



Masterarbeit

“I Need Someone to Talk About my Feelings” – Needs of German-speaking Expatriates in India Regarding Emotion Regulation-specific Interventions and Recommended Course of Action

Simone von Ah

Vertiefungsrichtung Arbeits- und Organisationspsychologie

Referentin: Verena Berchtold-Ledergerber, dipl. FH/SBAP

Bülach, Januar 2016

Diese Arbeit wurde im Rahmen des konsekutiven Masterstudienganges in Angewandter Psychologie an der Zürcher Hochschule für Angewandte Wissenschaften ZHAW verfasst. Eine Publikation bedarf der vorgängigen schriftlichen Bewilligung durch das Departement Angewandte Psychologie.

ZHAW Zürcher Hochschule für Angewandte Wissenschaften, Departement Angewandte Psychologie, Pfingstweidstrasse 96, Postfach 707, CH-8037 Zürich.

Acknowledgements

There are certain people without whom this thesis would never have been possible. First and foremost, I want to deeply thank my supervisor, Verena Berchtold-Ledergerber, for her inputs, support, words of motivation, and constant belief in my project and me.

Next, I owe my sincere gratitude to all expatriates participating in my study and the interviewed expert for their time, honesty, and inspiring inputs. Also, I want to thank all of the people and companies connecting me to former and current expatriates.

Furthermore, I want give my thanks to all those reading and editing my thesis partially or completely, namely Mirjam Aeschbach, Barbara Grisch, Jacob Mandel, Debora Mittner, Deniz Gizem Ozturk, Inja Radman, Mohanakrishna Raman, and Milena Tsenova, for their effort and valuable feedback and to Sabina von Bordowska Telli for the translation of the quotes.

And last but not least, I want to thank my partner, my family, and all of my friends for their patience and constant support while I was working on my thesis.

Abstract

An expatriate situation is often challenging and requires a variety of competences. One of these competences is emotion regulation, a skill that has been shown to be crucial for a successful expatriate assignment but is often disregarded by intercultural training and support programs. The aim of this study was to examine whether expatriates have the need for such emotion regulation-specific training and support interventions, how these needs can be specified, and what course of action can be recommended, based on those needs. Nine semi-standardized interviews were conducted with German-speaking expatriates, living in India. Furthermore, an expert providing intercultural training and support was interviewed. The interviews were analysed according to the qualitative content analysis of Mayring (2015). The results demonstrate that needs regarding emotion regulation-specific interventions definitely exist. In particular, the need to interact with others and the need for an acquisition of knowledge proved to be very important. Furthermore, a need for a reduction of stress-inducing factors and for other's interest in expatriation-related emotions and challenges were expressed. Additionally, the results show that expatriates need to be supported from the pre-departure phase up until the return home. To provide this support, different interventions were recommended. Most prominently, the implementation of a coaching/mentoring system should be of great use by including emotion regulation-specific and culture-related training and by providing expatriates the chance to talk about their experiences whenever needed. It is further important to show more interest in an expatriate's emotional well-being during their time abroad and to offer support for stress-inducing factors. In general, this study shows that emotion regulation-specific interventions would be a valuable addition to current intercultural training and support programs.

Index

1. Introduction	1
1.1 Intercultural Situations as Challenging Situations	2
1.1.1 Culture, Interculturalism, Transculturalism	2
1.1.2 Expatriation	3
1.1.3 Challenges that Accompany Expatriation	4
1.2 Emotion Regulation Competence in Intercultural Settings.....	5
1.2.1 Emotion	5
1.2.2 Emotion Regulation	7
1.2.3 The Importance of Emotion Regulation Competence in an Intercultural Context.....	11
1.3 Emotion Regulation Training and Support in Intercultural Settings.....	12
1.3.1 Intercultural Training and Support	12
1.3.2 Emotion Regulation Competence Training	13
1.3.3 Support Actions Regarding Emotion Regulation	16
1.4 Research Question	17
2 Methods.....	17
2.1 Sample	18
2.1.1 Recruiting	18
2.1.2 Inclusion and Exclusion Criteria	18
2.1.3 Description of Participants	19
2.2 Data Collection	19
2.2.1 Construction of the Interview Guideline	19
2.2.2 Procedure	22
2.3 Analysis of Data	23
3 Results	24
3.1 Reported Emotions.....	24
3.2 Needs.....	25
3.2.1 Interaction with Others.....	26
3.2.2 Acquisition of Knowledge	28
3.2.3 Reduction of Stress Inducing Factors.....	32
3.2.4 Others' Interest in Expatriation-related Emotions and Challenges	33
3.2.5 Needs Regarding Time of Intervention	33
3.3 Helpful Emotion Regulatory Strategies.....	35
3.3.1 Interaction with Others.....	36
3.3.2 Acquisition of Culture-related Knowledge	36
3.3.3 Physical Activity	37
3.3.4 Stay in Homeland	37
3.4 Summary of the Expert Interview	37
4 Discussion.....	38
4.1 The Need for Interaction with Others	39
4.2 The Need for Acquisition of Knowledge	40
4.3 Further Needs	42
4.4 Needs Regarding Time of Intervention	43
4.5 Helpful Emotion Regulatory Strategies.....	44
4.6 Recommended Course of Action	44
4.6.1 Pre-departure Phase.....	45
4.6.2 Stay Abroad.....	46
4.6.3 Return Home	47
4.7 Limitations	47
4.8 Conclusion.....	49
5 References	50
6 Appendix.....	56

Figures

<i>Figure 1.</i>	Process model by Gross (2015, p. 6).	10
<i>Figure 2.</i>	Classification of intercultural trainings by Gudykunst and Hammer (1983, p. 126).	12
<i>Figure 3.</i>	Number of nominations for each emotional cluster.	25
<i>Figure 4.</i>	Number of nominations for each need.	26

In the Appendix

<i>Figure B-1.</i>	Project description (German).	B-2
<i>Figure B-2.</i>	Project description (English).	B-3
<i>Figure C-1.</i>	Official confirmation letter (German).	C-4
<i>Figure C-2.</i>	Official confirmation letter (English).	C-5
<i>Figure F-1.</i>	List of emotions (German).	F-11
<i>Figure F-2.</i>	List of emotions (English).	F-12
<i>Figure G-1.</i>	Emotion regulation questionnaire based on FEEL-E (Grob & Horwitz, 2014) (German).	G-13
<i>Figure G-2.</i>	Emotion regulation questionnaire based on FEEL-E (Grob & Horwitz, 2014) (English).	G-14
<i>Figure H-1.</i>	List of possible interventions (German).	H-15
<i>Figure H-2.</i>	List of possible interventions (English).	H-16

Tables

Table 1	<i>Scheme for classification of emotion regulation strategies (p. 300)</i>	9
Table 2	<i>Recommended course of action</i>	45

In the Appendix

Table D-1	<i>Quality criteria developed by Mayring (2002)</i>	D-6
Table I-1	<i>Transcription rules</i>	I-17
Table J-1	<i>Categorization system A: Needs</i>	J-18
Table J-2	<i>Categorization system B: Helpful emotion regulation strategies</i>	J-29

Abbreviations

ACT	Acceptance and Commitment Therapy
ART	Affect Regulation Training
AUM	Anxiety/Uncertainty Management Theory
EI	Emotional Intelligence
ERT	Emotion Regulation Therapy
FEEL-E	Fragebogen zur Erhebung der Emotionsregulation bei Erwachsenen
MBSR	Mindfulness-Based Stress Reduction
SPSS	Sammeln, Prüfen, Sortieren, Subsumieren

1 Introduction

Today we live in a globalised world. Companies and organisations expand abroad or cooperate with foreign companies. One important nation within this worldwide market collaboration process is India. Over 800 Swiss and 3000 German citizens currently live and work in India (Auswärtiges Amt (DE), 2015; Eidgenössisches Departement für auswärtige Angelegenheiten EDA (CH), 2015). These people, so called expatriates, go to India to build, lead or work in projects in different fields. This leads to an intercultural context where people with different cultural background meet and have to culturally adjust in one way or another. The process of intercultural adjustment is not always easy. Misunderstandings, unexpected situations and conflicts may occur and demand a lot from the people involved (Silbiger & Pines, 2014). The use of a foreign, unfamiliar language and the confrontation with differences in norming systems and in communication rules can additionally lead to uncertainty (Matsumoto, LeRoux, & Yoo, 2005).

Scientists found that numerous factors facilitate successful adjustment and integration in a new and foreign environment, such as language proficiency, knowledge about the host country, level of ethnocentrism, ability of (self-)reflection, previous experiences, flexibility and openness (Matsumoto et al., 2005). Besides those established aspects of intercultural competence, emotion regulation competence – the ability to increase, maintain and decrease one's own emotions – has shown to be an important factor (Matsumoto et al., 2005). Unknown, uncertain and difficult situations often lead to frustration, anger and anxiety. Strong emotions can inhibit the access to reflective cognitive considerations, which are particularly important for being interculturally competent as they help to understand a situation and learn from it (Matsumoto et al., 2005; Molinsky, 2013). Successful regulation of emotions results in more effective coping with the situation and in more positive appraisal of the experience. All this contributes to a successful adjustment process. Current research demonstrates that a well-adjusted person experiences more job satisfaction and performs better at work (Deller, Kusch, & Meyer, 2006). Hence, it seems to be especially important for people living abroad to be able to regulate their emotions in a successful way.

Literature search on intercultural competence trainings or other support actions reveals that emotion regulation is hardly ever taken into account (Thomas, 2009a). The focus lies more on cognitive subjects such as cultural knowledge or reflection of ethnocentrism. Despite the fundamental role of these factors, they are often not helpful when dealing with strong emotions (Molinsky, 2013). The question arises whether emotion regulation competence could be a useful extension to the current training and support actions offered from companies and consulting organisations. This study examines the proposed paradigm and intends to develop recommendations for future interventions regarding emotion regulation competence.

1.1 Intercultural Situations as Challenging Situations

Intercultural experiences are interesting and inspiring, but they can also be challenging. Especially when living and working as an expatriate, one encounters many new situations that demand adjustment and flexibility and that may raise emotions like frustration, anger or fear (Matsumoto et al., 2005). This section addresses the phenomenon of expatriation and the challenges that are connected with it. As expatriation is strongly related to cultural issues, the concept of culture needs to be taken into account first.

1.1.1 Culture, Interculturalism, Transculturalism

Almost no construct is as difficult to define as culture. In their review, Kroeber & Kluckhohn (1952) summarized 164 different definitions. According to Avruch (2004), the concept was traditionally interpreted in three quite different ways. Firstly, culture could refer to “intellectual or artistic endeavours or products” (p. 6). In that sense it is mainly connected to aesthetics. Secondly, culture was seen as a universal feature every society possesses, but given its nature of an evolutionary continuum, the societies are spread across different evolutionary levels (Tylor, 1871). Boas (1940), like Tylor, described culture as a unique property of all social groups, while perceiving it as a property that differs between groups and cannot be evaluated. Current definitions go along with this and define culture in a descriptive manner.

There are certain basic features of culture that are widely agreed upon. Culture is an “integrated whole” (Ferraro, 2002, p. 37) that provides a meaning system for organising and coordinating a social group (Matsumoto, Yoo, & Nakagawa, 2008) and that influences perceptions, thoughts, values and actions of individuals and societies (Thomas, 2009b). It is always shared by at least two people (Ferraro, 2002) and it is not genetically inherited but rather learned and passed on from generation to generation (Hofstede, 2010). According to Schein (1990) “it manifests itself [in] observable artefacts, values and basic underlying assumptions” (p. 111). So culture is a human-made, dynamic concept, that is constantly changing and being influenced by the society the culture is lived by (Gröschke, 2013). Therefore, it is heterogeneous, for example it allows paradoxes. To sum up, “culture is a ‘fuzzy concept’, in that group members are unlikely to share identical sets of attitudes, beliefs and so on, but rather show ‘family resemblances’, with the result that there is no absolute set of features that can distinguish definitively one culture from another” (Spencer-Oatey, 2012, p. 9). According to Hofstede (2010), culture is a multi-level system, presenting itself in different classes, levels, categories and affiliations. People get socialized in different cultural settings (e.g., family culture, organisational culture, etc.). Thus, today, in contrast to traditional views, scholars think of people as “cultural mosaics” (Chao & Moon, 2005, p. 1) that have a cultural “patchwork-identity” (Welsch, 2011, p. 151). Welsch (2011) termed this as “transculturalism”. In transculturalism, one has not only one culture but carries different cultural elements within her¹. In-

¹ To facilitate reading only the female form was used in this paper.

teractions between two individuals become a place of negotiation. At the beginning, these situations are characterized by: a) incomplete, ambiguous information, b) the need to build up routines, c) the need to negotiate norms and rules how to behave, and d) heterogeneity and diversity (Gröschke, 2013). In contrast, interculturalism refers to a model where cultures are more or less closed systems. These cultural systems can meet, exchange information and maybe even influence each other, but they cannot get mixed or create new cultures (Welsch, 2011). Nowadays, however, the two terms are widely used as synonyms. Since the concept of transculturalism, although well describing the current reality, is quite fuzzy, researchers often use the more categorized system of interculturalism. This is particularly pronounced in psychology studies on culture, which mainly focus on differences between cultural systems and try to find universal categories to describe and understand them (Hall & Hall, 2001; Hofstede, 2010; Thomas, 2009b; Trompenaars & Hampden-Turner, 2012). In these cases, transculturalism/interculturalism normally relates to a context involving different nationalities. The different dimensions found are quite helpful to sensitise people for existing differences. Still, if used without reflection, they carry the danger of stereotypes and prejudice. In order to simplify, only the term “interculturalism” is used in this study, due to its prevalence in current literature. Furthermore “intercultural” refers to nationality, despite the much wider complexity of culture.

1.1.2 Expatriation

Originally the word “expatriate” (lat. “ex-patria” = “out of the country/fatherland”) referred to a person living and working temporarily and by choice outside her home country. Today the term is mostly used for professionals sent by their companies to temporarily live and work abroad. In this thesis, the term is used in its broader meaning.

The average time spent abroad is two to five years. Moosmüller (2007) estimates that international companies are sending 0.5 to 1% of their employees on foreign assignments. These assignments are valuable because they foster connections between the different bases of the company. A person is usually sent abroad to transfer knowledge from one location to another or because of the superiors’ wish for personal development of an employee (Deller et al., 2006). The expatriate’s reasons to go often involve a wish for personal development as well, or a chance to make an intelligent career move (Moosmüller, 2007). However, such cross-cultural assignments are costly and risk-prone. A failed assignment may damage a company’s reputation or relationships with local business partners and also lead to loss of a valuable employee (Lee, Veasna, & Sukoco, 2014). If a person was not sent but decided to go abroad independently, potential failures include the loss of one’s own business and a lot of money. Therefore, both expatriates and companies have a strong interest in reducing the probability of failure.

1.1.3 Challenges that Accompany Expatriation

Being an expatriate is often challenging. Silbiger & Pines (2014) found expatriates to have high levels of stress during their stay abroad. In many cases expatriates find themselves in an area of tension between their headquarters at home and the local offices they are working for now (Moosmüller, 2007; Stahl, 2005). The company often has high expectations of expatriates' success. Furthermore, expatriates may be challenged by family issues, the new climate, the new environment, homesickness, the situation of being away from friends and loved ones and, in case of entrepreneurs, business issues (Stahl, 2005).

On top of everything listed, the expatriates find themselves in an intercultural context that may question their value and behavioural systems, their language skills and simply their way of living. Living in an intercultural setting can be challenging in different ways. One of the biggest challenges is to conquer the quest of intercultural adjustment. Matsumoto, LeRoux, Bernhard, & Gray (2004) define the intercultural adjustment potential as "the ability to adjust well to life in a cultural environment different than that which one is accustomed to" (p. 282). This includes continuous adaption and cross-cultural transitions. New experiences have to be integrated and new norms have to be learned (Gröschke, 2013). Being confronted with a value system contrary to one's own values can cause great inner conflicts (Maertz Jr., Hassan, & Magnusson, 2009). Failed intercultural adjustment leads to higher levels of anxiety, depression, homesickness, cultural shock, and lower levels of life- and job satisfaction (Matsumoto et al., 2005; Yoo, Matsumoto, & LeRoux, 2006). This is further connected with early returns to the home country and diminished work performance abroad (Demes & Geeraert, 2015; Lee, 2010; Lee et al., 2014). A well-adjusted person is likely to give a better performance, to integrate better into the new environment, to have a higher level of life satisfaction, to enlarge her intercultural knowledge and competence, and to experience lower levels of emotional distress (Deller et al., 2006; Matsumoto et al., 2005; Moosmüller, 2007).

One very common day-to-day situation an expatriate has to adapt to is the interaction with local colleagues. Usually, people use themselves as a reference point, even if they are aware that the other person may think or act differently – a phenomenon referred to as false consensus (Mullen et al., 1985; Triandis, 2000). In an intercultural context there is an even greater chance that others will not behave according to one's own expectations. Language (verbal, para- and nonverbal) is culturally influenced, so it may happen that communication and display rules of the counterpart are different from those that one is used to (Matsumoto et al., 2005). Additionally, there might be unmet expectations or attribution errors to the behaviour of others during an interaction (Lin, Chen, & Song, 2012; Triandis, 2000). All this can cause misunderstandings and conflicts, which in turn can lead to irritation and negative emotions. Missing knowledge and uncertainty about how to act or react can intensify these feelings. When overcome by negative emotions, people may think or act counterproductive to the situation. The "feelings can interfere with their ability to successfully translate their knowledge of new cultural norms into appropriate behaviour" (Molinsky, 2013, p. 684) and there will be less resources for critical thinking (Matsumoto et al., 2005). Negative emotions

can influence higher order cognitive processes (Thiel, Connelly, & Griffith, 2011) and social-decision-making (e.g., whether or not to be willing to talk to a stranger) (Wu, Luo, Broster, Gu, & Luo, 2013). If people are uncertain or anxious, they often resort to generalized categories, so-called stereotypes. This is a normal psychological function that helps to understand the complex world more easily. Still, when applied to an on-going interaction, stereotypes might be less helpful than the analysis of the situation and the possibility to think and act flexibly would be. In addition, when combined with strong negative emotions, stereotypes may turn into prejudices. Stereotypes function in order to facilitate our daily lives and help us to orientate ourselves, but they can be flexibly changed, are neither negative nor positive, and allow a change of perspective. In contrast, prejudices are rigid, mainly negative judgements of others that often lead to scapegoating and usually remain unreflected (Treichel, 2011).

1.2 Emotion Regulation Competence in Intercultural Settings

With all the challenges described in Section 1.1.3, the occurrence of negative emotions in intercultural contexts seems highly likely. As those emotions might influence other factors of intercultural competence (e.g., Matsumoto et al., 2005; Molinsky, 2013; Thiel et al., 2011; Wu et al., 2013), the ability to regulate one's own emotions appears to be essential for expatriates. The following section takes a closer look at the literature that provides evidence for the role of emotion regulation in intercultural settings. This requires a deeper understanding of the concept of emotion regulation. As a basis for the concept of emotion regulation, the term "emotion" is defined first.

1.2.1 Emotion

In their fundamental guide of psychology, Nolting and Paulus (2013) place emotion (lat. *emovere* = move through and out) along with mind and perception as one of the three basic psychological processes of humans. As much as it is sometimes difficult to exactly describe how one feels, it is equally challenging for the scientific world to define "emotion". To this day, emotion scientists were not able to reach a consensus for a definition or to find a commonly used theory of emotion. Nevertheless, they attempted to work some out. Kleinginna & Kleinginna (1981) propose a still widely used working definition that integrates all the traditionally important aspects of emotion in existing definitions:

Emotion is a complex set of interactions among subjective and objective factors mediated by neural/hormonal systems, which can (a) give rise to affective experiences such as feelings of arousal, pleasure/displeasure; (b) generate cognitive processes such as emotionally relevant perceptual effects, appraisals, labelling processes; (c) activate widespread physiological adjustments to the arousing conditions; and (d) lead to behaviour that is often, but not always, expressive, goal directed and adaptive. (p. 355)

Although no generally accepted definition exists, current scientists have agreed on certain central aspects of emotions. The first is to define emotion as a multidimensional construct. Along with the working definition above, the following dimensions have been described (Rothermund & Eder, 2011; Brandstätter, Schüler, Puca, & Lozo, 2013):

- *Subjective experience:* The subjective experience of an emotional state is what is normally referred to as feelings. It is by definition a quality, which makes it difficult to be measured objectively.
- *Cognitive:* Cognitions are always part of an emotional experience, shown for example in appraisal or in attention processes. This component is not always seen as part of the emotion itself, because it is difficult to distinguish between cognition as a cause of the emotion and cognition arising from the emotional reaction itself.
- *Physiological:* Emotional reactions usually come with a change in the hormonal, the nervous and the neural system that can be objectively measured. So far an emotion-specific reaction could not be proven. The only reliable differentiation that can be made is between positive and negative emotions.
- *Behavioural:* The behavioural component includes facial expression, body language and behavioural reaction (e.g., screaming out of fear). This component can be observed by naked eye. Evolutionary scientists stated the idea that facial expressions of certain basic emotions are universal (Ekman, Sorenson, & Friesen, 1969; Izard, 1994), but the study results have not been consistent so far. Today it is taken as proven that certain emotions have a universal expression basic pattern, but that this pattern can be culturally influenced.

There have been attempts to find discrete patterns for different emotions through correlating the different components, but so far the results did not support the existence of such patterns. The following further aspects of emotions are widely accepted:

- *Emotions are always object-oriented*
Emotions only occur in relation to a certain object. This object can be real or imagined. The only important thing is that the object has to be subjectively relevant (Rothermund & Eder, 2011).
- *Emotions occur autonomous and are temporary*
According to Brandstätter et al. (2013), an emotional reaction is normally spontaneous. It cannot be induced directly but rather through focusing on an emotion-triggering object. Since the emotions are always object-oriented, they normally do not last long. If an emotion-like experience is object-unspecific and lasts for a longer time, it is called mood.
- *Emotions are functional*
Not long ago, emotions were only taken as a disturbing residue of the Stone Age. Luckily, this way of thinking is about to change (Küpers & Weibler, 2005). Nowadays emo-

tion researchers share the point of view that emotions have an important adaptive function in a person's everyday life, both on an intra- and interpersonal level (Rothermund & Eder, 2011). They guide one's attention to subjectively important happenings and act as a referring point for a judgement of the object's valence (positive or negative). Later, they help a person prepare and take action according to the judgement. Like motivation, emotions make people decide and act in a goal-directed manner. They function in order to keep moving towards the goal and in the end tell when the goal is reached (e.g., satisfaction or relief). During that process, they function like a feedback system, signalling whether one is still on track. But unlike motivation, emotions focus on the past as well. Emotional experiences are remembered better and longer than the neutral ones (Brandstätter et al., 2013). Finally, emotions play an important role for social communication. They show others how we feel, what we want, what we are most likely going to do next, and in what kind of relationship we are or would like to be with them (Brandstätter et al., 2013).

Many scientists have tried to classify emotions. In general, scholars can be split into two main groups: Those who used a dimensional approach and those who tried to categorize emotions. The former assumes that emotions can be placed on a multidimensional coordinate system with dimensions such as positive – negative or arousing – calming, etc. The second group tries to identify different emotions through finding qualitative descriptions for each emotion (Brandstätter et al., 2013). There have been different ways of collecting these descriptions, so the lists acquired differ from one scholar to the other. One of the most in-depth and the most scientific collection was done by Ulich and Mayring (2003; see Appendix F). They performed a meta-analysis of emotion classification studies combined with a thoroughgoing study of psychological research on emotions and ended with a list of 34 emotions classified in 18 clusters.

1.2.2 Emotion Regulation

Emotions that are functional in one situation may be dysfunctional in another. The attention given to an emotion-eliciting stimulus might help to deal with it, but has the disadvantage to leave less cognitive capacity for another task and may lead to lower performance in that other task (Scheibe, 2007). So, although generally helping people adapt to the environment and to follow their goals, every once in a while emotions bring more harm than joy into a situation (e.g., being disappointed about a disliked present may damage the relationship to the gift-giving person). In these situations it is useful to adjust one's emotional state to a more desirable or more appropriate one. Emotion regulation is defined as “the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions” (Gross, 1998, p. 275). Thus, emotion regulation refers to the action people undertake to decrease, maintain or increase positive and negative emotions. It can be implicit or explicit (Koole & Rothermund, 2011) and people can try to manage their own emotions or those of others. Gross (2015) refers to the latter as intrinsic and

extrinsic emotion regulation. This thesis only focuses on intrinsic emotion regulation. “People can control virtually every aspect of emotional processing” (Koole, 2009, p. 4), although it has to be kept in mind that the actual ability can differ between individuals. It is assumed that emotion regulation is not a process of all or nothing but rather a gradual adjustment of intensity, duration and quality of an emotional state (Koole, 2009).

The ability to regulate emotions is closely related to some other psychological concepts. One of them is coping. Although similar, emotion regulation differs from coping, because coping focuses only on decreasing negative emotions. Furthermore, emotion regulation is one aspect of emotional intelligence (EI). Indeed, the two most common conceptualisations of EI both include emotion regulation in their models: Mayer, Salovey, Caruso, & Cherkasskiy (2011) include emotion regulation along with emotion perception, utilisation and understanding and Goleman (2006) places it along with self-awareness, social skill, empathy and motivation.

1.2.2.1 Why Are Emotions Regulated?

There are different reasons to regulate emotions. The overall function is to keep the emotions adaptive and to stay capable of acting. In his review, Koole (2009) differentiates between three groups of how emotions can be regulated: Need-oriented, goal-oriented and person-oriented emotion regulation. *Need-orientation* refers to satisfaction of hedonic needs. By decreasing negative emotions (e.g., anger, sadness, fear) and in parallel increasing positive emotions (e.g., joy, happiness) people meet their need to feel good and may save mental and physical resources. If emotions need to be exploited to support the performance of a specific task, norm or goal, *goal-oriented emotion regulation* comes into play. Even if hedonic emotion regulation leads to the satisfaction of a short-term goal, it may not serve a long-term goal. To pursue a goal often requires staying focused, regardless of your emotional state. Social situations sometimes demand having the “right” emotion rather than having a positive one. This explains why people sometimes regulate their emotions counter-hedonically. Emotion regulation can also be motivated by the wish to protect oneself (e.g., self-esteem) or others (e.g., not telling a friend you do not like her new dress), to make a good impression (“impression management”) or to manipulate others (Rothermund & Eder, 2011; Brandstätter et al., 2013). “*Person-oriented emotion regulation* [emphasis added] maintains the integrity of the overall personality system, which consists of the entirety of a person’s need, goals, motives, and self-aspects” (Koole, 2009, pp. 25–26). It is therefore more holistic than the other two function groups. Person-oriented emotion regulation refers to processes regulating the different goals and needs of a person and keeping the balance. This leads to “flexibility in personality functioning” and to “coherence and long-term stability within the overall personality system” (Koole, 2009, p. 15). The functionality of emotions and emotion regulation are dependent on the context (cultural/social) they occur in. The functions can be achieved by multiple strategies, described in the next section.

1.2.2.2 How Are Emotions Regulated?

Emotions can be regulated by a single or multiple strategies at the same time (Aldao & Nolen-Hoeksema, 2013) and there are many specific ways to regulate a certain emotion in a certain situation. No wonder scientists do have troubles finding a generally accepted way of classifying them. According to Brandstätter et al. (2013), there are two widely accepted classification systems in the current scientific literature, a descriptive and a process oriented system.

1.2.2.2.1 Descriptive Approach to Classify Emotion Regulation Strategies

In their study, Parkinson & Totterdell (1999) identified about 162 different emotion regulation strategies (concerning only negative emotions), by using various techniques like reading of literature, questionnaires, pile-sorting technique, interviews and group discussion. Through statistical analysis they aggregated those findings into the classification system shown in Table 1.

Table 1

Scheme for classification of emotion regulation strategies (p. 300)

		IMPLEMENTATION MEDIUM	
		Cognitive	Behavioural
INTENTION STRATEGY	Diversion		
	Disengagement	Avoid thinking about the problem	Avoid problematic situation
	Distraction		
	Seek Pleasure or Relaxation	Think about something pleasant/relaxing	Do something pleasant/relaxing
	Reallocate Resources	Think about something that occupies attention	Perform a demanding activity
	Engagement	Reappraise (usually affect-directed) Think about how to solve problem (usually situation-directed)	Vent feelings (usually affect-directed) Seek help or comfort from others Take action to solve problem (usually situation-directed)

The system is two-dimensional with two specifications for each dimension. Emotion regulation strategies can either be implemented by a “cognitive” or “behavioural” medium. The strategic intention could be “diversion” and “engagement”. Engagement strategies pursue the goal to confront oneself with the emotion-eliciting stimulus. In contrast, diversion strategies intend to either avoid (“disengagement”) or get distracted from the emotion-eliciting situation. Different activities might be used to distract oneself, such as activities to “seek pleasure or relaxation” or to “reallocate resources”.

1.2.2.2.2 Process Model

In his process model, Gross (1998) characterizes the process of emotions unfolding over time. He states that “emotion regulatory processes [...] have their effects at one or more points in the emotion generative process” (1998, p. 275). He identified five spots in the emo-

tional evolving process where regulation strategies may intervene: Situation selection, situation modification, attentional deployment, cognitive change, and response modulation. The first four are classified as antecedent-focused while the last one is referred to as response-focused. A scheme of the process model is shown in Figure 1.

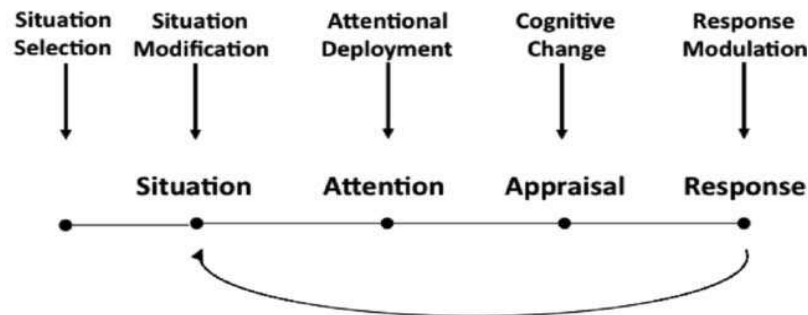


Figure 1. Process Model by Gross (2015, p. 6).

- Situation Selection:* This refers to the fact that a person can choose to attend or not to attend a certain emotion-eliciting experience already before it arises (e.g., someone with fear of flying could choose not to fly and to take a train instead). Of course, in order to use this strategy it is necessary to have an idea about the emotions that might occur in a particular situation.
- Situation Modification:* Situation modification includes every action taken to “directly alter the situation in order to change its emotional impact” (Gross, 2015, p. 8). So even when facing an emotion-eliciting situation, it is still possible to change it (e.g., the decision to fly is taken, but one can still choose between different airlines).
- Attentional Deployment:* Normally, a situation has different aspects (external and internal) one can direct attention to. Not all aspects need to have the same emotional impact. In an emotional experience it is possible to choose where to direct one’s attention in order to influence the emotional experience (e.g., while sitting in the plane, one concentrates on a book instead of on the fact of being in an airplane). Attentional deployment strategies can be divided in distraction, concentration and rumination.
- Cognitive Change:* After having directed one’s attention to a certain aspect, one can still decide how to interpret this aspect (e.g., to remind oneself that a plane crash is statistically very unlikely). Cognitive change includes different strategies like denial, isolation, intellectualization, cognitive reframing and reappraisal.

- *Response Modulation:* Strategies classified in this category directly modulate the experiential, physiological and behavioural emotional response to a situation. They are normally used when the emotion is being fully unfolded. Possible strategies here are taking drugs, doing exercise or using relaxation methods such as the progressive muscle relaxation (Jacobson, 1938). A very common strategy is the regulation of emotional expression. A huge body of research indicates that a change of facial expression (e.g., masking, (de)amplification, neutralisation, simulation) influences the emotional experience (see Gross, 2015; Koole, 2009, for an overview).

In his later work, Gross (2015) extends his initial process model with a valuation process. Nevertheless, that extension is not relevant for this thesis and will therefore not be described further.

