

**HOW AND WHEN DO PRIOR INTERNATIONAL EXPERIENCES LEAD TO GLOBAL WORK? A
CAREER MOTIVATION PERSPECTIVE**

Eren Akkan, Yih-Teen Lee and B. Sebastian Reiche

Version July 2021

To be published in *Human Resource Management*

Copyright © 2012-2021, Eren Akkan, Yih-Teen Lee and Sebastian Reiche. All rights reserved.

B. Sebastian Reiche, PhD
Professor
IESE Business School
Department of Managing People in Organizations
Ave. Pearson, 21
Barcelona 08034, Spain
Tel: +34 93 602 4491
E-mail: sreiche@iese.edu

How and When Do Prior International Experiences Lead to Global Work? A Career
Motivation Perspective

Abstract

While research suggests a link between individuals' prior international experiences and their future participation in global work, we know little about how and the conditions under which this relationship occurs. Drawing on career motivation theory, we conceptualize global identity as a mediator between individuals' density of prior international experiences—defined as the extent to which time spent in culturally novel countries has provided individuals with developmental opportunities—and their global work aspirations, which in turn leads to their global work involvement. Further, this multi-stage mediation model holds mainly when individuals receive positive feedback regarding their intercultural competencies (i.e., cultural intelligence) from their peers. We test our model using a multi-wave multi-source dataset spanning six years. We discuss implications for the literatures on prior international experiences and global careers.

Keywords: prior international experiences, global work, global identity, receipt of CQ feedback, career motivation theory

With the advance of globalization, organizations increasingly need employees who are motivated to take on *global work*, that is, collaborate across cultural boundaries at work (Hinds, Liu, & Lyon, 2011; Reiche, Lee, & Allen 2019; Shaffer, Kraimer, Chen, & Bolino, 2012). This phenomenon has brought about a burgeoning scholarly interest in understanding individuals' involvement in global work (Kraimer, Bolino, & Mead, 2016; Nurmi & Hinds, 2016; Shaffer et al., 2016; Vaiman, Haslberger, & Vance, 2015). In particular, scholars have proposed that prior international experiences might serve as a critical antecedent for participating in future global work (Baruch, Altman, & Tung, 2016; Cappellen & Janssens, 2005; Ceric & Crawford, 2016; Dickmann, Doherty, Mills, & Brewster, 2008).

However, empirical evidence suggests that simply having had prior international experiences may not *automatically* lead individuals to participate in future global work. For example, the individual may experience little attachment abroad (Kraimer, Shaffer, Harrison, & Ren, 2012), thus reducing the lasting impact the experience could have. Further, experiences abroad may slow down career progress (Georgakakis, Dauth, & Ruigrok, 2016; Kraimer, Shaffer, & Bolino, 2009), hence rendering future global work less appealing. In sum, it is not clear from extant literature *how* and *when* prior international experiences shape people's aspirations towards and involvement in future global work. This shortcoming is likely due to three reasons. First, research has mostly relied on the quantitative aspects of prior international experiences such as the number of countries and the time spent therein (Takeuchi, Li, & Wang, 2019; Takeuchi, Tesluk, Yun, & Lepak, 2005). Notably, studies have rarely attended to the qualitative aspects of experience such as the cultural novelty of countries lived in (for an exception, see Dragoni et al., 2014), even though this factor may offer a more nuanced perspective—or in Tesluk and Jacobs' (1998) words the 'developmental punch'—of such experience, and hence, may profoundly impact people and their career choices. Second, studies linking prior international experiences and various global work-

related outcomes have predominantly investigated the direct effect of such experience (Dragoni et al., 2014; Takeuchi et al., 2019), overlooking the potential explanatory influence of intermediate variables. Third, despite the emerging literature on the influence of various stakeholders on global work outcomes, there is a paucity of studies on how focal individuals' and their colleagues' perspectives jointly influence global career choices (Cappellen & Janssens, 2010).

In this study, we draw on career motivation theory (London, 1983) to explain how individuals' *density of prior international experiences*—which involves both quantitative and qualitative aspects of prior international experiences and which we define as the extent to which time spent in culturally novel countries has provided individuals with developmental opportunities—influences their global work involvement over time. According to career motivation theory, such experiences can lead people to aspire to, and subsequently become involved in global work, as a function of two forms of rationality. First, based on retrospective rationality, prior involvement in certain social environments may affect people's self-definitions, which in turn influence the types of career paths they personally value. Second, individuals' self-definitions feed into prospective rationality processes to influence their aspirations to seek involvement in that career activity. More specifically, people set goals of taking part in a valued future career activity to the extent that their self-definitions are supported by situational signals regarding their effectiveness in that activity, for instance by competence feedback they receive from peers (London & Smither, 1995).

Using the above arguments, we first propose that density of prior international experiences provides individuals with developmental and transformational opportunities that derive from living and working in culturally novel countries for longer periods of time. This experiential construct should lead to global work aspirations to the extent that it creates a sense of belongingness to global work contexts, or a *global identity* (Erez & Gati, 2004; Erez

et al., 2013). Further, *receipt of positive cultural intelligence (CQ) feedback*, or the feedback people receive regarding their capability to function effectively in culturally diverse settings (Ang et al., 2007), should strengthen the mediating influence of global identity. We test our theoretical model (see Figure 1) via a multi-source multi-wave dataset.

Figure 1 goes about here.

Our study makes several theoretical contributions. First, literature has so far been ambiguous regarding the possible link between individuals' prior experiences abroad and their future global work involvement (Baruch et al., 2016; Cappellen & Janssens, 2005; Reiche et al., 2019). Building on career motivation theory, we offer a theoretical explanation for how and when people are driven towards global work. Importantly, contrary to the deterrent role of narrower culture-specific identities for involvement in global work (Tharenou & Caulfield, 2010), we emphasize the enabling role of global identity and the complementary role of feedback on relevant competences for such involvement. Thus, we put the 'global' into global work motivation and choices (Hinds et al., 2011). Second, we draw from the literatures on identity development and prior experience to conceptualize density of prior international experiences as a broader experiential construct that entails both quantitative and qualitative components, and which we argue is foundational for having a global identity (Kohonen, 2008; Erez et al., 2013). This specific conceptualization not only goes beyond the prevailing focus on the quantitative aspects of prior international experiences (Takeuchi et al., 2005; 2019), but also implies that qualitative and quantitative components need to be treated jointly in ways that are theoretically relevant to the phenomenon in concern (Tesluk & Jacobs, 1998).

Third, our findings show that a global identity may not be a sufficient predictor of global work aspirations. Instead, a person's self-definitions stemming from earlier experiences should also be substantiated by competence feedback from external sources. In

other words, those who feel a sense of belonging to global work contexts may need to go through a reality check that confirms their relevant competences for them to aspire to, and actually take part in further global work. We thus contribute to the literature by emphasizing the complementary role of a person's subjective assessments based on retrospective rationality and environmental signals that hold promise for future prospects for setting the goal to participate in such a challenging and risky career activity. Finally, we make an empirical contribution by extending previous studies on global work that have focused mainly on factors related to physical mobility. Given the increase in forms of global work that involve regular virtual interactions, we subsume both psychological and physical mobility under one construct of global work aspirations and provide face validity by tracking individuals over multiple years.

THEORETICAL BACKGROUND

Increased opportunities for global mobility have led individuals to accumulate international experience (Suutari, Mäkela, Brewster, Dickmann, & Tornikoski, 2018; Takeuchi & Chen, 2013). In fact, many people move abroad for their studies (Erez et al., 2013; Richardson & Mallon, 2005) or start their careers with international assignments (Stahl, Chua, Caligiuri, Cerdin, & Taniguchi, 2009). Moreover, an increasing number of individuals initiate their own moves abroad for personal and professional growth (Vaiman et al., 2015). These experiences of taking part in foreign environments may turn out to be transformational (Kohonen, 2008; Kraimer et al., 2012). For instance, as a result of interacting with people who differ from what they are accustomed to, people may define or redefine their selves (Lee, 2010; Shen & Hall, 2009).

The global careers literature points to the need to understand how and when prior international experiences are linked with future global work. For example, personal transformations stemming from these experiences may lead people to place a higher value on

working in an intercultural environment than in their home environment upon return from a global work experience (Kraimer et al., 2012; Suutari, Tornikoski, & Mäkelä, 2012). The allure of global work may surface prior to returning to one's home country (Lazarova & Cerdin, 2007), prompting individuals to proactively search for other opportunities to satisfy their personal needs. Similarly, those who move on their own volition may choose to stay abroad because they start to identify more with intercultural environments (Tharenou & Caulfield, 2010).

While the transformational impact of prior international experiences can play a key role in this link, two questions remain unattended. First, the experiential antecedents of one's identities likely consist of more than simply the number of countries in which a person has spent time. In fact, each international experience may vary in its complexity or challenge, and hence in the potential for individual development and growth (Takeuchi & Chen, 2013). Continuous involvement in culturally novel countries may have a profound transformational impact, since such experiences can be a source of richer insights and an opportunity to broaden cognitive schemas (Dragoni et al., 2014; Neeley & Reiche, 2020). Yet, we do not know how differences in the prolonged experiences of cultural novelty affect future global work choices. Second, global work involves substantial challenges and uncertainty (Black, Mendenhall, & Oddou, 1991; Hinds et al., 2011; Shaffer et al., 2012), and each work instance requires adapting to new demands (Cappellen & Janssens, 2005). Consequently, those who define themselves as 'global' should also be reassured of their capabilities to perform well in further global work. Such reassurance is particularly relevant for those with prior international experiences since research suggests that these individuals potentially face negative impacts of global work on their careers (Bolino, 2007; Kraimer et al., 2011).

