your dream to move towards it? CR2

Co-researchers indicated they helped nomads review their personal cultural position in normal and unusual circumstances to describe the complexity of their current context (Burrus, 2011; Bachkirova, 2011). At the beginning of a coaching contract, using a variety of techniques e.g. mind mapping, to clarify the coachees reality of their multi-national environment, vision of the future and the steps required to achieve their dream.

Co-researchers supported their coachees to achieve authenticity, through moving from 'doing' to 'being' when the novelty and challenge of their role diminished (Burrus, 2011). They encourage coachees to reach beyond what they believed is possible, in every situation, using appreciative enquiry questions, on helpful and pro-active thinking and behaviours to support a nomad describe the steps for change.

What is the best version of you? What outcome do you want? CR1

This corresponds with insight externalising questions in the integral model, (Armstrong, 2011) and is consistent with creating meaning and unity in spiritual perspectives, global coaching. They used mindfulness to stimulate creativity, being aesthetic affective; calmness, by thinking time is plentiful and; ontological techniques to move from doing to being and reignite curiosity, a sense of appreciation, artistic sensitivity and connectivity inside, similar to the sunflower strategy, (Rosinski, 2010).

Co-researchers work with global nomads on barriers to change by using cognitive behavioural and psychodynamic coaching techniques to support the release of energy for change. They work at a conscious level, to link emotions with behaviour, supporting their coachees to overcome barriers, find energy and flourish: *What excites you? What frustrates you? 'What makes you feel at ease? CR5*, and the Ontological approach of outcome, action, emotion and thought:

How can you hold onto the new version of you? What action is required? What emotion do you need? What do you need to let go of? CR1

Co-researchers used psychodynamic techniques with coachees to work on underlying mind sets, in line with Meta Level Coaching (Hall, 2011) Global Coaching (Rosinski, 2010). Interestingly, only one co-researcher used the subject-object interview approach for immunity to change (Kegan & Lahey, 2001).

Identity

Co-researchers agreed their coaching process from a psychological perspective involves humanistic (Rogers, 2009) positive (Seligman, 2011) and personal construct (Kelly, 1963) psychology traditions to raise their coachees self awareness. They supported global nomads to enhance their quality of self perception in their environment. Co-researchers help coachees to clarify identity of self and the constant

themes in their life to support development of a sense of self acceptance.

I'm me totally independent of being Dutch and I'm me because I'm Dutch. CR4

Helping nomads to find their constant style, achieving congruence, reducing inconsistencies and self deception.

Laying down new pathways to help them see some coherent trajectory. CR1.

This is consistent with creating insight and making sense of self stories (Armstrong 2011) and the developmental model (Bachkirova, 2011).

Co-researchers helped their coachees enhance their self confidence by identifying achievements enabling authentic choices on future roles. They helped their coachees to articulate: What ways do I define myself, who I am/am not? What is my existence now? (values, beliefs, goals and aspirations); What is my essence? (continuity, health, body and presence.); What have I achieved? (skills, strengths and accomplishments.). Co-researchers preferred not to use psychometric assessment instruments (Bachkirova, 2011).

Co-researchers verified they coach global nomads to clarify how to keep the best of their inner self and identify activities to meet their emotional needs. Coachees gain a greater understanding of their constant style, being a more integrated and mature connected individualistic self. They come to terms with the need to let go of their family and cultural perspectives, to be able to own their desires and ambitions to be challenged. To be self confident, engaged in their life and obtain authentic happiness.

Letting go of my undermining narrative to hold onto the best version of myself. CR1

Co-researchers help nomads find authenticity in a VUCA global environment, by clarifying their feelings of rootlessness, supporting coachees to clarify their family origins and identify what home and anchoring represent, Burrus (2011).

Where do you come from? What is your nationality? Where would you say your roots are? What's your view of home? Where is home to you? What does being settled mean to you? CR5

I suggest that coaching with a home-world dialogue supports a global nomad to find their position on the continuum from 'home as a place' to combining identity and meaning to being authentic when 'home is a process' and possibly further towards unity of mind, body and soul (Madison, 2010).

Connecting

Co-researchers agreed the coaching process for global nomad from a cultural perspective involves systems, cognitive behavioural and ontological coaching techniques (Moral, 2011; Rosinski, 2010). Helping the nomad to enhance their adaptation skills towards integration is a key aspect of coaching in a VUCA global environment. So managing their personal ecology, the space between themselves and others (Walker, 2004). Global nomads are experienced cross culturally so co-researchers did not use the Cultural Orientation Framework, (Rosinski, 2009). They supported coachees to match their personal culture with their environment, towards achieving cultural ethno-relativity. Coachees chose to change their behaviour to match their environment or move to where they could be their best.