1.2.3 The Importance of Emotion Regulation Competence in an Intercultural Context

As shown in Section 1.1.3, experiencing challenging situations while working abroad is almost inevitable. Therefore, the ability to manage negative emotions arising from such situations is of fundamental importance. Early research in the field of intercultural psychology already found that the ability of stress and emotion management plays an important role in dealing with intercultural experiences (cf. Yamazaki & Kayes, 2004). One of the first studies explicitly highlighting the importance of emotion regulation in intercultural settings was done by Matsumoto et al. (2001). While developing a scale to measure intercultural adjustment potential (ICAPS), they identified emotion regulation, along with critical thinking, flexibility and openness, as a basic factor for successful adjustment of Japanese sojourners in the US. Since then, these findings have been replicated and verified several times (Matsumoto et al., 2004, 2005; Savicki, Downing-Burnette, Heller, Binder, & Suntinger, 2004; Yoo et al., 2006). Research has also been extended to other cultures and different groups of people (e.g., migrants, expatriates; cf. Demes & Geeraert, 2015; Matsumoto et al., 2005). Matsumoto et al. (2003) even found emotion regulation to be the “gatekeeper” (p. 558) for the other three dimensions of ICAPS. When flooded by negative emotions, critical thinking, the ability to react flexibly, and openness for others can be affected. If one is able to deal with these emotions, the other abilities have a better chance to be fully unfolded. People in intercultural settings who rate high in emotion regulation competence experience less depression, anxiety, culture shock, and homesickness while experiencing more happiness, well-being, and language proficiency (Matsumoto et al., 2008). These results imply that emotion regulation should be taken into account as a crucial competence for working and living in intercultural settings.

As stated in Section 1.2.2, emotion regulation is also part of emotional intelligence (EI) (e.g., Mayer et al., 2011). It thus seems reasonable to briefly review the studies that examine the importance of EI in intercultural settings. Although examining the concept of EI, many of

those studies also highlight the importance of being able to manage one's own emotions in intercultural interactions. By interviewing experts, employers and expatriates in depth, Lee (2010) showed that EI is an important factor for intercultural adjustment, especially in the beginning of the stay abroad. Being emotionally intelligent and primarily being able to deal with one's own emotions, was demonstrated to facilitate interactions with people from other cultures and integration into the new society. Lee et al. (2014) found effects of EI on intercultural adjustment and on cultural effectiveness. Additionally, there is evidence that EI improves the expatriate's commitment to staying (Lii & Wong, 2008), moderates the relationship between cultural intelligence and intercultural adjustment (Lin et al., 2012), and mediates the relationship between cultural adjustment and academic achievement (Nasir, 2012). To sum up, these findings support the assumption that emotion regulation competence is of high importance when working in intercultural settings. Hence, there exists a great possibility that training or support for higher levels of emotion regulation competence could be valuable for expatriates. The following section provides an insight into current intervention programs.

1.3 Emotion Regulation Training and Support in Intercultural Settings

The ability to regulate one's emotions is crucial for a good intercultural experience. Unfortunately, people differ in their ability to regulate emotions, especially in unknown settings. Well adjusted strategies in one situation may fail in another (Matsumoto et al., 2005). Deller et al. (2006) found training and support actions to be very important for an expatriate's success and adjustment. Thus, it seems vital to train emotion regulation competence before an expatriate's assignment and to offer support concerning emotion regulation during the stay abroad (Lugo, 2007).

1.3.1 Intercultural Training and Support

Current support for expatriates usually focuses on pre-departure preparation training. Intercultural training is intended to enhance intercultural competence in order to act in an appropriate way, theoretically including a cognitive, an affective, and a behavioural component (Thomas, 2009a). Traditionally, this training is classified by its cultural specificity and focuses on either information- or experience-based learning (Gudykunst & Hammer, 1983; see figure 2).

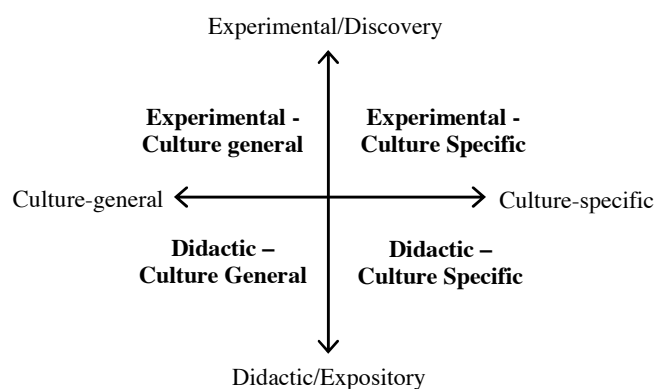


Figure 2. Classification of intercultural trainings by Gudykunst & Hammer (1983, p. 126).

Depending on the goals of training sessions, different aspects are emphasized. Most of the current training concepts focus mainly on culture-specific, information-based learning, highlighting cognitive- and behavioural-based aspects (Thomas, 2009a). The emotional component is hardly ever considered. “The underlying assumption of such trainings is that if people speak the language of the host culture and [...] know some basic facts about the host culture, they adjust [...] better” (Jazaeri & Kumar, 2008, p. 84). This also applies to cultural reflection: It is assumed that if people learn to critically reflect on their own and other cultures and accept that a different view point might be valid, they will adjust more easily to a new environment. Indirectly, this sort of training might even influence affective processes. According to Gudykunst's (2005) anxiety/uncertainty management theory (AUM), intercultural situations are often situations of high uncertainty (e.g., one can not predict how the other will behave). High uncertainty is usually accompanied by high levels of anxiety. Together they make effective communication very unlikely. Through the reduction of uncertainty, anxiety will most likely also be reduced and effective communication will be possible. In that sense, training may reduce the likelihood of negative emotions from the beginning and support emotion regulation processes. Still, it is unlikely that all difficult emotions are eliminated. Additionally, current training also does not enhance the ability to regulate surprising emotions. Hence, the training of the emotion regulation competence would be an important addition.

1.3.2 Emotion Regulation Competence Training

Research on emotion regulation interventions is primarily found in the field of clinical psychology. Training sessions focus on increasing the use of so-called “adaptive” strategies and decreasing the use of “maladaptive” ones. However, recent research suggests that the adaptivity of a strategy depends on the situation and on the person (Gross, 2002; Matsumoto et al., 2008). This is especially true in an intercultural setting because certain emotions and emotion regulation strategies and their expression may not be accepted everywhere in the same way (Matsumoto et al., 2008). For training expatriates, this has to be considered. It does not suffice to learn only specific “adaptive” strategies but to have “a rich palette of emotion regulatory response options that can be flexibly employed, with a clear appreciation of the relative costs and benefits of using any given regulatory strategy in a particular situation” (Gross, 2002, p. 289).

Theoretical and applied emotional knowledge is among the most basic skills one has to learn to enhance emotion regulation. It seems reasonable that, before any regulatory strategy can be applied, one first has to be aware of one's own emotional state (Barnow, Löw, Dodek, & Stopsack, 2014; Berking, 2015). After the emotion has been acknowledged and labelled, emotional knowledge can tell a person if and which emotion regulation strategies should be applied. Emotional knowledge enhances the use of different emotion regulation strategies and the probability that emotions are regulated at all (Brandstätter et al., 2013). People with greater emotional knowledge usually have a broader repertoire of regulation strategies and facilitated recognition of social norms linked to emotions (Brandstätter et al., 2013). Knowledge

about social norms concerning emotions, especially emotion expression, is an important factor in any succeeding intercultural adjustment process, which in turn, leads to adjusted emotion regulation (Wranik, Barrett, & Salovey, 2007). One aspect of emotional knowledge has shown to be especially important: Emotion differentiation. In their study, Barrett, Gross, Christensen, & Benvenuto (2001) point out that people with a high ability of emotion differentiation manage to regulate negative emotions significantly better than people with a low ability ($p < .05$). The gap between the two groups was amplified by increasing emotion intensity. This means that emotion differentiation is of most use when the need for regulation is the greatest. According to Kashdan, Barrett, & McKnight (2015) neurological findings confirm these results. In their review, they specifically mention that “the skill to verbally characterize [...] emotional experiences with granularity and detail” (p. 10) enhances emotion regulation and write that this skill can easily be trained. “The heart of these interventions is the expansion of a person’s emotion vocabulary” (p. 14). This, combined with teaching the affected people how “to deploy this vocabulary in a flexible, conceptualized manner” (p. 13), successfully improves people’s ability to differ between their emotions. Kircanski, Lieberman, & Craske (2012) support this statement in their clinical study about arachnophobia. They demonstrate that people who label their feelings when being confronted with a spider experienced less fear than people using strategies like reappraisal or distraction.

Besides a well-grounded knowledge of emotions, a broad repertoire of emotion regulation strategies is crucial for successful regulation. Recognizing emotions in a differentiated manner certainly supports the finding of fitting regulation strategies (Wranik et al., 2007). But, for a flexible regulation, it is also necessary to have a variety of strategies to choose from (Berking, 2015; Gross, 2002). To enhance the number of possible strategies, in their review about emotional intelligence, Lopes, Cote, & Salovey (2006) suggest discussing possible strategies in groups, for example on the basis of critical incidences. Additionally, people could try different strategies in role-play scenarios or train on their own. Along with the process model (Gross, 1998), most of the training programs for emotion regulation strategies focus on the attention deployment, cognitive change and response modulation strategies. Training programs like Affect Regulation Training (ART; Berking, 2015) or Emotion Regulation Therapy (ERT; Mennin & Fresco, 2014) combine the improvement of emotional knowledge with regulatory training. ART significantly reduces self-reported negative and improves self-reported positive emotional states in clinical settings ($p = .001$) (Gottschalk, Bleichhardt, Kleinstäuber, Berking, & Rief, 2015) and enhances the ability to regulate emotions, for example in police officers (Berking, Meier, & Wupperman, 2010). ERT was found to effectively improve emotion regulation competence as well. Mennin, Fresco, Ritter, & Heimberg (2015) show, for example, that ERT decreases both self-reported and clinical assessed anxiety and co-occurring depression.

According to Gross (1998), strategies concerning attentional deployment can be divided into distraction, concentration, and rumination. Despite the statements about a flexible use of strategies, rumination has shown to be strongly related to higher levels of depression and anx-

xiety and should therefore be avoided (Michl, McLaughlin, Shepherd, & Nolen-Hoeksema, 2013). Most training programs focus either on distraction or concentration. Guiding one's attention to positive, pleasurable, relaxing thoughts (Langens & Mörth, 2003), for example through saying "stop" when negative thoughts arise and then remembering a nice event (Gross, 1998), or engaging in an absorbing, rewarding activity (Lopes et al., 2006) are recommended methods to decrease negative emotions and increase positive ones at the same time. Attention towards receiving positive stimuli can be manipulated by repeatedly letting people find a smiling face in a picture grid of mainly rejecting faces (Dandeneau, Baldwin, Baccus, Sakellaropoulo, & Pruessner, 2007). According to their findings, directing attention towards positive stimuli also leads to significantly lower levels ($p = .043$) of stress and higher levels of positive emotions. The most popular intervention at the attentional level in the current academic and therapeutic world is mindfulness training (e.g., Acceptance and Commitment Therapy (ACT), Hayes, Strosahl, & Wilson, 2011; Mindfulness Based Stress Reduction (MBSR), Kabat-Zinn, 2013). Derived from the Buddhist tradition of meditation and concentration, mindfulness is defined as "non-judgemental awareness and acceptance of present-moment experience" (Kemeny et al., 2012, p. 339). Mindfulness meditation has been shown to decrease the general physical stress level ($p = .04$) (Creswell, Pacilio, Lindsay, & Brown, 2014) and negative emotions and to increase positive ones (Kemeny et al., 2012). At first, mindfulness exercises increase present-moment emotional awareness through conscious self-observation. This facilitates emotion labelling and differentiation (Hill & Updegraff, 2012). Herwig, Kaffenberger, Jäncke, & Brühl (2010) show that awareness of an emotional state combined with directing one's attention to this state reduces amygdala activity. High amygdala activity is related to high levels of negative emotions. These findings suggest that being aware of an emotional state and focusing on it decreases negative emotions. They explain their findings with the concept of distancing. Distancing refers to the ability to step back and observe one's mind and body from a distance. It "also involves recognizing that one's thoughts, feelings, and urges are transient internal events rather than inherent permanent aspects of the self or accurate representations of reality" (Mennin & Fresco, 2014, p. 479). Being mindful helps to deflect the focus from strong feelings and appraisals to a non-judgemental perception filled with curiosity. So in a later stage one can learn not only to observe but also to accept one's own emotions. In addition to the distancing process, accepting makes it possible to disengage from the emotional state and to lead the attention to a more helpful analysis of the current situation or to previously learned knowledge (e.g., how to act in an intercultural situation). This increases the flexible choice of emotion regulation strategies (see Farb, Anderson, Irving, & Segal, 2014, for a review) and leads to a constructive attitude towards emotions. In this sense, enhancing mindfulness cannot only be seen as a strategy of attentional deployment but also as one of cognitive change. In a state of mindfulness, appraisals of emotions and situations are regarded as changeable thoughts. This makes it possible to seek out other appraisals and to engage in reappraising. Reappraisal and reframing are the core strategies of cognitive change. They are defined as the "ability to change one's evalua-

tion of an event so as to alter its emotional significance” (Mennin & Fresco, 2014, p. 480). Approaches, such as rational-emotive behavioural therapy (Ellis, 1995) and cognitive behavioural therapy (Beck, 1986), focus on this sort of cognitive restructuring. Both were found to be effective (see Butler, Chapman, Forman, & Beck, 2006; Lyons & Woods, 1991, for reviews). Neuroimaging studies support these findings (see Buhle et al., 2013, for a review). Further, Shurick et al. (2012) provide evidence for a durable effect of cognitive strategies on emotional responding.

Trainings of response modulation strategies focus mainly on relaxation through breathing exercises or muscle relaxation. In case of danger or stress, the body is tensed and people breathe rapidly. Philippot, Chapelle, & Blairy (2002) found that different emotions bring about different breathing patterns. Reciprocally, through active change of breathing patterns emotional states can be influenced. A slow and regular breathing pattern is connected with a relaxed state. Thus, conscious slow breathing relaxes the body. Many mindfulness meditations also include the observation of breathing or a controlled deep and slow breathing pattern. Autogenic training (Schultz, 2003) and progressive muscle relaxation (Jacobson, 1938) are typical muscle relaxation training methods. Both were found to decrease physical stress levels and negative emotions ($p < .05$) (Takaishi, 2000).

In intercultural preparation training people normally learn only the basics they need for their stay abroad (Deller et al., 2006). This holds especially true for emotion regulation competence trainings. In order to incorporate new strategies deeply, one must train them for weeks (Berking, 2015). Most of the above-mentioned interventions include training sessions spread out over at least six weeks and participants’ additional practice at home. Short intensive sessions, as intercultural preparation training sessions usually are, can only raise awareness of the topic. Additional training or further support activities abroad are necessary to ensure the effectiveness.

1.3.3 Support Actions Regarding Emotion Regulation

Besides the option to train emotion regulation competence, expatriates could also be supported in using their existing competence by facilitating different regulation strategies. Several activities, that could be influenced from outside, have been shown to influence emotional states. Engagement in regular physical exercise is a commonly known method to reduce tension and stress, thus to reduce negative emotions. Exercise also increases positive emotions (Biddle, Mutrie, & Gorely, 2015). Another source of emotional stress reduction is engagement in social relationships. Friends and family can give emotional support and proximity (Koole, 2009). For expatriates, this could, for example, mean to take part in expatriate societies or the like. There they can meet and interact with people with similar experiences (Moosmüller, 2007). It might also be important that they have the possibility to stay in contact with friends and family back home, in case the family is not joining the assignment. On a more professional level, current research on intercultural training suggests offering coaching or mentoring abroad (Deller et al., 2006; Thomas, 2009a). A coach/mentor can help to reflect and to learn

from emotional experience and can give advice on new ways of dealing with emotional distress.

1.4 Research Question

As explained in the literature review above, emotion regulation competence is an important factor when acting in and adjusting to an intercultural context. Based on the fact that people differ in their ability to regulate their emotions, the expatriates' need for emotion regulation-specific training and support seems highly likely. Need is defined as a yearning for something missing (Fröhlich, 2008). However, there is a possibility that people choosing to live abroad already possess a high emotion regulation competence. For example, having high levels of emotion regulation competence might be a selection criterion for companies when assessing employees for an expatriate assignment. So even though the necessity of emotion regulation competence in an intercultural context can be taken for granted, the actual need of expatriates to be trained or supported in this particular competence is still unexplored. Therefore this study aims to find out whether expatriates actually have a need for emotion regulation-specific interventions and to investigate what different needs can be specified. Based on those needs, courses of action for further development of intercultural training and support actions will be recommended. To sum up, the following research questions will be examined:

1. *What needs regarding emotion regulation-specific interventions do German-speaking expatriates in India have?*
2. *What course of action for expatriates and companies can be recommended based on the expatriates' needs?*

2 Methods

The aim of this thesis, which is to gain an explorative insight in the needs of expatriates living in India, led to the choice of a qualitative approach. The problem-based interview is an especially appropriate method to get the information necessary for answering the research questions (Helfferich, 2011). In a problem-based interview approach, the questions rely upon literature with the intention of singling out a specific issue. In order to meet that objective without losing the natural flow of conversation and to be more able to compare the answers later on, the semi-structured interview form was selected (Helfferich, 2011). To provide scientific quality, the procedure followed the quality criteria developed by Mayring (2015; see Appendix D). The following sections provide a closer description of the participants, the data collection, and the analysis of data.

2.1 Sample

The sample consists of German-speaking expatriates living and working in India. During the recruiting, the possibility emerged to talk to an expert in training and support for expatriates in India. The statements from that spontaneous expert interview were added as additional data to the inputs provided by the expatriates. The following sections give an insight into the recruiting process, the inclusion and exclusion criteria, and the description of the sample.

2.1.1 Recruiting

The recruiting process took place from January 2015 to November 2015. Nine participants were recruited. To find participating expatriates, over 20 international companies and NGOs based in Switzerland, Germany, and Austria that work with and in India were contacted by email (Appendix A). A one-page description of the project was sent as an attachment to the request letter (Appendix B). Based on feedback during the initial phase, an official confirmation letter by the head of the Psychology Department of ZHAW was added in the later recruiting process (Appendix C). A journey to India was realized from January through February 2015. Eight participants were recruited during this journey and through contact mediation by other participants and by the personal network of the author. The rate of positive responses from companies and organisations was very low. Of the over 20 companies, ten responded to the email, whereof only three actually provided expatriate contacts. As discovered during the recruiting process, the rules and requirements to employ foreigners in India are quite strict. The main problem was that most of the companies and organisations only work with local employees or with European-based employees travelling on short business trips. The few that actually employ German-speaking expatriates in India forwarded the request to their expatriates, who mostly refused to take part due to their workload.

2.1.2 Inclusion and Exclusion Criteria

To be more able to compare the interviews, the focus was only on expatriates in India. India has a growing economy and is, despite the strict employment requirements, an attractive location for international companies. Hence, an increasing number of expatriates are expected to go to India. In order to be considered, the minimum length of time spent in India had to be one month. Based on the author's own experience, it was assumed that for the period of one month, at least slight adjustment efforts would have to be made and a number of intercultural challenging situations would be experienced by the expatriates. Further, all expatriates needed to be fluent in German. It was decided to conduct the interview in only one language because through translation the meaning of words or phrases might be understood differently. As the author feels most comfortable in German, this language was chosen. At the time of the interview, each expatriate should still have been working in India or have just returned to their homeland. Time can affect memories (Walker, Vogl, & Thompson, 1997), so after an employee has returned home and time has passed since the expatriate situation, certain experiences

might be recalled quite differently. Nevertheless, due to a lack of options, it was decided to soften that last criteria for two of the interviews. It was also discovered that regarding the needs for useful interventions the danger for retrospective misrepresentation is very low, thus post-return responses can still be considered.

2.1.3 Description of Participants

To secure anonymity despite the specificity of the sample, only the most important information about the sample is provided. Furthermore, it was refrained from assigning descriptive information to specific participants.

Of the 9 participating expatriates, 5 were male and 4 were female, 7 were Swiss and 2 were German. They were between 25 and 52 ($M = 34.9$, $SD = 10.7$) years of age. Three participants worked as project or team leaders, three were doing an internship, two worked as regular employees and one was working as a CEO. The average time they had spent in India until the interview was 15 months ($SD = 12.9$). The expatriates lived in big cities all over India – six lived in South India, two in Central India and one in North India. All participants had gained intercultural experience before, most of them also in India, for example during business trips or holidays. They all described their stay abroad as intensive and interesting but also as stressful and challenging.

The spontaneously interviewed expert was originally from Germany but has been living in India for 12 years. She worked with expatriates coming to India and Indians leaving India for an expatriate assignment abroad on a daily basis, training and supporting them.

2.2 Data Collection

The data was collected in interviews, based on an interview guideline developed beforehand. The interview guideline featured a reasoned, step-by-step structure but was also open to flexible changes. There were mandatory key questions and optional side issues. Furthermore, there was space to ask spontaneous questions, which were not written in the guidelines, e.g., to get a deeper understanding of a specific answer. The complete interview development and collection process took place between November 2014 and November 2015.

2.2.1 Construction of the Interview Guideline

Based on the reviewed literature and the research questions, a first draft of the interview guideline was developed. The development process followed the SPSS principle by Helfferich (2011; SPSS is a German abbreviation for collect, check, sort, subsumize and does not refer to the statistic program of the same name). Firstly, interview questions were collected. Then they were checked for their usefulness and sorted in order to find the most relevant ones. Finally, the questions were reasonably structured.

The interview proceeded as follows: After a short initial conversation (which had the purpose of connecting with the participants and was not recorded), the interview started with a narrative question to introduce the topic. The interviewees were asked to recall a concrete,

difficult, intercultural situation and to describe this situation in detail. The chosen situation served as the basis for the next four questions. The intention of the first section (question one to five) was to slowly carve out emotions occurring in difficult situations and, based on that, identify which emotion regulation strategies were used (e.g., “Wie haben Sie die Situation erlebt?”). This should facilitate answering the questions in the second section (questions six to nine). Further, the information given about emotions and regulation strategies was thought to be possibly useful as an information base for recommending concrete interventions. In a workplace environment, talking about emotions, especially difficult or inappropriate ones, is still uncommon (Küpers & Weibler, 2005). How to deal with emotions in challenging contexts is often left to each individual employee. For this reason, it was assumed that high salience of this topic is very unlikely for a wider crowd. With regards to the research questions, it seemed important to enhance the salience of the interviewees’ feelings and regulation strategies before letting them judge their actual needs and wishes concerning this topic. The second section targeted these judgments and focused on the collection of important information to answer the research questions. It contained questions about training and support activities already carried out by the expatriates, their need for emotion regulation-specific interventions, and suggestions on what these actions could look like (e.g., “Würden Sie sich wünschen, anders mit Ihren Emotionen umgehen zu können?”). To provide the participants some basic ideas and to widen up their creative horizon, a list with possible interventions based on literature was handed out for them to comment on and to complement with further ideas and wishes.

2.2.1.1 Pilot Study and Revision of the Interview Guideline

To test the chosen questions and to revise the interview, a pilot study was conducted. During the time spent in India two German-speaking expatriates were interviewed. The evaluation of those interviews underpinned some assumptions made for the first draft of the interview guideline and led to a few minor changes. First of all, the interviews confirmed the assumption that talking about emotions and their regulation in a differentiated manner can be difficult. In order to get a more sophisticated view of occurring emotions and regulation strategies, it was decided to henceforward hand out a list of emotions and a questionnaire targeting emotion regulation strategies. To keep the open response format, participants were asked to complement the listed emotions and strategies by providing their own. The evaluation also supported the chosen structure with a narrative beginning and a slow immersion in the field of emotion regulation. The list of intervention possibilities handed out in the end demonstrated a great advantage. To test its usefulness, the expatriates were first asked about their wishes and suggestions without showing them any list. Their answers were rather short and superficial. With the suggestions, the answers were more substantial and wide-ranging. The final version of the interview guideline can be found in Appendix E and the additional documents in Appendix F-H.

2.2.1.2 List of Emotions

The list of emotions handed out with the intention of achieving a more discrete and accurate picture of occurring emotions was based on the one assembled by Ulich & Mayring (2003). In their extensive research they found 18 emotion clusters containing several emotions with similar profile. By considering every emotion within the clusters as distinct, they collected 34 emotions. 32 of these emotions were included in the list in this study. “Feeling of attachment” and “self-esteem” were omitted, because they were regarded as covered sufficiently by the respective emotion in their clusters (love/sympathy and pride). The list was extended by two additional emotions: Frustration (Parrott, 2001) and uncertainty. Frustration, an emotion that accompanies disappointment, was assumed to be highly likely in an intercultural setting, as the possibility of unmet expectations is high. Uncertainty is most often not defined as an emotion but rather as a cognitive state associated with anxiety (Gudykunst, 2005). Still, in its everyday use and in the pilot interviews, uncertainty is often named as an emotion, used as a term for the anxiety tied to uncertain situations. Based on that observation, it was decided to include uncertainty despite its unclear classification status.

2.2.1.3 Emotion Regulation Questionnaire

To examine the use of emotion regulation strategies in the remembered situation, a questionnaire based on the FEEL-E (Fragebogen zur Erhebung der Emotionsregulation bei Erwachsenen; Grob & Horwitz, 2014) was handed out. Its aim was to facilitate the recalling of strategies used by the interviewees. The FEEL-E, along with its child and youth version FEEL-KJ, was developed as the first German questionnaire addressing different emotion regulation strategies for discrete emotions. It features 24 questions covering 12 different regulation strategies. The strategies were collected in clinical interviews for the FEEL-KJ and adapted for the FEEL-E. The questionnaire focuses on strategies for the regulation of negative emotions (i.e. anger, fear, sadness) in every situation in which they occur. The strategies are divided into the categories “adaptive” and “maladaptive” with the question whether a strategy enhances or decreases subjective well-being. This questionnaire was chosen because of the wide range of strategies it takes into account. For this study, the questions were adapted and reformulated in order to address the specific difficult situation remembered by the interviewees and to consider every emotion possibly involved in such a situation. The questions could be answered with a “Yes” or “No” answer. Nothing was changed except of the wording for the situation and the emotions, so that the items could still be allocated to the different strategies.

2.2.1.4 List of Possible Training and Support Interventions

Based on the literature, a list of possible interventions that could be offered to expatriates was created. The initial version consisted of nine suggestions. After the pilot study, two items were added. Hence the final version contains eleven suggestions. The different ideas

focused either on (a) content, (b) form or (c) time of intervention or on several of these aspects together.

- (a) Focusing on emotion regulation-specific interventions, literature suggests targeting either the improvement of emotional knowledge (Brandstätter et al., 2013) or the training and support of different emotion regulation strategies (Berking, 2015). Two items focused on the first (e.g., “Ich möchte lernen, Emotionen besser zu erkennen”). Two items intended to examine the interest in general emotion regulation strategy training (e.g., “Ich möchte neue Strategien lernen, mit meinen Gefühlen umzugehen”). To find out about the need for support of emotion regulation strategies, another two suggestions were implemented (e.g., “Ich möchte mich mehr mit Anderen austauschen können”). To get a broader picture, four items focusing on traditional, culture-related information were added (e.g., “Ich hätte gerne eine Übersicht mit zu erwartenden Schwierigkeiten, die nicht im Reiseführer stehen”).
- (b) Regarding the form of the emotion regulation-specific interventions, literature suggests actions, such as to train strategies by critical incidents (Lopes et al., 2006) and role-playing or to support expatriates by a coaching system (Deller et al., 2006). Based on the pilot study, the provision of information in written form was added to the suggestion list (e.g., “Ich hätte gerne ein Fact Sheet mit Do’s/Don’ts”).
- (c) Expatriation includes mainly three temporal phases: The time before the stay, the time during the stay and the time after the stay. All three have their challenges and all three could possibly be targeted by interventions. Two items focused on a specific time (e.g., “Ich möchte besser vorbereitet werden auf das, was mich in Indien und bei meiner Rückkehr zu Hause erwartet”).

2.2.2 Procedure

The interviews took part between April and November 2015. Each had an approximate duration of 50 minutes. Five interviews were conducted via Skype, one by phone, and three in person, while the respective participants were in Switzerland. The conversation atmosphere in all interviews was open and relaxed. The language spoken was Swiss German in seven cases and German in two. All interviews were recorded in order to transcribe them later. The anonymity of the data was guaranteed at the beginning to foster open and honest answers. Furthermore, the possibility for a printing approval was offered.

The expert interview took about 40 minutes and was conducted in German. In this case, the questions were asked spontaneously, as the interview had not been planned previously. This interview was informative and the conversation atmosphere was friendly and inspired. The interview was recorded, and the anonymity of data was guaranteed. The transcription was provided for a printing approval.

2.3 Analysis of Data

Regarding the research questions, the interviewees served as informants, which means the spoken content of the interview was paramount. This was considered for the transcription rules, as it is suggested by Mayring (2002). The interviews were transcribed literally, following the transcription rules stated in Appendix H. To make the transcription more readable, the dialect was transformed to High German, taking into account the individual linguistic customs of the interviewees and of the spoken language (Mayring, 2002). In order to maintain the confidence and the anonymity of the participants, the complete transcriptions are not printed in this thesis, even though the transcriptions were made anonymous. The chosen sample is very specific and there is a high possibility that their employers, in spite of the anonymization, may recognize the expatriates. Because some statements are delicate in nature, it was deemed necessary to protect the expatriates this way from further consequences. If more information on the transcriptions is required due to scientific reasons, the author may be contacted.

The transcriptions were analysed using qualitative content analysis by Mayring (2015). To protect the anonymity of the interviewees, the first question (“schwierige Situation”) was not analysed. In a first step, the interview content was roughly structured by an interview guideline- and literature-based system. During that structuring process it was decided that, due to the lack of relevant information, question four (“Haben Sie Ihre Gefühle gestört oder in Ihrer Handlung behindert?”), question five (“Wie ging es Ihnen nach der Situation?”) and the adaption of the FEEL-E would not be included in further analysis. From the remaining relevant material, all statements focusing on needs and helpful emotion regulatory actions were identified and categorized according to inductively deduced categories. Finally, the categorization system was verified, adjusted, and refined. Coding rules and example quotes were determined for every category. The chosen quotes were explicated where necessary. The final categorization system is displayed in Appendix I. Statements about occurring emotions including the used list (Appendix F) were not categorized but analysed quantitatively for their frequency and described in the results. Related emotions were clustered according to the classification of Ulich & Mayring (2003) in order to represent the results more clearly. The expert interview was transcribed, paraphrased, and summarized. The full transcription can be found in Appendix K.

3 Results

This study intended to examine the expatriates' need for interventions regarding emotion regulation competence. Current science shows how challenging intercultural situations can be (e.g., Matsumoto et al., 2005; Stahl, 2005; Yoo et al., 2006). The interviewed expatriates reported a variety of difficulties and described different emotions coming along with those. The emotions reported in the interview (Question 2: *Wie haben Sie die Situation erlebt?* (Eng.: *How did you experience the situation?*)) are summarized in Section 3.1.

Based on these emotional experiences, the expatriates expressed their needs for emotion regulation-specific interventions. The answers indicate a strong need for such interventions in general. Still, the aim of this thesis includes not only the examination of a general need but also a better understanding of which specific needs must be covered. Section 3.2 and 3.3 take a closer look at the four needs found and at emotion regulation strategies already regarded as helpful by the expatriates. These sections are supported by quotes from expatriates taken from the interviews. The quotes are in the original language (German) and translated² analogously into English in order to make them understandable for non-German readers. To emphasize the quotes, they are written in italics. The following interview questions were relevant with regard to these sections:

3. *Wie sind Sie mit Ihren Gefühlen umgegangen?*
(Eng.: *How did you deal with your feelings?*)
6. *Würden Sie sich wünschen, anders mit Ihren Gefühlen umgehen zu können?*
(Eng.: *Would you wish to deal differently with your feelings?*)
7. *Wie könnte dieses 'Anders' aussehen?*
(Eng.: *How could these different methods look like?*)
8. *Wie wurden Sie im Vorfeld vorbereitet? Wie werden Sie bereits unterstützt?*
(Eng.: *How have you been prepared? How have you been supported up to now?*)
9. *Was könnte Ihre Organisation tun, um Sie zu unterstützen?*
(Eng.: *What support could your organisation offer you?*)

During the data collection, a spontaneous interview with an expert in the field of intercultural training and support took place. Its summary can be found in Section 3.4.