To address these questions, we first build on career motivation theory (London, 1983) as our overarching theoretical perspective. We then integrate relevant elements from the

literature on prior experiences (Quiñones, Ford, & Teachout, 1995; Tesluk & Jacobs, 1998) to conceptualize the construct of density of prior international experiences as an experiential antecedent of global identity and a driver of global work.

Career motivation theory and global work

According to career motivation theory (London, 1983), prior experiences influence individuals' career aspirations via the impact of these experiences on their selves. Two specific rationality processes are integral to this theory. First, retrospective rationality reflects the idea that individuals tend to make sense of who they are based on their past actions. Specifically, past experiences abroad influence individuals' subjective self-definitions (Salancik & Pfeffer, 1978). People's attitudes towards taking part in certain types of work are thus determined by the tendency to act in line with these self-definitions. As such, involvement in a specific career path becomes a valued activity for individuals because of their concern for confirming the self-definitions derived from past experiences.

Self-definitions, as individual characteristics developed by retrospective rationality processes, then feed into a second mechanism, prospective rationality, to inform people's career-related aspirations. According to prospective rationality, career aspirations and the resulting behaviors are guided by how individuals "cognitively combine information to determine maximally beneficial alternatives and then direct their behavior in a way most likely to derive those alternatives" (London, 1983: 625). More specifically, while involvement in a certain career path is a valued activity, the career-related benefits of that activity are maximized when the likelihood of performing well is high. Here, career motivation theory suggests that individuals rely on situational information from the social environment to support their self-definitions (London, 1993). Thus, people aspire most to take part in a career activity when their self-definitions are supported by situational factors such as competence feedback received from peers (Smither & London, 1995; Smither, London, & Reilly, 2005).

Because self-definitions play a central role in linking prior experiences to career goals in career motivation theory, we suggest, and explain in greater detail below, that global identity, or a sense of belonging to global work contexts (Arnett, 2002; Erez & Gati, 2004), serves as a relevant intermediate mechanism connecting prior international experiences with global work aspirations. We next describe how relevant components of international experience combine to capture the developmental foundations for having a global identity, and in turn take part in future global work activity.

Density of prior international experiences and global identity

According to the retrospective rationality of career motivation theory (London, 1983), individuals' self-definitions are shaped by their prior experiences. In particular, the content of these experiences can guide their sense of who they are, and in turn, the activities they aspire to take part in. In the case of global work, the extent to which prior experiences assist in navigating the complexity in and feeling part of global work contexts should be relevant. In other words, whether prior international experiences lead to a motivation for global work should depend on the potential richness of these experiences, as well as whether these experiences cover a sufficiently long period to result in a stable self-definition.

In conceptualizing density of prior international experiences, we follow Tesluk and Jacobs (1998), who suggested that relevant "qualitative and quantitative facets can be combined to describe the relative density or the developmental punch offered by certain experiences" (Tesluk & Jacobs, 1998: 323). Specifically, we consider the following facets of prior international experiences for each foreign country in which a person has worked or lived: the *cultural novelty* (a qualitative facet), i.e., the extent to which the attitudes, values and behaviors in a foreign country differ from those of one's home country (Selmer, 2006), and the *time* spent in each foreign country (a quantitative facet). In culturally similar environments (i.e., low novelty) people have little opportunity to experience cultural

information (e.g., values and behaviors) that is distinct from their home culture. By contrast, living or working in culturally novel countries provides the necessary developmental context for interacting with people from distant cultures or working across different cultural values or practices. Hence, cultural novelty denotes the potential richness or complexity of a particular international experience (Tesluk & Jacobs, 1998). Further, longer time spent in culturally novel countries increases the odds of having developmental opportunities associated with taking part in such a challenging environment. The likelihood of sampling culturally novel values or behaviors also increases as people accumulate further experiences in different foreign countries. Therefore, density of prior international experiences should be a multiplicative function of cultural novelty (a qualitative facet) and time spent (a quantitative facet) across *all* countries in which individuals have lived or worked (Neeley & Reiche, 2020). We explain below how density of prior international experiences influences individuals' global identity.

Living in a culturally novel country provides the opportunity to interact with people from distant cultural backgrounds, thereby potentially suppressing culturally stereotypical knowledge and developing favorable intercultural attitudes (Crisp & Turner, 2011). Culturally novel countries also provide individuals with the suitable context to evaluate their fit with a global community consisting of people that espouse a broad variety of cultural norms (Bosma & Kunnen, 2001). Spending longer periods in novel cultures helps individuals learn more about and have a deeper reappraisal of cultural diversity (Maddux, Adam, & Galinsky, 2010). Doing so also increases the chances of interacting and cooperating with distant cultures, leading people to perceive a common fate with cultural others and evaluate them in a positive light (Erez et al., 2013). Hence, longer time spent in culturally novel countries should be associated with a stronger feeling of being part of a community that goes beyond cultural boundaries.

Even international experiences where direct contact with locals is lacking, such as organizational expatriation, may generate a feeling of being ‘global.’ In fact, many expatriates hold boundary spanning roles in which they strive to resolve conflicts, transfer knowledge or create links among subsidiaries in different countries (Harzing, Pudelko, Reiche, 2016; Mäkelä, Barner-Rasmussen, Ehrnrooth, Koveshnikov, 2019). Since these roles require building intercultural relationships, understanding the distinguishing characteristics of novel cultures and finding commonalities between distant cultures, a longer tenure in such roles may entrench the feeling of having a stronger global impact (Peltokorpi & Zhang, 2020). Therefore, holding an expatriate role in culturally novel countries for longer periods may also be a basis for perceiving cultural boundaries as arbitrary and feeling part of a global community (Leung, Qiu, & Chiu, 2014; Rosenmann, Reese, & Cameron, 2016).

Each foreign experience offers the potential to better understand or bridge among distinct cultural values and behaviors. This should lead people to make sense of and build connections among a variety of cultural values, resolving tensions between different cultures (Hermans & Dimaggio, 2007), and perceiving lower levels of intergroup bias (Gaertner et al., 2015). Thus, international experiences in multiple contexts should have cumulative effects on the role of novelty and length of time for an individual’s global identity. In sum, the more novel cultures individuals experience for longer periods of time—that is, the denser their international experiences—the more likely they can expand their group boundaries towards a global community and perceive themselves as global.

Hypothesis 1: Density of prior international experiences is positively related to global identity.

Global identity and global work aspirations

According to career motivation theory, self-definitions are one prominent individual characteristic that is influenced by prior experience and that should lead to career aspirations

(London, 1983). The tendency to maintain self-definitions is the retrospective rationality mechanism that bridges prior experiences and the goals of taking part in a career activity in the future. This mechanism should manifest itself in the context of continuing a global career because the deep intercultural insights people gain via density of prior international experiences can provide them with a global identity.

Prior research shows that identification with a global community results in the willingness to cooperate with individuals from other cultural backgrounds (Buchan et al., 2011). Similarly, global identity was found to be related to a concern for intergroup helping and intergroup empathy (Reysen & Katzarska-Miller, 2013). Given that identities guide people's choices of the groups they select themselves into (Swann, Polzer, Seyle, & Ko, 2004), a global identity is likely to motivate individuals to pursue opportunities that allow them to interact with people from different cultural backgrounds (Arnett, 2002). The global careers literature also suggests that self-definitions such as having a global identity reflect a clearer sense of what one values in terms of careers (Dickmann & Harris, 2005; Shen & Hall, 2009), and people with a global identity narrate their future in terms of taking part in global work (Kohonen, 2008). Thus, taking part in future global work becomes a valuable end and possibly a career goal (Suutari & Mäkelä, 2007). In sum, the retrospective rationality mechanism suggests that global identity—individuals' self-definition as a result of the density of prior international experiences—should lead to global work aspirations.

Hypothesis 2: Global identity is positively related with global work aspirations.

Hypothesis 3: Global identity mediates between density of prior international experiences and global work aspirations.

The moderating role of receipt of CQ feedback

According to career motivation theory, prospective rationality is influenced by the outcomes of retrospective rationality, such as the self-definitions stemming from past

experiences (London, 1983). While taking part in certain career paths may satisfy individuals' need to maintain their self-definitions and becomes a valued activity, prospective rationality goes beyond solely being driven towards valued career activities. Specifically, this rationality process also takes into account the likelihood of benefiting from the involvement in that activity. The individual may assess the potential for beneficial outcomes based on situational signals, for instance via feedback regarding their capabilities for engaging in the career activity (London & Smither, 1995; Smither et al., 2005). In career motivation theory, such feedback is one relevant situational factor that strengthens the relationship between self-definitions and aspirations (London, 1983).

Research shows that people have a tendency to seek feedback from their environment so they can adjust to and attain their goals in a new environment (Ashford, Blatt, & VandeWalle, 2003). Receiving positive feedback regarding one's competences can be particularly relevant in regulating goals since it signals expectancy of success in an activity (Senko & Harackiewicz, 2005). Positive feedback from peers increases people's confidence in succeeding in challenging activities, which further complements the motivation stemming from an interest in the activity (Locke & Latham, 2002). In the context of global work, positive feedback regarding individuals' intercultural competence serves as one such signal from the proximal social environment.