How can you find the best possible synergy with who you are and your environment? What is the best way for you to co-exist with the local culture to find the most fruitful balance? CR2

This is in line with creating oversight in the Integral Coaching Model (Armstrong, 2011) and cultural sensitivity, (Bennett, 1993), Global Coaching (Rosinski, 2010).

Co-researchers help global nomads connect authentically with others through their purpose in a multi-cultural environment, to raise their emotional intelligence and so cultural awareness. They supported their coachees to clarify activities to meet their needs and enhance authentic connections with their colleagues, immediate and extended family and environment.

What contact or activities do you need to participate in? How can you give acknowledgement, attention, appreciation and affection to your colleagues/family/ community? Where, when and how can you achieve this? CR5

Clarifying emotional needs and developing emotional, personal and social competencies is the most important aspect of coaching global nomads enabling them to be personally effective and professionally productive (Bharwaney, 2011). Co-researchers used 360-degree feedback results to stimulate discussion and work on relationships, the transactional model (Bern, 1961), sometimes applying NLP techniques.

What feedback have you had? Have you had the same feedback from other parts of your work/life, e.g. family or friends? How does that feedback sit with you? CR5

Conclusion

The aim of this study was to add to existing research on coaching global nomads, particularly a case study by Burrus (2006) and Madison's (2006) therapeutic study of existential migration issues. I confirmed the issues, approaches and outcomes from previous research and scholarly books (Burrus, 2006; Madison, 2006; Moral, 2011; Rosinski, 2010). The study culminated in adding to the profession a 'fit for purpose' pragmatic coaching approach to support global nomads to find meaning and purpose, clarify their identity and make authentic connections within a global environment. I suggest selection criteria for IHRM when person environment coach matching for global nomads. And I propose a home-world coaching dialogue for global nomads on belonging. The emotional, cultural and spiritual perspectives of coaching at this level contribute towards the development of psychological capital for a global mindset.

The composite approach summarises the themes and qualities of individual coaching signatures and pluralistic coaching approaches to support a global nomad's professional and personal life issues. It is framed by global systems, diversity of cultures and adult learning and; includes tools and techniques from systems, humanistic (person centred, positive, appreciative enquiry), existentialism, behaviourism, cognitive behavioural, psychodynamic psychology. The use of existential, meditation or mindfulness and ontological coaching techniques supports the global nomad's spiritual development, refocusing their self, purpose and relationships, enabling continual presencing, a shift towards unity of mind, body and soul.

I recommend IHRM use person-environment matching for coaching global nomads and allow unrestricted contracts, a holistic approach for coachees developmental agenda to avoid missing underlying challenges. A successful coaching alliance for global nomads based on deep nurtured trust, requires adult executive experience of nomadic work life style, appreciation of 'home as a process' being authentic in the global community and a global mindset. The specific attributes required for coaching a global nomad on critical experience are high emotional and cultural intelligence and, spiritual awareness; with the key qualities of empathy, a non judgemental and holistic approach with global mindset, curiosity, openness, humour and flexibility.

Home-world dialogue is appropriate for coaching global nomads on critical experience to find where in the world they belong, to appreciate themselves and, normalise their nomadic lifestyle. It enables a coachee to determine their own view of 'home as a process' supporting shift towards unity of mind.

Coaching on emotional, spiritual and cultural aspects enhances and normalises psychological capital of global mindset, improving global competencies to become a global citizen. It helps to clarify personal meaning of home and anchoring; find meaning in professional and personal life through authentic choices;

gain a deeper appreciation of nomadic lifestyle; connect and manage space with others by increasing perspective of self and others and; enhancing cultural sensitivity to move in and out of different cultural world views. Coachees may then place themselves where they can be their best, and relate better to their world.

This small heuristic study aimed to capture the reality of a few experienced coaches specialising in coaching global nomads, interpreting and comparing their lived experience with my own. The scope of this research was limited to nine months, the timescale required for a master's degree, whereas a true heuristic study is open ended (Hiles, 2001). The direct evidence from coachees on their coaching outcomes was limited to secondary data from their coaches obtained anonymously due to the highly confidential nature of coaching. Further research may contribute to the squaring of the triangle on the challenge of coaching global nomads by: expanding the body of knowledge on how these coaching approaches are used in practice; gathering evidence from coachees to substantiate the outcomes of coaching global nomads and perhaps repeating the study with coaches of East Asian clients.

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