3.1 Reported Emotions

In this study, the expatriates reported a wide variety of experienced, mainly negative emotions. Due to the fact that the interview focused on difficult situations, the answers are not representative for emotions accompanying expatriation in general. In addition to the emotions on the list handed out, the expatriates reported the emotion "helplessness".

² Professionally translated by Sabina von Brodowska Telli.

The most expressed negative feeling was frustration – eight of nine participants have felt that way. Anger-related feelings and stress-related feelings were mentioned six and five times respectively. Feelings like fatigue, boredom and emptiness appeared in 4 of the cases. Two or one expatriate felt uncertain, shocked, disgusted, envious, guilty, lonely or helpless.

On the positive side, joy was, with three references, the emotion most mentioned. Further, love/sympathy, pride, happiness and surprise were expressed each one or twice. Figure 3 shows how often each cluster was named.

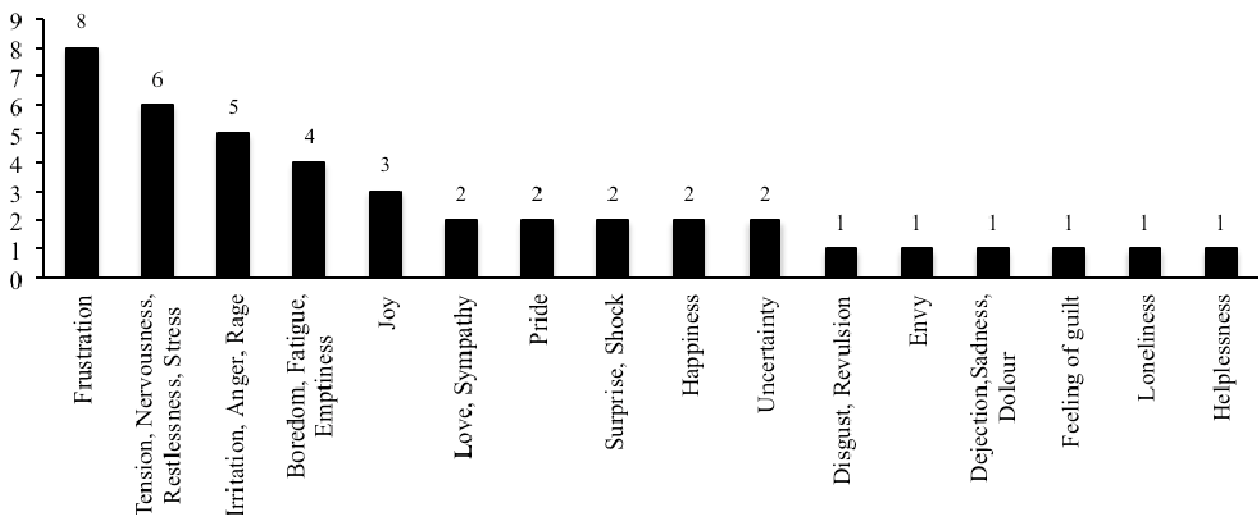


Figure 3. Number of nominations for each emotional cluster. $N = 9$.

3.2 Needs

With regard to interventions, the participants provided a wide variety of concrete ideas. These ideas were categorized into four needs:

- The need for interaction with others (3.2.1)
- The need for an acquisition of knowledge (3.2.2)
- The need for a reduction of stress inducing situations (3.2.3)
- The need for other's interest in expatriation-related emotions and challenges (3.2.4)

Figure 4 displays the number of nominations for each of these needs. In addition, the interviewees expressed their needs regarding different times in which interventions could take place (3.2.5).

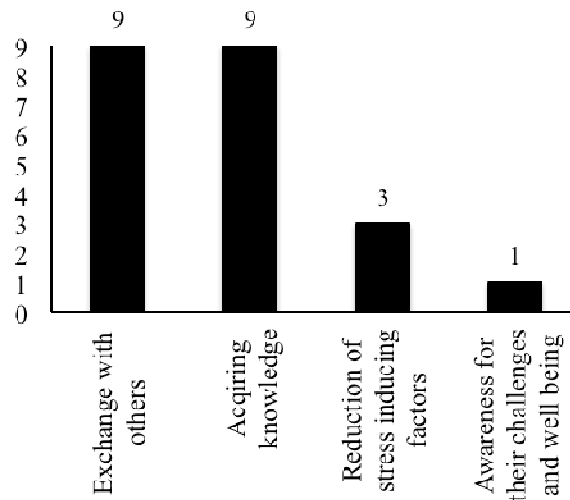


Figure 4. Number of nominations for each need. $N = 9$.

3.2.1 Interaction with Others

All expatriates expressed a need to talk with others about their experiences and challenges abroad. In interaction with others, different emotion regulation strategies can be applied, such as seeking social support or the feeling of familiarity, reflecting and reappraising, and integrating more easily in the new environment. The wish to interact targeted different groups of people:

- An individual, personal exchange possibility
- An interaction with other expatriates and people back home
- An interaction with locals

3.2.1.1 Individual, Personal, Exchange Possibility

Seven of nine expatriates stated a need for an individual, personal exchange possibility during their assignment, preferably with a professional or interculturally and locally experienced person. They expected it to be useful and helpful. This person should support the expatriates in their adjustment process, help them with their emotion regulatory processes and provide them room to talk about their experiences. All expatriates wished for a one-on-one setting, in order to be free to express even deeper thoughts and feelings. It was feared that in a group setting the exchange of thoughts would remain rather superficial.

E9: „Ich denke schon one-to-one, weil es ja recht persönlich ist, ich stelle mir jetzt da vor, so in einer Gruppe, da bleibt es eher oberflächlich, da müsste es dann schon in einem one-to-one, Face-to-Face Gespräch sein.“

(E9: “I would rather choose a one-on-one option because it is a quite private subject. If we talk about it in a group it might be too superficial. That is why it should be a one-on-one, face-to-face discussion.”)

All expatriates explicitly wished not to interact in a one-on-one setting on a regular basis, however, that such should be available whenever needed.

E5: „Ich denke, so die Option von einem Coach, es ist nicht obligatorisch für jeden, aber es ist eine Option, man kann ihn anrufen oder anfragen. Ich denke, das ist sicher gut.“

(E5: “In my opinion, the solution of a coach is a good one. It is not mandatory for each and everyone but it is quite practical that one can call the coach and ask him/her any time.”)

Two expatriates mentioned that such an individual exchange possibility might be unrealistic for a company due to expected high costs. To avoid these costs, they recommended sending an experienced colleague or a professional (e.g., from Human Resource) from within the company. One expatriate suggested that especially smaller companies could offer to cover the costs on an individual basis instead of installing a permanent option.

E3: „Also ein Coach in Indien, klar das wäre natürlich super, aber das ist eine Kosten-Nutzen-Frage. Nice-to-have.“

(E3: “Of course it would be great to have a coach in India, but it is a matter of cost-benefit, a nice-to-have wish.”)

3.2.1.2 Interaction with Other Expatriates and People Back Home

All expatriates in this study expressed a need for interaction with other expatriates who could provide social support, sympathy and familiarity. This includes also accompanying families and partners. In company with such people, especially other expatriates from the same origin, it would be possible to behave in a familiar way. According to the participants it would be nice to have the possibility to talk in one’s own language or to eat one’s native food every once in a while. It would further provide them the possibility to exchange experiences made in India, to talk about frustrations and to get tips and tricks.

E5: „Und da finde ich es auch manchmal noch gut, wenn du in Indien ein paar Gleichgesinnte hast, [...] vielleicht durch eine [...] Vereinigung oder durch einen solchen Event, die es ab und zu gibt in einer Firma, zum Beispiel für [...] alle Europäer, so mit ähnlichen Denkweisen. Dass man sich da ab und zu treffen kann und auch austauschen kann, dass man mal in der eigenen Sprache sprechen kann, ich denke, das hilft häufig, du kannst dein Essen essen und so.“

(E5: “This is why I think that it would be good to have a group of like-minded people in India, [...] maybe in a [...] association or at an expatriate event. People which have identical needs and beliefs. Europeans who would meet from time to time, share opinions, talk in one’s own language, this is often helpful, or eat our own food and so on.”)

The expatriates wished this to happen in smaller and informal settings (e.g., meeting with friends) or in bigger circles, like at an expatriate event offered by the organisation or by an expatriate association. One person thought to have another expatriate from the same company being there during the same period of time to be especially helpful. Two expatriates suggested such expatriate meetings to work as peer consulting groups or even as guided supervision groups.

E1: „[Mit] Arbeitskollegen, dass man ein Seminar organisieren könnte, wo man sich in einem Modul zusammen austauschen könnte, unter Anleitung eines Trainers.“

(E1: “To organize a workshop [with] colleagues from the enterprise, choose a place where we could share experiences accompanied by an instructor.”)

Another group of people who are able to provide social support are people back home, such as family or friends. Especially one expatriate wished to share his emotions and experiences also with them. However, according to that participant, this is sometimes difficult because people back home often do not know what it is like to be in India. She would need them

to be able to understand her and her feelings better, for example through a visit, so they can share some of the expatriate's experiences.

E9: „Und dann kann ich irgendwie diese Gefühle eigentlich gar nicht gross teilen, das ist dann manchmal fast so schlimm, weil, wenn ich jetzt mit gewissen Personen der Familie sprechen würde, dann weiss ich ja, dass diese keinen grossen Bezug dazu haben, und dann kann ich es auch gerade bleiben lassen. Aber darum finde ich es auch gut, wenn man besucht wird, zum Beispiel hat mich meine Mutter zweimal besucht. [...] Ich glaube, so Sachen helfen extrem, wenn man dann in der Familie jemanden hat, der wenigstens mal dort gewesen ist und weiss wie es ist, wo einfach einen kleinen Bezug hat.“

(E9: “Then I somehow seem to be unable to share these feelings. It is almost worse because if I would talk about them to some members of my family, for instance, I know that they have no idea about these subjects. It is better that I don't even mention it. This is why I find it important that someone visits us. For example, my mother came twice. [...] I am sure that these insights help a lot because then there is at least one member of my family who has seen the country, who has been there and has had a glimpse of life here.”)

3.2.1.3 Interaction with Locals

Merely seeking familiarity might in some way also hinder the adjustment process. According to some expatriates, the sole interaction with other expatriates sometimes leads to an echo chamber of frustrations without finding effective solutions. In order to get more integrated in India, three expatriates expressed the need to interact with locals. This interaction was described as a preferred way to get familiar with the new living environment. Impressions and opinions could then be altered and understood in a new way. Furthermore, befriended locals, like every other friend, could also be a source of social support.

E5: „Es muss in einer gewissen Balance sein und zusammen mit gewissen Events und Freundschaften auch mit Lokalen. Ich denke, es ist ganz wichtig, dass du beides hast.“

(E5: “It has to be balanced, together with certain events and friendships with locals as well. I think it is very important to have both.”)

3.2.2 Acquisition of Knowledge

Besides the need for interaction with others, the expatriates expressed the need to acquire new knowledge. There is a need for emotion regulation-specific knowledge, but also for culture-related knowledge. Regarding the form of knowledge transfer, face-to-face inputs of experts in groups or in one-on-one settings, interaction with locals, and getting information in written form were named.

3.2.2.1 Needs Regarding Content

In the interview, the expatriates targeted two sorts of content: Emotion regulation-specific and culture-related content. Although the focus of this study lies on the former, culture-related content was also involved in order to gain a broader picture. Furthermore, some interviewees expressed that learning of culture-related issues made them feel more secure and reduced fears, thus operated in an emotion regulatory way.

3.2.2.1.1 Emotion Regulation-specific Content

Six expatriates wanted to acquire emotion regulation-specific knowledge. Five expressed the need to expand their repertoire of emotion regulation strategies. They named fol-

lowing strategies (sorted by the process model (Gross, 1998); the numbers in brackets show the amount of people wishing to learn that strategy):

- Attentional strategies
 - To shift one's attention to something positive (1)
 - To be able to take a step back and to abstract (2)
 - To be mindful (1)
- Cognitive change strategies
 - To appraise emotions and emotional situations differently (3)
 - To enhance the acceptance of emotions (2)
 - To learn not to see oneself as a helpless victim but as somebody who is able to control emotions (1)
- Response modulation strategies:
 - To learn how to relax (2)

E3: „Wäre sicher schön, wenn man etwas mehr abstrahieren könnte, natürlich, oder in einer Konfliktsituation, sodass man dann eben nicht falsch oder überreagiert.“

(E3: “It would be nice to be able to keep cool, naturally, so as to avoid overreacting or doing the wrong thing in a conflict situation.”)

E5: „Vielleicht auch selber wieder die Verantwortung übernehmen können über seine Gefühle, und eben aus dieser Opferhaltung weg, also 'die Umgebung ist jetzt so und ich kann gar nichts anderes machen', sondern dahin 'ich habe ein Instrument, [...] und kann Einfluss darauf nehmen'.“

(E5: “Maybe being responsible for one's own feelings and letting go of the victim point of view, so instead of: ‘This is the way things are, and I can't change it’ rather think, ‘I have a tool [...] and I can influence my emotional state.’”)

Four participants wished to enhance their emotional knowledge. Especially the recognition of emotions seemed to be an important issue: All four expatriates interested in emotional knowledge also wished to learn to better recognise emotions. The recognition of one's own emotions goes hand in hand with the ability to differentiate emotions. Further, three participants wanted to get more information about emotions possibly appearing in an intercultural setting.

E5: „Es ist sicher wichtig [...], dass du mit deinen Gefühlen umgehen kannst, sie wahrnehmen kannst.“

(E5: “It sure is important [...] to manage your feelings, to be aware of them.”)

E7: „Ich möchte lernen, Gefühle besser zu erkennen, eigene und fremde, ja, das könnte ich mir auch vorstellen, ja.“

(E7: “I'd like to learn to better recognize feelings, my own ones and the ones of other people. Yes, I could imagine this indeed.”)

Actions taken regarding emotion regulation-specific content might focus only on one aspect named above or combine different aspects.

E4: „Vier [Lernen von neuen Emotionsregulationsstrategien], ja, wäre spannend, verbunden mit zwei [Lernen, eigene und fremde Emotionen zu erkennen] und fünf [mehr Wissen und Informationen über möglicherweise auftretende Gefühle].“

(E4: “Four [Learn about new strategies to regulate emotions] Yes, this would be fun, combined with two [Learn to recognize emotions from oneself and from others] and five [More knowledge and information about feelings that may appear].”)

3.2.2.1.2 Culture-related Content

All interviewees at one point of the interview expressed the need for culture-related content as it is currently taught in intercultural preparation programs (Thomas, 2009a). Most of these statements focused on culture-specific information, such as knowledge about India and Indian culture. Almost half of them were made without seeing the list of possible interventions (Appendix H). This indicates that the acquisition of culture-specific information is either very important or highly salient.

E2: „Das fände ich allgemein noch nützlich, auch so allgemeine Sachen, wo man auch vergessen kann, zum Beispiel, dass man mit der rechten Hand isst und wie man jemanden richtig anspricht, wen man duzen darf oder wen man nicht duzen sollte [...]; solche Sachen hätte ich vorher hilfreich gefunden.“

(E2: “This would be quite helpful with everyday topics (which we tend to forget) like to eat with the right hand and how to address someone properly, whom you may speak casually with and whom you should not, [...] this is the sort of information which would have been good for me to know before.”)

E5: „Ganz praktische Informationen, wo man jetzt weiss: ‘Gut, wenn ich nach Indien komme, dann ist die Luft vielleicht etwas anders und es hupt überall und der Verkehr und...’ Also, dass ich einfach mal weiss, und, gut, ein wenig eine Vorstellung habe, in welche Umgebung ich komme und nicht total überrumpelt bin.“

(E5: “We should get some common information, like: ‘Ok, when I get to India the air might be slightly different and the traffic is quite loud, etc.’ It is important to have an idea about the environment we come into in order not to be taken by surprise.”)

Four more critical interviewees said that, although important, culture-specific information involves the risk of sowing prejudices and should be provided with care and the possibility to reflect. They suggested better to use it as a starting point for deeper reflection.

Four statements target the need for culture-general content, three of them wished for intra- and intercultural reflection. One participant wished to learn general cultural concepts, for example the culture dimensions by Hofstede (2010).

E5: „Ich fände es spannender [...], dass ich so die allgemeinen Konzepte lerne, so Kulturdimensionen kennenlerne. Und dann nebensächlich so vielleicht Tools, wie ich an mir selber arbeiten kann, meine Persönlichkeit entwickeln, einfach so die generellen Sachen, wo mir dann auch helfen, für jede Situation dann auch damit umzugehen.“

(E5: “It would be more interesting to me [...] as a way to learn general rules and new cultural dimensions. Plus maybe some tools to get better at it, perfect my own personality, the kind of details which would help me to feel at ease in any situation.”)

3.2.2.2 Needs Regarding Form

This section describes what formal needs expatriates wished to be met by an intervention program with regard to the acquisition of knowledge. The statements focused mainly on

experts providing face-to-face inputs. Explicitly named were also the gain of knowledge by interaction with locals or getting information in written form.

3.2.2.2.1 Face-to-Face Inputs

One method for acquiring expert knowledge is to provide face-to-face inputs. According to the interviewed expatriates, such an input should last from a few hours up to a few days and could take place in a one-on-one or group setting. Two expatriates wished not only for theoretical input, but also training and practice in certain behaviours and reactions. Nevertheless, the other expatriates were rather critical regarding such interventions, because they don't like role-playing.

E1: „Ja, so im Nachhinein wäre es sicher noch hilfreich gewesen, wenn man so irgendein ein- bis zweitägiges Seminar hätte machen können, wo man beispielsweise so Businessverhandlungen mit Indien, die indische Kultur oder das indische Wesen usw., sich entsprechend interkulturell hätte vorbereiten können [...], und ich würde auch sagen, so nach zehn Monaten wäre es immer noch hilfreich.“

(E1: “Looking back, it would have been helpful to attend a 1-2 day seminar where we could have been prepared for an intercultural exchange containing business negotiations with India, Indian culture, or the character of Indian people. [...] I would add that after 10 month, it still can be very useful.”)

As described in Section 3.2.1.1, the expatriates expressed a strong need for an exchange possibility with a professional in a one-on-one setting. During such an interaction, three expatriates wanted the professional to teach and train them according to their needs. The participants needed these experts to be familiar with India; otherwise the expert would appear less credible. One expatriate mentioned that, regarding emotion regulation, experts have to be psychologically trained. If the content is culture-related, one suggested training by an Indian expert, because locals are understood to be more able to explain certain situations.

E6: „Also zum Beispiel Begleitung durch einen Coach in Indien, also dort könnte ich mir noch vorstellen, dass das noch gut wäre. Aber eben, ich denke, es wäre vielleicht jetzt dort noch gut, es wäre ein Inder, wo einem das näherbringen würde, was vielleicht so ein bisschen in den Köpfen vorgeht.“

(E6: “As to the proposal of being coached in India, I could imagine that it would be useful if it would be done by an indigenous person who could tell us more about how people think here.”)

3.2.2.2.2 Interaction with Locals

Culture-related knowledge may not be provided only by experts but also be gained by an exchange of thoughts with random locals. Two expatriates described a need to impart knowledge that way. One person expressed the need to interact with Indians knowing both cultures hoping that in an interaction with interculturally knowledgeable people a deeper form of reflection and learning could take place.

E7: „Also grundsätzlich glaube ich, vielleicht so im Anschluss an den letzten Punkt mit dem Austausch mit anderen, was da vielleicht auch etwas zum Kulturverständnis, vielleicht am meisten, beiträgt, wäre auch ein Dialog mit Indern in dem Fall, eventuell mit Indern, die wiederum dann auch Erfahrung haben und beide Kulturen kennen, um somit auch den Dialog etwas mehr zu fördern. Ich glaube, das wäre grundsätzlich die beste Möglichkeit, um dann auch so viel wie möglich von der indischen Kultur kennenzulernen.“

(E7: “I believe, coming back to the last point about the sharing with others, what would most enhance cultural understanding would be a dialogue with Indian people who have experienced both cultures in order to have a more interesting debate. In my opinion, this would be the best way to learn the most about Indian culture.”)

3.2.2.2.3 Information in Written Form

Additionally, knowledge could be provided also in written form. Four expatriates expressed a need for written information, such as a fact sheet or a list with tips and tricks. According to them, such a document would have the advantage that it could be read repeatedly, so information would be more easily remembered.

E2: „Es kann auch etwas Schriftliches sein, das muss von mir aus gesehen nicht unbedingt ein Treffen sein.“

(E2: “It could also be a leaflet, it must not necessarily be a meeting.”)

3.2.3 Reduction of Stress Inducing Factors

In this study, the expatriates spoke about a variety of experienced challenges and stress inducing factors that accompany expatriation. Based on their stories, three expatriates explicitly expressed a need for the reduction of stress-inducing factors.

One stressful factor mentioned was having issues with the partner or family. Firstly, taking along an unmarried partner to India is almost impossible due to India’s restrictive immigration policies. Being away from a partner for a few years was stated to cause additional emotional distress. The same problem with India’s policies is valid for accompanying partners if they want to find a job in India.

E3: „Mein grösstes Problem ist für mich, dass ich alleine nach Indien gegangen bin. (Mein/e Partner/in) ist (im Heimatland). Und die Unterstützung durch die Firma - wenn beide arbeiten - um ins Ausland zu gehen, ist meines Erachtens nicht genug. Und das ist sicher etwas, es würde sich auch für die Firma lohnen, wenn jemand glücklicher ist und sich mehr einbringen kann im lokalen Leben, wenn er mit der ganzen Familie kommen kann [...]. Ich habe von anderen Firmen gehört, wo das anders handhaben, wo sagen: ‚Entweder gehen die ganze Familie, oder beide oder niemand‘ und das einfach auch mehr unterstützen. [...] Ich denke, das hat auch einen Einfluss, ich meine, wenn man persönlich zufrieden ist mit der Situation, der persönlichen Situation, dann fällt einem das sicher auch leichter, gewisse Herausforderungen mehr zu akzeptieren oder lockerer zu nehmen oder anders zu reflektieren. Und ich habe schon das Gefühl, dass ich manchmal mehr ge- reizt bin wegen all diesen Problemen, die sich da ergeben, Unzufriedenheit, ja.“

(E3: “My biggest concern was that I had to go to India alone. (My partner) lives (in my country). In my opinion, when both partners work full time, the support of the firm for the expat is not enough. If the whole family would be allowed to live together, it would be much better for the firm as well because the expat would be much happier and could work better, feeling more integrated in the local community [...] I know that other firms have other policies, like ‘either all go or nobody (partner, family). They just support their employees better. [...] This has an impact on the whole process. I mean when somebody is satisfied with his/her personal way of life, he/she can accept more challenges, feel more relaxed, and think differently. For myself, I feel that I am sometimes rather edgy because of all my personal problems. Unsatisfied indeed.”)

Another stress-inducing factor described by two expatriates was possible pressure on the part of the company. Quitting an expatriate assignment, for example, is often connected to severe consequences for the career (e.g., dismissal). Expecting such consequences applies pressure on the expatriates and was explained to enlarge their emotional distress. The expatriates wished that companies assured them that no such consequences would arise when they

were given expatriate assignments. One participant also suggested two solutions to avoid early termination: Offering a trial period or providing expatriates the possibility to talk about their challenges. This participant hoped that by talking openly about these topics, solutions (e.g., holidays in the home country) other than early termination of the assignment could be found.

E8: „Also, was ich ganz wichtig finde, ich habe das zwar nicht explizit angesprochen, aber ich weiss, das hätte immer so funktioniert unter meinem Chef, den ich damals hier hatte: der Ausweg, wenn es nicht funktioniert, dass ich abbrechen kann. Das darf kein No-Go sein und da darf auch nicht die Welt zusammenbrechen, also das ist das, was man als Firma einem Expat schuldig ist, denke ich.“

(E8: “Well, although I did not for this explicitly, I know this had always been this way with my boss, the one I had here previously: The outcome when the expat situation fails, the right to leave. It shouldn’t be a no-go and the world shouldn’t collapse because of that. I think that this is what a firm owes to its expats.”)

Finally, one expatriate wished to be guided and supported by the company, especially when arriving, and to get practical support, such as help in finding an apartment or in similar actions. Being supportive in that moment can reduce a lot of stress.

E5: „Das gibt wahrscheinlich eine gewisse Sicherheit. Dass man da von der Firma etwas geführt wird und zum Beispiel eine Wohnung zur Verfügung gestellt bekommt.“

(E5: “This will probably confer a kind of security, to know that one is assisted by the firm and will have, for instance, a flat at his/her disposal.”)

3.2.4 Others’ Interest in Expatriation-related Emotions and Challenges

Two expatriates described their situation as somehow cut-off from the home base due to the fact that they feel no interest in their life abroad especially from their companies. These expatriates wanted others to show more interest in their challenges and emotions abroad. The expatriates wished especially their companies to express awareness and acceptance of possible challenges, so expatriates feel more open to talk about their problems, if there are some. One expatriate further wished her company to regularly ask about her emotional well-being.

E9: „Mich hat nie jemand gross gefragt, also von HR bestimmt nicht, wie es mir gefühlsmässig so geht, also da habe ich schon gedacht, das wäre eigentlich sehr gut, wenn man einfach so periodisch abchecken, so alle halbe Jahre, einfach ‘Ist alles gut?’, oder Gefühle oder so, auch wenn es nach Wischiwaschi klingt vielleicht, aber trotzdem, es kostet ja nichts, einfach mal nachfragen ‘Ist alles gut?’ und so.“

(E9: “Nobody has ever asked me, HR surely not, how I felt, if everything was ok. And I thought, it would be necessary for a check up from time to time, every 6 months, nothing complicated just a question: ‘Is everything all right?’ or how one feels, even when it seems to be superficial. It will not ruin the firm, a simple question: ‘Is everything ok?’ and so on.”)

3.2.5 Needs Regarding Time of Intervention

An expatriate assignment can roughly be parted in three phases: The pre-departure phase, the actual stay abroad and the return home phase. The expatriates stated that all phases should be targeted by some interventions.

E7: „Ich glaube, Vorbereitung ist in jedem Fall ganz essenziell, vor allem für Menschen, die einfach nicht so diese interkulturelle Erfahrung haben, und da sollte man auch nicht davon ausgehen, nur weil Menschen schon mal im Ausland waren, also das heisst nicht

gleichzeitig, dass sie auch interkulturell kompetent sind. Dementsprechend braucht es in jedem Fall im Vorherein Vorbereitung und dann im Idealfall wenn möglich auch eine Begleitung während des Auslandsaufenthaltes und im letzten Schritt dann auch Rückkehr und am besten dann auch wieder im Heimatland nochmal. Das sollte meiner Meinung nach ein durchgehender Prozess sein.“

(E7: “I think that, in any case, it is very important to be prepared, especially for people who have had no intercultural experience before. One should not assume that when someone has lived abroad he/she automatically detains intercultural competences. This is why preparation is essential in every case, and then ideally one should benefit of a tutor during the stay abroad, for the return too, and finally, in the best case, for reintegration in the home country. This should be a continuous process.”)

3.2.5.1 Pre-departure Phase

Six of the participants explicitly wished for some preparation before their assignment. Preparation actions should not only be offered to expatriates but should include the whole family and, especially, partners that accompany expatriates. During the pre-departure phase the focus of the interviewees lied on acquiring knowledge from an expert.

E7: „Also Vorbereitung auf Indien hätte ich mir von Seiten der Firma schon etwas gewünscht.“

(E7: “I wished my firm had organized a kind of briefing on India previous to the trip.”)

E6: „Ich glaube, man hat mehr Probleme, wenn man jetzt als Expatfrau mitreist und dann in Indien nicht arbeiten kann. Ich glaube, ja, das wäre mehr so etwas, wo ich finde, wo man die Familie als Ganzes irgendwie noch etwas besser vorbereiten müsste.“

(E6: “I believe that we have more trouble when we go to India as an expat wife and notice, once there, that we are not allowed to work. I believe that’s a case where the family as a whole should somehow be better prepared.”)

3.2.5.2 Stay Abroad

The time during the stay is at least as important as the time before the stay. Two people stated this explicitly, while all wished to interact with others while being abroad. Two expatriates further wished others to be aware of their emotions and challenges during that period of time and to express interest in this. They said that they currently feel left alone or ignored by their home base (see Section 3.2.4).

E9: „Ja, jetzt eben so im Voraus denke ich, ich persönlich weiss nicht ob das gross Sinn machen würde, aber wenn man dort ist, wenn eben dann jemand vom HR, und dann nicht vom lokalen HR, sondern von der Homepage, kommen würde und das Gespräch suchen würde oder so, und sich Zeit nehmen würde und gewisse Themen wirklich durchbesprechen würde einfach, das würde sicher Sinn machen. Oder wenn das auch eine Person wäre, die das kulturelle Verständnis hätte und auch dort gewesen ist, dort gelebt hätte. Ich hätte jetzt Mühe gehabt, wenn da eine Person gekommen wäre, die nie in Indien gelebt hat, und wo mit mir über Indien und die Gefühle, die ich habe, diskutiert. Also es müsste dann schon irgendwie zum credible sein, jemand sein, der mich versteht, der den Expat versteht. Ich glaube, im Voraus würde mir das jetzt mehr so reinkommen wie so Wischiwaschi.“

(E9: “Well when I think about it, being in my home country, I wouldn’t consider it as being important here but once abroad, once living there, I would definitely appreciate it when a HR employee, from the home base, would visit us and take time to inform us thoroughly on specific issues. Or even someone acquainted with the cultural differences, who had been there or lived there. I imagine it difficult to talk about the matter and share my feelings with someone who had never lived in India. It should be someone who understands me, or an expat in this country. But I believe that talking about that, before being in the country, would not really be efficient. It would seem to be too superficial, too much information.”)

3.2.5.3 Return Home

Six interviewees stated the need for preparation and support regarding their return home at the end of their expatriate assignment. According to these expatriates, companies consider this need too little. The two expatriates that have already returned, described coming home as even more difficult than arriving in the host country. They said when leaving, everything was new and interesting. When coming home things were expected to be familiar. But the expatriates had changed during their stay, so things appeared different. In the beginning, they felt disconnected. Different behaviour was displayed and learned abroad, so they needed some time to reintegrate and to readjust. Furthermore, according to one expatriate, returned people are often not able to work with the same efficacy as before, at least for a while.

E8: „Die Rückkehr nach Hause, das ist vielleicht noch ganz spannend. Manche gewöhnen sich daran, in die Hände zu klatschen und wirklich die Dinge zu haben. Also ich musste mich dann wirklich auch wieder darauf einstellen, dass es nach der Rückkehr anders ist. Es gibt Leute, die haben dort unten gearbeitet, die kommen zurück und sind hier fast nicht mehr arbeitsfähig. Da sollte man sich darauf vorbereitet. Damit muss man umgehen können, man kommt irgendwann wieder nach Hause.“

(E8: “Coming back home, this is rather interesting. Some people are used to having servants and to being obeyed at a snap of the finger. In my case, I really had to be aware that it would no longer be possible here. There are people that have been working in India for a while who are almost unable to work once back. We should be prepared to this situation. We must be able to adapt; we come back sooner or later.”)

E9: „Aber die Rückkehr das ist eigentlich, wenn ich so zurückdenke, fast schlimmer, wie wenn man ankommt und so. Dann ist sowieso alles entdecken. Klar ist man unter Umständen auch geschockt, aber eigentlich ist man fast mehr geschockt, wenn man wieder zurückkommt, weil man halt eigentlich unter dem Strich, wie gesagt, [...] in Asien ist es anders, der Umgang mit Wandel ist dort viel mit offenen Händen entgegengenommen [...]. Man kann Projekte viel schneller realisieren [...]. Und das ist manchmal dann auch frustrierend, wenn man zurückkommt, dass es dann viel mehr Kraft braucht, hier Dinge zu verändern. Und ich denke, da stossen auch andere logischerweise an, die draussen gewesen sind, und dann klar im Privaten auch, weil man halt auch länger weg war und etwas disconnected ist zu diesen Leuten.“

(E9: “When I think about it, coming home is even worse than starting in a foreign country. Because when we start, everything is new, a discovery, of course there are shocking realities but one is even more shocked when one comes back, due to the different pace of life. [...] Asia is different, people adapt more easily, change is welcome, [...] things happen quicker, you can build up a business in no time [...]. This makes it very frustrating when coming back. It takes much more energy to change things here. I think many of us face these same problems when coming back, also in private life, because we somehow lost track of the people we used to know and feel sort of disconnected.”)