Intercultural competences matter in performing well in work that goes beyond cultural boundaries (Thomas et al., 2015; Vance, 2005). These competences match one's abilities with the demands of the global work setting and increase the likely effectiveness in global work (Dickmann & Harris, 2005). Receiving feedback on intercultural competencies such as CQ is particularly relevant in the case of global work, as this type of work is a highly challenging and risky endeavor (Shaffer et al., 2012). Positive feedback can complement the motivational thrust of global identity by framing future challenges in global work as opportunities rather

than threats, giving people confidence in adjusting well to work abroad (Ren, Shaffer, Harrison, Fu, & Fodchuk, 2014). It may also affirm individuals' perceived effectiveness, thereby reducing risks associated with being involved in global work and promising high levels of performance that are instrumental for their future career (Cappellen & Janssens, 2010). Positive CQ feedback should also enhance confidence in global team membership since it reassures people that they can overcome communication barriers (Maloney & Zellmer-Bruhn, 2006) and even help them emerge as leaders (Lisak & Erez, 2015). By contrast, in case of negative CQ feedback, global identity should have less influence on selecting oneself into a global work context. In sum, receipt of positive CQ feedback should strengthen the positive impact of global identity on being drawn towards future global work.

Hypothesis 4a. Receipt of CQ feedback moderates the positive relationship between global identity and global work aspirations such that the positive effect is stronger when the received CQ feedback is positive.

Hypothesis 4b. Receipt of CQ feedback moderates the mediating effect of global identity between density of prior international experiences and global work aspirations such that the mediation effect is stronger when the received CQ feedback is positive.

Global work aspirations and global work involvement

Consistent with career motivation theory, when individuals are attracted to an activity, for example due to a perceived match with their goals, they are more likely to select that activity (London, 1983). This resonates with prior findings regarding individuals' goals as precursors to their behaviors (Ajzen, 1991). In particular, we expect people with high levels of global work aspirations to place more effort on becoming involved in global work over the course of their careers. Given that intentions facilitate the initiation of goal-directed action (Gollwitzer & Brandstätter, 1997), we suggest that global work aspirations lead to actual involvement in global work over the course of their careers. Hence:

Hypothesis 5a. Global work aspirations is positively related with global work involvement.

According to career motivation theory, retrospective and prospective rationality work together in linking past experiences with future career choices. Retrospective rationality suggests that, as a result of making sense of their past experiences, people define their selves with respect to their social environments. Further, prospective rationality is related with the ways in which people's sense-making drive their motivations to take part in a career activity and the resulting behaviors. In other words, past experience influences their self-definitions, which in turn motivate individuals towards becoming involved in a career activity. Using this framework, we proposed density of prior international experiences as the experiential basis that leads to having a global identity. We also suggested that global identity leads people to have global work aspirations and, subsequently, to actually take part in global work. In sum, we posit the following:

Hypothesis 5b. Density of prior international experiences is positively related with global work involvement via the serial mediation of global identity and global work aspirations.

While individual perceptions and attitudes play a critical mediating role in linking past experience with future career activities, career motivation theory also emphasizes the complementary influence of situational variables, and specifically the feedback from peers as part of the prospective rationality mechanism (London, 1983; Smither et al., 2005). In the context of global work, we proposed that the receipt of positive CQ feedback from peers reassures individuals of their competences, thereby strengthening the motivational effect of global identity. We also suggested global identity and global work aspirations as serially mediating between density of prior international experiences and global work involvement.

Taken together, we propose the receipt of positive CQ feedback as positively moderating this serial mediation.

Hypothesis 5c. Receipt of CQ feedback moderates the serial mediating effect of global identity and global work aspirations between density of prior international experiences and global work involvement such that the indirect effect is stronger when the received CQ feedback is positive.

METHODS

We collected multi-source multi-wave data across five time points from two cohorts of experienced professionals from their initial enrolment to an MBA program at a European business school to four years after graduation from the program, spanning a total period of six years for each cohort. The first cohort joined the program in 2009 while the second cohort started the program in 2011. In doing so, we were able to gain access to objective information regarding their prior international experiences, as well as subjective information regarding their global identity, their global work aspirations, and their global work involvement. Further, to maximize learning, the program assigned all participants to multicultural project teams consisting of members who came from different cultural backgrounds. Specifically, the program used an algorithm that maximizes team diversity in terms of participants' nationality, gender, and prior education/professional background. All team members worked closely with each other on collective projects on a daily basis, which allowed them to observe each other's competences in working effectively in these multicultural contexts and provide feedback in this regard. The admission to the program requires significant prior work experience (usually between three to five years), and students came from a wide range of different national backgrounds.

The timeline for data collection is shown in Figure 1. First, we obtained objective information on students' international experience prior to the MBA program from their

application package, around six months before starting the program (T1). This information includes all countries in which they previously worked and studied, and the amount of time they spent in these countries for work and study purposes. At a second time point, we collected self-report assessments of students' global identity one month prior to program start (T2). After the students worked for three months in culturally diverse teams, we collected CQ feedback from immediate teammates for each individual (T3). Fourth, we measured participants' global work aspirations one year after they started the program (T4). Finally, we contacted the participants four years after their graduation (i.e., a total of six years after program start) to ask for their actual global work involvement (T5). We chose a period of four years to reflect that the business school's MBA graduates often change jobs within the first two to three years of graduation and that their second job better represents their career aspirations. With information collected at different time points and through different methods, we mitigated the risk of common method bias (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003).

Out of the 420 people across both cohorts, 237 completed the T2 survey (56.4 percent response rate). We received complete responses from the peers of 233 focal individuals at T3 (55.5 response rate) and from 168 focal individuals at T4 (40.0 percent response rate). Of the 168 individuals, we received responses from 121 individuals in the last wave of data collection at T5 (28.8 percent response rate). This represents our final dataset for whom we have matched data on all self-rated and peer-rated constructs. A total of 80.1 percent of these 121 respondents were male, and the average age was 31.7 years. The average work experience was 50.9 months, out of which the mean for prior international experiences was 18.9 months. The respondents represented 36 different countries, with 64 being European Union citizens.

Measures

Density of prior international experiences (Time 1). According to our conceptualization, density of prior international experiences is a composite function that is calculated by summing the time-weighted cultural novelties of the foreign countries in which a person has lived or worked. Note that the summing captures the total number of foreign countries and therefore explicitly takes into account that a person may have experienced multiple foreign countries. To that end, we took into account the experiences abroad both for work and study purposes, as both are crucial for one's identity (Adams & Marshall, 1996). In particular, research suggests that one's cultural identities tend to be shaped more during one's formative years, including primary, secondary and tertiary education (Schwartz, Côté, & Arnette, 2005). We based the cultural novelty measure on Hofstede and Hofstede's (2005) updated cultural dimensions. We also tested our theoretical model using Ronen & Shenkar's (2013) cultural clusters, and we obtained similar results. The formula we used to denote density of prior international experiences is as follows:

$$\text{Density of Prior Int. Exp.} = \sum_{\text{Host C. } i=1}^n (\text{Cultural Novelty}_{\text{Home C.}-\text{Host C. } i} \times \text{Time Spent in Host C. } i)$$

We used Kandogan's (2012) method to calculate the cultural distance between country dyads. This measure is a revised version of Kogut and Singh's (1988) approach, which takes into consideration the correlations between the four dimensions of power distance, individualism-collectivism, masculinity-femininity, and uncertainty avoidance in calculating the Euclidean distance. Hence, for each country in which a person has worked or studied, we multiplied the cultural novelty score by the number of months spent in that location, and we took the aggregate value to denote density of prior international experiences.

Global identity (Time 2). As part of the first survey, we introduced Shokef and Erez's (2008) 5-item global identity scale. A sample item was "I would define myself as a citizen of the global world". Response options ranged from 1 (*strongly disagree*) to 7 (*strongly agree*). We averaged the five items to create a scale score (alpha = 0.84).

Receipt of CQ feedback (Time 3). To operationalize this construct, we asked participants' peers in their multicultural teams to assess the focal individual's CQ. The result of this assessment was later communicated explicitly to each focal individual as part of the formal learning process of the program. Following prior studies (Kim & Van Dyne, 2012; Lee et al., 2018; Ng, Van Dyne, Ang, 2018), we administered the 20-item CQ scale of Van Dyne, Ang, and Koh (2008) to each focal individual's peers. A sample item was "S/he adjusts his/her cultural knowledge as s/he interacts with people from a culture that is unfamiliar to him/her". Each person's CQ was rated by up to eight interaction partners with whom the individual was collaborating in a multicultural team during the program. The response options ranged from 1 (*strongly disagree*) to 7 (*strongly agree*). The inter-rater reliability (ICC1 = 0.34, ICC2 = 0.78) and inter-rater agreement scores ($r_{wg} = 0.88$) provide us with confidence in aggregating the peer-rated scores to the focal individual level. The alpha coefficient is 0.95.

Global work aspirations (Time 4). As there was no extant scale measuring this construct, we developed a new one. Our goal was to first introduce a concise approach to represent the various types of global work in one construct. To develop our scale, we built on the work on managerial aspirations (Tharenou & Terry, 1998). In line with the content of global work, we reworded the questions such that the items covered individuals' aspirations for cross-border mobility and for cross-border responsibilities (please see the Appendix for all eight items). The response options ranged from 1 (*strongly disagree*) to 7 (*strongly agree*).

To assess the construct validity of the scale, we collected data from a separate sample of 282 experienced individuals. We ran an exploratory factor analysis on this sample. Using a minimum eigenvalue of 1 and running an oblimin rotation, all eight items loaded on one factor (see Appendix). We then ran a confirmatory factor analysis on our original sample using data from 121 participants who answered the scale items. Using maximum likelihood estimation, we compared the fit of a second-order factor model with a first-order one. The

one-factor model had a poor fit: $\chi^2/df = 11.30$ ($p < 0.001$), CFI = 0.78, TLI = 0.69, SRMR = 0.08, RMSEA = 0.29). However, the second-order factor yielded a better fit: $\chi^2/df = 3.04$ ($p < 0.001$), CFI = 0.96, TLI = 0.94, SRMR = 0.04, RMSEA = 0.13). A likelihood ratio test provided evidence towards the first-order model being nested in the second-order model ($p < 0.001$). We averaged all items to create an average score ($\alpha = 0.93$).