3.3 Helpful Emotion Regulatory Strategies

One interview question asked if the expatriates already received some sort of training or support regarding their emotion regulation competence. All except of one that had received a culture-related training stated that they did not get any support so far. Still, they elaborated on helpful actions they already use on their own in order to regulate their emotions. They mentioned a variety of emotion regulation strategies they applied. Nevertheless, the aim of this thesis is to recommend courses of action for companies and supporting organisations. Therefore, the strategies described here are all strategies that can be supported in such a way.

3.3.1 Interaction with Others

All expatriates expressed the need for interaction with others and all of them already engaged in such interactions to some extent. They said to exchange experiences mainly with other expatriates at designated expatriate events, online, at work, in neighbourhood or during leisure time. Many also exchanged experiences with locals on a regular basis. To interact with others, especially people in a same situation, is stated as very helpful, because it gives them time to talk about their feelings and experiences. Furthermore, it helps against solitude. One expatriate recommended to take up a hobby in India as a good way to meet locals and sometimes also expatriates. Those who bring their partner abroad stated that the interaction with their partners was also very supportive.

E3: „Nein, man hat eigentlich genug Kontakt zu anderen Expats, die auch hier leben. Wenn man sich austauschen will ist das sicher kein Problem.“

(E3: “No, one has actually enough contact to other expatriates that live here as well. If one want’s to exchange experiences this won’t be a problem at all.”)

E5: „Ich denke, was toll ist an einem Ort, da gibt es ja immer ganz verschiedene Gruppen, wo man treffen kann, dass man da einfach zum Beispiel auf meetup.com oder auf einer Facebookgruppe halt seine Hobbies eingibt und halt schaut, was es bei diesem Hobby, das man selber gerne macht, schon für lokale Gruppen gibt und sich dort einlädt und so schnell, möglichst schnell schon zu Beginn, versucht, gewisse Freizeitaktivitäten mit Locals aufzunehmen. Dann hast du etwas, das dir etwas gibt, das du vielleicht auch zu Hause schon gerne gemacht hast und hast trotzdem Kontakt zu Locals.“

(E5: “I appreciate the existence of various internet communities where we can share our peculiarities with others, for example, meetup.com, or if we find local groups with similar interests on Facebook when we list up our hobbies, we can invite ourselves in groups and quickly get to know locals that share the same hobbies. Thus enabling us to find our favourite activities and get to know the local people.”)

3.3.2 Acquisition of Culture-related Knowledge

As described above, the expatriates stated a strong need for acquisition of culture-related knowledge. One of the expatriates got an intercultural training before leaving and described it as fear reducing. Two expatriates prepared themselves with the help of books and films about India. They said that it helped them to feel more secure and relaxed. Talking to locals and learn from them was also named a good method to acquire knowledge about India.

E7: „Ich habe viel, also angefangen erst mal Youtube-Videos über (Aufenthaltsort) und Indien allgemein und so Dokumentationen, um einfach mal bildliche Eindrücke zu bekommen. Und dann habe ich speziell, was Vorbereitung auf die Arbeitskultur war, es gibt von Alexander Thomas eine Reihe 'Beruflich in ...' und dann verschiedene Länder, und da habe ich halt dann halt beruflich in Indien zum grossen Teil gelesen. Und da war ich dann halt schon mit der einen oder anderen Arbeitseinstellung, also mit Teile der indischen Arbeitskultur, dann schon vertrauter.“

(E7: “I have watched many videos, starting with the ones showing (whereabouts) on Youtube and documentaries about India in general to gather impressions about the country. Then I informed myself about working in India thanks to a book by Alexander Thomas called ‘Beruflich in Indien’ from a series of books he wrote on cultural specificities in different countries. This gave me the opportunity to be better acquainted with parts of the Indian work attitude and labour culture.”)

3.3.3 Physical Activity

Four people explicitly mentioned engaging in physical activity when dealing with emotions. Running, swimming, and yoga were said to help decrease feelings of distress. Yoga especially, as it originated in India, was described as not only relaxing but also interesting in order to get a deeper insight into Indian culture.

E1: „Ich habe zu Beispiel hier Yoga angefangen, und das hilft mir sicher, auch etwas ruhig zu sein. Sport ist natürlich generell etwas Wichtiges.“

(E1: “For instance, I started practising Yoga here, and it surely helps me to be more quiet. Of course sports are generally something important.”)

3.3.4 Stay in Homeland

Three expatriates named staying for extended periods in the homeland as a helpful method to get distance and recover from stressful experiences.

E4: „Ich merke jetzt auch, ich habe wirklich so diese Jahreszyklen, ich brauche den Sommer und eine längere Pause (im Heimatland) im Moment, um mich wirklich zu erholen. Das ist sehr wichtig, um einen gesunden Abstand wieder zu nehmen und mit neuen Energien zu starten im neuen Jahr.“

(E4: “I am now aware, that I really need the changing of seasons. For the time being I need the summer and a longer break (in my country) to recuperate thoroughly. This is very important to maintain a healthy distance and start the new year with new energies.”)

3.4 Summary of the Expert Interview

The spontaneous expert interview gave an insight into needs expatriates have and useful course of action that could be taken from an expert’s perspective. The expert perceived the expatriate situation as often difficult. There might be difficulties at work or in the family, and the new environment and living conditions might be challenging. Often, so she said, there are high expectations in an expatriate’s ability to deal with the situation. Talking about feelings and troubles is not accepted. According to her, companies often think knowledge is all that matters. They provide their expatriates culture-related training and support them in the pre-departure phase and on arrival in India. After that the expatriates are mostly left alone in regards to support. The expert strongly wished that this attitude would change. For her it would be most useful not only to provide pre-departure and arrival support but also to provide support during the stay. Especially when considering emotions, she highlighted the importance of individual support during the stay. When working with emotions and emotion regulation strategies, the time abroad is most essential to her because she said that it is much easier to work with emotions when one is actually in the emotion-eliciting situation than to work with them hypothetically. Under normal circumstances, people do not know how they will react to a new situation until they experience it. Therefore, expatriates’ acceptance for emotion-specific interventions might be low before the stay because they feel that working on emotion regulation is not necessary for them. Hence, to train emotion regulation competence during pre-departure preparation would not be very fruitful. Nevertheless, she said that it would be useful during preparation to sensitise about possible emotions and to highlight that such emotions are nor-

mal. While being abroad it is, according to the expert, most important for the expatriate to understand that difficult emotions are normal and that it is okay to polarise, to deny the other culture sometimes or to wish it would be more similar to the culture at home. According to her, support should be organized like phase training, where there are different interventions offered in every phase. The whole support concept should allow for a lot of individuality because the experience of being abroad differs for everybody. Hence, none of the offers should be a must but a possibility the expatriate could use if necessary.

Regarding emotion regulation she considered coaching to be the most useful support action. Coaching gives expatriates room to talk about their feelings and thoughts and to reflect on their experiences. In addition, emotion regulation-specific and culture-related knowledge could be acquired during such a session. A coach could give individual experience-based training and help the expatriate to actually get a feeling of the new environment, instead of theoretically talking about it. According to her, it is important that the coach is familiar with the expatriate situation and the country, in this case India. This leads to more credibility of the coach and to a greater acceptance of the coach by the expatriate. She highlighted the importance of offers flexible in frequency and duration according the expatriate's needs.

That being said, she states that acquiring knowledge, especially culture-related knowledge, during preparation events is also important, because it reduces fears and false expectations beforehand. Nevertheless, she prefers the teaching of more general information (e.g., about cultural shock) than only teaching culture-specific information. Culture-specific information is likely to raise stereotypes beforehand. She said that the less you know the more you are open to just experience and learn about new things without expectations.

4 Discussion

An expatriate's life is fascinating and full of new and inspiring situations, but it is often also challenging. A new environment, a new culture, family issues, homesickness, pressure from the employer's side, the need to adjust, and intercultural communication can all cause emotional distress (e.g., Matsumoto et al., 2005; Stahl, 2005; Yoo et al., 2006). To deal with those challenges in a successful way, a variety of competences are required. One of these competences is the ability to regulate one's emotions (Matsumoto et al., 2001). The expatriates in this study reported feeling a great variety of emotions, mostly frustration, anger- and stress-related ones. Effectively regulating these emotions supports a successful adjustment to the new environment (e.g., Lee et al., 2014; Matsumoto et al., 2005). Although it is very important, emotion regulation is rarely considered in current training and support programs (Thomas, 2009a). There are at least two possible explanations for the lacking consideration of emotion regulation in expatriate training. First, expatriates may get selected based on their level of emotion regulation competence. A further factor for the lack of consideration might be the fact that emotions still receive little attention by organisations in general (Küpers &

Weibler, 2005). In that case, expatriates may actually have a need for training and support in emotion regulation. This study aimed to answer that question and to examine how these needs can be specified. There are mainly two methods to support expatriates in this issue: Training of emotion regulation competences and supporting and facilitating emotion regulatory strategies. The results show that there is need for emotion regulation-specific interventions. The support of strategies, such as interaction with others or reduction of emotion-eliciting situations, was especially highlighted, in addition to the possibility of emotion regulation competence training. With this support, expatriates' well-being and work performance are likely to be enhanced (Deller et al., 2006). The following sections discuss the expatriates' needs for interventions and the regulation strategies regarded as helpful that were found through this study. While discussing the different needs, possible solutions to fulfil them are examined. On the basis of the results, a course of action for companies willing to provide support is recommended.

4.1 The Need for Interaction with Others

Koole (2009) describes proximity seeking as one method to regulate emotions. The need to interact with others refers to that strategy. By interacting with others, expatriates can share their experiences, satisfy their need for social support, feel familiarity, and have the possibility to reflect, to reappraise, and to adjust to their new environment. First of all, they expressed a wish to exchange thoughts and feelings with other expatriates. This need seems to be already fulfilled in a quite satisfying way. The same is valid for accompanying partners or families. In company with other expatriates, it is possible to act in a familiar way, to feel secure and relaxed, and to get sympathy for challenging experiences. Fellow expatriates can also provide tips and tricks regarding what to do in certain situations. There are many possibilities to meet other expatriates at work or during leisure time, such as expatriate events, expatriate communities, or different online platforms. A company may support this exchange by organizing such events, bringing their expatriates together, or providing information about expatriate communities and other meeting possibilities. Having another expatriate from the same company with approximately the same assignment period was stated as especially helpful. In that case, an exchange of experiences during the complete expatriate time (pre-departure phase until return home phase) would be possible. It was further wished to turn such expatriate meetings into peer consulting or supervision groups. These more structured meetings may facilitate a deeper reflection process in a group and help expatriates to learn from experiences.

However, it was also pointed out that interacting only with expatriates and accompanying partners/family sometimes hinders the integration and adjustment process. Both the expatriates and the expert said that it is important to get in touch with the host country and its people. Only then is it possible to get used to distressing situations experienced abroad. Once integrated in a new environment, the frequency of negative feelings normally decreases (Matsumoto et al., 2005) and, with time, one may even feel familiar and relaxed there. So it is

crucial to interact not only with other expatriates but also with locals. As with expatriates, locals can be met at work or during leisure time. Here, the company can mainly provide information or organize get-togethers. One especially recommended method found through this study was to take up a social hobby in India, for example physical activities in groups. In Indian cities in particular, there are many possibilities to participate in a group activity outside work, such as different sports. Additionally, physical activity is a good way to reduce emotional distress (Biddle et al., 2015).

People back home can also be socially supportive. Interaction with people back home may even help expatriates to have an easier start once returning home. With today's technology, it is, in most cases, not difficult to stay in touch over long distances. Nevertheless, this form of interaction bears some dangers as well. For example, people back home may not be able to fully understand the expatriate's experiences and emotional distress abroad because they are not familiar with the situation of the expatriate. Therefore, in order to be able to give more valuable support to the expatriates, it would be important for them to familiarise themselves with India. To inform oneself about India only theoretically might not be sufficient because theory is a poor replacement for experience. Instead, a good solution would be to visit India in order to get a glimpse of what it is like to live there.

One form of interaction was named particularly often: The personal individual exchange of experiences with a professional or experienced person. This goes along with recommendations made in current literature (Deller et al., 2006; Thomas, 2009a). The great usefulness of such support was also expressed in the expert interview. In such a one-on-one setting, expatriates would have the possibility to talk openly and deeply about their thoughts and feelings and to let out everything stressful. It was wished that such a possibility should not be mandatory but optional if needed. The expatriates should be the one responsible for getting into contact with the supporting person and to arrange an amount of interaction appropriate for their needs. The most obvious way to meet that need for an individual, personal exchange is to implement a coaching program with coaches inside or outside the company. Another way is to work with a mentoring system, where experienced expatriates support new ones. This method could reduce potential costs. In any case, it is important that the supporting individuals have good listening skills and some knowledge about the country because this increases their credibility. A coach/mentor could already be present in the pre-departure phase and after the return home as well.

4.2 The Need for Acquisition of Knowledge

Besides the need for interaction with others, this study found the need for acquisition of knowledge to be essential to the expatriates' emotion regulation. This need is mainly directed towards a gain of knowledge through an expert, but also includes random locals as potential sources of important information.

In this study, about two-third of the expatriates wished to enhance their emotion regulation competence by acquiring emotion regulation-specific knowledge. First of all, they want-

ed to learn new regulation strategies, followed by a wish to enlarge their emotional knowledge. The expatriates want to enhance and learn strategies for attentional deployment (distraction, concentration), cognitive change (distancing, reappraisal), and response modulation (learning how to relax) (Gross, 2015). In literature (see Section 1.3.2), mindfulness training is described as covering all these strategies, except distraction (Kemeny et al., 2012). India, with its long tradition of meditation and yoga, has an especially good basis to offer different sorts of mindfulness training. Distraction normally means to lead one's attention towards pleasurable stimuli (Langens & Mörth, 2003) or to engage in pleasurable activity (Lopes et al., 2006). Dandeneau et al. (2007) trained people successfully by letting them search for positive stimuli in a group of negative ones. Reappraisal and relaxation could be trained separately as well. In their behavioural therapy approaches, both Ellis (1995) and Beck (1986) provide methods for cognitive restructuring. Slow and regular breathing (Philippot et al., 2002), progressive muscle relaxation (Jacobson, 1938) and autogenic training (Schultz, 2003) are well-known relaxation methods. Besides the learning of new strategies, the improvement of emotional knowledge, especially the ability to recognize and differentiate emotions, is a crucial base for enhancing emotion regulation competence (Kashdan et al., 2015). Kircanski et al. (2012) showed that the improvement of emotional vocabulary combined with learning how to use it flexibly is an easy and successful way to enhance one's emotion differentiation competence. Here too, mindfulness training can be supportive by teaching the expatriates how to observe one's own emotions.

When imparting knowledge about emotion regulation, it has to be taken into account that new strategies and emotion differentiation cannot be learned from one day to another but need to be trained (Berking, 2015). A short training or information session, as common in pre-departure preparation today (Thomas, 2009a), is only able to sensitise the individual about the topic. Either the training has to be started weeks before the departure or it has to be continued during the stay abroad. The expert interviewed in this study holds that working on emotions and the training of emotion regulation competence is better applied while the expatriate is abroad. This is because in that phase emotions will be acute and the usefulness of emotion regulation interventions will be more obvious. This statement sounds reasonable because people seeing the sense in an action will most probably be more motivated to take action. Nevertheless, for general emotion regulation training, the pre-departure phase would have the advantage of building better-prepared expatriates for the beginning of their assignment. According to Lee (2010), emotion regulation competence is very crucial in the beginning of a stay abroad. Finally, it has to be kept in mind that, for emotion regulation-specific interventions, the person teaching needs to have some sort of psychological proficiency.

The expatriates also showed a great interest in enhancing their culture-related knowledge, especially in getting more information about India and what it is like to live there. This seems most important before or during the beginning of the assignment, as the culture-related uncertainty is normally greatest during this period. Both the expatriates and the expert explain that receiving culture-related information reduces fears and, thus, supports emotion

regulation, corrects wrong expectations, and satisfies curiosities. Current actions taken to support expatriates normally provide exactly such knowledge. It was striking that many wishes targeted culture-related knowledge compared to emotion regulation-specific knowledge. This leads to the assumptions that emotion regulation competence is either less important or less salient in the expatriates' minds. Literature is more supportive for the latter (Küpers & Weibler, 2005). Speaking about emotions and similar concepts is rather uncommon in today's Western-oriented economy in comparison to talking about rational, mind-related concepts (Küpers & Weibler, 2005). Furthermore, culture-related interventions already exist and are well known (Thomas, 2009a), while emotion regulation-specific intervention possibilities are rather unknown in the workplace (Küpers & Weibler, 2005). The results are in line with the salience-assumption, as after specifically asking for it, most of the expatriates wished for some sort of emotion regulation-specific intervention. Hence, the need might be bigger but could not be expressed properly due to missing awareness. The results of this study show that imparting only culture-related knowledge is not enough to cover the need for emotion regulation-specific interventions.

The expatriates mostly wished to receive information in a group setting or in written form. Additionally, the possibility of learning in a one-on-one setting was mentioned. Such a face-to-face input may include not only theoretical information, but also practical exercises. Lopes et al. (2006) suggest the use of critical incidences and role-playing to enhance the repertoire of emotion regulation strategies. Critical incidences are also used to impart culture-specific information (Thomas, 2009a). Trainers should nevertheless be careful with the use of role-play, because the acceptance might be low. An expert providing knowledge in a group setting is already quite common in many fields. This could explain the emphasis by the expatriates. In psychology, for example in behavioural psychotherapy, people often learn new things in a one-on-one setting. The advantage of a group setting is that many people can be reached at the same time. In addition, the expatriates get to know other people. On the negative side, information is provided in a general manner and may be not useful for all participants. This is the advantage of a one-on-one setting, where information can be provided specifically to each individual. When working on emotion regulation competence, the one-on-one setting seems especially fruitful because emotional experiences and emotion regulation skills can differ significantly between different people. The use of written information is most useful for culture-related information (e.g., fact sheets). Regarding emotion regulation, it can, for example, be used to provide training instructions, to summarize possible effects of the expatriate setting on emotions or to inform about social norms regarding emotions regulation.

4.3 Further Needs

The last two needs were expressed by only three and two expatriates respectively and are therefore discussed together. Up to now, all needs focus on the last three stages of the process model of emotion regulation (Gross, 2015): Attentional deployment, cognitive change, and response modulation. The results discussed here show that some expatriates also need to

be supported by a modification of emotion-eliciting situations. If the stress originating from a situation can be reduced, they are likely to show a greater performance at work and more general well-being (Deller et al., 2006). One significant problem, especially in India, is the difficulty of bringing unmarried partners abroad and of an inability for the accompanying partners to work, due to restrictive Indian immigration policies. Being parted for several years or finding oneself in the situation where one partner must make a sudden change from working to staying at home all day, while the other is working fulltime, can be very stressful for a couple. The expatriates wished that companies that send their employees abroad would help those couples to find stress-reducing solutions as much as possible. In addition, a company can exert pressure on their expatriates through the expectation that they handle everything in good order (cf. Stahl, 2005). It would be helpful and stress-reducing for the expatriates if they knew that experiencing negative emotions once in a while would be accepted by the company and that there would be no negative consequence in case of such troubles. It was suggested that companies offer trial periods to their expatriates before they have to move permanently. This can reduce the likelihood of an early termination of the assignment.

Furthermore, the need was expressed that others, especially the companies, show more interest in the expatriates' well-being and emotions while abroad. To make this interest and awareness public, a company has to talk to their expatriates about that topic before and periodically during the assignment. This gives expatriates the feeling of being cared for.

4.4 Needs Regarding Time of Intervention

Interventions could take place before, during, or after a stay abroad. Each phase has its own challenges for expatriates to overcome, and in each phase there is the possibility to provide expatriates with support in some way or another. Literature, expatriates, and the expert all highlighted the importance of interventions during every phase.

The interviewed expatriates stated a strong need for better preparation. The need to acquire culture-related knowledge was specifically expressed for this phase several times. Before leaving for a foreign environment, there can be fears and curiosities. Extensive culture-related preparation can satisfy the hunger for knowledge and reduce fears. In addition, a need for more information or training sessions in order to enhance emotional knowledge and the repertoire of emotion regulation strategies was expressed. The ability to successfully regulate emotions in advance can help the expatriates from the beginning of their trip onwards.

But good preparation alone is not enough. While abroad, expatriates often feel left alone by their companies, which expect them to be successful thanks to preparation and former experience. Even experienced people may encounter situations new to them, for example through a new position in the company, and are not automatically able to act competently in every situation. Hence, being abroad can still be challenging. In this study, a strong need for interacting and exchanging experiences with others was found, demonstrating the importance of collateral support during the stay abroad. Literature on intercultural training supports this finding (Deller et al., 2006; Thomas, 2009a). Moreover, the need to acquire knowledge was

mentioned for this period. Some expatriates stated a wish for more interest from others in the state of well-being and the challenges that they face while abroad.

The return home is an oft-disregarded period, although it is important (Thomas, 2009a). When coming home from a longer assignment abroad, things are often expected to be as they were before leaving. But time has moved forward and the experience of being abroad may have changed the expatriate. Therefore, it is usually necessary to readjust and relearn. Literature terms this “reverse culture shock” (Erb, 2011). Adjustment processes are always accompanied by some emotional distress (Demes & Geeraert, 2015; Lee et al., 2014; Matsumoto et al., 2005). According to the results of this study, it is very important not to forget this and to offer support during the post-abroad period.

4.5 Helpful Emotion Regulatory Strategies

The expatriates described different helpful emotion regulatory strategies, which can be supported and facilitated by companies and organisations. Interaction with others was mentioned most often as being helpful (see also Section 4.1). The expatriates named the exchange of experiences with other expatriates as a place to talk about challenges and as something helpful against solitude. The interaction with accompanying partners further proved to be supportive. Therefore, it seems especially important to support expatriates in family and relationship issues. Some expatriates described the acquisition of culture-related knowledge by intercultural training, by interaction with locals, and in written or multi media form as emotion regulative. This is consistent with the AUM Theory (Gudykunst, 2005), which explains that a reduction of uncertainty, as the learning of culture-related information is, leads to a reduction of anxiety. Physical activity was also said to help with negative emotions. Yoga was especially highlighted, as it is not only good for reducing stress, but also provides an interesting insight into Indian culture. Yoga further contains mindfulness and breathing exercises, both known to influence emotional processes positively (Creswell et al., 2014; Philippot et al., 2002). To return to the home country for shorter or longer holidays can be seen as a special form of getting distance from the challenging situations. From home it is possible to see things differently. In addition, one can reenergise and, for some time, feel the familiarity of home.

4.6 Recommended Course of Action

The results of this study show the importance of emotion and emotion regulation-specific interventions as part of the intercultural support already provided. Based on the results of this study, some courses of action for companies and support-offering organisations were derived. Generally, it is important that interventions are not only offered to expatriates but also to accompanying family members. It is as challenging for them as for the expatriate. The existence or lack of support can decide if the family members are a further challenge or a great source of support for the expatriate. Table 2 shows an overview of all recommended interventions. The following recommendations are structured along their temporal focus.

Table 2

Recommended course of action

	Interaction with Others	Acquisition of Knowledge	Further Needs
Pre-departure	<ul style="list-style-type: none"> • Coaching/Mentoring 	<ul style="list-style-type: none"> • Sensitise about emotions and their regulation in an intercultural setting • Training of emotion regulation competence • Teaching culture-related information • Coaching/Mentoring 	<ul style="list-style-type: none"> • Reduction of pressure and provision of support in different expatriation-related issues
During the stay	<ul style="list-style-type: none"> • Coaching/Mentoring • Encourage and facilitate interactions with other expatriates (family inclusive), locals and people back home 	<ul style="list-style-type: none"> • Training emotion regulation competence • Sharing and teaching culture-related information • Coaching/Mentoring 	<ul style="list-style-type: none"> • Provision of support in different expatriation-related issues • Show interest in emotion-related issues by talking to the expatriate
Return home	<ul style="list-style-type: none"> • Coaching/Mentoring 	<ul style="list-style-type: none"> • Inform about reverse culture shock • Sensitise about emotions and their regulation regarding the return home • Coaching/Mentoring 	<ul style="list-style-type: none"> • Reduction of pressure and provision of support in different expatriation-related issues

4.6.1 Pre-departure Phase

During the pre-departure phase, expatriates are curious and sometimes anxious about their time abroad and need to acquire information and knowledge. Therefore, it is important to provide support by offering opportunities to gain that knowledge. Seminars, trainings sessions and information events targeting the expected new intercultural situation are already common (Thomas, 2009a). It is also common for expatriates to prepare themselves for India by reading books and fact sheets or by using other multimedia options. Gaining information about an upcoming, unknown event increases security and reduces anxiety (see also Gudykunst, 2005). Hence, it is crucial for emotion regulation to continue with these events. In the aforementioned activities, it is recommended to include emotion-specific content as well. Providing information about possible emotional distress and its normality in such a situation can sensitise the expatriates, relieve pressure, and, with that, support emotion regulation. By sensitising expatriates about possible emotional distress, a company further shows that they are aware of such distress and have no issues discussing it.

In order to enhance the ability to successfully regulate emotions, training of emotion regulation competence should be offered. Almost all wishes for specific strategies in this study target aspects of mindfulness interventions, trained, for example, by MBSR (Kabat-Zinn, 2013) or ACT (Hayes et al., 2011). Teaching some forms of yoga can also fulfil this wish. As its birthplace, India has an especially good basis for such interventions. Additionally, as some forms of yoga are athletic, its practise can cover another emotion regulation strategy

recommended by expatriates: Engagement in physical activity. This is a good way to deal with emotions (Biddle et al., 2015) and to contact with other expatriates and locals. Still, it has to be taken into account that needs regarding new strategies are quite individual. Therefore, other strategies should be considered for training as well. There are some existing training programs that target a broad band of strategies, such as ART (Berking, 2015) or ERT (Mennin & Fresco, 2014). Other programs focus more on specific strategies, such as distraction (e.g., Dandeneau et al., 2007), reappraisal (e.g., Beck, 1986; Ellis, 1995), and physical relaxation by breathing exercises (Philippot et al., 2002), autogenic training (Schultz, 2003) or progressive muscle relaxation (Jacobson, 1938). Emotion knowledge, especially emotion differentiation, should be trained as well. In their review about emotion differentiation, Kashdan et al. (2015) state that the improvement of emotional vocabulary, combined with applied training on how to use that vocabulary is the best way to enhance the ability to differentiate emotions (see also Kircanski et al., 2012). Still, not all participants expressed the need for such knowledge. Additionally, expatriates do not all have the same level of emotion regulation competence. Therefore, it is recommended to let a professional or experienced person, such as a coach or mentor, inform and train the expatriate in a one-on-one setting according to her needs. That person could also meet all further preparation-related needs, such as providing information and sensitizing about emotional topics, thus covering everything needed. Getting information and support through a person providing an individual, personal exchange possibility was mentioned especially often and within all needs. It is therefore highly recommended to provide such a possibility in all temporal periods. The general advantage of this solution is that any support can be individualized to each expatriate's needs. A coach/mentor should be someone professional or an interculturally and locally experienced fellow employee who possesses culture-specific knowledge, good listening skills, and psychological education.

Regarding the reduction of stress-inducing factors in the pre-departure period, it is important to talk to the expatriates. The offering of trial periods and the guarantee that an early termination has no severe consequences could perhaps be helpful.

4.6.2 Stay Abroad

The time abroad is the most challenging and most crucial for emotion regulation-specific support. The strongest need during that time is the need for interaction with others. Therefore, it is important that any support intervention first of all targets that need. Expatriates may exchange thoughts with other expatriates, with people back home, with locals, or with a person providing an individual, personal exchange possibility. Interaction with expatriates is already satisfied for most of the expatriates. Therefore, all that can be done is to inform and to encourage such interaction and perhaps to send expatriates in teams of at least two people, so that they are not alone. The same is valid for the interaction with locals and people back home.

Furthermore, it is highly recommended to offer expatriates the possibility for an individual, personal exchange of thoughts and feelings through a coaching or mentoring system,

as described above. In such a one-on-one setting, expatriates have the chance to talk about their challenges and emotions without the fear of being judged, to reflect, and to learn something new. The expatriate should be free to decide if, when, and how often she wants to speak with that person. When the supporting person is outside the company, it is especially important that someone from inside, for example from HR, checks upon the expatriate's well-being and emotional distress every once in a while. Through that dialogue, stress-inducing factors can be detected. It is assumed that the reduction of such factors leads to lower emotional distress in general and to a happier and better performing employee (Deller et al., 2006).

Although most important in the pre-departure phase, the need for acquiring knowledge should not be forgotten during the stay abroad. Expatriates still wish to gain new knowledge about the local culture, something that could be satisfied by informational documents and by interaction with locals or a coach/mentor. Furthermore, it is highly recommended to provide training focused on emotion regulation strategies and emotional knowledge during this phase too. The stay abroad is a great time to keep working on emotion regulation-related topics because the expatriates will find themselves in emotionally challenging situations. As previously mentioned, such training is better provided individually in a one-on-one setting. To reload their batteries and gain distance, it is essential for expatriates to have the possibility to return home every once in a while.

4.6.3 Return Home

At one point it will be time to return home. Returning home after a long time abroad is often very challenging for the affected people, as it is a new situation to adjust to (Erb, 2011). It is important that expatriates are supported during this phase of their assignment. They should be informed and sensitised again before or right after the return home about possible challenges and emotions, for example reverse culture shock (Erb, 2011). To live as an expatriate in India is quite different from living in Switzerland or Germany. Thus expatriates need time to reintegrate. This has to be taken into consideration by companies. It is therefore recommended to give expatriates the time needed and to talk with them about their well-being and their needs once more.

4.7 Limitations

To meet scientific standards and to get the best results possible, the process of this study is based on quality criteria developed by Mayring (2002; Appendix D). In order to keep the results accurate, the interviews were taped and literally transcribed. To guarantee comparability, an interview guideline was used. Furthermore, the scope was limited to German-speaking expatriates living in India. The results were analysed according to the qualitative content analysis (Mayring, 2015) and interpreted based on current scientific literature. Nevertheless, due to a lack of time, it was not possible to discuss results and interpretations with the interviewed expatriates for verification. The criterion of closeness to the subject was met by work-

ing with interviews that left room for individual example cases and spontaneous questions. The expatriates were interviewed in their familiar environment, since most of the interviews were conducted via video chat or phone. For this study, this method provided further the great advantage of being able to interview several people in a reasonable timeframe despite the distance and without significant traveling.

With only nine participants the sample size was rather small. This limitation and the focus on only a few countries influenced the representativeness of this study in a negative way. In order to enhance the representativeness, it would be crucial to enlarge the sample and to repeat the interview with expatriates from other countries or expatriates working in other countries as well. Unfortunately, to do so would have exceeded the scope of this thesis. In order to strengthen the found results, future research with bigger sample sizes in a greater variety of countries should be implemented. Because of the difficulty in finding participants, the inclusion and exclusion criteria had to be changed and two ex-expatriates who had already returned home had to be included. This might have affected the validity of the study and led to a diminished comparability. Nevertheless, it is assumed that the relevant information for answering the research question was not affected because this information should be rather unswayed by time. The inclusion of these two expatriates further led to more information about the return home phase, a valuable addition to this thesis. The interview was constructed specifically to raise awareness of emotional challenges and their regulation. This procedure could be criticized because the expatriates may feel more obligated to answer in a conforming way to the perceived aims this study. However, the development of the interview showed the procedure to be crucial to get substantial answers. The first five questions focused on a single challenging situation because that way the differentiation of emotions and regulation strategies could be facilitated. Unfortunately, this further contributed to the lack of comparability for those questions. For further use of the interview, it would therefore make sense to ask for difficulties, emotions and emotion regulation strategies in the expatriate context in general. In addition, in order to achieve a more comprehensive impression of these aspects, future research should be implemented. There were no interview questions directly asking about the need for emotion regulation-specific interventions in general. Based on the example given in the first question, it was only asked if the expatriates wished to deal differently with their emotions and, if so, what this would look like. In retrospect, it would have been good to have asked such a question and not only refer to it indirectly. During the interviews, three documents were used to facilitate differentiation, to give the wishes more substance, and to enhance the expatriates' creativity. The list of emotions and the emotion regulation questionnaire were used extensively to differentiate and to raise reflection on the situation. The list of possible interventions proved to be very helpful, although it bore the danger of influencing the expatriates towards certain ideas. Nevertheless, the advantage of the enhanced profundity and of the creativity of the answers was greater than that disadvantage. In addition to abovementioned suggestions, it would be of great value for future research to implement some of the actions recommended in this study and to consequently evaluate their use.

4.8 Conclusion

This study found that emotion-regulation specific interventions would be an important and valuable addition to current intercultural training and support offers. The results show a strong need for such interventions. The most expressed needs were the interaction with others and the acquisition of knowledge. Furthermore, the expatriates expressed the need for a reduction of stress-inducing factors and the need for more interest from others in expatriation-related emotions and challenges. To meet these needs, the implementation of a coach or mentor during the whole expatriate time, from the pre-departure phase until the return home, is recommended. That individual, personal support can especially meet the need for interpersonal exchange and knowledge acquisition and can respond to each expatriate's individual circumstance. Interaction with other expatriates, locals, or people back home only needs to be supported because the expatriates already prove to have great self-initiative in this field. In order to provide knowledge, group training sessions or information in written form could be offered besides the above-mentioned coach/mentor. Providing input about emotions and emotion regulation in intercultural contexts before or at the beginning of the stay is essential to sensitise the expatriates and to show awareness of the topic on the part of their company. Teaching culture-related content decreases uncertainty and fears – thus acts as an emotion regulatory tool – and should not be excluded. If an expatriate is sent abroad, the company can do a lot to reduce possible stress-inducing factors and avoid emotion-eliciting situations beforehand. A company should regularly check their expatriate's emotional well-being. That way the expatriates feel that the company is aware of their challenges, stressful factors can be removed and the danger of the possible loss of a good employee would be minimized.

5 References

- Aldao, A., & Nolen-Hoeksema, S. (2013). One versus many: Capturing the use of multiple emotion regulation strategies in response to an emotion-eliciting stimulus. *Cognition & Emotion*, 27(4), 753–760. doi:10.1080/02699931.2012.739998
- Auswärtiges Amt (DE). (2015, October). Indien. Retrieved 18 November 2015, from http://www.auswaertiges-amt.de/DE/Aussenpolitik/Laender/Laenderinfos/01-Nodes_Uebersichtsseiten/Indien_node.html
- Avruch, K. (2004). *Culture and Conflict Resolution*. Washington: US Institute of Peace Press.
- Barnow, S., Löw, C., Dodek, A., & Stopsack, M. (2014). Gefühle im Griff – Emotionen intelligent regulieren. *PPmP - Psychotherapie · Psychosomatik · Medizinische Psychologie*, 64(07), 284–289. doi:10.1055/s-0033-1363683
- Barrett, L. F., Gross, J., Christensen, T. C., & Benvenuto, M. (2001). Knowing what you're feeling and knowing what to do about it: Mapping the relation between emotion differentiation and emotion regulation. *Cognition and Emotion*, 15(6), 713–724. doi:10.1080/02699930143000239
- Beck, A. T. (1986). *Cognitive therapy and the emotional disorders*. Madison: International Universities Press.
- Berking, M. (2015). *Training emotionaler Kompetenzen*. Berlin, Heidelberg: Springer.
- Berking, M., Meier, C., & Wupperman, P. (2010). Enhancing Emotion-Regulation Skills in Police Officers: Results of a Pilot Controlled Study. *Behavior Therapy*, 41(3), 329–339. doi:10.1016/j.beth.2009.08.001
- Biddle, S., Mutrie, N., & Gorely, T. (2015). *Psychology of physical activity: determinants, well-being and interventions* (3rd ed.). London: Routledge.
- Boas, F. (1940). *Race, Language, and Culture*. Chicago: University of Chicago Press.
- Brandstätter, P. D. V., Schüller, P. D. J., Puca, P. D. R. M., & Lozo, D. L. (2013). *Motivation und Emotion*. Berlin, Heidelberg: Springer.
- Buhle, J. T., Silvers, J. A., Wager, T. D., Lopez, R., Onyemekwu, C., Kober, H., ... Ochsner, K. N. (2014). Cognitive Reappraisal of Emotion: A Meta-Analysis of Human Neuroimaging Studies. *Cerebral Cortex*, 24(11), 2981–2990. doi:10.1093/cercor/bht154
- Butler, A. C., Chapman, J. E., Forman, E. M., & Beck, A. T. (2006). The empirical status of cognitive-behavioral therapy: A review of meta-analyses. *Clinical Psychology Review*, 26(1), 17–31. doi:10.1016/j.cpr.2005.07.003
- Chao, G. T., & Moon, H. (2005). The Cultural Mosaic: A Metatheory for Understanding the Complexity of Culture. *Journal of Applied Psychology*, 90(6), 1128–1140. doi:10.1037/0021-9010.90.6.1128
- Creswell, J. D., Pacilio, L. E., Lindsay, E. K., & Brown, K. W. (2014). Brief mindfulness meditation training alters psychological and neuroendocrine responses to social evaluative stress. *Psychoneuroendocrinology*, 44, 1–12. doi:10.1016/j.psyneuen.2014.02.007
- Dandeneau, S. D., Baldwin, M. W., Baccus, J. R., Sakellaropoulos, M., & Pruessner, J. C. (2007). Cutting stress off at the pass: Reducing vigilance and responsiveness to social threat by manipulating attention. *Journal of Personality and Social Psychology*, 93(4), 651–666. doi:10.1037/0022-3514.93.4.651
- Deller, J., Kusch, R., & Meyer, J. (2006). *Internationale Entsendungen : Ergebnisse einer wissenschaftlichen Studie an der Universität Lüneburg*. Retrieved from Leuphana University of Lüneburg website: <http://opus.uni-lueneburg.de/opus/volltexte/2006/377/>
- Demes, K. A., & Geeraert, N. (2015). The highs and lows of a cultural transition: A longitudinal analysis of sojourner stress and adaptation across 50 countries. *Journal of Personality and Social Psychology*, 109(2), 316–337. doi:10.1037/pspp0000046

- Eidgenössisches Departement für auswärtige Angelegenheiten EDA (CH). (2015). Indien in Kürze. Retrieved 18 November 2015, from <https://www.eda.admin.ch/eda/de/home/vertretungen-und-reisehinweise/indien/indien-in-kuerze.html>
- Ekman, P., Sorenson, E. R., & Friesen, W. V. (1969). Pan-cultural elements in facial displays of emotion. *Science*, *164*(3875), 86–88. doi:10.1126/science.164.3875.86
- Ellis, A. (1995). *Better, deeper and more enduring brief therapy: The rational emotive behavior therapy approach*. New York: Routledge.
- Erb, J. (2011). Kulturschock und Rückkehrschock. In D. Treichel & C.-H. Mayer (Eds.), *Lehrbuch Kultur: Lehr- und Lernmaterialien zur Vermittlung kultureller Kompetenzen* (pp. 285-291). Münster: Waxmann.
- Farb, N. A. S., Anderson, A. K., Irving, J. A., & Segal, Z. V. (2014). Mindfulness interventions and emotion regulation. In J. J. Gross (Ed.), *Handbook of Emotion Regulation* (pp. 548-570). New York: Guilford Press.
- Ferraro, G. P. (2002). *The cultural dimension of international business* (4th ed.). Upper Saddle River, New Jersey: Prentice Hall.
- Fröhlich, W. D. (2008). Bedürfnis. *Wörterbuch der Psychologie*. München: dtv.
- Goleman, D. (2006). *Working with emotional intelligence*. New York: Bantam Books.
- Gottschalk, J.-M., Bleichhardt, G., Kleinstäuber, M., Berking, M., & Rief, W. (2015). Erweiterung der kognitiven Verhaltenstherapie um Emotionsregulationstraining bei Patienten mit multiplen somatoformen Symptomen: Ergebnisse einer kontrollierten Pilotstudie. *Verhaltenstherapie*, *25*(1), 13–21. doi:10.1159/000371526
- Grob, A. & Horowitz, D. (2014). *FEEL-E Fragebogen zur Erhebung der Emotionsregulation bei Erwachsenen: Manual*. Bern: Huber.
- Gröschke, D. (2013). Kompetenzen im Umgang mit Stress in interkulturellen Settings. In P. Genkova, T. Ringeisen, & F. T. L. Leong (Eds.), *Handbuch Stress und Kultur: interkulturelle und kulturvergleichende Perspektiven* (pp. 473 – 488). Wiesbaden: Springer VS Verlag für Sozialwissenschaften.
- Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, *2*(3), 271–299. doi:10.1037/1089-2680.2.3.271
- Gross, J. J. (2002). Emotion regulation: Affective, cognitive, and social consequences. *Psychophysiology*, *39*(3), 281–291. doi:10.1017/S0048577201393198
- Gross, J. J. (2015). Emotion Regulation: Current Status and Future Prospects. *Psychological Inquiry*, *26*(1), 1–26. doi:10.1080/1047840X.2014.940781
- Gudykunst, W. B. (2005). An Anxiety/Uncertainty Management (AUM) Theory of Effective Communication: Making the Mesh of the Net Finer. In W. B. Gudykunst (Ed.), *Theorizing about intercultural communication* (pp. 281–322). Thousand Oaks: Sage.
- Gudykunst, W. B., & Hammer, M. R. (1983). Basic training design: Approaches to intercultural training. In D. Landis & R. W. Brislin (Eds.), *Handbook of Intercultural Training (Vol.1)* (pp. 118–154). New York: Pergamon Press.
- Hall, E. T., & Hall, M. R. (2001). *Understanding cultural differences* (12th ed.). Yarmouth: Intercultural Press.
- Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change* (2nd ed.). New York: Guilford Press.
- Helfferrich, C. (2011). *Die Qualität qualitativer Daten : Manual für die Durchführung qualitativer Interviews* (4. Aufl.). Wiesbaden: Springer VS Verlag für Sozialwissenschaften.
- Herwig, U., Kaffenberger, T., Jäncke, L., & Brühl, A. B. (2010). Self-related awareness and emotion regulation. *NeuroImage*, *50*(2), 734–741. doi:10.1016/j.neuroimage.2009.12.089
- Hill, C. L. M., & Updegraff, J. A. (2012). Mindfulness and its relationship to emotional regulation. *Emotion*, *12*(1), 81–90. doi:10.1037/a0026355

- Hofstede, G. (2010). *Cultures and organisations: software of the mind: intercultural cooperation and its importance for survival*. New York: McGraw-Hill.
- Izard, C. E. (1994). Innate and universal facial expressions: Evidence from developmental and cross-cultural research. *Psychological Bulletin*, *115*(2), 288–299. doi:10.1037/0033-2909.115.2.288
- Jacobson, E. (1938). *Progressive relaxation (2nd ed.)*. Oxford, England: University Chicago Press.
- Jazaeri, S. A., & Kumar, S. K. K. (2008). Emotional intelligence and cultural adjustment among foreign students in India. *Psychological Studies*, *53*(1), 83–89.
- Kabat-Zinn, J. (2013). *Full catastrophe living : how to cope with stress, pain and illness using mindfulness meditation*. London: Piatkus.
- Kashdan, T. B., Barrett, L. F., & McKnight, P. E. (2015). Unpacking Emotion Differentiation Transforming Unpleasant Experience by Perceiving Distinctions in Negativity. *Current Directions in Psychological Science*, *24*(1), 10–16. doi:10.1177/0963721414550708
- Kemeny, M. E., Foltz, C., Cavanagh, J. F., Cullen, M., Giese-Davis, J., Jennings, P., ... Ekman, P. (2012). Contemplative/emotion training reduces negative emotional behavior and promotes prosocial responses. *Emotion*, *12*(2), 338–350. doi:10.1037/a0026118
- Kircanski, K., Lieberman, M. D., & Craske, M. G. (2012). Feelings Into Words: Contributions of Language to Exposure Therapy. *Current Directions in Psychological Science*, *23*(10), 1086–1091. doi:10.1177/0956797612443830
- Kleinginna, P. R., & Kleinginna, A. M. (1981). A categorized list of emotion definitions, with suggestions for a consensual definition. *Motivation and Emotion*, *5*(4), 345–379. doi:10.1007/BF00992553
- Koole, S. L. (2009). The psychology of emotion regulation: An integrative review. *Cognition and Emotion*, *23*(1), 4–41. doi:10.1080/02699930802619031
- Koole, S. L., & Rothermund, K. (2011). ‘I feel better but I don’t know why’: The psychology of implicit emotion regulation. *Cognition & Emotion*, *25*(3), 389–399. doi:10.1080/02699931.2010.550505
- Kroeber, A. L., & Kluckhohn, C. (1952). Culture: a critical review of concepts and definitions. *Papers. Peabody Museum of Archaeology & Ethnology, Harvard University*, *47*(1), viii, 223.
- Küpers, W., & Weibler, J. (2005). *Emotionen in Organisationen*. Stuttgart: Kohlhammer.
- Langens, T. A., & Mörth, S. (2003). Repressive coping and the use of passive and active coping strategies. *Personality and Individual Differences*, *35*(2), 461–473. doi:10.1016/S0191-8869(02)00207-6
- Lee, L.-Y. (2010). Multiple intelligences and the success of expatriation: The roles of contingency variables. *African Journal of Business Management*, *4*(17), 3793–3804.
- Lee, L.-Y., Veasna, S., & Sukoco, B. M. (2014). The antecedents of cultural effectiveness of expatriation: moderating effects of psychological contracts. *Asia Pacific Journal of Human Resources*, *52*(2), 215–233. doi:10.1111/j.1744-7941.2013.00055.x
- Lii, S.-Y., & Wong, S.-Y. (2008). The antecedents of overseas adjustment and commitment of expatriates. *The International Journal of Human Resource Management*, *19*(2), 296–313. doi:10.1080/09585190701799861
- Lin, Y., Chen, A. S., & Song, Y. (2012). Does your intelligence help to survive in a foreign jungle? The effects of cultural intelligence and emotional intelligence on cross-cultural adjustment. *International Journal of Intercultural Relations*, *36*(4), 541–552. doi:10.1016/j.ijintrel.2012.03.001
- Lopes, P. N., Cote, S., & Salovey, P. (2006). An Ability Model of Emotional Intelligence: Implications for Assessment and Training. In V. U. Druskat, F. Sala, & G. Mount (Eds.), *Linking Emotional Intelligence and Performance at Work* (pp. 53-80). Mahwah, N.J.: Lawrence Erlbaum Associates.

- Lugo, M. V. (2007). *An examination of cultural and emotional intelligences in the development of global transformational leadership skills* (Doctoral dissertation). Walden University, Minneapolis.
- Lyons, L. C., & Woods, P. J. (1991). The efficacy of rational-emotive therapy: A quantitative review of the outcome research. *Clinical Psychology Review, 11*(4), 357–369. doi:10.1016/0272-7358(91)90113-9
- Maertz Jr., C. P., Hassan, A., & Magnusson, P. (2009). When learning is not enough: A process model of expatriate adjustment as cultural cognitive dissonance reduction. *Organizational Behavior and Human Decision Processes, 108*(1), 66–78. doi:10.1016/j.obhdp.2008.05.003
- Matsumoto, D., LeRoux, J. A., Bernhard, R., & Gray, H. (2004). Unraveling the psychological correlates of intercultural adjustment potential. *International Journal of Intercultural Relations, 28*(3–4), 281–309. doi:10.1016/j.ijintrel.2004.06.002
- Matsumoto, D., LeRoux, J. A., Iwamoto, M., Choi, J. W., Rogers, D., Tatani, H., & Uchida, H. (2003). The robustness of the intercultural adjustment potential scale (ICAPS): the search for a universal psychological engine of adjustment. *International Journal of Intercultural Relations, 27*(5), 543–562. doi:10.1016/S0147-1767(03)00053-1
- Matsumoto, D., LeRoux, J., Ratzlaff, C., Tatani, H., Uchida, H., Kim, C., & Araki, S. (2001). Development and validation of a measure of intercultural adjustment potential in Japanese sojourners: the Intercultural Adjustment Potential Scale (ICAPS). *International Journal of Intercultural Relations, 25*(5), 483–510. doi:10.1016/S0147-1767(01)00019-0
- Matsumoto, D., LeRoux, J., & Yoo, S. H. (2005). Emotion and Intercultural Communication. *Kwansei Gakuin Sociology Department Studies, 99*, 15–38.
- Matsumoto, D., Yoo, S. H., & Nakagawa, S. (2008). Culture, emotion regulation, and adjustment. *Journal of Personality and Social Psychology, 94*(6), 925–937. doi:10.1037/0022-3514.94.6.925
- Mayer, J. D., Salovey, P., Caruso, D. R., & Cherkasskiy, L. (2011). Emotional Intelligence. In R. J. Sternberg (Ed.), *The Cambridge handbook of intelligence* (pp. 528–549). Cambridge: Cambridge University Press.
- Mayring, P. (2002). *Einführung in die qualitative Sozialforschung : eine Anleitung zu qualitativem Denken* (5th ed.). Weinheim: Beltz.
- Mayring, P. (2015). *Qualitative Inhaltsanalyse : Grundlagen und Techniken* (12th ed.). Weinheim: Beltz.
- Mennin, D. S., & Fresco, D. M. (2014). Emotion regulation therapy. In J. J. Gross (Ed.), *Handbook of Emotion Regulation* (pp. 469–490). New York: Guilford Press.
- Mennin, D. S., Fresco, D. M., Ritter, M., & Heimberg, R. G. (2015). An Open Trial of Emotion Regulation Therapy For Generalized Anxiety Disorder and Cooccurring Depression. *Depression and Anxiety, 32*, 614–623. doi:10.1002/da.22377
- Michl, L. C., McLaughlin, K. A., Shepherd, K., & Nolen-Hoeksema, S. (2013). Rumination as a Mechanism Linking Stressful Life Events to Symptoms of Depression and Anxiety: Longitudinal Evidence in Early Adolescents and Adults. *Journal of Abnormal Psychology, 122*(2), 339–352. doi:10.1037/a0031994
- Molinsky, A. L. (2013). The Psychological Processes of Cultural Retooling. *Academy of Management Journal, 56*(3), 683–710. doi:10.5465/amj.2010.0492
- Moosmüller, A. (2007). Lebenswelten von 'Expatriates'. In J. Straub (Ed.), *Handbuch interkulturelle Kommunikation und Kompetenz : Grundbegriffe - Theorien - Anwendungsfelder* (pp. 480 – 488). Stuttgart: Metzler.

- Mullen, B., Atkins, J. L., Champion, D. S., Edwards, C., Hardy, D., Story, J. E., & Vanderklok, M. (1985). The false consensus effect: A meta-analysis of 115 hypothesis tests. *Journal of Experimental Social Psychology*, 21(3), 262–283. doi:10.1016/0022-1031%2885%2990020-4
- Nasir, M. (2012). Emotional Intelligence as a Mediator in the Relationship of Cultural Adjustment and Academic Achievement of International Students. *Academic Research International*, 3(3), 275-280.
- Nolting, H.-P., & Paulus, P. (2013). *Psychologie lernen : eine Einführung und Anleitung*. Weinheim: Beltz.
- Parkinson, B., & Totterdell, P. (1999). Classifying Affect-regulation Strategies. *Cognition and Emotion*, 13(3), 277–303. doi:10.1080/026999399379285
- Parrott, W. G. (2001). *Emotions in Social Psychology: Essential Readings*. Philadelphia: Psychology Press.
- Philippot, P., Chappelle, G., & Blairy, S. (2002). Respiratory feedback in the generation of emotion. *Cognition and Emotion*, 16(5), 605–627. doi:10.1080/02699930143000392
- Rothermund, K., & Eder, A. (2011). *Allgemeine Psychologie: Motivation und Emotion*. Wiesbaden: Springer VS Verlag für Sozialwissenschaften.
- Savicki, V., Downing-Burnette, R., Heller, L., Binder, F., & Suntinger, W. (2004). Contrasts, changes, and correlates in actual and potential intercultural adjustment. *International Journal of Intercultural Relations*, 28(3–4), 311–329. doi:10.1016/j.ijintrel.2004.06.001
- Scheibe, A.-K. (2007). Entwicklung und Validierung eines Fragebogens zur Erfassung von Emotionsregulationsstrategien im Lern- und Leistungskontext (Master thesis). TU Darmstadt, Darmstadt.
- Schein, E. H. (1990). Organizational culture. *American Psychologist*, 45(2), 109–119. doi:10.1037/0003-066X.45.2.109
- Schultz, J. H. (2003). *Das autogene Training: konzentrierte Selbstentspannung*. Stuttgart: Georg Thieme Verlag.
- Shurick, A. A., Hamilton, J. R., Harris, L. T., Roy, A. K., Gross, J. J., & Phelps, E. A. (2012). Durable effects of cognitive restructuring on conditioned fear. *Emotion*, 12(6), 1393–1397. doi:10.1037/a0029143
- Silbiger, A., & Pines, A. M. (2014). Expatriate stress and burnout. *The International Journal of Human Resource Management*, 25(8), 1170–1183. doi:10.1080/09585192.2013.824911
- Spencer-Oatey, H. (2012). What is culture? A compilation of quotations. University of Warwick, GlobalPAD open house section website: <https://www2.warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/>
- Stahl, G. K. (2005). Ein Diener zweier Herren: Die Rolle des Auslandmanagers im internationalen Unternehmen. In G. K. Stahl, W. Mayrhofer, & T. M. Kühlmann (Eds.), *Internationales Personalmanagement: neue Aufgaben, neue Lösungen*. München: Hampp.
- Takaishi, N. (2000). A comparative study of Autogenic Training and Progressive Relaxation as methods for teaching clients to relax. *Sleep and Hypnosis*, 2(3), 132–136.
- Thiel, C. E., Connelly, S., & Griffith, J. A. (2011). The Influence of Anger on Ethical Decision Making: Comparison of a Primary and Secondary Appraisal. *Ethics & Behavior*, 21(5), 380–403. doi:10.1080/10508422.2011.604295
- Thomas, A. (2009a). Interkulturelles Training. *Gruppendynamik und Organisationsberatung*, 40(2), 128–152. doi:10.1007/s11612-009-0064-0
- Thomas, A. (2009b). Kultur und Kulturstandards. In A. Thomas, E.-U. Kinast, & S. Schroll-Machl (Eds.), *Handbuch Interkulturelle Kommunikation Und Kooperation: Band 1 und 2 zusammen* (pp. 19-31). Göttingen: Vandenhoeck & Ruprecht.

- Treichel, D. (2011). Geist und Kultur. In D. Treichel & C.-H. Mayer (Eds.), *Lehrbuch Kultur: Lehr- und Lernmaterialien zur Vermittlung kultureller Kompetenzen* (pp. 95–104). Münster: Waxmann.
- Triandis, H. C. (2000). Culture and conflict. *Journal of Psychology*, 35(2), 145–152. doi:10.1080/002075900399448
- Trompenaars, A., & Hampden-Turner, C. (2012). *Riding the Waves of Culture* (3rd ed.). United Kingdom: Nicholas Brealey Publishing.
- Tylor, E. B. (1871). *Primitive Culture: Researches Into the Development of Mythology, Philosophy, Religion, Art, and Custom*. London: Murray.
- Ulich, D., & Mayring, P. (2003). *Psychologie der Emotionen* (2nd ed.). Stuttgart: Kohlhammer.
- Walker, W. R., Vogl, R. J., & Thompson, C. P. (1997). Autobiographical memory: unpleasantness fades faster than pleasantness over time. *Applied Cognitive Psychology*, 11(5), 399–413. doi:10.1002/(SICI)1099-0720(199710)11:5<399::AID-ACP462>3.0.CO;2-E
- Welsch, W. (2011). Kultur aus transkultureller Perspektive. In D. Treichel & C.-H. Mayer (Eds.), *Lehrbuch Kultur: Lehr- und Lernmaterialien zur Vermittlung kultureller Kompetenzen* (pp. 150-158). Münster: Waxmann.
- Wranik, T., Barrett, L. F., & Salovey, P. (2007). Intelligent Emotion Regulation: Is Knowledge Power? In J. J. Gross (Ed.), *Handbook of Emotion Regulation* (pp.393-407). New York: Guilford Press.
- Wu, T., Luo, Y., Broster, L. S., Gu, R., & Luo, Y. (2013). The impact of anxiety on social decision-making: Behavioral and electrodermal findings. *Social Neuroscience*, 8(1), 11–21. doi:10.1080/17470919.2012.694372
- Yamazaki, Y., & Kayes, D. C. (2004). An Experiential Approach to Cross-Cultural Learning: A Review and Integration of Competencies for Successful Expatriate Adaptation. *Academy of Management Learning & Education*, 3(4), 362–379.
- Yoo, S. H., Matsumoto, D., & LeRoux, J. A. (2006). The influence of emotion recognition and emotion regulation on intercultural adjustment. *International Journal of Intercultural Relations*, 30(3), 345–363. doi:10.1016/j.ijintrel.2005.08.006

6 Appendix

Appendix A	Exemplary Recruiting Mail.....	A-1
Appendix B	Project Description.....	B-2
Appendix C	Official Confirmation Letter.....	C-4
Appendix D	Quality Criteria.....	D-6
Appendix E	Interview Guideline.....	E-7
Appendix F	List of Emotions.....	F-11
Appendix G	Emotion regulation questionnaire.....	G-13
Appendix H	List of Possible Interventions.....	H-15
Appendix I	Transcription rules.....	I-17
Appendix J	Categorization System.....	J-18
Appendix K	Transcription of the Expert Interview.....	K-31

Appendix A Exemplary Recruiting Mail

Appendix A.1 German Version

Sehr geehrte Damen und Herren

Mit dieser Email frage ich Sie an, ob Sie an meiner Masterarbeit mitwirken würden. Die Arbeit schreibe ich im Rahmen meines Psychologiestudiums an der Zürcher Hochschule für Angewandte Wissenschaften.

Ich plane zu untersuchen, welche Bedürfnisse hinsichtlich Unterstützungsangeboten bei deutschsprachigen Expatrierten in Indien bestehen. Speziell möchte ich mich dabei auf den Umgang mit den eigenen Gefühlen fokussieren. Verschiedene Untersuchungen haben gezeigt, dass ein guter Umgang mit den eigenen Emotionen sehr wichtig für eine positiv verlaufende Integration in ein fremdes Land ist. Ein gutes Einleben in das Gastland wirkt sich normalerweise positiv auf die Arbeitsleistung aus. Häufig wird dieser Aspekt aber in interkulturellen Trainings wenig oder gar nicht berücksichtigt. Daher möchte ich herausfinden, ob bei den sich im Ausland aufhaltenden Mitarbeitenden ein Bedarf besteht, dass Emotionsregulation in ein Training integriert wird. Aus den Antworten sollen Handlungsempfehlungen abgeleitet werden. Im Anhang finden Sie eine detaillierte Beschreibung des geplanten Projekts. Falls weitere Fragen bestehen, stehe ich Ihnen gerne zur Verfügung.

Über Ihre Teilnahme würde ich mich sehr freuen. Ich danke Ihnen für eine baldige Antwort.

Mit freundlichen Grüßen
Simone von Ah
Zürcher Hochschule für Angewandte Wissenschaften

Appendix A.2 English version

Dear Ladies and Gentlemen,

With this email I'd like to ask you, if you would be interested to be a partner organisation for my master thesis. This thesis is part of my studies in psychology at the Zürich University of Applied Science.

The aim of this study is to examine what needs regarding training and support German-speaking expatriates in India have. The thesis focuses on the way people are dealing with their own emotions in an intercultural context. Scientists found emotion regulation competence as one of the most important factors facilitating successful adjustment and integration in a new environment. Furthermore, it has been shown that a well-integrated person is more satisfied with the job and shows a better performance. Hence, it seems important to include emotion regulation in current support actions. To verify this assumption and to derive recommendations for future organisational support activities is the aim of this study. Attached to this email, you'll find a detailed description of my study. In case there are any questions, please don't hesitate to ask.

Sincerely,
Simone von Ah
Zürich University of Applied Science

Appendix B Project Description

Appendix B.1 German Version

Zürcher Hochschule
für Angewandte Wissenschaften
**zh
aw**
Angewandte
Psychologie

Masterarbeit von: Simone von Ah
Frühlings-/Herbstsemester 2015
Betreut von: Verena Berchtold, dipl. FH/SBAP

Masterarbeitsprojekt
„Training und Unterstützung in emotionaler Regulationskompetenz für deutschsprachige Ex-patriierte in Indien – Bedarf und Handlungsempfehlungen“

Wir leben heute in einer globalisierten Welt. Eine wichtige Nation in dieser weltweiten Zusammenarbeit ist Indien. Organisationen starten Projekte in Indien oder gehen Kooperationen mit indischen Organisationen ein. Im Rahmen dieser Zusammenarbeit werden Mitarbeiter nach Indien entsandt, um Projekte aufzubauen, zu leiten oder daran mitzuarbeiten. Dabei treffen Menschen unterschiedlicher Kulturen aufeinander, die sich auf die eine oder andere Art aneinander anpassen müssen. Sich anzupassen ist aber nicht immer einfach. Missverständnisse, unerwartete Situationen und Konflikte sind keine Seltenheit und stellen hohe Anforderungen an die daran beteiligten Personen. Der Gebrauch einer fremden Sprache und die Konfrontation mit anderen Normen und Kommunikationsregeln sind weitere zu Unsicherheit führende Herausforderungen. Eine gründliche Vorbereitung auf einen Aufenthalt im Gastland Indien und der Erwerb von interkulturellen Kompetenzen sind daher essentiell. Wie die Forschung zeigt, können verschiedene Faktoren eine erfolgreiche Anpassung und Integration in das neue und fremde Umfeld erleichtern. Neben den üblichen interkulturellen Kompetenzen (Wissen über das Gastland, Sprache, Reflexion der eigenen Kultur) ist die emotionale Kompetenz ein solcher Faktor und dabei speziell das Wissen über die eigenen Gefühle und der persönliche Umgang damit. Unbekannte, unsichere und schwierige Situationen führen häufig zu Frustration, Wut und Angst. Starke Emotionen verhindern den Zugang zu reflexiven, kognitiven Vorgängen - gerade diese sind aber wichtig, um die erworbenen interkulturellen Kompetenzen gewinnbringend einsetzen zu können. Sie helfen auch die Situationen zu verstehen und etwas daraus zu lernen. Eine erfolgreiche Regulierung von Emotionen führt also zu einer erfolgreicherer Bewältigung der Situation und zu einer positiveren Bewertung der Erfahrung. Es scheint demnach wichtig zu sein, dass gerade Personen, die beruflich eine Weile in einem anderen Land verbringen müssen, gute Emotionsregulationskompetenzen besitzen. Ein Blick in die Literatur zu interkulturellen Vorbereitungs- und Kompetenztrainings zeigt, dass das Thema Emotionen in Trainings kaum oder gar nicht angesprochen wird. Der Fokus liegt mehr auf kognitiven Themen (z.B.: Welche Situationen sind typisch im Umgang mit der fremden Kultur und wie sehen normativ gute Reaktionen aus?). Natürlich ist eine Vorbereitung kognitiver Art ebenfalls sehr wichtig und kann Unsicherheiten im Voraus schon abbauen. Bei starken Emotionen tritt dieses kognitive Wissen aber in den Hintergrund. Man kann folglich annehmen, dass eine Vorbereitung auf mögliche Gefühle, sowie ein Kompetenztraining im Bezug auf den Umgang mit diesen, eine wichtige Ergänzung für interkulturelle Kompetenztrainings sein sollte. Diese Annahme zu überprüfen und daraus Handlungsempfehlungen für die Vorbereitung auf einen Auslandsaufenthalt abzuleiten, sind die Ziele dieser Studie.

Fragestellung
Welche Bedürfnisse im Bezug auf emotionsregulationsspezifische Interventionen bestehen bei deutschsprachigen Expatrierten in Indien und welche Handlungsempfehlungen können daraus abgeleitet werden?