Global work involvement (Time 5). We provided participants with a definition of global work and asked them to rate on a scale from 1 to 5 the extent to which they had been involved in global work in the last four years upon graduation on a scale from 1 (*not at all*) to 5 (*to a very high extent*). To provide participants with a concrete explanation of what we mean by global work, in our definition we subsumed all six types of global work (expatriation, flexpatriation, short-term assignments, international business travel, global virtual team membership, and working as a global domestic employee) mentioned in Shaffer and colleagues' (2012) work. Our measure is reproduced in the Appendix.

Control variables. We chose control variables that are theoretically relevant for our model, following the recommendations of Becker (2005). We considered home-country identity as the first control variable. Whereas global identity is a push factor towards collaborating across cultures, home-country identity may act as a pull factor towards domestic work. As suggested by Arnett (2002), home-country identity and global identity may coexist; thus, they are not expected to form two extremes of the same scale. To measure home-country identity, we modified the 5-item global identity scale of Shokef and Erez (2006; 2008). A sample item was "I define myself based on my nationality" ($\alpha = 0.85$). As we considered two cohorts in our study, we coded cohort as a dichotomous variable to account for the possibility that the value of our endogenous variables differed between cohorts. Further, we controlled for participants' age (in years) and gender (1 = female; 2 = male).

RESULTS

Preliminary analyses

Prior to hypothesis testing, we conducted a series of confirmatory factor analyses (CFA) to investigate the measurement model and the risk of common-source bias (Podsakoff et al., 2003). First, we tested for discriminant validity. The best fit was a model consisting of global identity and the two factors that made up global work aspirations ($\chi^2/df=2.62$, RMSEA=0.12, CFI=0.92, SRMR=0.06), compared with a one-factor model consisting of global identity and global work aspirations ($\chi^2/df=8.67$, RMSEA=0.25, CFI=0.60, SRMR=0.17). We also conducted further analyses to rule out the risk of common method bias by applying the single unmeasured latent factor technique (Podsakoff et al., 2003). To that end, in a first measurement model we allowed the items of all constructs to only load on their corresponding factors ($\chi^2=302.11$, $df=143$). In a second model, we let the items of all self-rated constructs load onto a single unmeasured factor in addition to their corresponding factors ($\chi^2=306.75$, $df=147$). There was no significant difference between the two models ($p = 0.326$), which provided us with confidence that common method bias was not a concern.

Hypothesis testing

We used the single indicator (SI) method (Bollen, 1989) for testing the direct effects and mediation hypotheses. The SI method is an extension of the traditional structural equation modeling (SEM) approach. It is appropriate for our study in two ways. First, as the SI method takes into account measurement error terms, it yields parameter estimates that are less biased than regression analysis. Second, when the sample size is small relative to the total number of indicators in the model, it overcomes issues related with increased standard errors of the traditional SEM method using all scale indicators (Ledgerwood & Shrout, 2011). Hence, we followed the fixed-reliability SI method suggested by Savalei (2019). To that end, we averaged items of all scales to create a scale score for each construct and used these scale values as single indicator of all corresponding latent variables in concern. Then, to account for

measurement errors, we set the error term of each latent variable to $[(1-0.8)\rho^2]$, where ρ^2 denotes the variance of the variable in concern (Savalei, 2019). The correlations among all variables (not centered) are shown in Table 1.

Table 1 goes about here.

Our theoretical model is a serial mediation consisting of four variables linked by three paths (H1, H2, H5a) ($\chi^2/df=1.23$, RMSEA=0.04, CFI=0.94, SRMR=0.07). We compared this mediation model with an alternative model in which all indirect effects were constrained to zero. A likelihood ratio test between the two models shows that the constrained one had a significantly worse fit than the unconstrained one ($\Delta\chi^2 = 17.4$, $p < 0.001$). This finding implies that a mediation model is more suitable than a direct effect model. We report path coefficients associated with all three stages (H1, H2, H5a) from this best-fitting SI model, as well as indirect effects for H3 and H5b below.

As we did not have sufficient degrees of freedom to test our moderation and moderated mediation hypotheses with SEM, we used Hayes' (2017) PROCESS macro. This is a path-analytic method that allows researchers to test moderated mediation models in an integrated rather than a piecemeal way. This approach has been used in various recent studies in the management field (Chen & Nadkarni, 2017; Graham et al., 2020; Miron-Spektor, Ingram, Keller, Smith, & Lewis, 2018). We used a resampling method with 10,000 bootstrap samples. Prior to the moderation and moderated mediation analyses, we mean-centered all variables to avoid multicollinearity between interaction terms.

Hypothesis 1 suggests that density of prior international experiences is positively related with global identity. We found that density of prior international experiences predicts global identity ($b = 0.044$, $p = 0.030$, 95% CI [0.004, 0.083]), providing evidence towards

Hypothesis 1. Hypothesis 2 suggests that global identity positively affects global work

aspirations. Global identity is indeed positively related with global work aspirations, but the effect is only marginally significant ($b = 0.222$, $p = 0.065$, 95% CI [-0.014, 0.457], 90% CI [0.024, 0.419]). Therefore, Hypothesis 2 is not supported. Hypothesis 3 suggests that global identity mediates between density of prior international experiences and global work aspirations. This hypothesis is not supported since zero is included within the bias-corrected confidence intervals (indirect effect = 0.010, 95% CI [-0.004, 0.023]).

According to Hypothesis 4a, receipt of CQ feedback should moderate the positive influence of global identity on global work aspirations such that the effect should be stronger when the received CQ feedback is positive. Once the interaction effect of receipt of CQ feedback and global identity is entered into the regression equation, this interaction effect significantly predicted global work aspirations ($b = 0.428$, $p = 0.017$, 95% CI [0.078, 0.778]). Simple slopes analysis (Figure 2) shows that in cases of receipt of positive CQ feedback (i.e., one standard deviation above the mean), the effect of global identity on aspirations is heightened and is significantly different from zero ($b = 0.358$, $p = 0.001$). This supports Hypothesis 4a. Interestingly, this effect disappears when receipt of CQ feedback is negative (i.e., one standard deviation below the mean) ($b = -0.081$, $p = 0.566$). Hypothesis 4b suggests that receipt of CQ feedback moderates the indirect link between density of prior international experiences and global work aspirations. Using Hayes' (2017) Model 14 and controlling for the significant paths in our SEM analyses, we observe that the index of moderated mediation is significant (index = 0.019, 95% CI [0.000, 0.044]). Further, the indirect effect is significant when receipt of CQ feedback is positive (indirect effect = 0.015, 95% CI [0.001, 0.034]) while it is not significant at neutral (indirect effect = 0.006, 95% CI [-0.001, 0.017]) and negative (indirect effect = -0.003, 95% CI [-0.017, 0.010]) levels of CQ feedback. This supports Hypothesis 4b.

Figure 2 goes about here.

According to Hypothesis 5a, global work aspirations should positively influence global work involvement. The relationship is indeed positive and significant ($b = 0.265$, $p = 0.016$, 95% CI [0.049, 0.481]), supporting Hypothesis 5a. Hypothesis 5b suggests that density of prior international experiences and global work involvement are related via the serial indirect effect of global identity and global work aspirations. However, our SI method results indicate that the indirect effect is not significant (index = 0.003, 95% CI [-0.001, 0.007]), and therefore Hypothesis 5b is not supported. Finally, we tested Hypothesis 5c using Hayes' (2017) Model 91, which suggests that receipt of CQ feedback positively moderates the serial indirect effect of global identity and global work aspirations between density of prior international experiences and global work involvement. The index of moderated mediation is positive and significant (index = 0.004, 95% CI [0.000, 0.011]), which supports Hypothesis 5c. Similar to our findings in Hypothesis 4b, the indirect effect is significant only at positive levels of CQ feedback (indirect effect = 0.004, 95% CI [0.000, 0.009]), while it is not significant at neutral (indirect effect = 0.001, 95% CI [-0.000, 0.005]) or negative (indirect effect = -0.001, 95% CI [-0.004, 0.003]) levels of CQ feedback.

Robustness checks

We checked for the possible risk of endogeneity (Antonakis, Bendahan, Jacquart, & Lalive, 2010) in the relationship between density of prior international experiences and our first-stage mediating variable global identity. While our theory relies on density of prior international experiences influencing a person's global identity, one might suspect that those who had already developed global identity were more likely to have spent time abroad. Because our dataset does not account for the change in these variables before and after people's experiences abroad, we used two-stage least squares (2SLS) regression analysis with an instrumental variable approach to address this concern (Antonakis et al., 2010).

To identify an instrumental variable that would be correlated with density of prior international experiences, but not with the error term in the regression equation that explains a person's global identity (i.e., the first stage in our mediation model), we opted for a home country-based variable that increases the likelihood of one's cross-border mobility options. The export of goods and services (% GDP) is an appropriate choice because the more a country dedicates to exports per GDP and hence international trade, the more likely that its citizens will have the opportunity to be involved in cross-border interactions with other countries, thus having such mobility options. We coded for the interaction of the export of goods and services (% GDP) and the individual's age (OECD, 2014), to account for the opportunities for an individual to involve in cross-border experiences. Using this variable as an instrument for density of prior international experiences, the first-stage statistics show that this is an appropriate instrument for our cases ($p < 0.01$). The Wu-Hausman (value = 0.002, $p = 0.963$) and the Durbin (value = 0.002, $p = 0.962$) statistics were not significant, implying that we cannot reject the null hypothesis that the variable is exogenous. Thus, endogeneity is unlikely to be an issue in our analyses.