Untersuchungsplan
Geplant sind leitfadengestützte Interviews mit Personen aus dem deutschsprachigen Raum, die sich zur Zeit des Interviews im Rahmen ihrer Arbeit mindestens einen Monat in Indien befinden oder vor kurzem in die Schweiz zurückgekehrt sind. Die Interviews dauern maximal eine Stunde und werden anhand der qualitativen Datenanalyse nach Mayring ausgewertet. Aus den Antworten der interviewten Personen werden Handlungsempfehlungen für Expatrierte und Organisationen abgeleitet.
Die Interviews werden entweder persönlich oder per Skype durchgeführt. Alle Angaben werden anonymisiert und so verändert, dass keine Rückschlüsse auf die Personen oder die Organisationen gezogen werden können. Zudem biete ich auf Wunsch interviewten Personen das Gut zum Druck an.

Simone von Ah, vonahsim@students.zhaw.ch

Figure B-1. Project description (German).

Appendix B.2 English Version

<p><small>Zürcher Hochschule für Angewandte Wissenschaften</small></p> <p>zhaw Angewandte Psychologie</p>	<p>Master thesis of Simone von Ah Spring/autumn semester 2015 Supervision: Verena Berchtold, dipl. FH/SBAP</p>
<p>Master thesis project “The need for training and support in emotion regulation competence for German-speaking expatriates in India and recommended course of action”</p>	
<p>Today we live in a world with a globalised economy. One important nation within this worldwide economical cooperation is India. Many organisations expand to India or cooperate with Indian organisations. In line with this cooperation, employees are sent to India to work in, build up, or lead projects in different fields. This leads to an intercultural context where people from different places around the world meet and have to culturally adjust in one way or another. This process of cultural adjustment is not always easy. Misunderstandings, unexpected situations, and conflicts will occur and make great demands on the involved people. The use of a foreign, unfamiliar language and the confrontation with differences in norming systems and in communication rules lead to uncertainty. Good preparation for living in the host country and the acquirement of intercultural competences are therefore essential.</p>	
<p>Scientists found different factors facilitating successful adjustment and integration in a new and foreign environment. Besides the usual intercultural competences (knowledge about the host country, language, reflection of ethnocentrism), emotional competence, especially the knowledge about one’s own emotions and how to deal with them, has shown to be an important factor. Unknown, uncertain, and difficult situations often lead to frustration, anger, and anxiety. Strong emotions inhibit access to reflective, cognitive considerations - but especially these considerations are important for the ability to use one’s intercultural competences. They help to understand a difficult situation and learn from it. Thus a successful regulation of emotions results in a more successful coping with the situation and in a more positive appraisal of the experience. The current state of scientific knowledge shows that a well-integrated person experiences more job satisfaction and produces better job performance. Hence, it appears to be important for people living abroad to be able to regulate their emotions in a successful way.</p>	
<p>If we look to the literature on intercultural preparation and competence training we can see that emotions are hardly ever addressed. Emotions are rarely taken into account by other methods of support for people living abroad. The focus lies more on cognitive subjects, such as, “Which situations are typical for the host culture, and what are adjusted reactions?” or “In what way is the own culture different from the foreign?” Of course it is important to think and talk about these subjects as well, because it can help to reduce fears or uncertainties in advance. But in situations of strong emotions, this knowledge will take a back seat. Therefore, it seems natural to assume that the inclusion of emotional competences, especially the competence of emotion regulation, should be a useful extension to the commonly used intercultural competence training and the support given by the organisations before and during the stay abroad. The aim of this study is to verify this assumption and to derive recommendations for future preparatory training and organisational support for a stay abroad.</p>	
<p>Research question What needs regarding emotion regulation-specific interventions do German-speaking expatriates, living in India, have and what course of action can be recommended based on those needs?</p>	
<p>Research plan I plan to conduct semi-structured interviews with people from the German-speaking area of Europe who are currently working in India for at least one month. The interviews will take a maximum of one hour and will be analysed by the qualitative content analysis according to Mayring. Recommendations for a course of action will be recommended based on the results. The interviews will be conducted via Skype or a similar medium or, if possible, in person. All given information will be made anonymous and changed in a way such that nobody can draw conclusions about the underlying person or organisation. If desired I offer the possibility of providing a printing approval to the interviewed persons.</p>	
<p>Simone von Ah, vonahsim@students.zhaw.ch</p>	

Figure B-2. Project description (English).

Appendix C Official Confirmation Letter

Appendix C.1 German Version

	<p>Zürcher Hochschule für Angewandte Wissenschaften</p> <p>zh aw</p> <p>Angewandte Psychologie</p>
Adresse	<p>Prof. Dr. Barbara Schmugge scmb@zhaw.ch</p> <p>Pfingstweidstrasse 96 CH-8037 Zürich Tel. +41 58 934 83 96 Tel. Zentrale +41 58 934 71 71 Fax Zentrale +41 58 935 71 71</p> <p>www.psychologie.zhaw.ch</p>
Datum	
<p>Bestätigung der Zürcher Hochschule für Angewandte Wissenschaften ZHAW</p>	
<p>Sehr geehrte Damen und Herren</p>	
<p>Mit diesem Schreiben bestätigen wir, dass Frau Simone von Ah ihre Masterarbeit zum Thema „Training und Unterstützung in emotionaler Regulationskompetenz für deutschsprachige Expatrierte in Indien – Bedarf und Handlungsempfehlungen“ bei uns am Department für Angewandte Psychologie der Zürcher Hochschule für Angewandte Wissenschaften (ZHAW) schreibt. Betreut wird sie darin von unserer Dozentin Frau Verena Bächtold-Ledergerber.</p>	
<p>Die Arbeit legt den Fokus auf ein wichtiges, aber noch wenig erforschtes Gebiet der internationalen Wirtschaft und der Expatriertenforschung. Sie soll dazu beitragen, neue Erkenntnisse für die Praxis zu gewinnen und das Leben von Expatrierten zu erleichtern. Das Projekt entspricht den fachlichen und ethischen Richtlinien unserer Hochschule, welche die Schweigepflicht aller Personen, die mit den Daten in Kontakt kommen, sowie die garantierte Anonymität aller teilnehmenden Personen mit einschliessen.</p>	
<p>Wir würden uns sehr freuen, wenn Sie am Projekt von Frau von Ah mitwirken würden.</p>	
<p>Mit freundlichen Grüssen</p>	
<p>Zürcher Hochschule für Angewandte Wissenschaften Departement Angewandte Psychologie</p>	
<p>Prof. Dr. Barbara Schmugge Studiengangleitung BSc und MSc</p>	
<p>Zürcher Fachhochschule</p>	

Figure C-1. Official confirmation letter (German).

Appendix C.2 English Version

	<p>Zürcher Hochschule für Angewandte Wissenschaften</p> <p>zh aw</p> <p>Angewandte Psychologie</p>
Adress	<p>Prof. Dr. Barbara Schmugge scmb@zhaw.ch</p> <p>Pfingstweidstrasse 96 CH-8037 Zürich Tel. +41 58 934 83 96 Tel. Zentrale +41 58 934 71 71 Fax Zentrale +41 58 935 71 71</p> <p>www.psychologie.zhaw.ch</p>
Date	
<p>Confirmation form the Zurich University of Applied Science</p>	
<p>Dear Ladies and Gentlemen</p>	
<p>With this letter I confirm that Ms. Simone von Ah is writing her master thesis at the department for psychology of the Zurich University of Applied Science (ZHAW). The topic is „The need of training and support in emotion regulation competence for German speaking expatriates in India and recommended course of action“. Our lecturer Mrs. Verena Berchtold-Ledergerber is supervising her.</p>	
<p>The thesis has its focus on an important, but until now not very well researched area of the international economy and research of expatriates. It should help to gain new insight for the organisational practice. Also it should help to make the live of expatriates easier. The project is in accordance with the professional and ethical guidelines of our university. This includes the professional discretion for all people part of this project and the guaranteed anonymity of all people taking part in the interviews.</p>	
<p>We would be very glad, if you'd become a part of Ms von Ah's project.</p>	
<p>Sincerely,</p>	
<p>Zurich University of Applied Science (ZHAW) School of Applied Psychology</p>	
<p>Prof. Dr. Barbara Schmugge Director of Studies</p>	
<p>Zürcher Fachhochschule</p>	

Figure C-2. Official confirmation letter (English).

Appendix D Quality Criteria

Table D.1

Quality criteria developed by Mayring (2002)

Quality criterion	Description	Actions taken to meet this criterion
Procedure documentation	As measuring instruments in qualitative research are normally not standardised, it is especially important to document the chosen procedure and instruments in detail.	<ul style="list-style-type: none"> • Transparent documentation of the procedure and the used instruments
Argumentative assurance of the interpretation	Interpretations are based on validated arguments and coherent.	<ul style="list-style-type: none"> • Results were interpreted based on the literature
Rule-governance	To meet scientific standards it is important to collect and analyse data according to previously specified rules. Still, to deal with unexpected events, the possibility of modification should be allowed.	<ul style="list-style-type: none"> • Usage of a interview guideline and different additional documents • Analysis of data according to the qualitative content analysis by (Mayring, 2015)
Closeness to the subject	Staying as close as possible to the subjects and their natural environment is important, for example, by choosing a field setting.	<ul style="list-style-type: none"> • The interviews took place in the subjects natural environment • The interview questions left room for a natural conversation and the open expression of thoughts and opinions on the subject
Communicative validation	Interpretations are presented to the participants and validated via a dialog.	<ul style="list-style-type: none"> • Due to a lack of time, this criterion could not be met
Triangulation	Different sources of data and different methods are used to interpret the data. Different perspectives are considered and contrasted with each other.	<ul style="list-style-type: none"> • The results were enriched by an expert interview • Current scientific literature was regarded

Appendix E Interview Guideline

Appendix E.1 German Version

Interviewleitfaden „Bedarf an Training oder Unterstützungsangeboten im Bezug auf die Emotionsregulationskompetenz bei deutschsprachigen Expatriierten in Indien“

Rahmenbedingungen

Das Interview findet per Skype in einem ruhigen Raum statt. Es wird auf Tonband aufgenommen. Das Interview ist halbstandardisiert und lässt die Möglichkeit offen vertiefter nachzufragen, falls die Situation es erfordert.

Ablauf

1. Begrüssung und Einleitung
2. Warm-Up
3. Interview
 - a. Situationserfassung
 - b. Erleben der Situation (Gefühle, Verhalten)
 - c. Emotionsregulationsstrategien
 - d. Schwierigkeiten mit den Gefühlen
 - e. Zufriedenheit mit der Situation
 - f. Trainings-/Unterstützungsbedarf
 - g. Mögliche neue Strategien
 - h. Schon vorhandene Unterstützung
 - i. Mögliche Interventionen
4. Verabschiedung und Dank

1. Begrüssung und Einleitung

Der Proband/die Probandin wird begrüsst und informiert, worum es im Interview gehen wird.

Einleitung:

Dieses Interview wird im Rahmen einer Masterarbeit am Department für angewandte Psychologie der Zürcher Hochschule für Angewandte Wissenschaften geführt. Ziel ist es herauszufinden, welche Unterstützungsmassnahmen der Organisation vor und während des Indienaufenthalts mit Schwerpunkt auf Emotionen ergänzt und verbessert werden können. Das Interview wird auf Tonband aufgenommen (Einverständnis einholen). Alle persönlichen Angaben werden anonymisiert und auf Wunsch zum Gut zum Druck vorgelegt. Falls Sie eine Frage nicht verstehen, dürfen Sie jederzeit nachfragen.

2. Warm-Up

Thema	Hauptfrage	Anschlussfragen
Demografische Variablen	Als erstes werden einige persönliche Angaben erfasst (Name, Alter, Geschlecht, In Indien seit?, Ist der Proband/die Probandin das erste Mal in Indien?, Position in der Firma)	
Einstieg	Wie gefällt es Ihnen in Indien?	Wie geht es Ihnen hier? Wie ist es Ihnen bisher ergangen? Hat sich Ihr Wohlbefinden im Laufe des Aufenthalts in Indien verändert? (Wenn das Ggü schon viel spricht, dies nicht fragen).

2. Interview

Thema	Hauptfrage	Anschlussfragen
1. Situationserfassung	Bitte erinnern Sie sich an eine Situation, in der Sie in direktem Kontakt mit Indern bei der Arbeit waren, bei der Missverständnisse in der (direkten) Kommunikation auftauchten, die konflikthaft war oder die sonst irgendwie sehr schwierig war für Sie.	Konkretisierung der Situation: <ul style="list-style-type: none"> • Wie viele Personen waren Sie? • Wo waren Sie? • Wer war die andere Person (Mann, Frau, Vorgesetzter, Mitarbeiter, ...) • Waren andere Personen in der Nähe? • Welche Faktoren machten die Situation

	Bitte beschreiben Sie mir diese Situation.	schwierig für Sie? z.B.: Neues Thema, Verhalten der anderen Person usw.
2. Erleben der Situation (Gefühle, Verhalten)	Wie haben Sie die Situation erlebt?	<ul style="list-style-type: none"> • Welche Gefühle hatten Sie? (ev. Liste vorlegen) • Wie haben Sie sich verhalten? z.B.: Abbruch Kommunikation, sich nichts anmerken lassen...usw. • Stärke der Gefühle 1-10
3. Emotionsregulationsstrategien	Wie sind Sie mit Ihren Gefühlen umgegangen? Bitte denken Sie an Ihre Gefühle und beantworten Sie die vorliegenden Fragen.	Vorlegen von Fragen aus dem Fragebogen zu Emotionsregulation (FEEL-E), die schriftlich beantwortet werden Gab es weitere Strategien? Etwas, das hier nicht steht?
4. Schwierigkeiten mit Gefühlen	Haben Sie Ihre Gefühle gestört oder in Ihrer Handlung behindert?	<ul style="list-style-type: none"> • Wie haben Sie Ihre Gefühle gestört? • Wie haben Sie Ihre Gefühle behindert?
5. Zufriedenheit mit der Situation	Wie ging es Ihnen nach der Situation?	<ul style="list-style-type: none"> • Wie stand es mit Ihrer Zufriedenheit nach der Situation? (Offene Frage) • Mit dem eigenen Verhalten? • Was hätten Sie sich gewünscht?
6. Trainings-/Unterstützungsbedarf	Würden Sie sich wünschen, anders mit Ihren Gefühlen umgehen zu können?	Wenn der Eindruck von Schwierigkeiten entsteht, aber keine Änderung gewünscht wird, nach dem Grund fragen <ul style="list-style-type: none"> • Ich habe den Eindruck, dass es für Sie keine allzu gute Erfahrung war. Trotzdem wünschen Sie keine Veränderung. Woran könnte das Ihrer Meinung nach liegen? „Warum“ weglassen.
7. Mögliche neue Strategien	Wie könnte dieses 'Anders' aussehen?	Welche neuen Strategien würden Sie sich wünschen?
8. Schon vorhandene Unterstützung	Wie wurden Sie im Vorfeld vorbereitet? Wie werden Sie bereits unterstützt?	Was haben Sie selber gemacht?
9. Mögliche Interventionen	Was könnte Ihre Organisation tun, um Sie zu unterstützen?	<ul style="list-style-type: none"> • In welcher Form? • Während dem Aufenthalt? • Im Vorfeld? • Vorschläge vorlegen: <ul style="list-style-type: none"> ○ Coach/Begleitung in Indien ○ Emotionserkennungstraining ○ Akzeptanz der Emotionen (in der Organisation) ○ Wissen über die Emotionen ○ Briefing/Debriefing ○ Fact Sheet mit Do's/Dont's ○ Kurze Übersicht mit zu erwartenden Dingen, die nicht im Reiseführer stehen (z.B.: Bankkarten funktionieren nicht immer) ○ Mehr mentale Vorbereitung ○ Noch zu ergänzen • Weitere Ideen?

Appendix E.2 English Translation

Interview guideline „The Need for training and support actions regarding emotion regulation competence of German-speaking expatriates in India”

General conditions

The interview will be conducted via skype, by phone or in person in a quiet room. It will be recorded. The interview will be semi standardised and will leave room to inquire more deeply if the situation requires it.

Sequence

- a) Greeting and introduction
- b) Warm-Up
- c) Interview
 1. Recording of the situation
 2. Experience of the situation (feelings, behaviour)
 3. Emotion regulation strategies
 4. Difficulties with feelings
 5. Satisfaction with the situation
 6. Need for training and support
 7. Possible new strategies
 8. Support already available
 9. Possible interventions
- d) Leave-taking and acknowledgement

a) *Greeting and introduction*

The participant will be greeted and informed about the aim of the interview (see next section!)

Introduction:

This interview is conducted as part of my master thesis written for the Department of Applied Psychology of the Zürich University of Applied Science. Its aim is to examine what need for emotion regulation-specific interventions expatriates have and how companies can provide such interventions. The interview will be recorded (secure consent). All personal data will be made anonymous and, if wished, provided for a ‘printing approval’. If there are any questions, do not hesitate to ask anytime.

b) *Warm-Up*

Topics	Key questions	Mandatory side issues
Demographic variables	First some personal data will be recorded (Name, age, sex, In India since...?, Is it your first time in India?, position in the company)	
Introduction	How do you like India?	How do you feel? How have you been so far? Were there any changes in well-being since the beginning? (If the participant is already talking a lot, don't ask this)

c) *Interview*

Topic	Key questions	Mandatory side issues
1. Recording of the situation	Please remember a situation in which you were in direct contact with Indians at work and when there occurred misunderstandings in (direct) communication or which was very difficult in some other way? Please describe this situation for me.	Concretisation of the situation: <ul style="list-style-type: none"> • How many persons were there? • Where did it happen? • Who was the counterpart (man, woman, superior, colleague, ...) • Were other people nearby? • What factors made the situation difficult?

2. Experience of the situation (feelings, behaviour)	How did you experience the situation?	<ul style="list-style-type: none"> • What feelings did you have? (Use list) • How did you behave? • How strong were the feelings on a scale from 1-10?
3. Emotion regulation strategies	How did you deal with your feelings? Please think of your feelings and answer the following questions.	<ul style="list-style-type: none"> • Give questions provided by the emotion regulation questionnaire (FEEL-E) • Were there other strategies? Some that are not listed here?
4. Difficulties with feelings	Did your feelings disturb you or hinder you in your actions?	<ul style="list-style-type: none"> • How did your feelings disturb you? • How did your feelings hinder you?
5. Satisfaction with the situation	How did you feel after the situation?	<ul style="list-style-type: none"> • How satisfied were after the situation? • With your own behaviour? • What would you have wished?
6. Need for training and support	Would you wish to deal differently with your feelings?	<ul style="list-style-type: none"> • If an impression of difficulties is given, but no change is wished for, ask for the reason. • I have the impression, that this was not a very good experience for you. Still, you do not wish to change something. Why would you say that is?
7. Possible new strategies	How could these different methods look like?	<ul style="list-style-type: none"> • What new strategies would you wish to be able to use?
8. Support already available	How have you been prepared? How have you been supported up to now?	<ul style="list-style-type: none"> • What did you do yourself?
9. Possible interventions	What support could your organisation offer you?	<ul style="list-style-type: none"> • In what form? • During the stay? • Before the stay? • Lay ideas: <ul style="list-style-type: none"> ○ Coach/Attendance in India ○ Emotion recognition training ○ Acceptance of emotions (in the organisation) ○ Knowledge about emotions ○ Briefing/Debriefing ○ Fact Sheet with Do's/Don'ts ○ More mental preparation ○ To complement • Further ideas?

Appendix F List of Emotions

Appendix F.1 German Version

Zürcher Hochschule
für Angewandte Wissenschaften

zhaw Angewandte
Psychologie

Masterarbeit von: Simone von Ah
Frühlings-/Herbstsemester 2015
Betreut von: Verena Berchtold, dipl. FH/SBAP

Welche Gefühle hatten Sie?

1. Liebe	13. Eifersucht	25. Langeweile
2. Sympathie	14. Neid	26. Müdigkeit
3. Stolz	15. Lust	27. Leere
4. Überraschung	16. Genusserleben	28. Anspannung
5. Schreck	17. Freude	29. Nervosität
6. Ekel	18. Zufriedenheit	30. Unruhe
7. Abscheu	19. Glück	31. Stress
8. Ärger	20. Niedergeschlagenheit	32. Einsamkeit
9. Wut	21. Trauer	33. Unsicherheit
10. Zorn	22. Kummer	34. Frustration
11. Angst	23. Scham	
12. Furcht	24. Schuldgefühl	

Figure F-1. List of emotions (German).

Appendix F.2 English translation

What feelings did you have?

- | | | |
|---------------|------------------|------------------|
| 1. Love | 13. Jealousy | 25. Boredom |
| 2. Sympathy | 14. Envy | 26. Fatigue |
| 3. Pride | 15. Lust | 27. Emptiness |
| 4. Surprise | 16. Pleasure | 28. Tension |
| 5. Shock | 17. Joy | 29. Nervousness |
| 6. Disgust | 18. Satisfaction | 30. Restlessness |
| 7. Revulsion | 19. Happiness | 31. Stress |
| 8. Irritation | 20. Dejection | 32. Loneliness |
| 9. Anger | 21. Sadness | 33. Uncertainty |
| 10. Rage | 22. Sorrow | 34. Frustration |
| 11. Anxiety | 23. Shame | |
| 12. Fear | 24. Guilt | |

Figure F-2. List of emotions (English).

Appendix G Emotion regulation questionnaire

Appendix G.1 German Version

Zürcher Hochschule
für Angewandte Wissenschaften



Masterarbeit von: Simone von Ah
Frühlings-/Herbstsemester 2015
Betreut von: Verena Berchtold, dipl. FH/SBAP

Als ich in besagter Situation das Gefühl X/ die Gefühle X,Y,Z hatte, ...

1. ... versuchte ich, das zu verändern, was mich ... (Gefühl) macht.	<input type="radio"/> Ja	<input type="radio"/> Nein
2. ... machte ich das Beste daraus.	<input type="radio"/> Ja	<input type="radio"/> Nein
3. ... wollte ich niemanden sehen.	<input type="radio"/> Ja	<input type="radio"/> Nein
4. ... dachte ich, dass es mein Problem ist.	<input type="radio"/> Ja	<input type="radio"/> Nein
5. ... mochte ich nichts mehr tun.	<input type="radio"/> Ja	<input type="radio"/> Nein
6. ... überlegte ich immer wieder, warum ich ... (Gefühl) bin.	<input type="radio"/> Ja	<input type="radio"/> Nein
7. ... dachte ich darüber nach, was ich tun könnte.	<input type="radio"/> Ja	<input type="radio"/> Nein
8. ... sagte ich mir, dass das Problem nicht so schlimm ist.	<input type="radio"/> Ja	<input type="radio"/> Nein
9. ... dachte ich über Dinge nach, die mich glücklich machen.	<input type="radio"/> Ja	<input type="radio"/> Nein
10. ... versuchte ich zu vergessen, was mich ... (Gefühl) macht.	<input type="radio"/> Ja	<input type="radio"/> Nein
11. ... suchte ich den Fehler bei mir.	<input type="radio"/> Ja	<input type="radio"/> Nein
12. ... dachte ich, dass das, was ich erlebe, schlimmer ist als die Erfahrungen, die viele andere Menschen machen.	<input type="radio"/> Ja	<input type="radio"/> Nein
13. ... versuchte ich selbst, das Beste aus der Situation zu machen.	<input type="radio"/> Ja	<input type="radio"/> Nein
14. ... dachte ich, dass es vorbeigeht.	<input type="radio"/> Ja	<input type="radio"/> Nein
15. ... dachte ich, dass andere verantwortlich sind für das, was passiert ist.	<input type="radio"/> Ja	<input type="radio"/> Nein
16. ... akzeptierte ich, was mich ... (Gefühl) macht.	<input type="radio"/> Ja	<input type="radio"/> Nein
17. ... wollte es mir einfach nicht mehr aus dem Kopf.	<input type="radio"/> Ja	<input type="radio"/> Nein
18. ... zog ich mich zurück.	<input type="radio"/> Ja	<input type="radio"/> Nein
19. ... machte ich etwas, das mich freut.	<input type="radio"/> Ja	<input type="radio"/> Nein
20. ... dachte ich darüber nach, wie ich das Problem lösen könnte.	<input type="radio"/> Ja	<input type="radio"/> Nein
21. ... sagte ich mir, dass es nichts Wichtiges ist.	<input type="radio"/> Ja	<input type="radio"/> Nein
22. ... dachte ich, dass das Hauptproblem bei den anderen liegt.	<input type="radio"/> Ja	<input type="radio"/> Nein
23. ... kann ich sowieso nichts gegen mein (Gefühl) machen.	<input type="radio"/> Ja	<input type="radio"/> Nein
24. ... dachte ich, dass das, was ich erlebt habe, das Schlimmste ist, was einer Person passieren kann.	<input type="radio"/> Ja	<input type="radio"/> Nein

Figure G-1. Emotion regulation questionnaire based on FEEL-E (Grob & Horwitz, 2014) (German).

Appendix G.2 English translation

When I had the feeling X/feelings X, Y, Z in said situation ...

1. ... I tried to change what made me feel ... (feeling).	<input type="radio"/> Yes	<input type="radio"/> No
2. ... I made the best out of it.	<input type="radio"/> Yes	<input type="radio"/> No
3. ... I didn't want to see anybody.	<input type="radio"/> Yes	<input type="radio"/> No
4. ... I thought it was my problem.	<input type="radio"/> Yes	<input type="radio"/> No
5. ... I didn't want to do anything anymore.	<input type="radio"/> Yes	<input type="radio"/> No
6. ... I reflected again and again why I felt ... (feeling).	<input type="radio"/> Yes	<input type="radio"/> No
7. ... I thought about what I could do.	<input type="radio"/> Yes	<input type="radio"/> No
8. ... I told myself that the problem is not so bad.	<input type="radio"/> Yes	<input type="radio"/> No
9. ... I thought about things that make me happy.	<input type="radio"/> Yes	<input type="radio"/> No
10.... I tried to forget what made me feel ... (feeling).	<input type="radio"/> Yes	<input type="radio"/> No
11.... I looked for the mistake within me.	<input type="radio"/> Yes	<input type="radio"/> No
12.... I thought that my experience now must be worse than the experiences of most other people.	<input type="radio"/> Yes	<input type="radio"/> No
13.... I tried to make the best out of the situation myself.	<input type="radio"/> Yes	<input type="radio"/> No
14.... I thought that it would pass.	<input type="radio"/> Yes	<input type="radio"/> No
15.... I thought that others were responsible for what had happened.	<input type="radio"/> Yes	<input type="radio"/> No
16.... I accepted what made me feel ...(feeling).	<input type="radio"/> Yes	<input type="radio"/> No
17.... I couldn't stop thinking about it.	<input type="radio"/> Yes	<input type="radio"/> No
18.... I withdrew myself.	<input type="radio"/> Yes	<input type="radio"/> No
19.... I did something that makes me happy.	<input type="radio"/> Yes	<input type="radio"/> No
20.... I thought about how to solve the problem.	<input type="radio"/> Yes	<input type="radio"/> No
21.... I told myself that it was not important.	<input type="radio"/> Yes	<input type="radio"/> No
22.... I thought that the main problem was with somebody else.	<input type="radio"/> Yes	<input type="radio"/> No
23.... I couldn't do anything about my (feeling) anyway.	<input type="radio"/> Yes	<input type="radio"/> No
24.... I thought that my current experience was the worst that could happen to a person.	<input type="radio"/> Yes	<input type="radio"/> No

Figure G-2. Emotion regulation questionnaire based on FEEL-E (Grob & Horwitz, 2014) (English).

Appendix H List of Possible Interventions

Appendix H.1 German Version

Vorschläge für Trainings- und Unterstützungsangebote

1. Ich hätte gerne eine Begleitung durch einen Coach in Indien.
2. Ich möchte lernen, Gefühle besser zu erkennen (die eigenen und fremde).
3. Ich möchte lernen, meine Gefühle besser zu akzeptieren.
4. Ich möchte neue Strategien lernen, mit meinen Gefühlen umzugehen.
5. Ich möchte mehr Wissen und Informationen über möglicherweise auftretende Gefühle.
6. Ich hätte gerne ein Fact Sheet mit Do's/Dont's.
7. Ich hätte gerne eine kurze Übersicht mit zu erwartenden alltäglichen Schwierigkeiten, die nicht im Reiseführer stehen.
8. Ich möchte noch besser lernen, meine und die fremde Kultur zu reflektieren und zu verstehen.
9. Ich möchte mehr Situationen kennen lernen, in denen Schwierigkeiten auftreten können und diese einüben.
10. Ich möchte besser vorbereitet werden auf das, was mich in Indien und bei meiner Rückkehr zu Hause erwartet.
11. Ich möchte mich mehr mit anderen (Familie, Personen in der gleichen Situation, ...) austauschen können.

Figure H-1. List of possible interventions (German).

Appendix H.2 English Translation

Ideas for training and support actions

1. I'd like to be supported by a coach in India.
2. I'd like to learn how to recognize feelings better (own and foreign).
3. I'd like to better accept my feelings.
4. I'd like to learn new strategies to deal with my feelings.
5. I'd like to get more knowledge and information about feelings that may appear.
6. I'd like to get a fact sheet with Do's/Don'ts.
7. I'd like to have a short overview of day-to-day difficulties that are not noted in a traveller guide.
8. I'd like to learn to better reflect and understand my own and the foreign culture.
9. I'd like to learn about situations where difficulties could occur and train for these situations.
10. I'd like to be prepared better for what is waiting for me in India and after returning back home.
11. I'd like to have more interaction with others (family, people in the same situation, ...).

Figure H-2. List of possible interventions (English).

Appendix I Transcription rules

Transcription Rules

1. The interviews will be transcribed literally. Dialects will be translated to High German as literally as possible in order not to lose the individual touch.
2. In the transcription, punctuation will be used to make the text more readable.
3. Words signalling listening and awareness, such as “mhm” or “yes”, will not be transcribed, except in cases where the answer consists only of “mhm” or “yes”.
4. The interviewing person will be coded with an ‘I’ and the interviewed person with an ‘E’ for expatriate. ‘Ex’ will be used for the expert.

Table I.1

Transcription rules

Transcription rules	
[...]	Parts of the sentence were ignored due to low information content without losing the meaning of the sentence.
<i>[Additional information]</i>	Information to better understand the sentence was added
<i>(Anonymization)</i>	The wording was changed in order to make the transcription anonymous.

Appendix J Categorization System

Table J.1

Categorization system A: Needs

A: Needs					
Nr.	Categories & Coding Rules	Sub-category 1	Sub-category 2	Emphasis	Characteristic responses
A1	Interaction with others <i>Statements that are related to the need to interact with other people</i>	Individual, personal, exchange possibility			<p>E2 36: „Coach, so im Stil von jeder Woche ein Meeting, nein danke. Aber so im Stil von vielleicht mal eine Skype-Session, und man kann ihn fragen, wenn irgendetwas schief läuft, das ja.“</p> <p>E3 56: „Also ein Coach in Indien, klar das wäre natürlich super, aber das ist eine Kosten-Nutzen-Frage. Nice-to-have.“</p> <p>E4 29: „(Eine grosse Firma) könnte zum Beispiel ein Coaching oder eine Person anbieten, wo Leute coachen kann, die das Bedürfnis haben. Das gibt es zum Teil in Unternehmen, die sagen: ‚Wir haben eine Person, und da ist eine Hotline, wo wir zusammenarbeiten, wenn jemand ein Problem hat oder etwas diskutieren will‘. Aber das kann ich hier nicht machen. Darum finde ich es gut, wenn meine Firma mir Mittel gibt, dass ich Leute anstellen kann.“</p> <p>E4 29: „Ich brauche jemanden, so eine Art Sounding Board, mit dem ich sprechen kann über [...] meine Gefühle mit dem Team.“</p> <p>E4 33: „Ich denke schon, man muss die Leute sehen und mit Ihnen eins-zu-eins arbeiten.“</p> <p>E5 36: „Ich denke, so die Option von einem Coach, es ist nicht obligatorisch für jeden, aber es ist eine Option, man kann ihn anrufen oder anfragen. Ich denke, das ist sicher gut.“</p> <p>E7 48: „Ein Coach, das wäre grundsätzlich natürlich Klasse, aber da sind wir wieder bei realistisch und unrealistisch, kann ich mir grundsätzlich sehr gut vorstellen, da immer einen Ansprechpartner zu haben. Das hängt aber natürlich auch sehr davon ab, ob man mit der jeweiligen Person klar kommt.“</p> <p>E8 37: „Den Coach, ich meine jemanden dabei zu haben, der bereits Erfahrung hat, das wäre auf jeden Fall hilfreich, also vor allem, wenn man das erste Mal runtergeht. Das würde ich auf jeden Fall sagen, die Begleitung von einem Coach da unten.“</p> <p>E9 27: „Ich denke schon one-to-one, weil es ja recht persönlich ist, ich stelle mir jetzt da vor, so in einer Gruppe, da bleibt es eher oberflächlich, da müsste es dann schon in einem one-to-one, Face-to-Face Gespräch sein.“</p> <p>E9 23: „Ja, jetzt eben so im Voraus denke ich, ich persönlich weiss nicht ob das gross Sinn machen würde, aber wenn man dort ist, wenn eben dann jemand vom HR, und dann nicht vom lokalen HR, sondern von der Homepage, kommen würde und das Gespräch suchen würde oder so, und sich Zeit nehmen würde und gewisse Themen wirklich durchbesprechen würde einfach, das würde sicher Sinn machen. Oder wenn das auch</p>

	<p>eine Person wäre, die das kulturelle Verständnis hätte und auch dort gewesen ist, dort gelebt hätte. Ich hätte jetzt Mühe gehabt, wenn da eine Person gekommen wäre, die nie in Indien gelebt hat, und wo mit mir über Indien und die Gefühle, die ich habe, diskutiert. Also es müsste dann schon irgendwie zum credible sein, jemand sein, der mich versteht, der den Expat versteht. Ich glaube, im Voraus würde mir das jetzt mehr so reinkommen wie so Wischiwaschi.“</p>
Other expatriates and people back home	<p>E1133: „[Mit] Arbeitskollegen, dass man ein Seminar organisieren könnte, wo man sich in einem Modul zusammen austauschen könnte, unter Anleitung eines Trainers.“</p> <p>E1135: „Oder auch mit Leuten treffen, die hier schon in der Firma waren, wo man sich mit ihnen austauschen kann und über verschiedene Erfahrungen reden kann, das wäre sicher hilfreich.“</p> <p>E4105: „Es ist vielleicht noch ein Unterschied in einer (<i>grossen Firma</i>), wo du vielleicht auch zehn [<i>Expatriates</i>] hast neben den 50 lokalen Angestellten und du vielleicht eher die Gelegenheit hast dich über solche Sachen auszutauschen. Das habe ich hier weniger.“</p> <p>E4139: „[<i>Ich möchte mich mehr mit anderen austauschen können</i>], ja, das fände ich spannend. Ich habe mir auch schon überlegt, ob ich mit Kollegen in meiner Situation so einen Stammtisch machen soll, einmal im Monat, wo wir uns genau über solche Sachen austauschen könnten.“</p> <p>E5136: „Und da finde ich es auch manchmal noch gut, wenn du in Indien ein paar Gleichgesinnte hast, [...] vielleicht durch eine [...] Vereinigung oder durch einen solchen Event, die es ab und zu gibt in einer Firma, zum Beispiel für [...] alle Europäer, so mit ähnlichen Denkweisen. Dass man sich da ab und zu treffen kann und auch austauschen kann, dass man mal in der eigenen Sprache sprechen kann, ich denke, das hilft häufig, du kannst dein Essen essen und so.“</p> <p>E8119: „Wenn jetzt die Firma fragen würde, ob ich nochmals hingehe, jetzt für einen längeren Zeitraum, dann würde ich darauf achten, ob ich dort alleine bin oder ob ich dort jemanden habe, mit dem ich in ein Team kommen kann, und den ich vielleicht vorher schon ganz gut kennen lernen würde. Ich denke, das wäre sehr hilfreich, weil man sich gegenseitig wieder besser in die Bahn bringt. [...] Ich glaube, je alleiner man ist, umso schwieriger wird das. Und wenn man da ein gutes Team hat, oder da im Team hingeschickt wird, ein Expatteam meine ich dann, also jemand der Verständnis auch für das hat, was ich habe.“</p> <p>E9127: „Und dann kann ich irgendwie diese Gefühle eigentlich gar nicht gross teilen, das ist dann manchmal fast so schlimm, weil, wenn ich jetzt mit gewissen Personen der Familie sprechen würde, dann weiss ich ja, dass diese keinen grossen Bezug dazu haben, und dann kann ich es auch gerade bleiben lassen. Aber darum finde ich es auch gut, wenn man besucht wird, zum Beispiel hat mich meine Mut-</p>

					ter zweimal besucht. [...] Ich glaube, so Sachen helfen extrem, wenn man dann in der Familie jemanden hat, der wenigstens mal dort gewesen ist und weiss wie es ist, wo einfach einen kleinen Bezug hat.“
		Locals			<p>E3156: „Ich sehe das Problem mehr darin, dass man dann zu sehr mit solchen Personen [<i>Expatrierte</i>] verkehrt in der Nachbarschaft und in der Freizeit, so dass man so eigentlich sehr viel vom kulturellen Teil verpasst.“</p> <p>E5136: „Wobei ich denke zu viel ist dann auch wieder nicht gut, also wenn du dann nur unter Expats bist, hast du so eine andere Sichtweise und es heisst dann viel: ‚Ja dieses Indien, da ist immer alles so unorganisiert‘ und so. Also ich denke es ist gut eine gewisse Balance zu haben. Es kann ja verschiedene Angebote geben, wo du dich dann auch mit Indern auseinandersetzt und dort lokale Kontakte bekommst. Ich denke, es ist wichtig, dass du beides hast und als Expat ist es eben die Gefahr, dass du nur in deinem internationalen Zirkel bist und dich eigentlich gar nicht richtig integrieren kannst, oder dort Inder kennen lernen kannst.“</p> <p>E5138: „Es muss in einer gewissen Balance sein und zusammen mit gewissen Events und Freundschaften auch mit Lokalen. Ich denke, es ist ganz wichtig, dass du beides hast.“</p>
A2	Acquisition of knowledge	Content	Emotion regulation-specific content	In general	<p>E1137: „Wenn man mal die Möglichkeit hätte, mal einen Tag ein Seminar zu machen, so im Umgang mit Stress, neuen Situationen, wäre das sicher immer wieder hilfreich, das ist klar.“</p> <p>E3150: „Ich denke, im Rahmen eines solchen Trainings sollte das [<i>Emotionsregulation</i>] vielleicht schon Teil sein.“</p> <p>E7138: „Das könnte durchaus sinnvoll sein [<i>als Teil eines interkulturellen Trainings</i>], ich halte es nur für hochgradig unrealistisch, das aus Zeitgründen, weil es einfach nicht die oberste Priorität haben wird. Sicherlich sinnvoll, aber zeitlich in einem so grossen Unternehmen, wo vorrangig darauf ausgerichtet ist, produktiv zu sein und Gewinn zu erzielen und dementsprechend Zeit immer sehr knapp ist, da glaube ich nicht, dass das da möglich ist, das zeitlich unterzubringen.“</p>
				Emotional knowledge	<p>E3156: „Zwei [<i>Lernen, eigene und fremde Emotionen zu erkennen</i>] und drei [<i>Lernen, die eigenen Emotionen zu akzeptieren</i>] klingen sicher gut.“</p> <p>E3156: „Fünf [<i>Mehr Wissen und Informationen über möglicherweise auftretende Gefühle</i>] klingt auch gut, im Rahmen eines vorbereitenden Trainings.“</p> <p>E4135: „Zwei [<i>Lernen, eigene und fremde Emotionen zu erkennen</i>], ja, sicher, wäre spannend.“</p> <p>E4135: „Vier [<i>Lernen von neuen Emotionsregulationsstrategien</i>], ja, wäre spannend, verbunden mit zwei [<i>Lernen, eigene und fremde Emotionen zu erkennen</i>] und fünf [<i>mehr Wissen und Informationen über möglicherweise auftretende Gefühle</i>].“</p> <p>E5136: „Es ist sicher wichtig [...], dass du mit deinen Gefühlen umgehen kannst, sie</p>

		wahrnehmen kannst und auch weisst, wie du langfristig so auch lernen kannst, dass du in der gleichen Situation nicht immer das gleiche Gefühl bekommst.“
	E5136:	„[<i>Lernen, eigene und fremde Emotionen zu erkennen</i>] Ist sicher immer wichtig [...], vor allem auch in Indien, wo es manchmal so ein Gefühlssalat ist.“
	E5136:	„[<i>Eine kurze Übersicht</i>] mit all den Schwierigkeiten, wo man dann gerade daraus ableiten kann, was jemand in einer solchen Situation fühlt, was dich erwartet, dann kannst du dich besser mental darauf einstellen und bist nicht mehr so überrascht und überrumpelt.“
	E7148:	„Ich möchte lernen, Gefühle besser zu erkennen, eigene und fremde, ja, das könnte ich mir auch vorstellen, ja.“
	<hr/>	
Emotion regulation strategies	E3140:	„Ja, vielleicht irgendwie lockerer zu reagieren oder das Ganze nicht so persönlich zu nehmen. Vielleicht irgendwie einen Witz daraus zu machen oder das Ganze nicht so ernst zu nehmen, vielleicht. Mehr so sportlich.“
	E3142:	„Wäre sicher schön, wenn man etwas mehr abstrahieren könnte, natürlich, oder in einer Konfliktsituation, sodass man dann eben nicht falsch oder überreagiert.“
	E3144:	„In einer solchen Stresssituation wäre es irgendwie gut, wenn man so wie einen Schritt zurück machen könnte und die ganze Situation von aussen betrachten könnte und so. So wie eine Drittperspektive einnehmen oder neutrale Ansicht. [...] Vor allem so, dass man ruhiger und kühler reagieren könnte, weniger emotional.“
	E3156:	„Zwei [<i>Lernen, eigene und fremde Emotionen zu erkennen</i>] und drei [<i>Lernen, die eigenen Emotionen zu akzeptieren</i>] klingen sicher gut.“
	E4123:	„Doch, ich könnte gewisse Gefühle in gewissen Situationen manchmal ernster nehmen.“
	E4135:	„Vier [<i>Lernen von neuen Emotionsregulationsstrategien</i>], ja, wäre spannend, verbunden mit zwei [<i>Lernen, eigene und fremde Emotionen zu erkennen</i>] und fünf [<i>mehr Wissen und Informationen über möglicherweise auftretende Gefühle</i>].“
	E5134:	„Vielleicht auch selber wieder die Verantwortung übernehmen können über seine Gefühle, und eben aus dieser Opferhaltung weg, also 'die Umgebung ist jetzt so und ich kann gar nichts anderes machen', sondern dahin 'ich habe ein Instrument, [...] und kann Einfluss darauf nehmen'. Ich denke, all diese Instrumente [<i>Methoden, Emotionen zu regulieren</i>] oder die Kenntnis sind eigentlich für jeden wichtig und helfen dir überall. Im Ausland bist du sicher einfach nochmals ganz anders gefordert, weil du ausserhalb deiner Komfortzone bist. [...] Aber dann allgemein, denke ich, ist es für jeden wichtig, dass man gewisse Instrumente zur Hand bekommt, sei das Meditation, es gibt ja ganz verschiedene, zum Beispiel Yoga, ja vielleicht jetzt gerade auf Indien bezogen, eben zum Beispiel einen Yogakurs oder irgendetwas, das dir einfach hilft achtsam zu sein, zur Ruhe zu kommen, in dich rein zu kom-

		men und dann mit einer solchen Stresssituation viel besser umgehen zu können.“
		E748: „Ich möchte neue Strategien lernen, mit meinen Gefühlen umzugehen, ja.“
		E748: „Ich möchte lernen, meine Gefühle besser zu akzeptieren, ja.“
		E925: „Punkt vier, also ich möchte neue Strategien lernen, mit meinem Gefühlen umzugehen, ja klingt spannend, ich denke, da gibt es sicher effektiv Strategien, und dass man sich mal mit so etwas mal auseinandersetzt, also aktiv, ja.“
Culture-related content	Culture-specific	E1129: „Ja, so im Nachhinein wäre es sicher noch hilfreich gewesen, wenn man so irgendein ein- bis zweitägiges Seminar hätte machen können, wo man beispielsweise so Businessverhandlungen mit Indien, die indische Kultur oder das indische Wesen usw., sich entsprechend interkulturell hätte vorbereiten können [...], und ich würde auch sagen, so nach zehn Monaten wäre es immer noch hilfreich.“
		E1131: „[<i>Eine kurze Übersicht mit zu erwartenden Schwierigkeiten, die nicht im Reiseführer stehen</i>] wäre natürlich super, ja-wohl.“
		E1131: „[<i>Mehr Situationen kennenlernen, in denen Schwierigkeiten auftreten können, und diese einüben</i>] wäre auch gut.“
		E2136: „[<i>Ein Fact Sheet mit Do's und Don'ts</i>] fände ich auch sehr gut.“
		E240: „Das fände ich allgemein noch nützlich, auch so allgemeine Sachen, wo man auch vergessen kann, zum Beispiel, dass man mit der rechten Hand isst und wie man jemanden richtig anspricht, wen man duzen darf oder wen man nicht duzen sollte [...]; solche Sachen hätte ich vorher hilfreich gefunden.“
		E3156: „[<i>Ein Fact Sheet mit Do's und Don'ts</i>] ja, wenn es etwas gibt. Ich weiss nicht, ob das so einfach zu machen ist, immer so und nie so, ist etwas undifferenziert. Aber wenn es das gibt, wäre es natürlich toll.“
		E3156: „Weniger [<i>Situationen, in denen Schwierigkeiten auftreten können, einüben</i>], mehr so die Reaktion.“
		E4135: „Fact Sheet ist auch gut, wahrscheinlich kann ich sogar irgendwo [...] ein Fact Sheet herunterladen auf dem Internet. [...] Ich glaube, es ist ein möglicher Entzypoint, um das Bewusstsein zu kreieren.“
		E5134: „Ganz praktische Informationen, wo man jetzt weiss: 'Gut, wenn ich nach Indien komme, dann ist die Luft vielleicht etwas anders und es hupt überall und der Verkehr und...' Also, dass ich einfach mal weiss, und, gut, ein wenig eine Vorstellung habe, in welche Umgebung ich komme und nicht total überrumpelt bin.“
		E5136: „Dass man einerseits Fakten lernt, aber sicher auch was Situationen sein können, in die du sicher rein kommst.“
		E5136: „Ein Angebot, an wen du dich wenden kannst, eben vielleicht eine lokale Organisation für Expats oder so.“
		E5136: „[<i>Eine kurze Übersicht</i>] mit all den Schwierigkeiten, wo man dann gerade daraus ableiten kann, was jemand in einer solchen Situation fühlt, was dich erwartet, dann kannst du dich besser men-

			<p>tal darauf einstellen und bist nicht mehr so überrascht und überrumpelt.“</p> <p>E7148: „Ich hätte gerne eine kurze Übersicht mit zu erwartenden Schwierigkeiten, die nicht im Reiseführer stehen, ja.“</p> <p>E8137: „Fact Sheet mit Do's und Don'ts ganz wichtig, vor allem beim Essen, Trinken – ist ganz richtig.“</p> <p>E8137: „[Eine kurze Übersicht mit zu erwartenden Schwierigkeiten, die nicht im Reiseführer stehen], ja das auch. Das geht so ein bisschen mit dem Coach.“</p> <p>E9127: „Ich meine so etwas da [Fact Sheet mit Do's und Don'ts], das hatten wir nicht, ich sage jetzt mal, das ist recht banal, aber das ist doch schlussendlich ein guter Anfang und am Schluss, ich würde jetzt behaupten, wenn man die Do's und Don'ts liest, bevor man dahin geht, und [...] wenn man dann dort war, dann hat man dann meistens auch eine Erklärung dazu zu jeden Do and Don't. Darum ist es sicher mal so einen Kompass, damit man dann nicht gerade voll reinläuft.“</p>
		Culture-general	<p>E1131: „Acht [Lernen, eigene und fremde Kultur zu reflektieren und zu verstehen] wäre auch gut.“</p> <p>E4135: „Zum Beispiel acht [Lernen, eigene und fremde Kultur zu reflektieren und zu verstehen] finde ich gut, ich denke schon, dass ich noch einiges lernen kann im Umgang mit fremden Kulturen.“</p> <p>E5136: „Ich fände es spannender [...], dass ich so die allgemeinen Konzepte lerne, so Kulturdimensionen kennenlerne. Und dann nebensächlich so vielleicht Tools, wie ich an mir selber arbeiten kann, meine Persönlichkeit entwickeln, einfach so die generellen Sachen, wo mir dann auch helfen, für jede Situation dann auch damit umzugehen.“</p> <p>E9127: „Ich möchte noch besser lernen, meine und die fremde Kultur zu reflektieren und zu verstehen, ja, ich meine, das finde ich einfach allgemein spannend, über die Kultur zu diskutieren, auch vor allem die Unterschiede. Und eben auch hier wieder nicht irgendwie zu urteilen, was ist jetzt besser, was ist schlechter, sondern einfach was sind die Vor- und Nachteile.“</p>
Form	Face-to-Face	Group setting	<p>E1129: „Ja, so im Nachhinein wäre es sicher noch hilfreich gewesen, wenn man so irgendein ein- bis zweitägiges Seminar hätte machen können, wo man beispielsweise so Businessverhandlungen mit Indien, die indische Kultur oder das indische Wesen usw., sich entsprechend interkulturell hätte vorbereiten können [...], und ich würde auch sagen, so nach zehn Monaten wäre es immer noch hilfreich.“</p> <p>E1131: „[Mehr Situationen kennenlernen, in denen Schwierigkeiten auftreten können und diese einüben] wäre auch gut.“</p> <p>E1137: „Wenn man mal die Möglichkeit hätte, mal einen Tag ein Seminar zu machen, so im Umgang mit Stress, neuen Situationen, wäre das sicher immer wieder hilfreich, das ist klar.“</p> <p>E3150: „Ich denke, im Rahmen eines solchen Trainings sollte das [Emotionsregulation] vielleicht schon Teil sein.“</p>

-
- E3156: „[*Mehr Wissen und Informationen über auftretenden Gefühle*] klingt auch gut. Im Rahmen eines vorbereitenden Trainings.“
- E3156: „Weniger [*Situationen, in denen Schwierigkeiten auftreten können, einüben*], mehr so die Reaktion.“
- E5136: „Eine Infoveranstaltung bevor du ins Land gehst, auch von Leuten, die dort gewohnt haben und jetzt zurück sind, oder generell.“
- E5136: „Ich denke, das geht ein wenig mit diesen Schwierigkeiten und Gefühlen zusammen, wo man durch eine Informationsveranstaltung oder irgendetwas abdecken kann [...] plus ein Angebot, an wen du dich wenden kannst, eben vielleicht eine lokale Organisation für Expats oder so.“
- E7136: „Ich aber zum Beispiel, und die anderen Praktikanten auch [...], da kriegt keiner ein interkulturelles Training oder irgendein Training in der Art, was natürlich eigentlich, also was meiner Meinung nach, fahrlässig ist. [...] Also das wäre mit Sicherheit etwas, wo in der Vorbereitung mehr passieren könnte.“
- E7138: „Das könnte durchaus sinnvoll sein [*als Teil eines interkulturellen Trainings*], ich halte es nur für hochgradig unrealistisch, das aus Zeitgründen, weil es einfach nicht die oberste Priorität haben wird. Sicherlich sinnvoll, aber zeitlich in einem so grossen Unternehmen, wo vorrangig darauf ausgerichtet ist, produktiv zu sein und Gewinn zu erzielen und dementsprechend Zeit immer sehr knapp ist, da glaube ich nicht, dass das da möglich ist, das zeitlich unterzubringen. Grundsätzlich sinnvoll wäre das mit Sicherheit, es würde dann aber auch nochmals ganz neue Anforderungen an den Trainer stellen, die mit Sicherheit auch nicht so leicht umzusetzen sind. [*Zum Beispiel,*] dass dann ein interkultureller Trainer in irgendeiner Form auch psychologisch ausgebildet sein sollte.“

-
- | | |
|--------------------|---|
| One-on-one setting | E3144: „So ein Coach, der einem sagen würde: ‘Ja, das ist jetzt eben wegen dem’ oder ‘wenn du es mal so probieren würdest’.“ |
| | E6125: „Also zum Beispiel Begleitung durch einen Coach in Indien, also dort könnte ich mir noch vorstellen, dass das noch gut wäre. Aber eben, ich denke, es wäre vielleicht jetzt dort noch gut, es wäre ein Inder, wo einem das näherbringen würde, was vielleicht so ein bisschen in den Köpfen vorgeht. [...] Also irgendwie: bin ich jetzt total falsch, dass ich das erwarte, oder kann ich das erwarten von jemandem oder so, ja so wie dieser Austausch, das könnte man über ein Coaching. [...] Also da könnte ich mir jetzt vorstellen, dass es noch gut wäre, wenn man wie einen Coach hat.“ |
| | E8137: „[<i>Eine kurze Übersicht mit zu erwartenden Schwierigkeiten, die nicht im Reiseführer stehen</i>], ja das auch. Das geht so ein bisschen mit dem Coach.“ |
-

Interaction with locals	E7 50: „Also grundsätzlich glaube ich, vielleicht so im Anschluss an den letzten Punkt mit dem Austausch mit anderen, was da vielleicht auch etwas zum Kulturverständnis, vielleicht am meisten, beiträgt, wäre auch ein Dialog mit Indern in dem Fall, eventuell mit Indern, die wiederum dann auch Erfahrung haben und beide Kulturen kennen, um somit auch den Dialog etwas mehr zu fördern. Ich glaube, das wäre grundsätzlich die beste Möglichkeit, um dann auch so viel wie möglich von der indischen Kultur kennenzulernen.“
Information in written form	<p>E1 29: „Hilfreich wäre sicher auch ein Leitfaden oder irgendwas mit den wichtigsten Punkten, die zu beachten sind.“</p> <p>E1 31: „Fact Sheet wäre auf jeden Fall super.“</p> <p>E2 40: „Es kann auch etwas Schriftliches sein, das muss von mir aus gesehen nicht unbedingt ein Treffen sein.“</p> <p>E3 56: „[<i>Fact Sheet mit Do's und Don'ts</i>], ja, wenn es etwas gibt. Ich weiss nicht, ob das so einfach zu machen ist, immer so und nie so, ist etwas undifferenziert. Aber wenn es das gibt, wäre es natürlich toll.“</p> <p>E9 27: „Ich meine so etwas da [<i>Fact Sheet mit Do's und Don'ts</i>], das hatten wir nicht, ich sage jetzt mal, das ist recht banal, aber das ist doch schlussendlich ein guter Anfang, und am Schluss, ich würde jetzt behaupten, wenn man die Do's und Don'ts liest, bevor man dahin geht und [...] wenn man dann dort war, dann hat man dann meistens auch eine Erklärung dazu zu jeden Do and Don't. Darum ist es sicher mal so einen Kompass, damit man dann nicht gerade voll reinläuft.“</p> <p>E9 27: „Ich meine eben, im Alltag gibt es ganz viele so kleine Tricks, klar, da würde es vielleicht schon auch helfen, wenn man so wie eine Liste hätte.“</p>
A3 Reduction of stress-inducing factors	<p>E3 58: „Mein grösstes Problem ist für mich, dass ich alleine nach Indien gegangen bin. (<i>Mein/e Partner/in</i>) ist (<i>im Heimatland</i>). Und die Unterstützung durch die Firma - wenn beide arbeiten - um ins Ausland zu gehen, ist meines Erachtens nicht genug. Und das ist sicher etwas, es würde sich auch für die Firma lohnen, wenn jemand glücklicher ist und sich mehr einbringen kann im lokalen Leben, wenn er mit der ganzen Familie kommen kann [...]. Ich habe von anderen Firmen gehört, wo das anders handhaben, wo sagen: ‚Entweder gehen die ganze Familie, oder beide oder niemand‘ und das einfach auch mehr unterstützen. [...] Ich denke, das hat auch einen Einfluss, ich meine, wenn man persönlich zufrieden ist mit der Situation, der persönlichen Situation, dann fällt einem das sicher auch leichter, gewisse Herausforderungen mehr zu akzeptieren oder lockerer zu nehmen oder anders zu reflektieren. Und ich habe schon das Gefühl, dass ich manchmal mehr gereizt bin wegen all diesen Problemen, die sich da ergeben, Unzufriedenheit, ja.“</p> <p>E5 34: „Das gibt wahrscheinlich eine gewisse Sicherheit. Dass man da von der Firma etwas geführt wird und zum Beispiel eine Wohnung zur Verfügung gestellt be-</p>

		<p>kommt.“</p> <p>E8I33: „Also, was ich ganz wichtig finde, ich habe das zwar nicht explizit angesprochen, aber ich weiss, das hätte immer so funktioniert unter meinem Chef, den ich damals hier hatte: der Ausweg, wenn es nicht funktioniert, dass ich abbrechen kann. Das darf kein No-Go sein und da darf auch nicht die Welt zusammenbrechen, also das ist das, was man als Firma einem Expat schuldig ist, denke ich.“</p> <p>E8I33: „Dann würde ich es einfach bei allen Kursen jedem empfehlen, dass er eine Schnupperzeit macht, dass er es einfach mal anschaut für zwei Wochen, geht das, oder einen Monat, wenn es möglich ist irgendwie, und das sollten die Firmen auch ermöglichen. Das ist ganz wichtig.“</p> <p>E8I33: „Also, wenn es jetzt darum geht, ich würde den Leuten die Chance geben hinzugehen. Ich würde sagen, schau dir das mal an. Ich würde diese Notfalllösung geben, sagen, wenn es gar nicht geht aus irgendwelchen Gründen, vielleicht mal zurückkommen und zwei bis drei Wochen ausspannen und vielleicht nochmals neu fokussieren und dann vielleicht wieder zurück gehen.“</p>
<p>A4 Others' interest in expatriation-related emotions and challenges</p> <p><i>Statements including the wish for others to be aware of any emotional state or general challenge accompanying expatriation and to express interest in it</i></p>		<p>E8I33: „Das ist jetzt ein bisschen kritisch, die Firma, wenn man dort unten ist, interessiert sich jeder nur noch für deine Leistung. Es interessiert sich keiner für die Umstände und die sind fordernd. [...] Ein offener Umgang <i>[mit Schwierigkeiten]</i> ist wichtig, denke ich.“</p> <p>E9I15: „Mich hat nie jemand gross gefragt, also von HR bestimmt nicht, wie es mir gefühlsmässig so geht, also da habe ich schon gedacht, das wäre eigentlich sehr gut, wenn man einfach so periodisch abchecken, so alle halbe Jahre, einfach 'Ist alles gut?', oder Gefühle oder so, auch wenn es nach Wischiwaschi klingt vielleicht, aber trotzdem, es kostet ja nichts, einfach mal nachfragen 'Ist alles gut?' und so.“</p> <p>E9I30: „Eben, wie gesagt, dass mal eben unter dem Jahr, oder wenn man dort ist, dass man so quasi irgendwie mal den Kontakt aufnimmt, das fände ich echt gut, ja, oder wenn jemand vorbeikommen würde.“</p>
<p>A5 Needs regarding time of intervention</p> <p><i>Statements that explicitly target either the pre-departure phase, the stay abroad, or the return home</i></p>	<p>Pre-departure phase</p>	<p>E1I31: „10 <i>[Bessere Vorbereitung auf Indien und die Rückkehr nach Hause]</i>, richtig, wäre gut.“</p> <p>E2I40: „Was ich als nützlich empfunden hätte, wäre eher noch eine Vorbereitung gewesen, bevor man geht.“</p> <p>E4I27: „<i>[Gab es eine Vorbereitung?]</i> Schön wäre es.“</p> <p>E3I56: „<i>[Mehr Wissen und Informationen über auftretenden Gefühle]</i> klingt auch gut. Im Rahmen eines vorbereitenden Trainings.“</p> <p>E6I27: „Ich glaube, man hat mehr Probleme, wenn man jetzt als Expattrau mitreist und dann in Indien nicht arbeiten kann. Ich glaube, ja, das wäre mehr so etwas, wo ich finde, wo man die Familie als Ganzes irgendwie noch etwas besser vorbereiten müsste.“</p> <p>E7I48: „Also Vorbereitung auf Indien hätte ich mir von Seiten der Firma schon etwas</p>

	gewünscht.“
	E7152: „Ich glaube, Vorbereitung ist in jedem Fall ganz essenziell, vor allem für Menschen, die einfach nicht so diese interkulturelle Erfahrung haben, und da sollte man auch nicht davon ausgehen, nur weil Menschen schon mal im Ausland waren, also das heisst nicht gleichzeitig, dass sie auch interkulturell kompetent sind. Dementsprechend braucht es in jedem Fall im Vorherein Vorbereitung und dann im Idealfall wenn möglich auch eine Begleitung während des Auslandsaufenthaltes und im letzten Schritt dann auch Rückkehr und am besten dann auch wieder im Heimatland nochmal. Das sollte meiner Meinung nach ein durchgehender Prozess sein.“
Stay abroad	<p>E7152: „Ich glaube, Vorbereitung ist in jedem Fall ganz essenziell, vor allem für Menschen, die einfach nicht so diese interkulturelle Erfahrung haben und da sollte man auch nicht davon ausgehen, nur weil Menschen schon mal im Ausland waren, also das heisst nicht gleichzeitig, dass sie auch interkulturell kompetent sind. Dementsprechend braucht es in jedem Fall im Vorherein Vorbereitung und dann im Idealfall wenn möglich auch eine Begleitung während des Auslandsaufenthaltes und im letzten Schritt dann auch Rückkehr und am besten dann auch wieder im Heimatland nochmal. Das sollte meiner Meinung nach ein durchgehender Prozess sein.“</p> <p>E9123: „Ja, jetzt eben so im Voraus denke ich, ich persönlich weiss nicht ob das gross Sinn machen würde, aber wenn man dort ist, wenn eben dann jemand vom HR, und dann nicht vom lokalen HR, sondern von der Homepage kommen würde und das Gespräch suchen würde oder so, und sich Zeit nehmen würde und gewisse Themen wirklich durchbesprechen würde einfach, das würde sicher Sinn machen. Oder wenn das auch eine Person wäre, die das kulturelle Verständnis hätte und auch dort gewesen ist, dort gelebt hätte. Ich hätte jetzt Mühe gehabt, wenn da eine Person gekommen wäre, die nie in Indien gelebt hat, und wo mit mir über Indien und die Gefühle, die ich habe, diskutiert. Also es müsste dann schon irgendwie zum credible sein, jemand sein, der mich versteht, der den Expat versteht. Ich glaube, im Voraus würde mir das jetzt mehr so reinkommen wie so Wischiwaschi.“</p>
Return home	<p>E1131: „Zehn [<i>Bessere Vorbereitung auf Indien und die Rückkehr nach Hause</i>], richtig, wäre gut.“</p> <p>E4137: „Und Vorbereitung auf die Rückkehr in die Schweiz, das finde ich einen interessanten Punkt.“</p> <p>E5136: „Bei der Rückkehr, ja, ist sicher etwas, das man nicht unterschätzen kann. Und je nachdem, wenn du wirklich mit deiner ganzen Familie dort bist und nach mehreren Jahren zurückkommst, denke ich, ist es wichtig, dass du darauf vorbereitet wirst oder das du sicher begleitet wirst.“</p> <p>E7148: „Die Rückkehr, was einem zu Hause erwartet, halte ich grundsätzlich für ein</p>