DISCUSSION

Our aim was to understand how and when density of prior international experiences drives individuals towards future global work. To explain this relationship, we applied career motivation theory. Specifically, we conceptualized density of prior international experiences as an experiential antecedent of global identity, which in turn influences global work aspirations and global work involvement. Our findings indicate that this multiple-stage mediation relationship holds when individuals receive positive CQ feedback. However, this mediating relationship does not hold in cases where individuals received neutral or negative levels of CQ feedback. By tracking individuals over a six-year period, our theory and analyses

provide detailed insights into how and the conditions under which density of prior international experiences leads individuals towards future global work.

Theoretical and empirical contributions

This study makes several contributions. First, our findings have implications for the literature on prior international experiences by explicating the mechanisms through which such experience drives future global work. For example, while scholars have provided conceptual arguments for why prior international experiences and future global work should be positively related (Baruch et al., 2016; Ceric & Crawford, 2016), some studies have pointed to reasons for why this may not necessarily be the case (e.g., Georgakakis et al., 2016; Kraimer et al., 2009). Relatedly, the literatures on the value of prior international experiences (Kohonen, 2008; Takeuchi et al., 2005) and the antecedents of involvement in global work (Dickmann et al., 2008; Nurmi & Hinds, 2016) have thus far been insufficiently connected. Our study links these two research streams by drawing on career motivation theory and explaining the pathway through and conditions under which density of prior international experiences as a broader conceptualization of prior international experiences lead to future global work.

By focusing on global identity as a mediating pathway and the complementary role of feedback on relevant competences as a moderator, we contribute to the global work and global careers literatures. Specifically, previous studies have predominantly relied on culture-specific identities as predictors for crossing cultural boundaries for work (Tharenou & Caulfield, 2010). However, the question of how individuals are driven towards global work calls for understanding the role of feelings of being global. By analyzing this mediating effect above and beyond cultural identities (i.e., home-country identity), our study unveils how individuals make sense of their prior international experiences to meaningfully translate them into future global careers. While we argued that global identity serves as a mediating

mechanism, our findings show a more complex pattern. Specifically, global identity helps people continue with a global career path *only if* they receive affirmation by their colleagues from other cultures regarding their competence to do so. In the words of Hinds and colleagues (2011), this approach allows us to ‘put the global in global work’ and explain the ways in which people take on successive global work experiences and continue their global careers (Suutari et al., 2012; Thomas et al., 2005).

Second, we contribute to the literature on prior international experiences by conceptualizing the construct of density of prior international experiences as an antecedent of global identity, and relatedly, a driver of global work. Research explaining the consequences of prior international experiences usually relies on quantitative components of experience such as the number of countries and the time spent in these countries (see Maddux, Lu, Affinito, & Galinsky, 2020 for a comprehensive review). In the context of global work, little research has delved into how prior experiences may differ in their complexity or developmental aspects (Dragoni et al., 2014; Le & Kroll, 2017). Our theorization builds on this literature to propose cultural novelty as a critical component of density of prior international experiences.

Further, while our conceptualization of density of prior international experiences is guided by career motivation theory, we specifically drew on the identity literature to tap into the subtleties of this construct, utilizing relevant components of prior international experiences (Takeuchi & Chen, 2013) and combining the relevant components in meaningful ways. For instance, many studies in the global work literature relied on the impact of *work* experiences because it is mainly at work that related outcomes such as strategic thinking competencies and effectiveness in completing work tasks can be fostered (Dragoni et al., 2014; Takeuchi et al., 2019). At the same time, self-definitions are more likely to be developed during formative years (Adams & Marshall, 1996; Schwartz et al., 2005) and, thus,

study experiences should as well contribute to feelings of belonging to a global community. In fact, post hoc analyses suggest that the predicted effects of density of prior international experiences on global work involvement only hold when we consider work and study experiences jointly rather than separately. This implies that we need to capture the full range of salient developmental experiences to study global identity. Notably, this approach emphasizes that the phenomenon or theory in concern should guide the selection and combination of the various components of prior experiences.

Third, this study extends the global careers literature by integrating both a focal person's subjective self-view and social feedback in predicting global work aspirations. Empirical studies on global work motivations so far have mainly considered individuals' personal assessments of fit or interest in different types of global work (Dickmann et al., 2008; Shen & Hall, 2009; Tharenou, 2008; Tharenou & Caulfield, 2010). Yet, such aspirations may require favorable assessments of suitability not only by the focal person him- or herself but also by relevant others. In fact, career motivation theory's emphasis on both individual and situational characteristics guided us to theorize that assessing oneself as 'global' and being assessed as competent by others play a complementary role. In fact, our results reveal a boundary condition for how the motivation towards a global career unfolds: we found that individuals who perceive themselves as 'global' may still refrain from seeking involvement in global work activities when they are confronted with neutral or negative competence feedback from their peers. In other words, even if prior experience leads individuals to perceive themselves as suitable for a particular type of work, people need to be constantly reassured of their success in this type of work given it may involve new challenges and risks pertaining to their future career.

Our test of the main tenets of career motivation theory in the context of a highly challenging career activity such as global work has implications for the theory itself. London

(1983) suggested that career motivation is not only driven by self-definitions resulting from prior experiences but also the extent to which individuals can be resilient in that career activity. Specifically, we observed that our proposed identity-related mechanism holds mainly when peers provide positive competence feedback related with the activity. This finding underscores the importance of recent competence feedback from relevant situational sources (Smither et al., 2005) so that the self-narratives individuals construct as a result of their prior experience indeed have an aspirational thrust for their future careers. More broadly, retrospective rationality processes may not be sufficient in triggering career motivations, but also need to be complemented by situational signals that hold promise for prospective rationality, particularly if the career activity in concern is risky or challenging.

Finally, we also make an empirical contribution by developing a measurement scale of global work aspirations that subsumes different types of global work, including global virtual teamwork, global domestic work and international business travel. We further validated the scale and provided face validity by collecting data from our sample a few years after measuring their aspirations. The development and validation of this scale suggest that, at positive levels of CQ feedback, the aspirational influence of global identity can be satisfied not only by expatriation, but also by other types of global work including interacting with cultural others via virtual means. Therefore, this study also extends the nascent literature on global work (Reiche et al., 2019; Shaffer et al., 2012) by integrating physical and psychological mobility at work. Because the construct of global work aspirations takes a proactive rather than reactive stance towards global work, it also offers the possibility to study a range of self-initiated forms of global work that go beyond the expatriation context such as foreign entrepreneurial ventures or global freelancing. While we acknowledge that global work may be defined along criteria that capture such work more comprehensively, such as the tripartite taxonomy offered by Shaffer and colleagues (2012), our main goal was to find a

ready way to subsume increasingly different types of global work under one easily measurable construct. We encourage researchers to explore and find more comprehensive ways to measure global work involvement.

Practical Implications

This research has a number of implications for global work and international HRM. First, our study suggests that having worked or studied abroad for longer periods of time and in culturally more novel contexts has positive implications for individuals' readiness to take on global work, which is relevant to multinational organizations in the long term. This finding is particularly critical in a globalized context where higher numbers of individuals may be relocating to foreign countries or taking on global work responsibilities remotely. Having worked or studied abroad, individuals feel greater belongingness to global work contexts and, in turn, experience a greater affinity to interacting with cultural others and learning to value diversity. These attitudes are valuable for organizations because they allow individuals to emerge as leaders in multicultural teams and facilitate effective collaboration more broadly (Lisak & Erez, 2015; Lisak et al., 2016). As a result, multinationals may be well advised to support or sponsor international experience such as intercultural exchanges in secondary and tertiary education settings.

Second, selecting global employees is a critical decision for multinational organizations given the costs it entails and the strategic importance of global operations to multinational organizations. Our findings show that while density of prior international experiences may be a source of global identity, simply evaluating such experience may not be sufficient for making an informed choice about whether employees are suitable for global work. In particular, to ensure selecting employees who are driven towards global work, it would be beneficial for organizations to have a systematic and thorough analysis of a candidate's prior international experiences and consider the employee's global identity brought about by prior

cross-border experience. To date, organizations have primarily focused on developing individuals' competences, including CQ, rather than assisting in their identity development (Reiche, Lee, & Quintanilla, 2012). To make the most out of individuals' prior international experiences, cross-cultural training can be designed to help individuals reflect on their self-definitions and how these are shifting as a result of individuals' transformative experiences. Finally, our finding that receipt of less positive CQ feedback removes the positive influence of global identity on global work aspirations suggests that organizations should invest more effort in providing relevant feedback regarding individuals' intercultural competences, for example as part of regular performance evaluation cycles.

Limitations, Future Research and Conclusions

Despite the multiple strengths of our study involving the use of multi-source, multi-wave data with both objective and subjective measures, our results must be viewed in light of a few limitations. First, we measured identity only at one time point. The temporal separation with our other substantive variables fulfills the need to establish causality in our study. However, global identity can be dynamic and continue to evolve, yet we did not capture whether it changed over time. Similarly, we do not know whether one's global work aspirations or global work involvement are driven by earlier or current levels of global identity. We aimed to address this concern by using an instrumental variables approach, which suggested no threat of endogeneity. Future research may adopt a purely longitudinal design with repeated measures of key variables, including global identity, to obtain a more comprehensive understanding of such dynamics.

Second, our longitudinal design across five different time points resulted in attrition of participants from the dataset. While we were able to detect a significant moderation effect by receipt of CQ feedback, we did not find a statistically significant effect of global identity on global work aspirations. This is likely due to sample attrition and the resulting lower sample

size. Testing our mediation predictions with a larger longitudinal sample would allow future research to pinpoint more accurately whether receipt of positive CQ feedback indeed has a threshold effect.

While our goal in this study was to examine the mechanism through which prior international experiences translate into future global work involvement, we encourage future research to study in greater depth the quality-related aspects of prior international experiences, including the types of social circles individuals were embedded in and the extent to which they felt satisfied with particular experiences. Moreover, it would be insightful to test how the timing of different types of international experiences in one's lifespan may play out for individuals' self-definitions and the activities into which they select themselves (Tesluk & Jacobs, 1998).

Globalization provides individuals with opportunities to work across cultural boundaries while also shaping their identities. It is imperative not only to consider that density of prior international experiences may lead to future global work but also to understand the mechanisms through which this translation occurs. We believe that by integrating global identity, global work aspirations and the role of CQ feedback from relevant others we have provided a more encompassing and a more refined perspective on how global work unfolds over time, and we hope to stimulate future research to expand our findings.

REFERENCES

- Adams, G. R., & Marshall, S. K. (1996). A developmental social psychology of identity: Understanding the person-in-context. *Journal of Adolescence*, 19(5), 429-442.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.
- Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review*, 3(3), 335-371.
- Antonakis, J., Bendahan, S., Jacquart, P., & Lalive, R. (2010). On making causal claims: A review and recommendations. *The Leadership Quarterly*, 21(6), 1086-1120.
- Arnett, J. J. (2002). The psychology of globalization. *American Psychologist*, 57(10), 774.
- Ashford, S. J., Blatt, R., & VandeWalle, D. (2003). Reflections on the looking glass: A review of research on feedback-seeking behavior in organizations. *Journal of Management*, 29(6), 773-799.
- Baruch, Y., Altman, Y., & Tung, R. L. (2016). Career mobility in a global era: Advances in managing expatriation and repatriation. *Academy of Management Annals*, 10(1), 841-889.
- Becker, T. E. (2005). Potential problems in the statistical control of variables in organizational research: A qualitative analysis with recommendations. *Organizational Research Methods*, 8(3), 274-289.
- Black, J. S., Mendenhall, M., & Oddou, G. (1991). Toward a comprehensive model of international adjustment: An integration of multiple theoretical perspectives. *Academy of Management Review*, 16(2), 291-317.
- Bolino, M. C. (2007). Expatriate assignments and intra-organizational career success: Implications for individuals and organizations. *Journal of International Business Studies*, 38(5), 819-835.
- Bollen, K. A. (1989). A new incremental fit index for general structural equation models. *Sociological Methods & Research*, 17(3), 303-316.
- Bosma, H. A., & Kunnen, E. S. (2001). Determinants and mechanisms in ego identity development: A review and synthesis. *Developmental Review*, 21(1), 39-66.
- Buchan, N. R., Brewer, M. B., Grimalda, G., Wilson, R. K., Fatas, E., & Foddy, M. (2011). Global social identity and global cooperation. *Psychological Science*, 22(6), 821-828.

- Cappellen, T., & Janssens, M. (2005). Career paths of global managers: Towards future research. *Journal of World Business*, 40(4), 348-360.
- Cappellen, T., & Janssens, M. (2010). Enacting global careers: Organizational career scripts and the global economy as co-existing career referents. *Journal of Organizational Behavior*, 31(5), 687-706.
- Ceric, A., & Crawford, H. J. (2016). Attracting SIEs: Influence of SIE motivation on their location and employer decisions. *Human Resource Management Review*, 26(2), 136-148.
- Chen, J., & Nadkarni, S. (2017). It's about time! CEOs' temporal dispositions, temporal leadership, and corporate entrepreneurship. *Administrative Science Quarterly*, 62(1), 31-66.
- Crisp, R. J., & Turner, R. N. (2011). Cognitive adaptation to the experience of social and cultural diversity. *Psychological Bulletin*, 137(2), 242.
- Dickmann, M., Doherty, N., Mills, T., & Brewster, C. (2008). Why do they go? Individual and corporate perspectives on the factors influencing the decision to accept an international assignment. *The International Journal of Human Resource Management*, 19(4), 731-751.
- Dickmann, M., & Harris, H. (2005). Developing career capital for global careers: The role of international assignments. *Journal of World Business*, 40(4), 399-408.
- Dragoni, L., Oh, I. S., Tesluk, P. E., Moore, O. A., VanKatwyk, P., & Hazucha, J. (2014). Developing leaders' strategic thinking through global work experience: The moderating role of cultural distance. *Journal of Applied Psychology*, 99(5), 867.
- Erez, M., & Gati, E. (2004). A dynamic, multi-level model of culture: from the micro level of the individual to the macro level of a global culture. *Applied Psychology*, 53(4), 583-598.
- Erez, M., Lisak, A., Harush, R., Glikson, E., Nouri, R., & Shokef, E. (2013). Going global: Developing management students' cultural intelligence and global identity in culturally diverse virtual teams. *Academy of Management Learning & Education*, 12(3), 330-355.
- Gaertner S.L., Dovidio J.F., Guerra R., Hehman E., Saguy T. 2015. A common ingroup identity: Categorization, identity, and intergroup relations. In T.D. Nelson, *Handbook of Prejudice, Stereotyping, and Discrimination*, vol.2, 433:454. New York: Psychology Press.

- Georgakakis, D., Dauth, T., & Ruigrok, W. (2016). Too much of a good thing: Does international experience variety accelerate or delay executives' career advancement? *Journal of World Business*, 51(3), 425-437.
- Gollwitzer, P. M., & Brandstätter, V. (1997). Implementation intentions and effective goal pursuit. *Journal of Personality and Social Psychology*, 73(1), 186.
- Graham, K. A., Resick, C. J., Margolis, J. A., Shao, P., Hargis, M. B., & Kiker, J. D. (2020). Egoistic norms, organizational identification, and the perceived ethicality of unethical pro-organizational behavior: A moral maturation perspective. *Human Relations*, 73(9), 1249-1277.
- Harzing, A. W., Pudelko, M., & Sebastian Reiche, B. (2016). The bridging role of expatriates and inpatriates in knowledge transfer in multinational corporations. *Human Resource Management*, 55(4), 679-695.
- Hayes, A. F. (2017). Introduction to mediation, moderation, and conditional process analysis: A regression-based approach. New York: Guilford press.
- Hermans, H. J., & Dimaggio, G. (2007). Self, identity, and globalization in times of uncertainty: A dialogical analysis. *Review of General Psychology*, 11(1), 31-61.
- Hinds, P., Liu, L., & Lyon, J. (2011). Putting the global in global work: An intercultural lens on the practice of cross-national collaboration. *Academy of Management Annals*, 5(1), 135-188.
- Hofstede, G., & Hofstede, G. J. 2005. *Cultures and organizations: Software of the mind* (2nd ed.). New York: McGraw-Hill.
- Kandogan, Y. 2012. An improvement to Kogut and Singh measure of cultural distance considering the relationship among different dimensions of culture. *Research in International Business and Finance*, 26(2), 196–203.
- Kim, Y. J., & Van Dyne, L. (2012). Cultural intelligence and international leadership potential: The importance of contact for members of the majority. *Applied Psychology*, 61(2), 272-294.
- Kohonen, E. (2008). The impact of international assignments on expatriates' identity and career aspirations: Reflections upon re-entry. *Scandinavian Journal of Management*, 24(4), 320-329.
- Kogut, B., & Singh, H. 1988. The effect of national culture on the choice of entry mode. *Journal of International Business Studies*, 19(3), 411–432.

- Kraimer, M., Bolino, M., & Mead, B. (2016). Themes in expatriate and repatriate research over four decades: What do we know and what do we still need to learn? *Annual Review of Organizational Psychology and Organizational Behavior*, 3, 83-109.
- Kraimer, M. L., Shaffer, M. A., & Bolino, M. C. (2009). The influence of expatriate and repatriate experiences on career advancement and repatriate retention. *Human Resource Management*, 48(1), 27-47.
- Kraimer, M. L., Shaffer, M. A., Harrison, D. A., & Ren, H. (2011). No place like home? An identity strain perspective on repatriate turnover. *Academy of Management Journal*, 55(2), 399-420.
- Lazarova, M. B., & Cerdin, J. L. (2007). Revisiting repatriation concerns: Organizational support versus career and contextual influences. *Journal of International Business Studies*, 38(3), 404-429.
- Le, S., & Kroll, M. (2017). CEO international experience: Effects on strategic change and firm performance. *Journal of International Business Studies*, 48(5), 573-595.
- Ledgerwood, A., & Shrout, P. E. (2011). The trade-off between accuracy and precision in latent variable models of mediation processes. *Journal of Personality and Social Psychology*, 101(6), 1174.
- Lee, Y. T. (2010). Home versus host—Identifying with either, both, or neither? The relationship between dual cultural identities and intercultural effectiveness. *International Journal of Cross Cultural Management*, 10(1), 55-76.
- Lee, Y. T., Masuda, A. D., Fu, X., & Reiche, B. S. (2018). Navigating between home, host, and global: Consequences of multicultural team members' identity configurations. *Academy of Management Discoveries*, 4(2), 180-201.
- Leung, A. K., Qiu, L., & Chiu, C. Y. 2014. The psychological science of globalization. In V. Benet-Martínez. & Y-Y. Hong, *Handbook of multicultural identity: Basic and Applied Perspectives*, 181-201.
- Lisak, A., & Erez, M. (2015). Leadership emergence in multicultural teams: The power of global characteristics. *Journal of World Business*, 50(1), 3-14.
- Lisak, A., Erez, M., Sui, Y., & Lee, C. (2016). The positive role of global leaders in enhancing multicultural team innovation. *Journal of International Business Studies*, 47(6), 655-673.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705.

- London, M. (1983). Toward a theory of career motivation. *Academy of Management Review*, 8(4), 620-630.
- London, M. (1993). Relationships between career motivation, empowerment and support for career development. *Journal of Occupational and Organizational Psychology*, 66(1), 55-69.
- London, M., & Smither, J. W. (1995). Can multi-source feedback change perceptions of goal accomplishment, self-evaluations, and performance-related outcomes? Theory-based applications and directions for research. *Personnel Psychology*, 48(4), 803-839.
- Maddux, W. W., Adam, H., & Galinsky, A. D. (2010). When in Rome... Learn why the Romans do what they do: How multicultural learning experiences facilitate creativity. *Personality and Social Psychology Bulletin*, 36(6), 731-741.
- Maddux, W. W., Lu, J. G., Affinito, S. J., & Galinsky, A. D. (2020). Multicultural experiences: a systematic review and new theoretical framework. *Academy of Management Annals*, Forthcoming.
- Mäkelä, K., Barner-Rasmussen, W., Ehrnrooth, M., & Koveshnikov, A. (2019). Potential and recognized boundary spanners in multinational corporations. *Journal of World Business*, 54(4), 335-349.
- Maloney, M. M., & Zellmer-Bruhn, M. E. (2006). Building bridges, windows and cultures: Mediating mechanisms between team heterogeneity and performance in global teams. *Management International Review*, 46(6), 697-720.
- Miron-Spektor, E., Ingram, A., Keller, J., Smith, W. K., & Lewis, M. W. (2018). Microfoundations of organizational paradox: The problem is how we think about the problem. *Academy of Management Journal*, 61(1), 26-45.
- Neeley, T. B., & Reiche, B. S. (2020). How global leaders gain power through downward deference and reduction of social distance. *Academy of Management Journal*, Forthcoming.
- Ng, K. Y., Van Dyne, L., & Ang, S. (2019). Speaking out and speaking up in multicultural settings: A two-study examination of cultural intelligence and voice behavior. *Organizational Behavior and Human Decision Processes*, 151, 150-159.
- Nurmi, N., & Hinds, P. J. (2016). Job complexity and learning opportunities: A silver lining in the design of global virtual work. *Journal of International Business Studies*, 47(6), 631-654.
- OECD. (2014). Trade in goods and services. OECD Publishing

- Peltokorpi, V., & Zhang, L. E. (2020). Exploring expatriate adjustment through identity perspective. *International Business Review*, 29(3), 101667.
- Podsakoff, P. M., MacKenzie S. B., Lee J-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 10-1037.
- Quiñones, M. A., Ford, J. K., & Teachout, M. S. (1995). The relationship between work experience and job performance: A conceptual and meta-analytic review. *Personnel Psychology*, 48(4), 887-910.
- Reiche, B. S., Lee, Y.-T., and Quintanilla, J. (2012). Cultural perspectives on comparative HRM. In C. Brewster, W. Mayrhofer, E. Farndale, *Handbook of Research on Comparative Human Resource Management*, vol.2., 51-68. Edward Elgar.
- Reiche, B. S., Lee, Y. T., & Allen, D. G. (2019). Actors, structure, and processes: A review and conceptualization of global work integrating IB and HRM research. *Journal of Management*, 45(2), 359-383.
- Ren, H., Shaffer, M. A., Harrison, D. A., Fu, C., & Fodchuk, K. M. (2014). Reactive adjustment or proactive embedding? Multistudy, multiwave evidence for dual pathways to expatriate retention. *Personnel Psychology*, 67(1), 203-239.
- Reysen, S., & Katzarska-Miller, I. 2013. A model of global citizenship: Antecedents and outcomes. *International Journal of Psychology*, 48(5), 858–870.
- Ronen, S., & Shenkar, O. (2013). Mapping world cultures: Cluster formation, sources and implications. *Journal of International Business Studies*, 44(9), 867-897.
- Rosenmann, A., Reese, G., & Cameron, J. E. (2016). Social identities in a globalized world: Challenges and opportunities for collective action. *Perspectives on Psychological Science*, 11(2), 202-221.
- Richardson, J., & Mallon, M. (2005). Career interrupted? The case of the self-directed expatriate. *Journal of World Business*, 40(4), 409-420.
- Salancik, G. R., & Pfeffer, J. (1978). A social information processing approach to job attitudes and task design. *Administrative Science Quarterly*, 23(2), 224-253.
- Savalei, V. (2019). A comparison of several approaches for controlling measurement error in small samples. *Psychological Methods*, 24(3), 352.
- Schwartz, S. J., Côté, J. E., & Arnett, J. J. (2005). Identity and agency in emerging adulthood: Two developmental routes in the individualization process. *Youth & Society*, 37(2), 201-229.

- Selmer, J. (2006). Cultural novelty and adjustment: Western business expatriates in China. *The International Journal of Human Resource Management*, 17(7), 1209-1222.
- Senko, C., & Harackiewicz, J. M. (2005). Regulation of achievement goals: the role of competence feedback. *Journal of Educational Psychology*, 97(3), 320.
- Shaffer, M. A., Kraimer, M. L., Chen, Y. P., & Bolino, M. C. (2012). Choices, challenges, and career consequences of global work experiences: A review and future agenda. *Journal of Management*, 38(4), 1282-1327.
- Shaffer, M. A., Reiche, B. S., Dimitrova, M., Lazarova, M., Chen, S., Westman, M., & Wurtz, O. (2016). Work-and family-role adjustment of different types of global professionals: Scale development and validation. *Journal of International Business Studies*, 47(2), 113-139.
- Shen, Y., & Hall, D. T. (2009). When expatriates explore other options: Retaining talent through greater job embeddedness and repatriation adjustment. *Human Resource Management*, 48(5), 793-816.
- Shokef, E., & Erez, M. (2006). Global work culture and global identity, as a platform for a shared understanding in multicultural teams. *National Culture and Groups*, Vol. 9, 325-352.
- Shokef, E., & Erez, M. (2008). Cultural intelligence and global identity in multicultural teams. In S. Ang & L. Van Dyne, *Handbook of Cultural Intelligence: Theory, Measurement, and Applications*, 177-191.
- Smither, J. W., London, M., & Reilly, R. R. (2005). Does performance improve following multisource feedback? A theoretical model, meta-analysis, and review of empirical findings. *Personnel Psychology*, 58(1), 33-66.
- Stahl, G. K., Chua, C. H., Caligiuri, P., Cerdin, J. L., & Taniguchi, M. (2009). Predictors of turnover intentions in learning-driven and demand-driven international assignments: The role of repatriation concerns, satisfaction with company support, and perceived career advancement opportunities. *Human Resource Management*, 48(1), 89-109.
- Suutari, V., Brewster, C., Mäkelä, L., Dickmann, M., & Tornikoski, C. (2018). The effect of international work experience on the career success of expatriates: A comparison of assigned and self-initiated expatriates. *Human Resource Management*, 57(1), 37-54.
- Suutari, V., & Mäkelä, K. (2007). The career capital of managers with global careers. *Journal of Managerial Psychology*, 22(7), 628-648.
- Suutari, V., Tornikoski, C., & Mäkelä, L. (2012). Career decision making of global careerists. *The International Journal of Human Resource Management*, 23(16), 3455-3478.

- Swann, W. B., Jr., Polzer, J. T., Seyle, D. C., & Ko, S. J. 2004. Finding value in diversity: Verification of personal and social self-views in diverse groups. *Academy of Management Review*, 29(1), 9–27
- Takeuchi, R., & Chen, J. (2013). The impact of international experiences for expatriates' cross-cultural adjustment: A theoretical review and a critique. *Organizational Psychology Review*, 3(3), 248-290.
- Takeuchi, R., Li, Y., & Wang, M. (2019). Expatriates' performance profiles: Examining the effects of work experiences on the longitudinal change patterns. *Journal of Management*, 45(2), 451-475.
- Takeuchi, R., Tesluk, P. E., Yun, S., & Lepak, D. P. (2005). An integrative view of international experience. *Academy of Management Journal*, 48(1), 85-100.
- Tesluk, P. E., & Jacobs, R. R. (1998). Toward an integrated model of work experience. *Personnel Psychology*, 51(2), 321-355.
- Tharenou, P. (2008). Disruptive decisions to leave home: Gender and family differences in expatriation choices. *Organizational Behavior and Human Decision Processes*, 105(2), 183-200.
- Tharenou, P., & Caulfield, N. (2010). Will I stay or will I go? Explaining repatriation by self-initiated expatriates. *Academy of Management Journal*, 53(5), 1009-1028.
- Tharenou, P., & Terry, D. J. (1998). Reliability and validity of scores on scales to measure managerial aspirations. *Educational and Psychological Measurement*, 58(3), 475-492.
- Thomas, D. C., Lazarova, M. B., & Inkson, K. (2005). Global careers: New phenomenon or new perspectives? *Journal of World Business*, 40(4), 340-347.
- Thomas, D. C., Liao, Y., Aycan, Z., Cerdin, J. L., Pekerti, A. A., Ravlin, E. C., ... & Van De Vijver, F. (2015). Cultural intelligence: A theory-based, short form measure. *Journal of International Business Studies*, 46(9), 1099-1118.
- Vaiman, V., Haslberger, A., & Vance, C. M. (2015). Recognizing the important role of self-initiated expatriates in effective global talent management. *Human Resource Management Review*, 25(3), 280-286.
- Van Dyne, L., Ang, S., & Koh, C. (2008). Development and validation of the CQS. In S. Ang, & L. Van Dyne (Eds.), *Handbook of Cultural Intelligence* (pp. 16-38). New York: M.E. Sharpe.

TABLES AND FIGURES

Table 1

Means, standard deviations, and correlations of variables

	Means	SD	1	2	3	4	5	6	7	8
1 Age	31.65	2.17								
2 Gender	0.80	0.40	0.18*							
3 Density of prior int. exp.	2.55	4.57	0.04	-0.15†						
4 Home identity	4.77	1.23	-0.08	-0.02	-0.26**					
5 Cohort	0.41	0.49	-0.35***	0.08	-0.09	0.12				
6 Global identity	5.24	1.04	-0.14	0.02	0.18*	-0.03	-0.02			
7 Receipt of CQ feedback	4.89	0.51	-0.09	0.03	0.03	0.05	0.03	0.08		
8 Global work aspirations	5.47	1.21	-0.16†	-0.08	0.10	-0.26**	0.26**	0.17†	0.23*	
9 Global work involvement	4.17	1.10	-0.14	-0.06	0.23*	-0.04	-0.02	0.30***	0.23**	0.28**

† $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

n = 121

Figure 1

Theoretical model of how density of prior international experiences leads to global work involvement

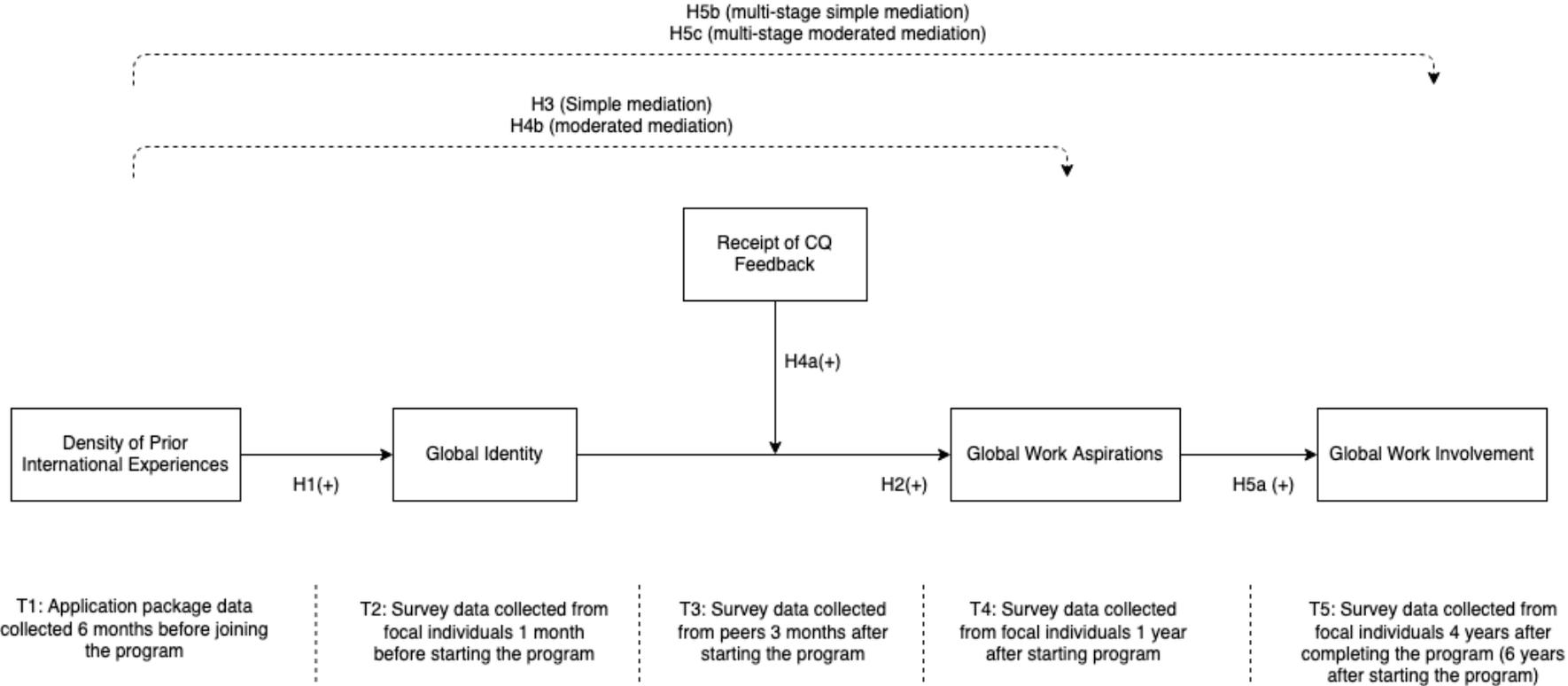
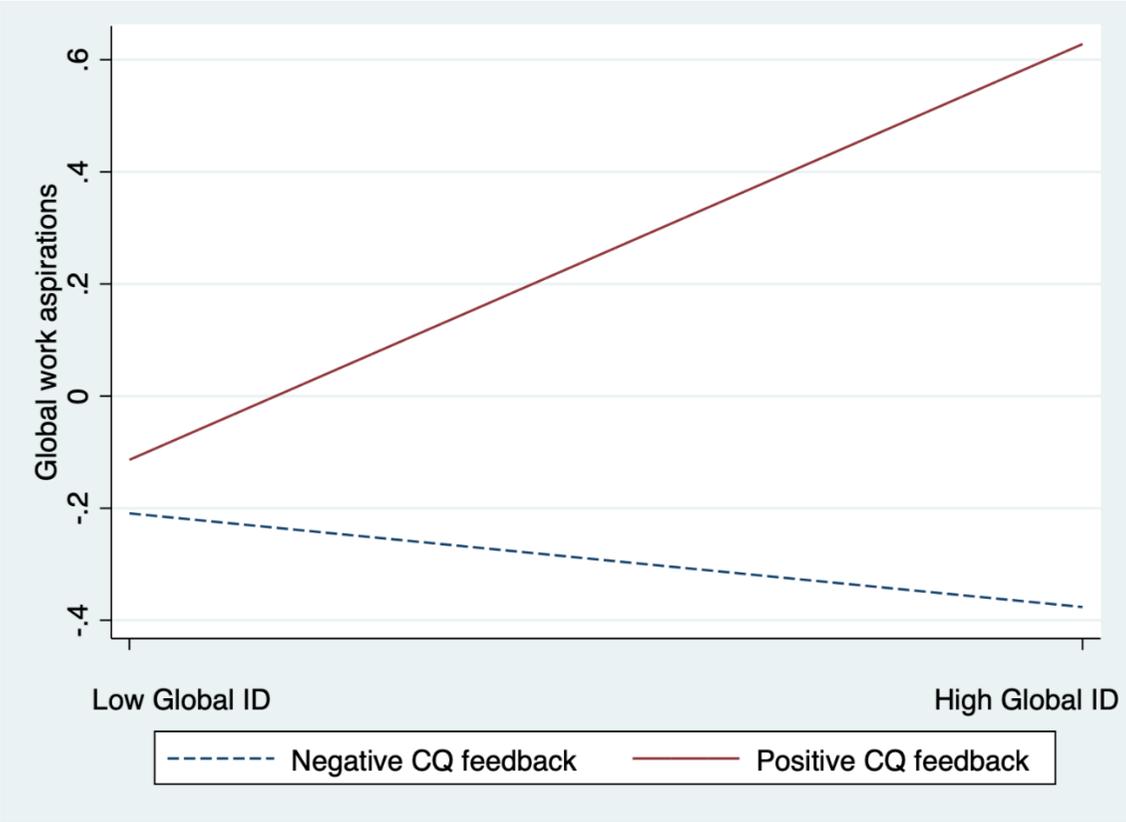


Figure 2

The relationship between global identity and global work aspirations at positive and negative levels of received CQ feedback



APPENDIX

Scale Items

Global work aspirations scale (Time 4)

1. In my future career, I would like to be in a position of greater international mobility. (0.87)
2. For me the benefits of being in a position of greater international responsibility would outweigh the hassles. (0.76)
3. My future career plans include attaining positions that allow me to work at various country locations. (0.84)
4. In my future career, I intend to apply for a position which requires me to work in different countries. (0.86)
5. In my future career, I would like to be in a position of greater international responsibility. (0.89)
6. For me the benefits of being in a position based in a country other than my country of origin would outweigh the hassles (0.74)
7. My future career plans include attaining positions with greater international responsibility. (0.88)
8. In my future career, I intend to apply for a position with greater international responsibility. (0.88)

Note: The numbers in parentheses denote the factor loadings for the exploratory factor analysis.

Global work involvement question (Time 5)

Please read the following definition of ‘global work experiences’, and answer the question that follows:

Definition: Global work experiences are international work arrangements that can take one of the following forms:

- a) staying in a foreign country for work purposes, OR
- b) taking on frequent business travels, OR
- c) working in global virtual teams, OR
- d) remaining in the home country but taking on responsibilities that involve interactions with individuals from other countries at work.

Question: Please think about all your work experiences (as an employee/manager in an organization, as an entrepreneur, or as a freelance worker) after graduating from the MBA program, and answer the following question:

To what extent did you have ‘global work experiences’?