-
- sehr wichtiges Thema, was bis jetzt leider noch nicht so richtig stattfindet.“
- E7|52: „Ich glaube, Vorbereitung ist in jedem Fall ganz essenziell, vor allem für Menschen, die einfach nicht so diese interkulturelle Erfahrung haben, und da sollte man auch nicht davon ausgehen, nur weil Menschen schon mal im Ausland waren, also das heisst nicht gleichzeitig, dass sie auch interkulturell kompetent sind. Dementsprechend braucht es in jedem Fall im Vorherein Vorbereitung und dann im Idealfall wenn möglich auch eine Begleitung während des Auslandsaufenthaltes und im letzten Schritt dann auch Rückkehr und am besten dann auch wieder im Heimatland nochmal. Das sollte meiner Meinung nach ein durchgehender Prozess sein.“
- E8|37: „Die Rückkehr nach Hause, das ist vielleicht noch ganz spannend. Manche gewöhnen sich daran, in die Hände zu klatschen und wirklich die Dinge zu haben. Also ich musste mich dann wirklich auch wieder darauf einstellen, dass es nach der Rückkehr anders ist. Es gibt Leute, die haben dort unten gearbeitet, die kommen zurück und sind hier fast nicht mehr arbeitsfähig. Da sollte man sich darauf vorbereitet. Damit muss man umgehen können, man kommt irgendwann wieder nach Hause.“
- E9|27: „Aber die Rückkehr das ist eigentlich, wenn ich so zurückdenke, fast schlimmer, wie wenn man ankommt und so. Dann ist sowieso alles entdecken. Klar ist man unter Umständen auch geschockt, aber eigentlich ist man fast mehr geschockt, wenn man wieder zurückkommt, weil man halt eigentlich unter dem Strich, wie gesagt, [...] in Asien ist es anders, der Umgang mit Wandel ist dort viel mit offenen Händen entgegen genommen [...]. Man kann Projekte viel schneller realisieren [...]. Und das ist manchmal dann auch frustrierend, wenn man zurückkommt, dass es dann viel mehr Kraft braucht, hier Dinge zu verändern. Und ich denke, da stossen auch andere logischerweise an, die draussen gewesen sind, und dann klar im Privaten auch, weil man halt auch länger weg war und etwas disconnected ist zu diesen Leuten.“
-

Table J.2

Categorization system B: Helpful emotion regulatory strategies

B: Helpful Emotion Regulatory Strategies				
Nr.	Categories & Coding rules	Emphasis	Characteristic responses	
B1	Interaction with others <i>Statements expressing the usefulness of exchanging experiences with other people</i>	Expatriates and partners	E2I37: „Ja, man hat halt immer Personen, die in der gleichen Situation sind, meistens auch das gleiche oder ähnliches machen und darum die exakt gleiche Situation kennen. Da ergibt es sich normalerweise etwas.“	
			E3I56: „Nein, man hat eigentlich genug Kontakt zu anderen Expats, die auch hier leben. Wenn man sich austauschen will ist das sicher kein Problem.“	
			E4I23: „Und ich glaube diese Bauchgefühle habe ich, aber ich bespreche diese eher zu Hause mit (<i>meinem/r Partner/in</i>).“	
			E5I20: „Der Dialog mit anderen hat mir geholfen.“	
			E6I30: „Das mit dem Austausch, das finde ich, findet auch schon recht gut statt. Also erstens, man lernt dort relativ schnell die anderen Ausländer kennen, und dann ist dieser Austausch dann auch schon da, also dass man unter einander besprechen kann, was ist wie, oder sich Tipps geben kann. Also ja, das finde ich eigentlich gut, wenn es auch so Anlässe gibt, wo, also das ist ja jetzt eigentlich auch schon der Fall, dass es Anlässe gibt [...], wo man sich austauschen kann oder wo man auch Leute kennenlernt.“	
			E7I48: „Das finde ich grundsätzlich auch sehr wichtig, das ist für mich hier aber durchaus gegeben, dadurch dass recht viele (<i>Personen aus dem Heimatland</i>) hier sind und ich auch zum Beispiel den einen Kollegen habe, mit dem ich mich über vieles austauschen kann.“	
			E8I19: „Also für mich war es sehr wichtig, den Austausch zu jemandem zu haben, der zu dem Zeitpunkt auch unten ist. [...] Doch das ist eigentlich so der Punkt, dass wir da zusammengesessen sind, aktiv, da war das Joggen, das Laufen, das haben wir auch gemeinsam gemacht. Also so Dinge, ja auch die Freizeitgestaltung, auch davon weg zu kommen und jemanden zu haben, der zwar von der Firma ist, aber mit dem man nicht immer nur über die Firma spricht.“	
			E9I13: „Bei Expats ist das dann oft, dass man sich mit Gleichgesinnten trifft, zum Beispiel gab es da so ein Treffen, und da hat man dann genau solche Themen diskutiert, solche Frustthemen.“	
			E9I13: „Ich persönlich bin ja oft damit umgegangen, da hat man sich [...] mit anderen, auch Expats die auch dort waren, am Abend getroffen oder auch sonst Ablenkung und so. Oder auch mit indischen Kollegen, da hatte ich mit einem ein sehr gutes Verhältnis, auch mit der Familie. Ich denke, das hat mir sehr geholfen, also dass man dann tiefer hineinsieht in das Leben, einfach so die ganze Mentalität halt. Oder auch andere Freunde, indische, die in meinem Alter waren, [...] wo man dann diskutiert und dann auch hautnah miterlebt, da bekommt man schon einen anderen Bezug, als wenn man es nur liest oder nur hört, es bekommt eine ganz andere Dimension.“	
			Locals	E5I40: „Ich denke, was toll ist an einem Ort, da gibt es ja immer ganz verschiedene Gruppen, wo man treffen kann, dass man da einfach zum Beispiel auf meetup.com oder auf einer Facebookgruppe halt seine Hobbies eingibt und halt schaut, was es bei diesem Hobby, das man selber gerne macht, schon für lokale Gruppen gibt und sich dort einlädt und so schnell, möglichst schnell schon zu Beginn, versucht, gewisse Freizeitaktivitäten mit Locals aufzunehmen. Dann hast du etwas, das dir etwas gibt, das du vielleicht auch zu Hause schon gerne gemacht hast und hast trotzdem Kontakt zu Locals.“
			E9I13: „Ich persönlich bin ja oft damit umgegangen, da hat man sich [...] mit anderen, auch Expats die auch dort waren, am Abend getroffen oder auch sonst Ablenkung und so. Oder auch mit indischen Kollegen, da hatte ich mit einem ein sehr gutes Verhältnis, auch mit der Familie. Ich denke, das hat mir sehr geholfen, also dass man dann tiefer hineinsieht in das Leben, einfach so die ganze Mentalität halt. Oder auch andere Freunde, indische, die in meinem Alter waren, [...] wo man dann diskutiert und dann auch hautnah miterlebt, da bekommt man schon einen anderen Bezug, als wenn man es nur liest oder nur hört, es bekommt eine ganz andere Dimension.“	
			E9I15: „Aber ich habe so das Gefühl, so allgemein, wie man mit den Gefühlen umgeht, da hilft sicher vieles, wenn man darüber spricht und wenn man auch mit den Natives sozusagen, wenn man mit ihnen darüber spricht, vor allem für das gegenseitige Verständnis oder eben so Ansichten austauscht.“	

B2	Acquisition of culture-specific knowledge <i>Statements showing the use of an acquisition of culture-specific knowledge</i>	Seminar/ Training	E3150:	„Also bevor man da gegangen ist, gab es so ein interkulturelles Training, zwei Tage. Das fand ich gut, das beste war eigentlich, dass die Frau wirklich auch aus Indien selbst war, aber in Europa lebt, also die wirklich auch diese Unterschiede gesehen hat, und jetzt nicht einfach nur aus dem Schulbuch zitiert, das finde ich sehr wichtig.“
		Interaction with locals	E6127:	„Also ich habe indische Nachbarn. Ab und zu mal irgendwie sie etwas fragen, also irgendwie: bin ich jetzt irgendwie total falsch, dass ich jetzt das erwarte, oder kann ich das erwarten von jemandem oder so, ja so wie dieser Austausch.“
		Information in written/digital form	E7144:	„Ich habe viel, also angefangen erst mal Youtube-Videos über (<i>Aufenthaltsort</i>) und Indien allgemein und so Dokumentationen, um einfach mal bildliche Eindrücke zu bekommen. Und dann habe ich speziell, was Vorbereitung auf die Arbeitskultur war, es gibt von Alexander Thomas eine Reihe 'Beruflich in ...' und dann verschiedene Länder, und da habe ich halt dann halt beruflich in Indien zum großen Teil gelesen. Und da war ich dann halt schon mit der einen oder anderen Arbeitseinstellung, also mit Teile der indischen Arbeitskultur, dann schon vertrauter.“
B3	Physical activity <i>Statements related to the application of physical activity strategies</i>		E1137:	„Ich habe zu Beispiel hier Yoga angefangen, und das hilft mir sicher, auch etwas ruhig zu sein. Sport ist natürlich generell etwas Wichtiges.“
			E5140:	„Zum Beispiel gerade die Yogagruppe, die ich gefunden habe, das ist eigentlich das, was mir schlussendlich essentiell, also neben vielen anderen Sachen, aber dann nochmals wirklich, das Ganze noch verbessert hat und mich nochmals so in diese Kultur hat reinsehen lassen.“
			E8111:	„Ich habe es dann versucht mit Laufen, irgendwie, dass man raus kommt.“
			E9113:	„Ich persönlich bin ja oft damit umgegangen, da bin ich dann einfach joggen gegangen oder habe Sport gemacht und mich so abreagiert.“
B4	Stay in homeland <i>Statements expressing the use of a stay in the homeland</i>		E4103:	„ Ich merke jetzt auch, ich habe wirklich so diese Jahreszyklen, ich brauche den Sommer und eine längere Pause (<i>im Heimatland</i>) im Moment, um mich wirklich zu erholen. Das ist sehr wichtig, um einen gesunden Abstand wieder zu nehmen und mit neuen Energien zu starten im neuen Jahr.“
			E8102:	„Mir wurde zugesichert, dass ich immer nach einem kurzen Zeitraum, nach zwei Monaten, nach Hause kann, das war mit im Deal drin und das war auch sehr wichtig, das war schon sehr wichtig.“
			E9115:	„Was natürlich auch immer hilft, machen auch viele, dann einfach auszubrechen, also viele gehen, wenn sie mal genug haben, zurück oder irgendwo, dann muss man dann halt einfach weg, (<i>ins Heimatland</i>) oder mal wieder in den Westen, einfach weg von Indien, von dem Chaos da, sich wieder einmal ein bisschen grounden“

Appendix K Transcription of the Expert Interview

I: „Erzähl mir doch mal von deiner Arbeit.“

Ex: „Bei uns steht ganz wenig die Kultur im Vordergrund. Bei uns geht es sehr wenig, eigentlich fast nicht darum, dass du das Land besser kennen lernst, sondern mehr so drum, dass du wirklich spürst, wie du so mit den Unterschieden umgehst. Da gibt es verschiedene Assessments, die du da auch machen kannst, die helfen den Leuten zu verstehen, wie sie auf Unterschiede reagieren. Ein Tool, das wir sehr gerne einsetzen, ist das IDI, das Intercultural Development Inventory, von Mitch Hammer, das ist wirklich so etwas, das den Menschen sehr hilft, wenn sie hier sind, zu verstehen, dass ihre Reaktion, zu polarisieren auch normal ist, dass es ganz normal ist, manchmal die Kultur scheisse zu finden, sich aufzuregen, mal zu sagen, 'Hey, warum kann es nicht so sein wie in der Schweiz, warum kann es nicht so sein wie in Deutschland, wenn die scheiss Inder doch nur...'. ja, weil das sind Gefühle, die der Mensch hat, wenn er hier ist, und, für uns ganz wichtig, aber leider für Firmen sehr schwer zu verstehen, eigentlich liegt der Vordergrund auf dem. Die meisten Firmen haben das Gefühl, es geht eigentlich nur um Wissen, ja, also dass der Mensch einfach versteht, dass die Kultur anders ist, Fakten über Indien: Wie viel Einwohner, welche Religionen, bisschen was zum Kastensystem. Schlussendlich, ich wusste nichts, bevor ich nach Indien gekommen bin, ich hatte nie irgendwelches Training, ich hatte keine Landeskunde und ich glaube genau das hat mich gerettet, weil du offen herkommst, weil du das einfach mal auf dich einfließen lässt, weil du das einfach mal wahrnimmst, aber dich immer wieder damit beschäftigst: 'was passiert eigentlich mit mir', 'wie fühle ich mich heute', 'wie fühle ich mich morgen', 'warum rege ich mich auf', 'warum bin ich heute glücklich'. Das merkt man, wenn man im Einzelcoaching mit den Expats ist, da wird es spannend, dass man ihnen wie mal die Möglichkeit gibt, gerade auch selber als Ausländer, der hier schon lange wohnt, wo sie sich auch damit identifizieren können, das einfach mal rauslassen können, was sie beschäftigt. Weil oft wird das nicht toleriert, weil da wird vom Expat erwartet, dass er vorher schon bereit ist, dass er hier alles managed, dass er hier die Leute toll führt und keiner kümmert sich eigentlich um seine Gefühle die er hat. Und häufig ist er voll vor den Kopf gestossen weil die Kultur sehr anders ist, gerade hier in Indien, weil er mit Sachen konfrontiert ist, die er vielleicht aus Deutschland und der Schweiz nicht so kennt, weil sie mit Verkehrsproblemen konfrontiert sind, also sehr oft, dass es gar nicht um Sachen geht, die mit der Arbeit zusammenhängen, sondern: 'Wie wohl fühlst du dich eigentlich im neuen Land?', als erster Schritt, und klar, dann aber auch oft, dass du dann oft auch merkst, das ist bei den Expats, die wenig Vorbereitung hatten, die einfach mal hierher kamen, die zu Hause viel über das Land gelesen und gehört haben, oft sind die dann eigentlich hier und müssen gleich zur Arbeit und haben eigentlich gar keine Zeit, das Land kennenzulernen, einfach mal das Land zu spüren. Die haben einen Fahrer, die wohnen irgendwo in einer super Villa, weit weg vom, ja. Ich bin als Studentin hergekommen, habe hier in einer indischen Wohngemeinschaft gelebt und bin jeden Tag mit dem Bus zur Arbeit, da kommst du mit Indien auf einer ganz anderen Ebene in Kontakt und das hilft oft auch, also ich denk, manchmal auch einfach so ein experienced-based Training kann viel mehr bewirken. Also ich hatte einmal eine Erfahrung mit einem Kunden, der sagte "Einfach alles Scheisse, ich mach jetzt einfach meinen Job hier, mir bleiben noch eineinhalb Jahre, ich wohn in einem geilen Haus, glücklicherweise gibt es hier in Indien gute Restaurants, es gibt gutes Bier, ich muss ja eigentlich mit Indien gar nicht konfrontiert werden" und ja, das stimmt, musst du nicht, wenn du nicht willst, nur hilft dir das bei der Arbeit wahrscheinlich nicht. Mit dem bin ich einfach mal auf den Markt gegangen, den habe ich auf meinen Scooter geladen und bin auf den Markt gegangen und da hat er einfach mal so die andere Seite, die schöne Seite von Indien kennengelernt, einfach mal so ein Tempel besucht, einfach mal mit Menschen im Alltag sich auseinandergesetzt oder einfach gemerkt "Hey, dieses Land hat ja eigentlich sehr viel, klar ist es schmutzig, aber diese Menschen sind ja eigentlich sehr herzlich, die geben dir so viel". Ja, da kam er aus dem Markt heraus, einer hat ihm eine Orange geschenkt, der nächste hat ihm einen Apfel gegeben, einer hat ihm eine Blume gegeben und das war für ihn das Aha-Erlebnis. Das hat nicht mit irgendwelchem Wissen zu tun, das hat nichts mit irgendwelchen Fakten zu tun, sondern, sage ich, einfach damit, mal das Land zu spüren. Also ich glaube, für mich ist es eigentlich schlussendlich, es muss sehr individuell sein, das ist so das Fazit auch, ich merke, gerade auch wenn ich individuelles Coaching mach, kein Coaching ist dasselbe wie das andere. Es ist wirklich sehr individuell, je nachdem wie viel Erfahrung die Expats schon haben, wie lange sie schon hier sind, waren sie schon mal in einem anderen Land, das so anders ist wie Indien. Letztens hatte ich jemanden, der war schon in Jakarta, vorher war er in Manila, dann ist Indien schon auch anders, aber dann ist Indien schon mal näher an dir dran, als wenn du zum ersten Mal sagen wir aus Bayern kommst, oder irgendwie aus dem Elsass oder so. Ich glaube, das ist auch sehr wichtig. Die meisten Firmen wollen irgendwie eine Standardlösung, und das Problem ist halt einfach, dass die Erfahrung mit einem Auslandsaufenthalt sehr individuell ist.“

I: „Also wären eigentlich individuelle Coachings die beste Lösung, wenn man dann angekommen ist?“

- Ex: „Genau, also einfach mal zuhören. Und das ist auch, kommt der Mensch gerade an, da ist er wahrscheinlich noch in einer Phase, wo alles toll ist, wie in einer Beziehung, das ist ja immer so, wenn du irgendwo ankommst, am Anfang hat ja das andere auch etwas Mystisches, etwas Spannendes. Auch halt kommt es darauf an, in welcher Phase ist der Expat eigentlich, zumindest da mal zu sehen 'Wo steht der', 'Was braucht der' und oft denkt der, er braucht was ganz anderes, bevor er ins Flugzeug steigt, als wenn er dann hier ist. Und oft wird die Analyse davor gemacht. Viele Firmen schicken ihren Expats Fragebogen 'Was denkst du, was brauchst du, wenn du ankommst' und dann hast du eine ganz andere Vorstellung, da denkst du: 'ja es wäre toll zu wissen, wie man halt in Indien lebt, es wäre toll zu wissen ein bisschen Kastensystem, man hört so viel davon'. Das ist erst, wenn du hier lebst, dass du merkst, ja, man muss es eigentlich gar nicht so verstehen, es hat mit mir nichts zu tun, solche Sachen, ja. Und die richtigen Bedürfnisse kommen dann eigentlich erst hervor, wenn der Mensch schon da ist, aber viele Expats bekommen dann gar kein Training mehr, die bekommen halt Pre-Departure/Arrival, aber die bekommen nichts in der Storming Phase, also die bekommen nichts, wenn diese Phase vorbei ist. Und da bräuchte es, also bei gewissen bräuchte es halt da dann auch etwas, dass man das mehr so wie ein Phasentraining anschauen würde. Ich meine, ja klar braucht der ein bisschen was zur Vorbereitung, das nimmt dir ein paar Ängste, bringt dir vielleicht ein bisschen was näher, klar braucht der vielleicht ein bisschen Unterstützung, wenn der ankommt, aber er braucht dann sicher auch nochmals Unterstützung, wenn dann das richtige Leben anfängt, so der erste Stress auch kommt, wenn die erste Heimwehphase auch kommt, der erste Druck bei der Arbeit, der erste Druck vielleicht auch in der Familie, wenn die Kinder plötzlich die Schule nicht mehr so toll finden oder die Frau es vielleicht doch nicht so toll findet, dass sie hier nicht arbeiten kann, wie gehst du da dann damit um. Vielleicht auch mehr so ein längerfristiges System, wo der Expat dann selber auch entscheiden kann, wann möchte er eigentlich und wie oft und welche Dauer. Vielleicht braucht er auch nur mal eine Stunde, einfach mal wieder irgendetwas rauszulassen. Also wir haben mit gewissen unserer Kunden so wie ein Support-Package, ein Jahr, so und so viele Stunden, aber du nimmst sie dir, wenn du sie brauchst. Das ist Prepaid in dem Sinn, das ist so wie ein Taxiaccount oder so etwas oder das buchst du halt dann, wenn du es brauchst, wenn du es willst. Also das ist auch nochmals so etwas, das sehr gut ankommt, leider schwer zu verkaufen ist, aber gut ankommt beim Individuellen, weil er merkt: 'Hey ja, jetzt kann ich mich melden, jetzt rufe ich nochmals an und kann dieses spezifische Problem mit dir durchgehen.' Ja und wie kann man auch wissen, was es bedeutet, ein Team hier zu führen, ja super, da erzählst du jemandem im Vorfeld, wie das geht, aber du kennst ja seine Teammember gar nicht. Da kannst du nur ein paar generelle Tipps geben, aber da musst du ja erst einmal das Team hier kennenlernen und auch das, da kommt es hier immer darauf an, hast du ein junges Team, ein altes Team, Nordinder, Südinder, verheiratet, nicht verheiratet, das sind dann so viele Aspekte, ja, du kannst ja alles nur generell halten, wenn du das in der Vorbereitung ansprichst. Vorbereitung ist wichtig, weil das nimmt Ängste, aber damit ist es nicht getan.“
- I: „Könnte man in der Vorbereitung schon etwas im Bezug auf Emotionen tun, was denkst du?“
- Ex: „Du kannst sensibilisieren, aber gerade mit Emotionen ist es oft, wenn der Mensch das selber nie erlebt hat, ist es sauschwierig, sich damit zu identifizieren. Du kannst es theoretisch besprechen oder deine eigene Erfahrung, aber da wird der andere immer denken: 'ja, das bist du, das bin aber nicht ich'. In dem Moment wo der andere das auch erlebt, da kannst du mit den Emotionen arbeiten, weil dann hat er das wirklich auch. Bei den meisten Expats, ich meine, sind wir mal ehrlich, klar, jeder beschreibt sich als offen, tolerant, 'ja ich freu mich'. Ja, habe ich mich ja auch, jeder hat mal und auch heute passiert es dir, dass du manchmal polarisierst, nur weisst du, wie damit umzugehen. Ich denke, du musst es ansprechend in der Vorbereitung, so dass das Gegenüber weiss, dass es normal ist, so dass er dann, wenn es passiert, auch wieder auf dich zukommen kann, aber die richtigen Emotionen kommen oft erst raus, wenn die Menschen hier sind.“
- I: „Und dann sollte man etwas tun.“
- Ex: „Ja, aber dann ist oft gar nichts mehr angeboten.“
- I: „Ihr bietet das ja an, oder?“
- Ex: „Ja, aber das Problem ist, die meisten grossen Firmen haben Verträge mit Relocationfirmen, die den ganzen Umzug handeln. Grosse Firmen, die den ganzen Umzug koordinieren, Wohnungssuche, alles, das ganze Umziehpackage und da drinnen ist auch das Training, oftmals. Und dann wird es da schon angeboten, und da ist es so, da wird oft der Mitarbeiter gefragt, möchtest du dein Training als Vorbereitung oder wenn du ankommst. Wenn ein Expat noch nie in Indien war, dann heisst es 'Ja ich möchte vorbereitet werden'. Der weiss ja gar nicht, was auf ihn zukommt nachher, wie soll er da die Entscheidung treffen? Wir kommen oft erst dann ins Spiel, also wir machen es oft für Inder, die ins Ausland gehen, also genau umgekehrt. Selten sind wir involviert, wenn es darum geht, Expats nach Indien zu holen, da sind Firmen in Europa zuständig, was ja auch wieder sehr lustig ist, weil da hast du da jemanden in der Schweiz, der lebt seit Jahren in der Schweiz und bereitet dann Schweizer Expats vor, die nach Indien kommen. Das wäre dasselbe, wie wenn ich jemanden vorbereite in die Schweiz zu gehen, ich lebe seit 15 Jahren nicht mehr in der Schweiz, das ist fast die Hälfte meines Lebens. Ich weiss nicht mehr, was es heisst, in der Schweiz zu leben, ich

kann noch erklären, wie es für mich war, aber ich lebe ja dort nicht. Da muss man auch mit sich selber ein bisschen ehrlich sein. Ja ich kann jemandem sehr gut helfen zu verstehen, was es bedeutet als Ausländerin, auch insbesondere als Frau, hier in Indien zu leben, hier ein Team zu führen, hier sogar eine Firma aufzubauen und all das. Aber jemandem, der heute in der Schweiz ankommt: Ich wüsste ja selber gar nicht wo anfangen. Klar kann ich wieder unterstützen, wenn es um die Emotionen geht, da ist auch wieder unterschiedlich, wie du damit umgehst. Und viele Firmen machen halt Vorbereitung, da muss die Vorbereitung im Land stattfinden, wo der Expat ist, dort triffst du aber selten auf Menschen, die im anderen Land leben. Da sind es meistens Menschen, die von dem Land kommen, aber die wohnen da nicht mehr. Die geben dann halt Wissen weiter. Aber die sind nicht jeden Tag damit konfrontiert. Ich gehe jeden Tag zur Arbeit, gehe jeden Tag hier in den Verkehr, muss mich jeden Tag hier in der Monsunzeit..., ja, die Probleme des Alltags hier, sei das der Stromausfall, der Monsunregen, mit dem lebst du halt jeden Tag, da kannst du auch die Emotionen den anderen ganz anders rüberbringen, und plötzlich merkt der dann auch ‚das ist ganz normal‘. Viele Trainings sind oft auch eine Verschönerung der Situation, weil du willst ja den Expats in der Vorbereitung keine Angst machen, ja, das sollte man sich auch mal bewusst sein.“

I: „Und wie bereitet ihr die Inder dann vor?“

Ex: „Ja also, wenn wir die Inder vorbereiten, dann ist das wirklich nur so die Basics, also über den Kulturschock, dass es auch normal ist, dass das passiert, und dann kommt aber dann das Training, wenn sie im Land selber sind, da kommt dann genau dieses individuelle Coaching, das wir dann zu Verfügung stellen, also nicht ich in dem Fall, sondern halt andere Trainer, die dort sind, die dann wie ich individuelles Coaching anbieten können, vor Ort, wenn der Inder Probleme hat. Also wirklich diese 6-Monate oder 12-Monate Garantie, also wie wenn du eine Waschmaschine kaufst, da hast du ja auch eine Garantie. Du kaufst dir eine Waschmaschine, jemand kommt und installiert sie, und sind sie weg, hast du die ersten Probleme nach ein paar Monaten, das ist ein bisschen gleich wie mit Expats. Du kannst ihn vorbereiten, aber nachher muss er ja zuerst mal wissen, was passiert jetzt, besonders wenn du mit Emotionen arbeiten möchtest. Am Anfang kannst du ja nur Ängste nehmen oder relativieren, falsche Bilder ausbügeln in dem Sinn, wenn die ganz falsche Vorstellungen haben, da kannst du sensibilisieren, aber der hat das ja noch nicht selber erlebt, das heisst die Emotion ist noch nicht realistisch in dem Sinn. Du weisst ja erst, wie du reagierst, wenn du dann dort bist. Du kannst auf jeden Fall damit umgehen, mit Vorfremde oder mit Ängsten, gerade im Bezug auf Indien kannst du im Vorfeld relativieren, die ganzen Ängste die Frauen vor allem haben wegen der Presse, da kannst du relativieren. Diese Emotionen kannst du abholen. Aber wie der Mensch dann auf die Kultur reagiert, das weisst du erst, wenn der Mensch dann da ist. Und ich glaube, dort würde es viel, viel Verbesserungspotential geben. Da muss ein grosses Umdenken auf allen Ebenen stattfinden. Die Firmen, die Anbieter, die Literatur, weil, die Literatur geht auch in eine ganz andere Richtung.“

I: „Was würdest du dann vor allem empfehlen, dass man wirklich Einzelcoachings anbietet oder dass man auch mit Gruppen arbeitet?“

Ex: „Gerade wenn es um Emotion geht, ich meine Wissen vermitteln, Wissen vermitteln kannst du in der Gruppe, weil es ist ja einfach Wissen, aber wenn es darum geht, wie gehe ich hier mit meinem Leben um, was funktioniert für mich, ich und mein Team, meines ist wieder anders als deines oder das vom nächsten Expat, da wirklich individuelle Lösungen sind extremst nützlich. Und dass einfach jeder etwas anderes braucht. Einer braucht mehr Wissen, der andere braucht mehr Reflexion, der nächste braucht jemanden, der ihn wirklich aktiv unterstützt, jeder braucht da was anderes, das kann in alle Richtungen gehen, weil alle ja auch andere Erfahrungen mit sich bringen. Das IDI kann dir immerhin ein bisschen helfen zu sehen, wo der Mensch steht. Also wenn du ein IDI machst im Vorfeld, kannst du immerhin ein bisschen spüren, ja, wenn der in einer totalen Denialphase ist oder Polarisierung, dann wird es wahrscheinlich ein bisschen schwieriger als jemand, der vielleicht schon ein bisschen Acceptance/Adaptation ist, aber auch ein Mensch in Adaptation hat immer noch Emotionen, der geht einfach anders damit um mit den Emotionen. Und gewisse Emotionen haben ja auch gar nichts mit der Kultur zu tun, die haben damit zu tun, dass sich die ganze Familiensituation ändert, das ist oft auch ganz schwierig für die Expats, weil plötzlich der Partner arbeitet mega viel, der andere ist zu Hause, also gerade in Indien ist es ein riesen Problem. Ich meine, du verbringst mega viel Zeit im Verkehr, die Tage sind superlang, und das ist oft so. Und wenn der Partner, oft ist es die Frau immer noch, den ganzen Tag zu Hause war, die will dann was unternehmen und du bist kaputt und das sind dann nochmals ganz andere Emotionen, die da reinkommen. Es muss nicht immer die Kultur sein, es können auch einfach die veränderten Lebensumstände sein, die so ein Auslandsaufenthalt mit sich bringt. Auch wie gehst du mit dem Stress um, Zeitverschiebung, also es sind kleine Sachen manchmal auch, dass du vielleicht mit deinem Team in Europa noch im Kontakt bist, die haben aber eine andere Zeitzone, du hast ein Team hier, das heisst, du bist plötzlich in zwei Zeitzonen unterwegs. Es sind so viele diverse Sachen, die ein Problem werden können oder eine Herausforderung, die sind aber für jeden Menschen anders. Was wir halt oft merken, egal was du ihnen gibst, sie finden es meistens nicht falsch, sie sind meistens nur dankbar, dass sich jemand ihrer annimmt. Die Frage ist nur, oft wissen sie gar nicht, was ihnen noch mehr bringen würde. Oft nimmst du auch einfach nur das, was dir gegeben wird, und erst wenn

dir etwas ganz anderes ..., das war halt lustig, als wir einen Expat mal hatten, der war schon irgendwie 8-9 mal im Ausland und die Firma hat dann halt gesagt, ja, du musst dieses Training machen und ich habe mich dann halt mit ihm getroffen, einen Tag, um dieses Training zu machen, einen Tag mit einer Person. Und dann haben wir uns getroffen und der war so ein bisschen müde, da habe ich gefragt: 'Hast du schon gefrühstückt?' und da hat er gemeint: 'Nein' also habe ich gesagt: 'Also wollen wir mal frühstücken?' und er so: 'Ja, musst du jetzt nicht einfach eine PowerPoint da herunterziehen, bis jetzt hatte ich immer eine PowerPoint' und ja, ich: 'Ich finde das ein bisschen blöd, eine PowerPoint, eine Person und wir können ja auch jetzt einfach mal darüber sprechen, wie es so für dich ist hier, jetzt bist du ja auch schon ein paar Wochen hier" und da hatten wir dann ganz einfach eine informelle Diskussion. Und da meinte er nur so: 'Ja, ich hatte da auch schon ganz andere Trainings, die haben mir auch etwas gebracht, aber das hier hat mir jetzt nochmals etwas ganz anderes gebracht'. Also ich glaube, es ist da nicht das eine oder das andere, sondern das eine und das andere. Es geht nicht darum, dass das eine das andere ablösen soll, sondern unterschiedliche Mittel bringen den Menschen unterschiedliche Dinge. Aber gerade wenn es um Emotionen geht und nicht nur Wissen, finde ich persönlich, hat die individuelle Lösung bei uns viel gebracht. Ja, und die Leute, die wollen auch, ich meine, wenn wir hier Departuretraining machen, diese kleinen Dinge, so "Wie muss ich mich verhalten, wenn ich ins Restaurant gehe?", wirklich kleine Sachen, das nimmt die Ängste und das sind ja auch Emotionen, damit kannst du ihnen die Angst vor der Abreise nehmen, das ist auch ganz wichtig, weil bei gewissen Menschen diese Angst sehr gross ist. Die fragen dann, wenn sie nach Indien kommen, 'Wie kann ich mich kleiden, kann ich ein T-Shirt anziehen oder muss ich mich immer bedecken?'. Was auch immer die Frage ist, es ist super wichtig, über diese Dinge zu sprechen mit den Menschen, weil das sind Ängste, die sie sonst auch sehr hindern. Nur kommt später auch noch eine ganz andere Phase und ich habe halt oft gemerkt, dass dann in dieser nächsten Phase oft die Leute alleine sind.

Ich erkläre hiermit, dass ich die vorliegende Arbeit selbstständig und ohne Benützung anderer als der angegebenen Hilfsmittel verfasst habe.

Unterschrift: