

Cambridge Elements

Intercultural Communication

Intercultural Interactions in Workplace Scholarship

Michał Wilczewski and Guro R. Sanden

ISSN 2752-5589 (online)
ISSN 2752-5570 (print)

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Cambridge Elements

Elements in Intercultural Communication
edited by
Will Baker
University of Southampton
Troy McConachy
University of New South Wales, Australia
Sonia Morán Panero
University of Southampton

INTERCULTURAL INTERACTIONS IN WORKPLACE SCHOLARSHIP

Michał Wilczewski
VIZJA University
Guro R. Sanden
BI Norwegian Business School

CAMBRIDGE UNIVERSITY PRESS

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

CAMBRIDGE UNIVERSITY PRESS

Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

Cambridge University Press is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org
Information on this title: www.cambridge.org/9781009590273

DOI: 10.1017/9781009590297

© Michał Wilczewski and Guro R. Sanden 2026

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press & Assessment.

When citing this work, please include a reference to the DOI 10.1017/9781009590297

First published 2026

A catalogue record for this publication is available from the British Library

A Cataloging-in-Publication data record for this Element is available from the Library of Congress

ISBN 978-1-009-59027-3 Hardback
ISBN 978-1-009-59028-0 Paperback
ISSN 2752-5589 (online)
ISSN 2752-5570 (print)

Additional resources for this publication at https://doi.org/10.1017/9781009590297

Cambridge University Press & Assessment has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

For EU product safety concerns, contact us at Calle de José Abascal, 56, 1°, 28003 Madrid, Spain, or email eugpsr@cambridge.org

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Intercultural Interactions in Workplace Scholarship

Elements in Intercultural Communication

DOI: 10.1017/9781009590297
First published online: August 2026

Michał Wilczewski
VIZJA University

Guro R. Sanden
BI Norwegian Business School

Author for correspondence: Michał Wilczewski,
m.wilczewski@vizja.pl

Abstract: This Element focuses on interactions between international assignees (IAs) and host country nationals (HCNs) by synthesizing three decades of empirical research using a combination of bibliometric, thematic, and content analyses. It delineates three major research streams in the field: language and communication, cultural adjustment, and IA-HCN relationships. Utilizing innovative mixed-methods review and analytical techniques, we shed light on the effects of language, communication, and cultural issues on IAs' and HCNs' adjustment, performance, learning, and career development. This Element reveals mixed effects of IA–HCN interactions, calling for further research to contribute to a more comprehensive understanding of IA–HCN interactions. It offers valuable insights into effective cultural adjustment strategies and guides the development of practices for managing international assignments and cultivating positive IA–HCN relationships.

This Element also has a video abstract: www.cambridge.org/EIIC_Wilczewski_abstract

Keywords: host country national, expatriate, language, intercultural communication, culture

© Michał Wilczewski and Guro R. Sanden 2026

ISBNs: 9781009590273 (HB), 9781009590280 (PB), 9781009590297 (OC)
ISSNs: 2752-5589 (online), 2752-5570 (print)

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Contents

Introduction 1

1 International Assignee–Host Country National Interactions 2

2 Intellectual and Thematic Evolution of International Assignee–Host Country National Interactions 11

3 Research Structure of International Assignee–Host Country National Interactions 32

4 Impact of International Assignee–Host Country National Interactions 50

5 Future Research Directions in the Field 61

References 75

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Introduction

This Element was inspired by the expanding research on international assignees (IAs) and host country nationals (HCNs), two key groups of employees whose interactions are vital to the success of multinational organizations. In an era marked by increasing worker mobility and migration, understanding the dynamics between these actors has become more critical than ever. Despite substantial progress in this field, much of the existing literature remains fragmented, often examining IAs and HCNs separately. Our aim is to offer a comprehensive and integrative analysis that addresses this gap, providing new insights into the complex relationships between IAs and HCNs.

In this Element, we examine how language proficiency, cultural understanding, and communication practices, among others, shape these interactions and their outcomes. Drawing on an extensive review of over 200 empirical studies spanning three decades, we adopt a mixed-methods approach, combining bibliometric analysis with qualitative thematic and content analysis. This methodology not only allows us to capture the intellectual structure of the field but also to identify key trends, influential contributors, and emerging research areas.

The Element is organized to take readers through the progression of research on international assignees–host country nationals (IA–HCN) interactions, from the field's intellectual roots to its current state, and finally to future research directions. Section 1 introduces the study of IA–HCN interactions and outlines our integrative research methodology, incorporating bibliometric, thematic, and content analysis. Section 2 traces the field's intellectual development, addressing the WEIRD (Western, Educated, Industrialized, Rich, and Democratic) bias by highlighting over- and underrepresented countries in empirical research, and examining the thematic evolution of IA–HCN studies. Section 3 reviews the state-of-the-art across three key research streams: cultural adjustment, language and communication, and IA–HCN relationships. Building on influential studies, Section 4 presents a conceptual model that illustrates the effects of IA–HCN interactions on various outcomes, including cultural adjustment, work performance, learning, and career development. Lastly, Section 5 identifies knowledge gaps revealed throughout the research and suggests ways to address inconsistencies in findings on the impact of IA–HCN interactions. Importantly, it also offers practical implications for organizations, managers, and educators.

While conducting this research, we were motivated by the need to address the inconsistencies in the literature, particularly concerning the outcomes of IA–HCN interactions. Our findings suggest that, although these interactions often have positive effects, they can also present challenges, especially when power imbalances, cultural differences, or language barriers are involved.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

We hope this publication serves as a valuable resource for scholars, practitioners, and anyone interested in the dynamics of multicultural and multilingual work environments. By highlighting gaps in the current literature and proposing new avenues for future research, we aim to contribute to the ongoing discourse on global mobility and intercultural interactions in multinational organizations.

We would like to express our deepest gratitude to our colleagues and the research community for their invaluable insights during the development of this Element. We extend special thanks to the anonymous reviewers, as well as the discussants at the 2023 conferences of the International Research Group on Management & Language (GEM&L), the Academy of International Business (AIB), and the Academy of Management (AOM). We are also deeply appreciative of the authors whose studies we reviewed, as their important work provided the foundation for this exploration of IA–HCN interactions.

1 International Assignee–Host Country National Interactions

1 Overview

This section introduces research on interactions between international assignees (IAs) and host country nationals (HCNs), emphasizing the significance of language proficiency and intercultural communication in shaping the experiences of these key stakeholders crucial to organizational success. We also outline the methodology of our research, detailing the aims and approach of our integrative research methodology, which includes bibliometric, thematic, and content analysis.

1.1 Introduction

International workplaces offer multiple arenas for intercultural interactions. In multinational corporations (MNCs) and other multilingual organizations, interactions take place through a variety of channels (Hocking et al., 2007) between organizational actors with different cultural backgrounds, whose role is strategic to the organization's success. Among these actors are *international assignees* (IAs) and *host country nationals* (HCNs). In this study, we adopt Reiche and Harzing's (2010, p. 188) definition of the IA as "any person that is relocated internationally" for work reasons, which covers a wide range of international assignments. This definition of IAs bears a close resemblance to the related term *expatriate/expat*, which refers to "an individual who moves to another country while changing the dominant place of residence and executes legal work abroad" (Andresen et al., 2014, p. 2308). HCNs, on

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

the other hand, are local employees in MNCs' international subsidiaries (Michailova et al., 2023).

IAs foster organizational development by sustaining internal contact (Barner-Rasmussen & Björkman, 2005) and contributing to a company's global competitive advantage (Cole, 2011). HCNs, in turn, constitute the largest group of organizational members critical to the organization's success, thanks to their local knowledge and skills (Varma et al., 2016). They play an important liaison role, uniquely contributing to effective knowledge transfer and impacting knowledge acquisition throughout the organization's foreign operations (Vance et al., 2014).

Relationships between IAs and HCNs can take various forms, such as assistance, social support, and even friendship (Peltokorpi, 2020). However, social and work contacts between IAs and HCNs require interactions (Caligiuri, 2000), and these interactions are complicated by cultural differences, communication, and the languages in use (Froese et al., 2012; Peltokorpi, 2022; Zhang & Harzing, 2016). *Language*, as a form of social action (Kramsch & Hua, 2016), therefore serves both to transmit knowledge and to convey social and cultural identities in these encounters.

Intercultural communication is understood as the relational process of sharing meanings among individuals with diverse cultural backgrounds (Piller, 2011). In this process, cultural and linguistic differences are treated as salient features of the interaction (Baker 2022, 2024; Zhu, 2019). Although the terms *intercultural communication* and *cross-cultural communication* are sometimes used interchangeably in fields such as cross-cultural management, they differ conceptually. Cross-cultural communication typically refers to communication patterns characteristic of particular cultural groups (e.g., national styles, culture-specific professional communication), as studied in comparative scholarship by, among others, Hall, Hofstede, Lewis, or Trompenaars (for a review, see Hurn & Tomalin, 2013). Intercultural communication, by contrast, refers to the dynamic, negotiated process of meaning-making between people from different cultures. Interactions between IAs and HCNs are therefore best described as intercultural communication.

Communication interactants bring their languages and cultural resources to interaction and must negotiate between them, including competing identities and meanings (e.g., nationality, profession, gender) (Baker, 2024). Effective meaning-making therefore requires not only language proficiency but also broader communicative and intercultural competencies (Byram, 2011). IA–HCN intercultural communication involves *foreign-language proficiency* – the skill allowing individuals to effectively manage communication in a second language (Gallagher, 2013), such as the corporate language,

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

local language, or a lingua franca. *Intercultural competence*, in turn, is the general ability to interact effectively with people from cultures other than one's own (Byram, 2000, p. 297), and underpins successful negotiation of meaning in these settings.

The increasing number of studies on IA–HCN interactions (see Figure 1) indicates that the literature in this field has significantly developed over the last three decades. Our aim is to contribute to the ongoing debate on IA–HCN interactions by adopting an integrative approach involving both IAs and HCNs, and conducting a systematic review of empirical research on IA–HCN interactions in diverse organizational contexts, thus combining the literature on IAs and HCNs. Through our current review research (Kunisch et al., 2023), we add to the body of work that recognizes the importance of IAs and HCNs as key stakeholders.

Using a unique mixed-methods review technique, we analyze and synthesize a substantial sample of empirical research on IA–HCN interactions, expanding the scope of existing literature. Previous research has either focused primarily on the outcomes of IA–HCN interactions for IA adjustment or performance, which are critical to organizational success (van Bakel, 2018), or exclusively synthesized research on HCNs in MNCs (Michailova et al., 2023). This publication addresses the limitations of earlier works by offering a comprehensive overview of the IA–HCN interactions field, focusing on outcomes for both actors. It seeks to answer the following overarching research questions:

1) *What constitutes the field of IA–HCN interaction research?*
2) *What are the effects of IA–HCN interactions on IAs and HCNs?*
3) *What are fruitful avenues for future research on IA–HCN interactions?*

To answer these research questions, we will review 209 articles from 133 journals published on IA–HCN interactions over the last three decades (1989–mid 2024). Our research stands out methodologically by combining a variety of quantitative bibliometric tools with qualitative thematic and content analyses to establish the intellectual structure of the field and offer avenues for future development.

Our approach also offers a nuanced perspective on intercultural communication by critically exploring relationships between IAs and HCNs. By adopting an integrative approach of both IAs and HCNs, and conducting a systematic review of empirical research on IA–HCN interactions in diverse organizational contexts, we challenge simplistic views of culture and identity in the workplace. We underscore the reciprocal influences between IAs and HCNs, stressing the importance of language, communication, and rapport in different environments and settings. The insights we obtain through our mixed-method approach reveal

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

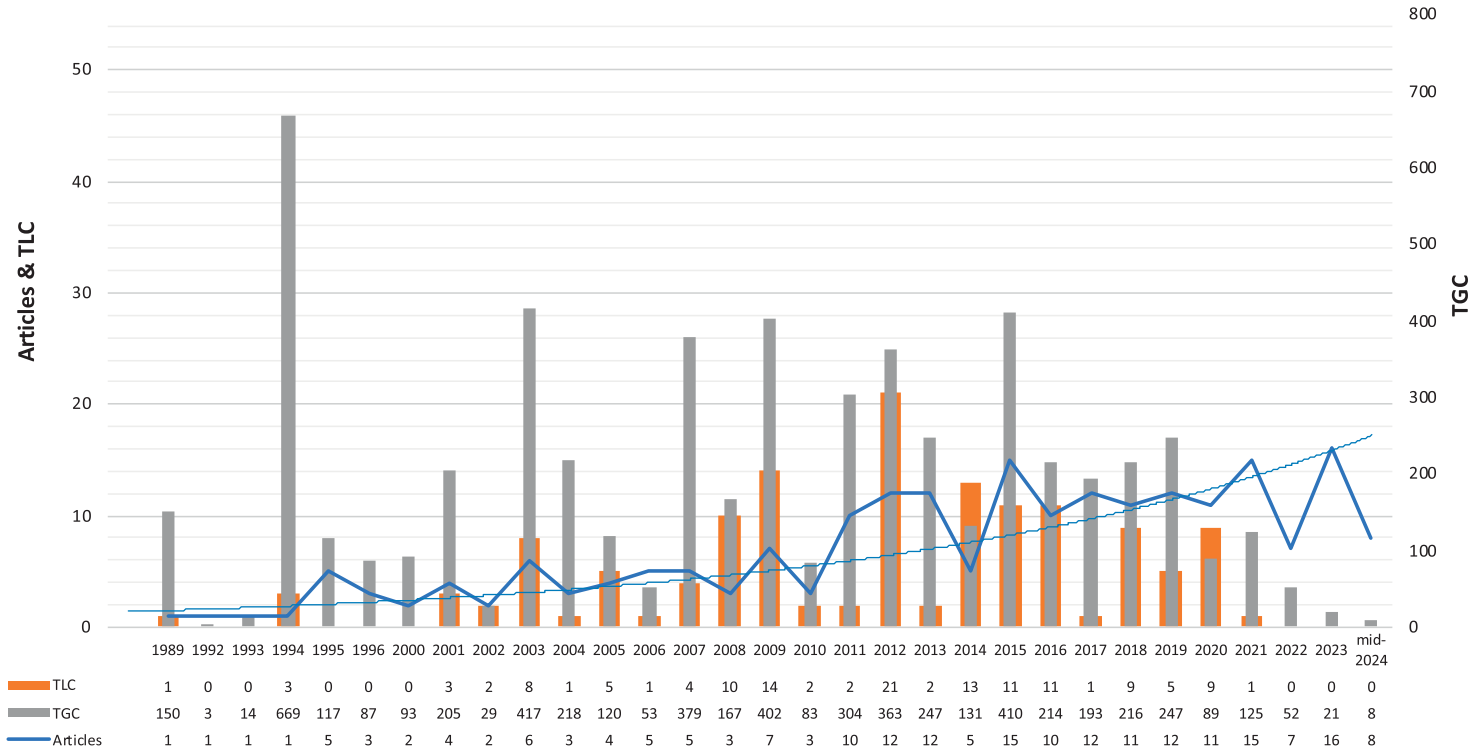


Figure 1 Yearly publication of articles on IA–HCN interactions. *Note:* All indices retrieved from HistCite; TLC: Total local citations; TGC: Total global citations; Articles: Number of articles published on IA–HCN interactions.

how these interactions influence factors such as cultural adjustment, work performance, and learning both for IAs and HCNs.

In the following section, we will present the methodology that we have used to obtain the results we present in this publication.

1.2 Data and Methods

1.2.1 Data Extraction

We extracted the bibliographic data from Scopus database (Elsevier, 2023) through the two-stage data extraction approach (Bretas & Alon, 2021; Wilczewski & Alon, 2023) presented in Table 1.

First, in Step 1, we used a combination of keywords that would best capture research on (a) *IAs*, (b) *HCNs*, and (c) *interaction between the two groups*. In Step 2, we broadened the search by adding more keywords describing IAs and HCNs. In order to identify potentially missing keywords, we ran an initial authors' keywords analysis in Biblioshiny, which prompted the inclusion of two more keywords (Step 3), thereby expanding the search to 798 records for quality assessment.

In the second stage, both authors assessed the abstracts of all 798 records. If the abstracts did not contain information on IAs, HCNs, or interactions between them, we examined the whole article and discussed its inclusion or exclusion. As a result, we excluded duplicates and publications that did not offer any empirical findings. We did, however, include IAs from all organizational contexts such as teachers, academics, and nurses.

The assessment process yielded 209 articles for analysis; the dataset containing bibliometric data is attached as Supplementary Material. We subsequently obtained full versions of all 209 papers, which we consulted to acquire additional information about the studies' theoretical foundation, methods, findings, and suggestions for future research. We limited our search to publications written in English, which nevertheless led us to include two publications written in Russian and French but with English abstracts.

It is important to note that our focus on Scopus-indexed empirical articles may structurally favor international business and management outlets over, for example, contributions from psychology, communication and linguistics (e.g., multilingualism, workplace discourse), or (higher) education. Our objectivized mapping of the field therefore primarily reflects how IA–HCN interactions are conceptualized within workplace-oriented scholarship, while also revealing where other disciplinary perspectives are underrepresented and where future, more interdisciplinary research is needed.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Table 1 Keyword search in Scopus (as of June 1, 2024)

Stage	Step	Keyword Search	# Articles
Identification	1	(“expat*” OR “global mobility*” OR “international assign*” OR “business travel*”) AND (“host country national*” OR “host employ*” OR “host employ*” OR “local employ*” OR “locals”) AND (“interact*” OR “language*” OR “communication*”)	515
	2	(“expat*” OR “business travel*” OR “business commut*” OR “overseas executive*” OR “overseas personnel” OR “overseas assign*” OR “overseas travel*” OR “international manage*” OR “international assign*” OR “international personnel” OR “mobile manager*” OR “foreign manager*” OR “global mobility*”) AND (“host country national*” OR “host employ*” OR “host worker*” OR “host executive*” OR “host manager*” OR “host personnel” OR “local employ*” OR “locals” OR “local executive*” OR “local manager*” OR “local personnel”) AND (“interact*” OR “language*” OR “communicat*”)	586
	3	((“multinational compan*” OR “international human resource management” OR “expat*” OR “business travel*” OR “business commut*” OR “overseas executive*” OR “overseas personnel” OR “overseas assign*” OR “overseas travel*” OR “international manage*” OR “international assign*” OR “international personnel” OR “mobile manager*” OR “foreign manager*” OR “global mobility*”) AND (“host country national*” OR “host	798

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Table 1 (cont.)

Stage	Step	Keyword Search	# Articles
		employ*" OR "host worker*" OR "host executive*" OR "host manager*" OR "host personnel" OR "local employ*" OR "locals" OR "local executive*" OR "local manager*" OR "local personnel") AND ("interact*" OR "language*" OR "communicat*" OR "multiling*" OR "biling*" OR "English"))	
Assessment for eligibility	1	***The assessment of 798 articles identified in Step 3 led to removing 2 duplicates and 587 articles other than empirical research, those that used the terms "local" or "interaction" in senses beyond IA–HCN interactions, and studies lacking relevant findings on IA–HCN interactions. As a result, 209 relevant articles were extracted for analysis.***	209

1.2.2 Bibliometric, Thematic, and Content Analysis

We used a mixed-method approach to review research on IA–HCN interactions. Specifically, we conducted quantitative bibliometric analyses such as co-citation analysis and conceptual thematic mapping, as well as qualitative thematic and content analyses to explore the research questions (Bretas & Alon, 2021; Wilczewski & Alon, 2023).

Bibliometric methods use bibliographic data to identify the structures of scientific fields (Zupic & Čater, 2015) and leading trends in the literature in terms of themes, highly cited papers, authors, or countries (Mas-Tur et al., 2021). Using these rigorous methods for discovering and analyzing large amounts of data (Sharma et al., 2022), we can create an objective view of the literature by making the search and review process transparent and reproducible (Bretas & Alon, 2021). The article is the unit of analysis in bibliometric analysis. Its goal is to show the interconnections between articles by measuring

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

how many times a given article is co-cited by other articles (Bretas & Alon, 2021), within and beyond the dataset extracted.

Our selection of analytical methods is guided by the research questions. First, we used HistCite to identify the most impactful journals, countries, authors, and articles. This software identifies the key literature in a research field, reconstructs its development, and analyzes publication productivity and citation rates (Garfield et al., 2006). We retrieved the following scores: total local citations that each article received in our dataset (209 articles) overall (TLC) and per year (TLC/t), to determine its local impact – total global citations received by each article in the entire Scopus database overall (TGC) and per year (TGC/t), to determine its global impact – total citation score (TLCe) at the end of the year covered in the study (2022), to determine the driving force of the field – as this score rewards articles with more citations within the last three years (2022–2024) (Alon et al., 2018). Additionally, we retrieved authors' h-index from Scopus.

To reveal collaborations between countries, we used CiteSpace – a visual analytic application to analyze patterns and trends in a knowledge domain. Modularity measure (Q) was used to assess the structure of the collaboration network. Q values close to 1.00 indicate that the network can be divided into distinct groups, while values below 0.3 indicate many between-cluster links (Chen, 2016).

Second, we combined different citation mapping techniques with qualitative thematic analysis to establish the thematic structure of the field. In order to establish major research streams, we performed bibliographic coupling using Visualization of Similarities (VOSviewer). This software creates bibliometric maps by illustrating items of interest (such as articles, authors, or keywords) and links between them (van Eck & Waltman, 2022). The value of a link between two items is defined as the link strength that represents, for example, the number of references shared by two items in bibliographic coupling links. Bibliographic coupling occurs when two documents from the same dataset cite the same third reference (Kessler, 1963), which indicates a subject similarity between the two citing documents (Maseda et al., 2022; Mas-Tur et al., 2021). For citation mapping in VOSviewer, LinLog/modularity was applied to normalize links between items (van Eck & Waltman, 2022).

Moreover, we performed thematic mapping analysis based on authors' keywords using Biblioshiny (Aria & Cuccurullo, 2017), which is part of the R bibliometrix-package. This scientific mapping analysis identifies motor, basic, niche, and emerging or declining themes in the field (Callon et al., 1983). The identified themes represent clusters derived from the authors' keywords.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

We report the frequency of each cluster, which indicates the number of occurrences of a particular theme within the dataset. This metric reveals how often a specific set of related keywords (forming a theme or cluster) appears across the analyzed publications. Higher cluster frequency signifies a more prevalent or significant theme within the dataset. This approach helps in identifying dominant themes and trends within the research field.

To increase the validity of the results, we complemented bibliometric methods with qualitative methodology. Consistent with recent studies (Sharma et al., 2022), we performed a thematic analysis of authors' keywords organized by Biblioshiny into thematic clusters (first-order concepts). This analysis allowed us to establish second-order themes and overarching themes/research streams, following Gioia methodology (Gioia et al., 2013). For a more contextualized understanding of first-order concepts, we analyzed sample studies sharing the same clusters of keywords.

Third, we used qualitative content analysis, which enables the identification of relatively objective message characteristics (Neuendorf, 2002), to synthesize empirical findings from the most impactful articles within each research stream and suggest avenues for future research (Alon et al., 2018; Wilczewski & Alon, 2023). We also combined this technique with thematic analysis to examine the effects of IA–HCN interactions on both IAs and HCNs, as well as define the meaning of clusters established through citation mapping by analyzing articles grouped by bibliometric software. By integrating the results of bibliometric, thematic, and content analyses, we provide a state-of-the-art overview of existing IA–HCN interaction research, which also guides the way for future research.

1.3 Structure

In the remaining four sections, we will present the results of our analyses, providing a systematic review of a specific field of intercultural communication, namely IA–HCN interactions. The findings are organized as follows: In Section 2, we start by outlining the evolution of research on IA–HCN interactions, including the most impactful journals, authors, and international collaborations, as well as geographical representation in data collection; and thematic structure of the field. In Section 3, we present the research structure of the field, comprising three main streams: adjustment, language and communication, and IA–HCN relationships. Through thematic and content analyses, we present the current state-of-the-art within each research stream. We then turn the focus to empirical findings obtained from the studies in our sample, as we in Section 4 introduce a conceptual model illustrating the effects of IA–HCN

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

interactions on both IAs and HCNs, based on the most influential studies in the field. Finally, in Section 5, we identify gaps in the existing literature based on insights from previous sections within the three research streams – adjustment, language and communication, and IA–HCN relationships. We offer concrete suggestions as to how the field of IA–HCN interactions can address these gaps and move forward by stating explicit research questions rooted in our mixed-methods analyses. We end this Element with some final reflections and concluding remarks.

2 Intellectual and Thematic Evolution of International Assignee–Host Country National Interactions

2 Overview

This section presents the evolution of research on IA–HCN interactions. Using bibliometric data from 209 empirical research articles, we analyze the intellectual landscape of the field, identifying influential journals, authors, and international collaborations. Our sample of research articles consists of publications from a wide variety of journals and disciplines, which gives us a comprehensive perspective on IA–HCN interactions. This approach not only allows for identifying the major "players" in the IA–HCN interactions field but also addresses the WEIRD (Western, Educated, Industrialized, Rich, and Democratic) bias by exploring which countries are over and underrepresented in empirical research. Additionally, we trace the thematic development of the field, examining motor themes, established themes, emerging/declining topics, and niche areas.

2.1 Most Impactful Journals, Authors, and Countries

Figure 2 shows the twenty most impactful journals publishing in the field. The three most influential journals in terms of the number of local (TLC) and global citations (TGC) were: *International Journal of Human Resource Management* (TLC = 25, TGC = 906), *Journal of International Business Studies* (TLC = 16, TGC = 861), and *Journal of World Business* (TLC = 13, TGC = 99).

Out of 406 authors in our dataset, the 10 top authors have published between one and seven articles on IA–HCN interactions. As shown in Table 2, Peltokorpi and Lauring published the highest number (7 each) of articles on the topic, while Peltokorpi's papers received the most local (25) and global citations overall (481) and per year (43.81). In turn, Mahajan and Toh were top authors in terms of trending citations (4 each).

Figure 3 illustrates the distribution of articles on IA–HCN interactions according to the country where the author is located (Part A), as well as

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Table 2 Ranking of the ten most impactful authors on IA–HCN interactions (sorted by TLC)

Rank	Full Name	Country	h-index	Articles	TLC	TLC/t	TGC	TGC/t	TLCe
1	Peltokorpi, Vesa	Japan	32	7	25	2.08	481	43.81	1
2	Fee, Anthony	Australia	30	4	13	2.31	89	15.00	N/D
3	Mahajan, Ashish	Canada	8	2	13	1.18	90	8.18	4
4	Toh, Soo-Min	Canada	15	2	13	1.18	93	9.68	4
5	Froese, Fabian Jintae	South Korea	34	2	11	0.70	275	17.38	1
6	Lauring, Jakob	Denmark	32	7	11	0.73	255	20.31	1
7	De Pater, Irene E.	Australia	21	1	8	0.36	144	6.55	0
8	Johnson, Erin C.	USA	4	1	8	0.36	144	6.55	0
9	Klein, Megan R.	USA	1	1	8	0.36	144	6.55	0
10	Kristof-Brown, Amy L.	USA	24	1	8	0.36	144	6.55	0
11	van Vianen, Annelies E.M.	Netherlands	39	1	8	0.36	144	6.55	0
12	Vaara, Eero	UK	50	1	7	0.54	93	7.15	0
13	Zhang, Ling E.	UK	8	1	7	0.78	64	7.11	2
14	Gray, Sidney J.	Australia	33	2	6	0.91	60	9.20	1
15	Bruning, Nealia S.	Canada	14	1	5	0.38	69	5.31	2
16	Budhwar, Pawan S.	UK	58	2	5	0.38	49	5.85	2
17	Heizmann, Helena	Australia	9	1	5	0.71	49	7.00	2
18	Kupferer, Shannon	USA	2	1	5	0.38	37	2.85	3
19	Pichler, Shaun M.	USA	23	1	5	0.38	37	2.85	3
20	Sonpar, Karan	Ireland	11	1	5	0.38	69	5.31	2

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

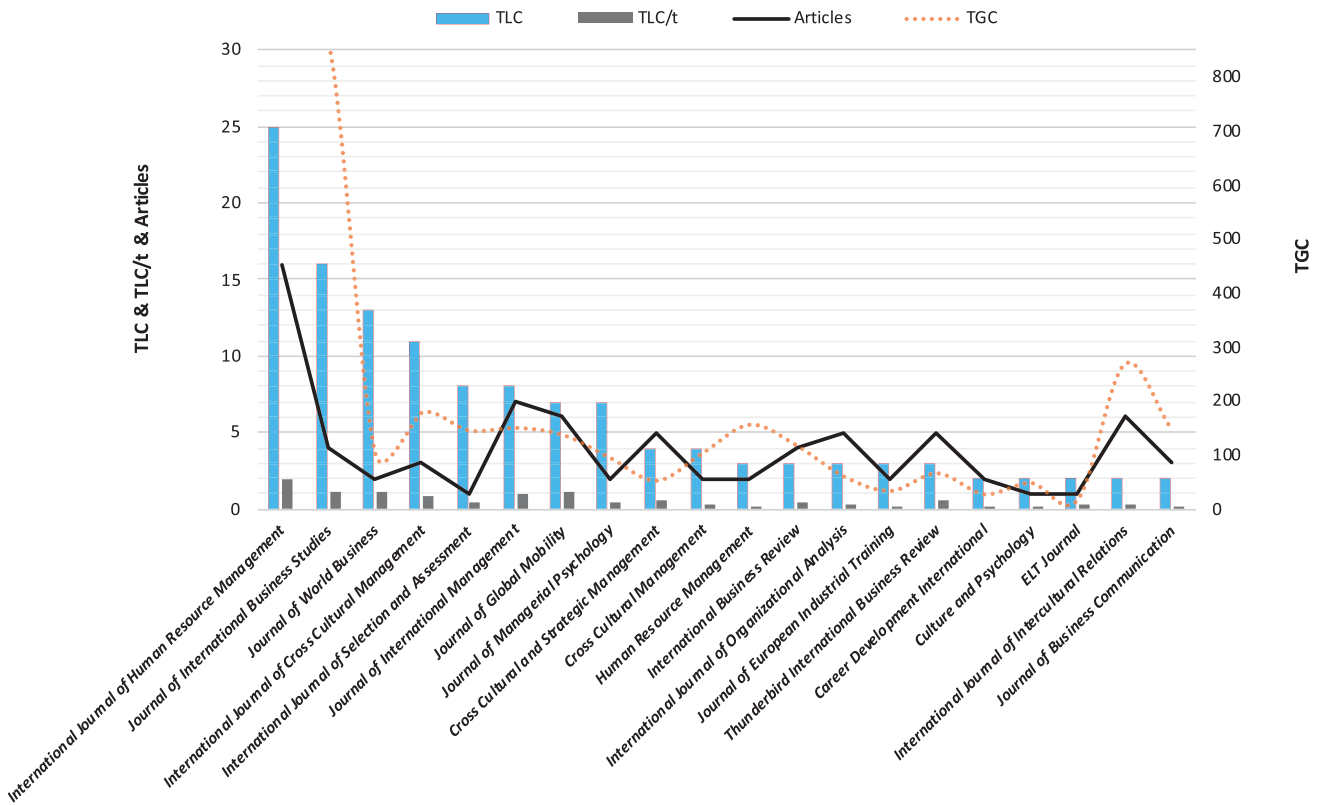


Figure 2 Top 20 journals publishing on IA–HCN interactions (sorted by TLC).

Note: All indices retrieved from HistCite; TLC: Total local citations; TLC/t: Total local citations per year; TGC: Total global citations; Articles: Number of articles published on IA–HCN interactions.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

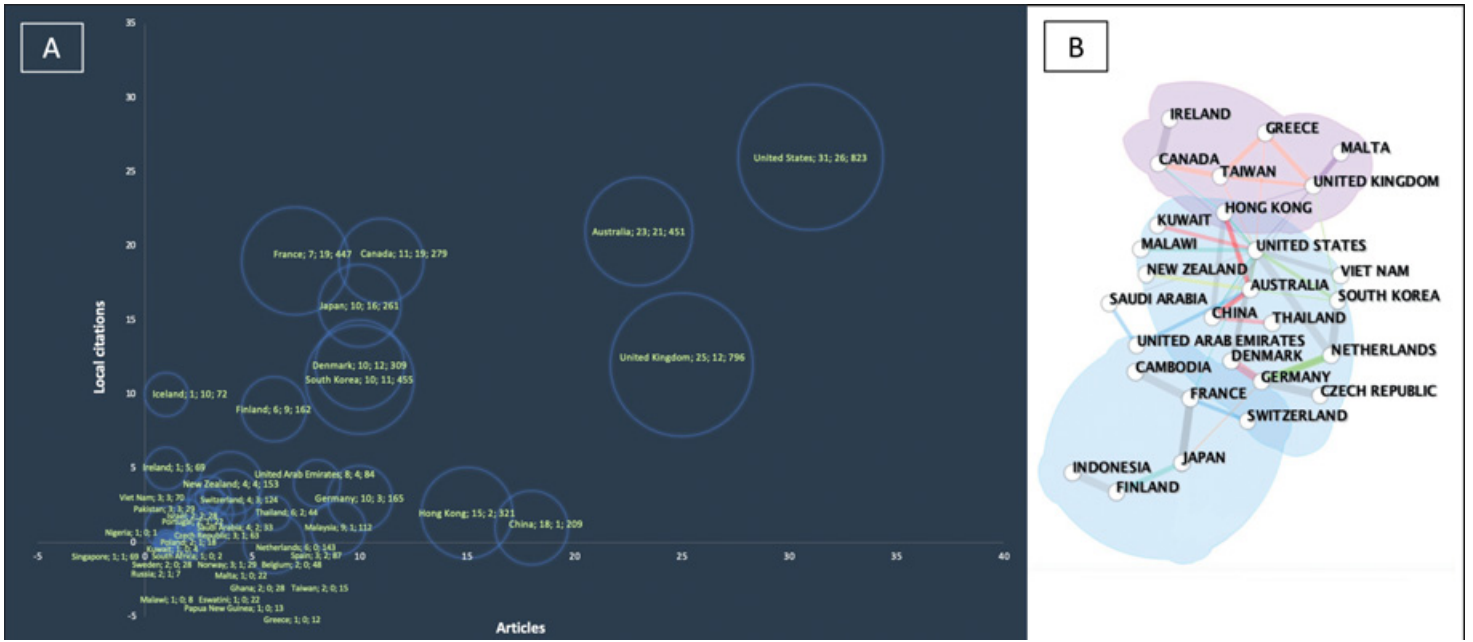


Figure 3 Distribution of articles on IA–HCN interactions by country ($n = 47$). (A) Articles, local citations, and global citations per country by HistCite; the values listed by each country signify the number of articles, local citations, and global citations, respectively, while the bubble size is computed by global citations. (B) Collaboration between countries by CiteSpace; modularity Q = 0.459.

collaborations between countries (Part B). The top five countries in terms of the number of articles were the USA (31), the UK (25), Australia (23), China (18), and Hong Kong (15); in terms of local citations – the USA (26), Australia (21), Canada and France (19 each), and the UK and Denmark (12 each); while in terms of global citations – the USA (823), the UK (796), Australia (451), South Korea (455), and France (447).

Part B of Figure 3 shows three main clusters of international collaborations, with central countries such as the USA (28 links), Australia (22 links), and China (18 links) (cluster 1), the UK (20 links) and Canada (10 links) (cluster 2), and Japan (10 links) and France (9 links) (cluster 3). The modularity index ($Q = 0.459$) indicates that the three clusters were relatively distinct. The collaboration index was 2.33, which means that on average 2.33 authors collaborated on a multi-authored article (Koseoglu, 2016).

2.2 Geographic Representation

In order to assess the geographical distribution of the studies, we mapped the host country location of the data collection where this was explicitly stated, that is, the country where the empirical data were collected. We were able to obtain the host countries of 186 research articles (89%) included in our sample. In the remaining twenty-three studies, the host country was not clearly stated (i.e., either omitted entirely or referred to by continent or region), or the study included an incomplete list of countries (e.g., some of the countries were mentioned as examples). We also excluded studies that presented data from twelve or more host countries, as the host country context in these cases was absent or underdeveloped in the findings. Still, approximately 12 percent of the sample (25 articles) comprised studies that presented data from two or more (up to a maximum of 11) host countries. All mentions of host countries were counted separately, yielding a total of 253 counts of host countries across the 186 articles. In total, fifty-eight different host countries were represented in our sample. The geographical distribution of these countries is presented in Figure 4.

The findings from this analysis reveal that China, including Hong Kong, by far was the most used host country for collecting empirical data, with fifty-three studies drawing on data from this region. The second most used host countries were Japan and South Korea, both mentioned in thirteen studies. The UAE, UK, and Vietnam appear in twelve studies; Malaysia and Thailand in eleven; Indonesia in seven; and the Netherlands in six. Notably, eight out of the ten most frequently used host countries are located in Asia.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

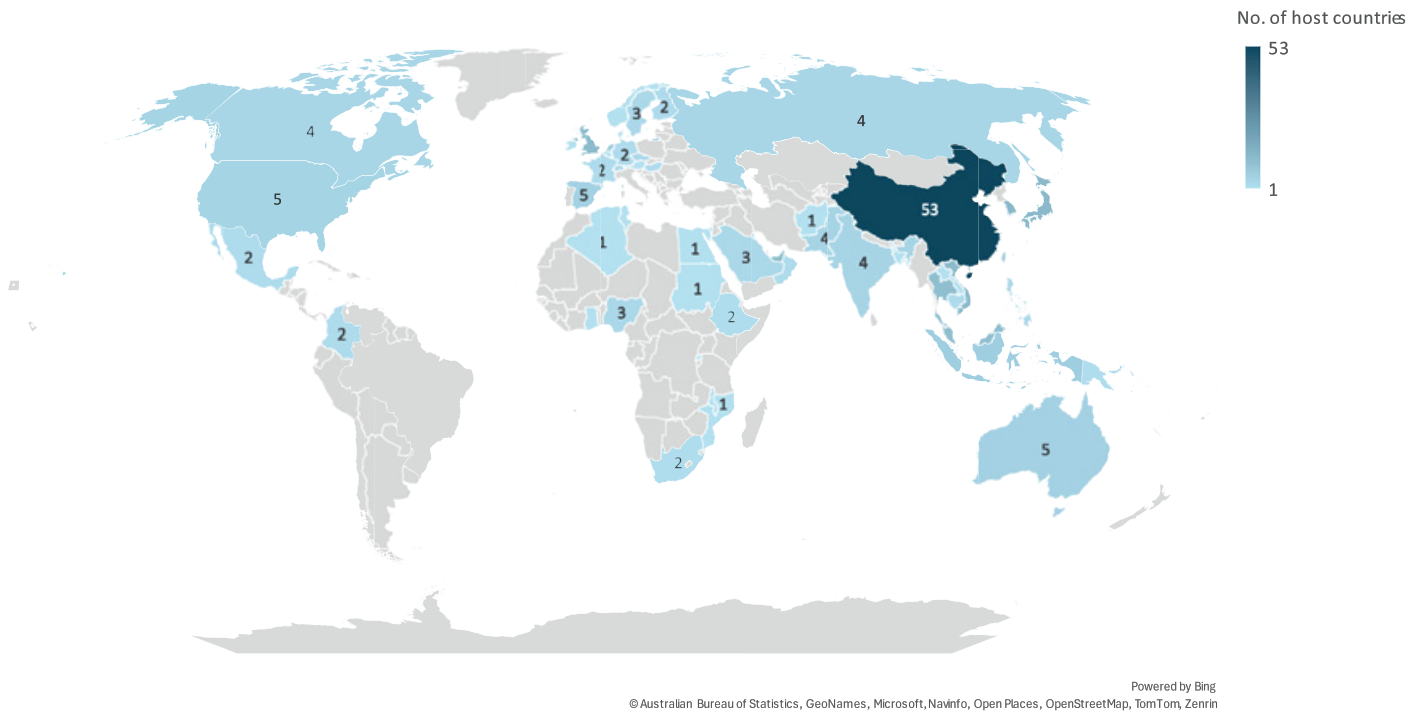


Figure 4 Host countries for data collection mapped by number of mentions ($N = 253$). Map chart created in Excel.

In total, twenty-three (twenty-four with Russia) of the fifty-eight countries included in our analysis were located in Asia, accounting for just over 40 percent of the sample of host countries. In comparison, there were seventeen European countries (eighteen with Russia), accounting for around 30 percent, in our sample. African countries made up 19 percent (eleven countries) of the sample; North America 5.3 percent (three countries); Oceania 3.5 percent (two countries), while only one country, Colombia, was located in South America.

The results allow us to address the WEIRD bias by identifying countries that are over- and underrepresented in empirical research. On the one hand, it is not surprising that China, including Hong Kong, and the UAE are well represented, given the large number of IAs in these regions. In 2019, the UN estimated that international migrants made up around 40 percent of the total population in China, Hong Kong SAE, and as much as 88 percent in the UAE (United Nations, 2019). However, another country close to the UAE, namely Qatar, where migrants also are in the majority accounting for around 79 percent of the total population, was not included in our sample. This observation demonstrates that there are some biases in terms of host country representation also within the same geographical region.

On the other hand, there is clearly potential to advance the study of IA–HCN interactions by including empirical data from other regions and continents. South America, for example, is notably underrepresented in our sample, although we acknowledge that the proportion of IAs in this region is lower compared to other regions, with IAs averaging 1.8 percent of the total population. Still, some countries, like Argentina, where IAs account for nearly 5 percent of the population, could be valuable research sites. Including such locations could provide additional, more nuanced insights into the study of IA–HCN interactions from an intercultural perspective.

More research originating from African countries would also be welcome, in particular countries like Gabon (with around 19 percent IAs), and Equatorial Guinea (17 percent IAs) (United Nations, 2019). The same can be said about Eastern European and South European countries, which also are underexplored in our sample.

2.3 Thematic Structure

Based on the authors' keywords, we plotted a conceptual map (see Figure 5) to illustrate the development of the themes in the IA–HCN interactions field over time (1989–mid 2024). This longitudinal analysis allowed us to better understand the expansion and internal dynamics of the field (Sharma et al., 2022). Thematic mapping analysis identified twelve themes shown in ovals in Figure 5, which we defined through a thematic analysis of twelve clusters of keywords

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

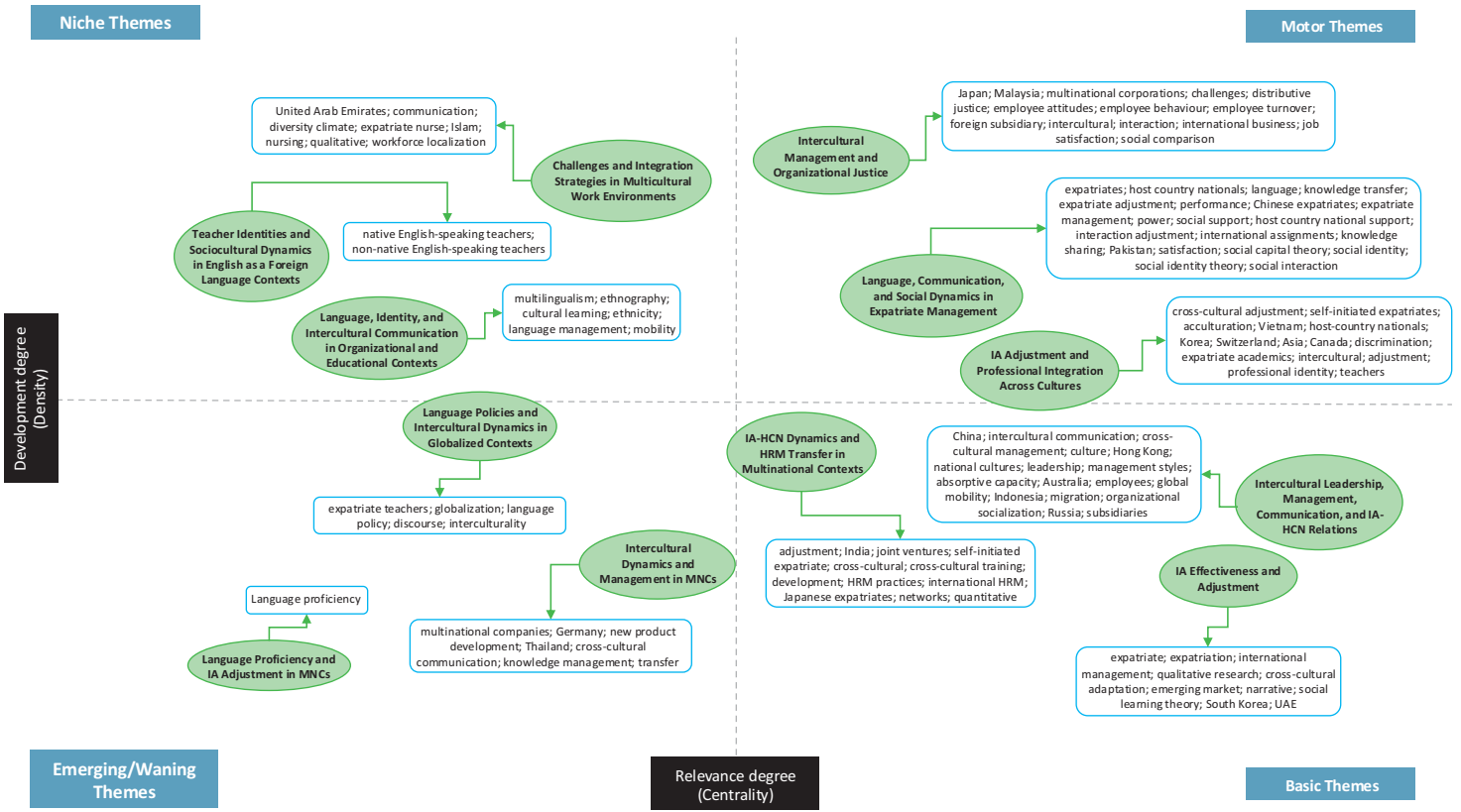


Figure 5 Thematic map based on authors' keywords (Source: graph created using Biblioshiny results).

(first-order concepts) listed in rounded rectangles in Figure 5. Specifically, we defined (second-order) themes (see also Figure 6 in Section 3) by referring to studies clustered through thematic mapping analysis, for a more contextualized understanding of those concepts. This was especially useful for clusters with a low number of keywords (e.g., articles in the cluster with the keyword "language proficiency" were conceptually linked by the theme of *Language Proficiency and IA Adjustment in MNCs*).

The twelve subsequent themes are mapped on two dimensions: (1) Callon's *centrality*, which indicates the relevance of the themes by quantifying the degree of interaction between them; and (2) Callon's *density*, which indicates the degree of development of the themes by quantifying their internal strength (Callon et al., 1983). These dimensions form four quadrants: (a) *motor themes* (high density and high centrality) that are significant and well-developed, (b) *basic themes* (low density and high centrality) that are significant but underdeveloped, (c) *niche themes* (high density and low centrality) whose significance is marginal, and (d) *emerging/declining themes* (low density and low centrality) that are poorly developed and less significant (Bretas & Alon, 2021; Sharma et al., 2022).

2.3.1 Motor Themes

The motor themes, which are driving the IA–HCN interaction field, include language, communication, and social dynamics in expatriate management, IA adjustment and professional integration across cultures, and intercultural management and organizational justice.

Language, Communication, and Social Dynamics in Expatriate Management

The most frequent cluster (frequency = 96) within the field of IA–HCN interactions comprises studies focusing on the multifaceted aspects of expatriate management, particularly the critical role of language and social dynamics in fostering successful international assignments and improving interactions between IAs and HCNs.

Research highlights the importance of corporate language proficiency (Peltokorpi, 2015a), social interactions (Ewers, 2013), relationship-building, and effective communication through managing anxiety and uncertainty (Hsu et al., 2024). For example, exploring the power dynamics associated with language and translation in MNCs, Logemann and Piekkari (2015) explored the power dynamics associated with language and translation in MNCs, finding that language proficiency and the strategic use of translation can significantly influence organizational processes and employee interactions. Similarly, Heizmann et al. (2018)

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

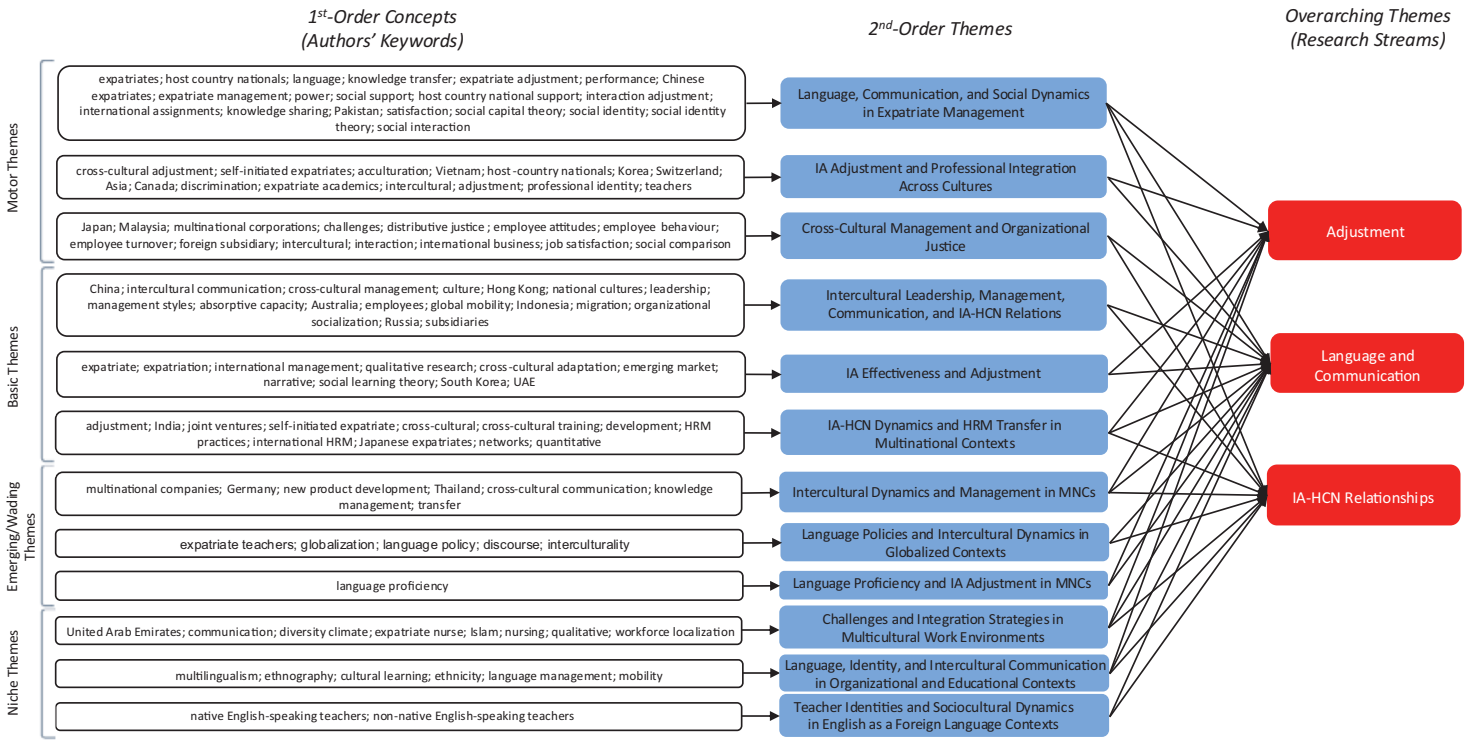


Figure 6 Development of research streams based on thematic analysis of authors' keywords.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

demonstrated the critical role of power and communicative relations in facilitating or hindering knowledge sharing between IAs and HCNs in Vietnam.

Furthermore, studies showed how *language and communication barriers* influence staffing decisions, such as the choice to send IAs or hire locals for foreign subsidiary CEO positions, underscoring the impact of effective communication on managerial effectiveness across geographically dispersed teams (Goodall & Roberts, 2003; Tenzer et al., 2020) and for maintaining managerial effectiveness across geographically dispersed teams. HCNs often act as boundary spanners, filling the semantic void in communication due to superior local language skills (Kuki et al., 2021).

Cultural aspects also play a significant role in *knowledge transfer* processes. Jannesari et al. (2016) linked knowledge transfer with culturally dependent self-construal (i.e., independent vs. interdependent views of self), finding that IAs and HCNs in China with a more interdependent self-construal tend to be more successful in the knowledge transfer process. This sense of belonging via attachment to high-quality relationships was emphasized as a critical factor in shaping successful IA–HCN interactions.

Next, *gender differences in IA adjustment* were explored by Cole and McNulty (2011), who found that female IAs often fit in better than their male counterparts due to higher levels of self-transcendence, facilitating smoother integration into the host country.

Furthermore, Detzen and Loehlein (2018) investigated *linguistic tensions* between global Englishization and local multilingualism in highly multilingual professional contexts in Luxembourg, suggesting that language can create cohesion and division within firms. *Social support* has been shown to play a crucial role in shaping IAs' adjustment, with advice from locals enhancing understanding and integration into the host culture (Bayraktar, 2019; Mahajan & Toh, 2014). Organizational support is more effective when IAs perceive low social costs in seeking advice from HCNs (Mahajan & Hassan, 2024), and *language skills* are essential for gaining social support and enhancing work engagement (Abdul Malek et al., 2013).

However, not all organizational support benefits IA–HCN interactions. Huang et al. (2020) revealed that creating a unique workplace environment similar to the IAs' home country can generate cultural barriers that limit IA–HCN communication, causing cultural clashes and hindering project progress. Additionally, perceived favoritism towards IAs can lead to social comparisons, affecting workplace interactions (Kuki et al., 2021; Yusuf et al., 2022).

Trust development through IA–HCN interactions is crucial for learning and work performance. Fee and Michailova (2020) found that mutual trust is a prerequisite for HCNs' learning, which occurs informally through interactions

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

with IAs. Mumtaz and Nadeem (2023) found that trust and intercultural communication positively impact group memberships between Chinese IAs and HCNs in Pakistan.

Perceptions also shape IA–HCN interactions. Bonache et al. (2009) showed how significant pay differences affect HCNs' perceptions of pay fairness, leading to feelings of unfairness and adverse effects on workplace harmony and collaboration. In turn, Wyant and Kramer (2021) demonstrated how HCNs' perceptions and expectations of IAs shape intercultural workplace dynamics, with discrepancies between expectations and observations leading to negative interpretations of IAs' roles.

Moreover, perceived *value similarity* between IAs and HCNs and ethnocentrism can impede effective intercultural interactions and adjustment (Varma et al., 2012), while perceived similarity in beliefs can boost identity transformation and adjustment (Nadeem & Mumtaz, 2018). However, excessive adjustment may have negative implications for work relationships in the long run, as shown by an inverse U-shaped relationship between adjustment and trust/intercultural communication in Pakistan (Mumtaz & Nadeem, 2020), as well as a reversed relationship between IA adjustment and the development of a common social identity (Mumtaz & Nadeem, 2023). These counterintuitive empirical findings call for further research, to which we return in Section 5.

Language also moderates organizational actors' perceptions. Lauring et al. (2023) found that high common organizational language (English as a lingua franca, ELF), but not the local language, can compensate for a weaker perceived reputation in predicting collaboration performance, highlighting the importance of linguistic capital in intercultural collaborations.

Finally, the *frequency and quality of communication* between HCNs and IAs are critical.

Jannesari et al. (2021) found that communication frequency mediates the relationship between HCNs' openness/extraversion and performance, emphasizing the role of intercultural communication in a multicultural workplace. Wang & Toh (2023) established the importance of interaction quality for successful international assignments in Taiwan. (Elo et al., 2023) showed that the possibility to communicate with both HCNs and co-nationals is an important factor affecting international nurses' satisfaction and shaping their global mobility patterns.

IA Adjustment and Professional Integration Across Cultures

The second cluster (frequency = 50) comprises research revolving around the themes of intercultural adjustment, IA experiences, and the professional

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

integration of IAs in various international and multicultural contexts, as reflected by the occurrence of keywords with country names.

Studies have explored a range of *factors shaping IA adjustment and IA–HCN interactions*, including individual factors like language skills (Arseneault, 2020), personality (Jannesari et al., 2017), culture-specific leadership orientation (task-/people-orientation), communication and conflict resolution skills (high/low-context culture), and power relationship styles (high/low power distance) (Wong et al., 2006). Other factors include beliefs about the ethnicity of IAs and HCNs (Fan & Kashima, 2022); prior international experience (Chen, 2022; Yan et al., 2019); familial factors such as the impact of a spouse's nationality on IA adjustment (Davies et al., 2015; Ravasi et al., 2015); organizational factors (Chen, 2022; Konanahalli et al., 2012); and host-country factors like culture-specific communication styles, cultural dimensions (individualism/collectivism, hierarchical differences) (Arseneault, 2020), political environment, and corporate policies (Yan et al., 2019).

Konanahalli et al. (2012) emphasized the critical role of *organizational support*, such as training, social support, and mentoring, before and during assignments. Jannesari et al. (2017) further found that *supportive supervisor relations enhance adjustment* by moderating the relationship between SIEs' proactive personality and psychological availability (i.e., an individual's belief that they are physically, cognitively, and emotionally ready or confident to engage the self with their colleagues).

Social networks and *online support* also play a role in IA adjustment. Froese (2010) showed how high-skilled Western migrants (e.g., bicultural and biracial individuals) leverage language skills and social networks to cope with discrimination in Korea and Japan, while enjoying the advantage of being foreigners to whom superior knowledge and skills are ascribed. Lakshman et al. (2020) linked biculturalism with adjustment through higher attributional accuracy, while Furusawa and Brewster (2019) developed a model showing that boundary-spanning behavior is enhanced by knowledge of the host language and culture, social capital, and global career opportunities.

Lüdi (2013) discussed how receptive *multilingualism* can be a strategy for effective communication and resource sharing among social network members in Swiss workplaces. Hofhuis et al. (2019) found that while social network contact with home-country relations provides online support, it may also lead to alienation and homesickness, as IAs place more emphasis on their own cultural heritage. By contrast, contact with host-country relations predicts participation in the host culture and social interaction, and strengthens friendships with locals.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Gender differences in IA adjustment were also observed in studies within this cluster. Salamin and Davoine, (2015) found higher international adjustment among female IAs in Switzerland, although no gender-based differences were seen in general adjustment.

Identity construction and *diversity management* in multicultural workplaces are other key areas of research, especially in international educational contexts (Eusafzai, 2015; Nguyen, 2017; Schnurr & Zayts, 2012). For example, Nguyen (2017) showed how professional identity develops within IA and local teacher communities, while (Eusafzai, 2015) highlighted the social and cultural empowerment of students through localized pedagogy. In turn, Shin and Gress (2018) found that language deficiency diminishes the positive perceptions of international academics by local university managers in Korea.

Research also focuses on *management and professional skills* in international business contexts, with Park and Choi (2014) highlighting the importance of communication and cultural skills for success in international business for both international and local managers (Neupert et al., 2005).

Intercultural Management and Organizational Justice

The third motor cluster (frequency = 30) encompasses a research agenda on organizational justice and work outcomes in multicultural settings (Ahmad & Scott, 2021; Hassan & Hashim, 2011; Leung et al., 2001; Peltokorpi et al., 2021), diversity management practices (Malik et al., 2017; Shimoni, 2011), and factors affecting the operations and integration of foreign subsidiaries (Ahmad & Scott, 2021; Peik Foong & Richardson, 2008; Peltokorpi, 2015b), as well as IA commitment and retention (Akhimien & Adekunle, 2023; Nguyen et al., 2014).

Research on *organizational justice and work outcomes* shows the significant impact of perceived fairness in salary disparities between IAs and local employees (organizational justice) on job attitudes and satisfaction impacts job attitudes and satisfaction (Leung et al., 2001). Managers' practices that support IA–HCN relationships help mitigate HCNs' negative perceptions (Ahmad & Scott, 2021; Nguyen et al., 2014). In higher education, organizational justice plays a crucial role in shaping teaching faculties' job satisfaction, commitment, and turnover intentions (Hassan & Hashim, 2011).

Language proficiency is pivotal in shaping perceived justice and work outcomes. In foreign subsidiaries in Japan, HCNs' fairness perceptions, influenced by their English proficiency, affect their trust in IAs. High levels of English proficiency foster stronger IA–HCN relationships (Peltokorpi et al., 2021), in line with Anxiety/Uncertainty Management Theory (Gudykunst, 2005) employed in Peltokorpi and colleagues' study.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Studies on *diversity management* reveal the hybridization of local management cultures within MNCs, showing how global practices are adapted, resisted, or blended with existing local norms (Shimoni, 2011). They also examine how intercultural communication between IAs, HCNs, and other stakeholders, such as customers in the tourism and hospitality sectors, is managed and negotiated in everyday organizational practice (Malik et al., 2017).

Various factors influence *international operations and integration in MNC subsidiaries*. These include language policies and the nationality of top managers (Peltokorpi, 2015b), language and communication problems perceived by HCNs (Ahmad & Scott, 2021; Peik Foong & Richardson, 2008), as well as cultural challenges, service quality, and operational dynamics (Ahmad & Scott, 2021).

The commitment and retention of Western IAs in Vietnam are influenced by several work conditions, including job autonomy, leader support, and remuneration (Nguyen et al., 2014). Additionally, perceived social support systems can buffer the adverse effects of cultural distance on IAs' adjustment (Akhimien & Adekunle, 2023).

2.3.2 Basic Themes

The basic themes, which are significant but underdeveloped, cover the following issues: intercultural leadership, management, communication, IA–HCN relations, IA effectiveness and adjustment, IA–HCN dynamics, and HRM transfer in multinational contexts.

Intercultural Leadership, Management, Communication, and IA–HCN Relations

This cluster (frequency = 69) focuses on leadership, management, and intercultural interactions in multicultural workplaces. It examines culture-specific *leadership styles* and IA–HCN intercultural interactions that facilitate access to local knowledge. Studies highlight how leadership and management practices are shaped by cultural contexts (Vora & Kainzbauer, 2020; Yu & Huat, 1995; Zhou et al., 2005), addressing challenges and dynamics of intercultural leadership and competencies (Deng & Gibson, 2009; Suutari et al., 2002; Wong et al., 2007). Research also explores how IAs adapt to local management styles (Ferguson et al., 2007; Suutari et al., 2002) and the role of social support in mediating the relationship between IAs' psychological capital and burnout (Fu & Charoensukmongkol, 2022).

Research investigates the adverse effects of cultural distance (Qin et al., 2008) and how it, combined with communication barriers, impacts knowledge

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

transfer, as well as the positive effects of learning orientation and absorptive capacity (Ojo & Raman, 2015; Situmorang & Japutra, 2024).

Intercultural communication is another significant topic, examining nuances and challenges in multinational settings. Studies explore everyday interactions, such as small talk (Mak & Chui, 2013) and stress from insufficient English competence and information shortage (Okamoto & Teo, 2011). Research demonstrates how intercultural communicative skills help IAs overcome cultural difficulties and integrate with local employees (Djatmika et al., 2024). A common language and noncompetitive relationships between IAs and local employees foster a community of practice and social capital, providing IAs with access to local knowledge (Urzelai & Puig, 2019).

Other studies reveal *culture-based communication problems and differences in styles* (Jonasson & Lauring, 2012; Zi & Linke, 2021), including misinterpretations, misperceptions, misunderstandings, and strategies for effective intercultural IA–HCN interactions (Abdulai et al., 2017). Moreover, research examines the effects of IA–HCN communication on other organizational actors, such as students (Wong & Oh, 2023), and on processes like brand internalization across borders (Tarnovskaya & de Chernatony, 2011).

This cluster also addresses the *HR challenges and IA–HCN relations*, highlighting value gaps between IAs and local employees that affect management relations, community building, transparency, and planning horizons (Wong & Oh, 2023; Zi & Linke, 2021). Empirical data sometimes contradicts cultural predictions about intercultural relationships, such as the notion that East Asians are people-oriented and prefer high-context power relationships while Westerners are task-oriented and prefer low-context power relationships. For instance, Wong et al. (2007) found these predictions to be less accurate in intercultural interactions within multicultural workplaces.

IA Effectiveness and Adjustment

This cluster (frequency = 40) focuses on factors influencing *IA effectiveness and adjustment*, including the role of host language proficiency and communication with HCNs (AlMazrouei et al., 2016; Pekerti et al., 2021; Peltokorpi & Pudelko, 2021; Siljanen & Lämsä, 2009; Wilczewski et al., 2018), support from HCNs (often bearing costs for HCNs) (Fee, 2020), informal ties and affective networks (Horak & Yang, 2016), and IAs' motivations and host cultural factors (Farcas & Gonçalves, 2017),

Low *host-language proficiency* is seen as a significant obstacle to local knowledge, learning, decision-making processes, and IA interactional adjustment. It often leads to exclusion, social isolation, stress, frustration, and

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

negative attitudes toward collaboration with local personnel (Wilczewski et al., 2018). Surprisingly, however, contrary to the assumption that higher language skills lead to better interactional adjustment, Peltokorpi and Pudelko (2021) found a curvilinear U-shaped relationship, where high proficiency increases outgroup categorization due to identity threat. Thus, these findings challenge the belief that higher language proficiency automatically improves relationships with local employees.

Similarly, Siljanen and Lämsä (2009) questioned the prevailing assumption that communication with HCNs leads to higher cultural adjustment. Their qualitative study found that factors like career advancement, local host community, and ideology might be more significant for IA adjustment in Israeli–Palestinian contexts.

Horak and Yang (2016) uncovered that culture-distinctive social ties, such as Yongo networks in South Korea, hinder IA adjustment, limiting their effectiveness. Studies explore how these elements contribute to or limit IAs' success.

Factors influencing IAs' success include *intercultural skills*, *cultural intelligence (CQ), and contextual factors* that constrain the application of these skills (Moon et al., 2013; Wang et al., 2017). Importantly, home-developed intercultural skills (among others, self-maintenance, interpersonal, and communication skills) may not always be transferable in host countries with different social expectations (Wang et al., 2017). Research (Moon et al., 2013) also finds positive associations between CQ and factors like self-monitoring, perception of promotion opportunities, prior international work experience, and interaction with HCNs.

IA–HCN Dynamics and HRM Transfer in Multinational Contexts

This cluster (frequency = 36) addresses the transfer of HRM practices in MNCs (Gamble, 2003; Hollinshead, 2017; Singh et al., 2019), IA adjustment and performance (Bruning et al., 2012; Fu et al., 2017; Furusawa & Brewster, 2019; Harrison & Michailova, 2012), IA–HCN interactions (Lauring et al., 2019; Varma et al., 2021), challenges faced by IAs such as structural inequalities (Botelho, 2021; Van Zolingen et al., 2012), and the impact of local culture and institutional contexts on IA adjustment (Atay et al., 2024; Mathew & Burgess, 2023).

Regarding *HRM practices*, Singh et al. (2019) explore how cultural friction, especially the presence of parent-country nationals (PCNs) in foreign subsidiaries, affects subsidiary performance. Hollinshead (2017) examines the micropolitical complexities of operating over institutional distances in the

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

pharmaceutical industry, emphasizing power, resistance, ethnicity, and language issues in HRM practice transfer.

Research on *IA adjustment and performance* highlights the important role of social ties and support (Harrison & Michailova, 2012). However, Bruning et al. (2012) noted a paradox where high network ties improve performance but hinder adjustment. In turn, Varma et al. (2021) illustrate the unfolding of IA–HCN interactions over time, emphasizing perceived categorization and value similarity in securing HCN support and facilitating IA adjustment.

Challenges faced by IAs include *structural inequalities*, as seen in Botelho's (2021) study of Scandinavian IAs in Mozambique, who, by insisting on equality and autonomy as the basis for social interactions, engage in building social enclaves that reinforce structural inequalities by using domestic labor while refusing to recognize the implication of this structurally unequal employment in the local context. Finally, Mathew and Burgess (2023) use a case study of Toyota in India to demonstrate how disrespect by international managers toward local employees can lead to long-term industrial unrest and conflict due to clashes between global management practices and local norms.

2.3.3 Emerging/Waning Themes

The emerging and waning themes in this section cover intercultural dynamics and management in MNCs, language policies and intercultural dynamics in globalized contexts, and language proficiency and IA adjustment in MNCs.

Intercultural Dynamics and Management in MNCs

This cluster (frequency = 28) focuses on various aspects of MNCs and their operations in diverse cultural and geographical contexts. Most studies within this cluster have received a small number of local citations (TLC $\leq$ 1) and local citations within the last three years (TLCe $\leq$ 1), indicating that this theme appears to be waning than emerging, with the exception of Angouri (2013) that has a TLCe = 1.

Key topics include knowledge management (Beaverstock, 2004), knowledge transfer (Awang et al., 2013), and HRM policies (Dickmann, 2003) across regions. Studies also explored the role of language and IA–HCN interactions in forming transnational communities (Beaverstock, 2004; Urzelai & Puig, 2019) and enhancing HCNs' adjustment, ultimately impacting team performance and relationships among team members (Darawong & Igel, 2012).

Language policy and practices in MNCs are also examined. Angouri (2013) explored language policy and language practices in a consortium of three MNCs, emphasizing a flexible, pragmatic approach to language use and the

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

importance of multilingualism in workplace interactions. This study highlights the strategic (non)implementation of language policies and the interaction between local languages and English as the official corporate language.

Other studies focus on intercultural communication skills (Abugre, 2018) and their impact on IA adjustment, work outcomes, and locals' adjustment (Darawong & Igel, 2012). Additionally, research explores local culture-specific communication and leadership styles (Vora & Kainzbauer, 2020) and strategies for the effective transfer of HR practices, including factors such as cross-border communication, trust, and power distribution (Dickmann, 2003).

Moreover, studies link communication with conflict management, showing how *intercultural communication affects personal and relationship conflicts* in multinational projects and MNCs. These studies highlight the importance of intercultural communication skills and understanding differing cultural patterns for managing interpersonal conflicts and improving relationships between IAs and local managers (Abugre, 2018; Darawong et al., 2016; Darawong & Igel, 2017).

Language Policies and Intercultural Dynamics in Globalized Contexts

This cluster (frequency = 14) explores the complexities of language, cultural integration, and professional dynamics in both educational and industrial settings, emphasizing the interplay between local and global influences and the unique challenges faced by IAs. Given the absence of trendy studies in this cluster (TLCe = 0) and the low number of overall local citations (TLC ≤ 3), these topics appear to be waning rather than emerging.

For example, Peltokorpi and Vaara (2012) examine the recontextualization of language policies in foreign subsidiaries and the various models of integration and adaptation these policies undergo. This includes the emergence of hybrid language practices, the role of key actors, and the power implications of these policies.

International teachers in international schools face cultural and educational challenges, intercultural interactions, and professional development implications. Studies focus on interaction strategies and their impact on relationships between teachers and the perceptions of their roles by students and colleagues (Bridges & Emerald, 2013; Bunnell & Poole, 2022; Golis, 2024; Shi, 2017).

Research also explores local relations in the context of globalization, highlighting challenges for MNCs and local communities (Anderson & Delgado, 2023; Léonard & Dion, 2003). For example, Anderson and Delgado (2023) examine the discursive construction of interculturality in the culturally hybrid

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Mexican city of San Miguel de Allende, emphasizing the dominant discourse of Americanization and resistant discourses from both locals and migrants, which problematize this hybridity in terms of its social and economic impacts on local communities.

Language Proficiency and IA Adjustment in MNCs

This cluster (frequency = 3) covers various aspects of language skills influencing IAs' experiences and effectiveness in MNCs. This cluster exemplifies an emerging theme due to a relatively higher number of local and trendy citations (TLC ≤ 7, TLCe ≤ 2).

Studies in this cluster examine the critical role of *language proficiency* in shaping IA–HCN communication patterns and dynamics across different language-based communication zones (Babcock & Du-Babcock, 2001). They also explore the impact of IAs' host language proficiency on IA–HCN interactions, social support, and adjustment (Zhang & Peltokorpi, 2016), and the role of local language proficiency in the development of organizational identification within MNCs, which influences IAs' adaptation to the subsidiary (Ishii, 2012).

2.3.4 Niche Themes

Niche themes in this section include cultural and communication dynamics in multicultural work environments, language, identity, and intercultural communication in global organizational and educational contexts, and teacher identities and sociocultural dynamics in English as a foreign language (EFL) contexts.

Challenges and Integration Strategies in Multicultural Work Environments

The cluster (frequency = 23) primarily addresses the challenges and dynamics of communication, learning, and integration within diverse, multicultural, and IA-dominated environments. Key topics include *barriers to managerial learning and adjustment*, such as social identity vulnerabilities (Simon & Davies, 1996); *organizational communication* in fostering a positive diversity climate, where Goby et al. (2015) highlight the need to re-establish indigenous communication practices to aid the integration of locals into the IA-dominated workforce; the *language, communication, and relationship-building barriers* of internationally educated nurses (Lum et al., 2016; Oakley et al., 2020) and IA-local nurse collaboration and challenges in knowledge sharing (Tjoflåt et al., 2016); barriers to information sharing caused by IA's reluctance to share information with local employees in Dubai's private sector (Goby et al., 2017); and the role of home- and host-country mentors in Western IAs' coping in the UAE (Tahir, 2021).

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Moreover, Thomas (2024) has linked the professional identities, language use, and cultural selves of English-speaking migrants in the UAE, emphasizing their propensity toward transnationalism, due to their transient and impermanent status. This indicates the need for further research on the sociolinguistic complexities of migrant populations.

Language, Identity, and Intercultural Communication in Global Organizational and Educational Contexts

The cluster of studies (frequency = 15) encompasses topics related to language, identity, and intercultural communication in globalized organizational and educational settings. Within the MNC context, a study on the relationship between language and social identity (Lauring, 2008) found that the relationship between language and social identity is negotiated in IA–HCN intercultural interactions, and that language is used symbolically in identity-making processes, leading to both polarization and accommodation between groups. Other topics include strategies to solve language and communication problems within MNCs (Nekvapil & Sherman, 2009), IAs' intercultural learning and the development of intercultural competence along various acculturation stages (Fernandez et al., 2006), the impact of IAs' cultural learning on IA–HCN collaboration (Wilczewski et al., 2019), and language ideologies and organizational relationships (Kim & Angouri, 2023), which show how linguistic differentiation is used to negotiate power dynamics and group membership, offering insights into the complex linguistic landscape of multinational workplaces.

Beyond MNCs, research has focused on the intercultural competences needed for effective intercultural interactions in NGOs (Charleston et al., 2018), and the role of multilingualism in defining organizational members as "expats" versus "locals" and constructing mobile humanitarians' privilege within the Red Cross (Garrido, 2017).

In higher education contexts, studies explore correlates such as linguistic abilities and educational experiences that contribute to intercultural communication competence in multilingual student populations (Al-Sumait et al., 2022) and the experiences of international English language teachers in Hong Kong, focusing on their adaptation and mobility patterns (Lam, 2013).

Teacher Identities and Sociocultural Dynamics in English as a Foreign Language Contexts

This cluster (frequency = 4) explores the dynamics of native English-speaking (NES) and non-native English-speaking (NNES) teacher identities and

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

sociocultural influences in English as a Foreign Language (EFL) contexts. Specifically, Cheng and Zhang (2021) found that EFL teachers' language and sociocultural backgrounds impact their pedagogical practices in written feedback provision, showing significant differences between NES and NNES teachers at a Chinese university.

In turn, Yim and Hwang (2019) examined the identities of NES and NNES primary school teachers in South Korea, identifying two different types of symbolic capital shaping hegemonic relations that construct an antagonistic collective habitus between international and local teachers: "native-speakerism" and "qualified tenured teacher." They found that intercultural relationships characterized by power fluctuations shape teachers' professional identities, increasing their dissatisfaction with their current roles.

3 Research Structure of International Assignee–Host Country National Interactions

3 Overview

This section outlines the research structure of the IA–HCN interactions field as identified through our analysis, comprising three main streams: adjustment; language and communication; and IA–HCN relationship. These streams intersect with disciplines such as communication, linguistics, psychology, human resource management, and international business. Through thematic and content analyses, we present the current state-of-the-art within each stream, highlighting key studies that have contributed significantly to our understanding of IA–HCN interactions.

3.1 Identification and Validation of Research Streams

We combined thematic and content analysis to establish the research streams of the IA–HCN interactions field. Figure 6 shows the development, through Gioia methodology (Gioia et al., 2013), of three major research streams: *adjustment*; *language and communication*; and *IA–HCN relationships*. These streams were derived from the first-order concepts identified through thematic mapping, as discussed in Section 2.3. The figure also details the motor, basic, emerging/waning, and niche themes associated with each stream.

To further validate the streams, we performed bibliographic coupling analysis of 139 most impactful documents in terms of the number of citations (≥ 5) and links with other documents (≥ 50) (see Figure 7) as well as content analysis of the most impactful articles (see Table 3), which confirmed the number and meaning of the streams.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

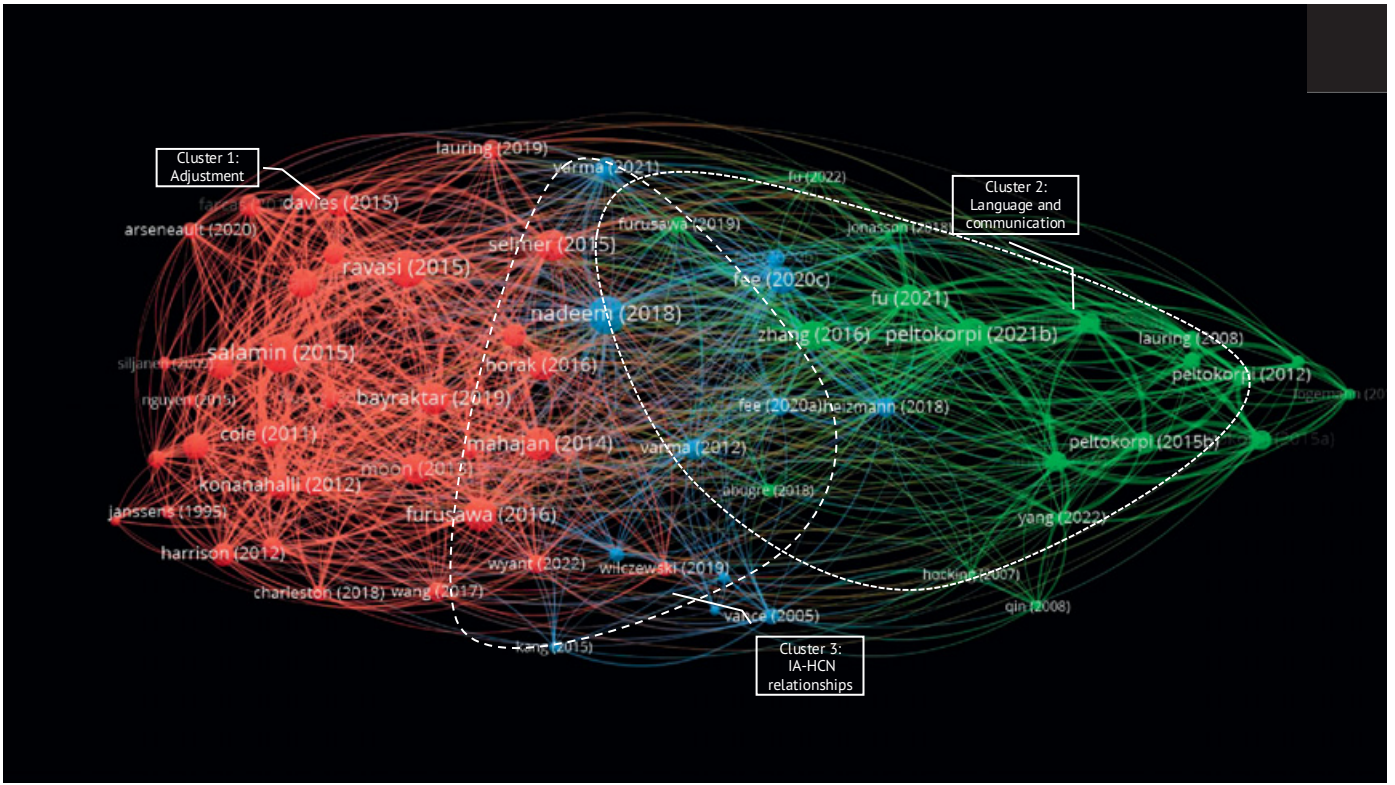


Figure 7 Bibliographic coupling of documents (Source: VOSviewer).

Note: Citations of the document ≥ 5; link strength ≥ 50.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Table 3 The twenty-seven most impactful articles (TLC ≥ 2) within three research streams (sorted by TLC)

Author(s)/Year/Title/	Method and Sample	Theory	Conceptualization/ Operationalization of IA–HCN Interactions	TLC	TLC/t	TGC	TGC/t	TLCe
Research Stream: Adjustment								
Mahajan and Toh (2014). Facilitating expatriate adjustment: The role of advice-seeking from host country nationals.	Quantitative: self-report survey data from 350 IAs in the USA	N/D	Advice-seeking from HCNs (e.g., "I seek advice from this person to better understand acceptable behaviors in my workplace")	13	1.18	90	8.18	5
Johnson et al. (2003). Expatriate social ties: Personality antecedents and consequences for adjustment.	Quantitative: self-report survey data from 75 Dutch IAs in over 40 different countries	Core self-evaluations; Social learning theory	Social ties characteristics (number of social ties with IAs and HCNs); breadth (nonwork information, business information, and social support) and depth (closeness, duration, and frequency) of relationships with IAs and HCNs	8	0.36	144	6.55	0
Peltokorpi and Froese (2009). Organizational expatriates and self-initiated expatriates: Who adjusts better to work and life in Japan?	Quantitative self-report survey data from 179 IAs in Japan	Organizational identification	Interacting and speaking with HCNs	9	0.56	228	14.25	1

Bruning et al. (2012). Host country national networks and expatriate effectiveness: A mixed-methods study.	Mixed methods: survey data from 70 and interview data from 35 IAs (mostly from Canada, Europe, and the USA) in China	Social network theory; dissonance literature	General network characteristics (size, frequency, density, and closeness) with HCNs	5	0.38	69	5.31	2
Neupert et al. (2005). International management skills for success in Asia: A needs-based determination of skills for foreign managers and local managers.	Qualitative: interviews with 50 HCN and 24 international managers in Vietnam	N/D	Communication interactions that require language, communication, and negotiation skills	3	0.15	31	1.55	0
Deng and Gibson (2009). Mapping and modeling the capacities that underlie effective cross-cultural leadership.	Qualitative: interviews with 19 HCN and 32 Western international managers in China	Theory of transformational leadership, cultural intelligence, and emotional intelligence	Interactions between leaders and other people, which encompass social interactions (with emotional awareness and emotional regulation affecting the quality of interactions) and intercultural communication (requiring language, interpersonal, and intercultural skills such as cultural intelligence)	3	0.19	34	2.13	0

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Table 3 (cont.)

Author(s)/Year/Title/	Method and Sample	Theory	Conceptualization/ Operationalization of IA–HCN Interactions	TLC	TLC/t	TGC	TGC/t	TLCe
Nadeem and Mumtaz (2018). Expatriates adjustment through transformation of social identity of Chinese expatriates working in Pakistan.	Qualitative: interviews with 30 Chinese international directors and managers in Chinese organizations in Pakistan	Social identity theory	Communication and social interactions (e.g., dining and social events)	3	0.43	23	3.29	1
Froese (2010). Acculturation experiences in Korea and Japan.	Qualitative: observations of author's own acculturation experiences in Korea and Japan	Acculturation theory	Communication and social interactions (e.g., during sporting activities)	2	0.13	47	3.13	0
Ravasi et al., (2015). Intercultural adjustment of skilled migrants in a multicultural and multilingual environment: an explorative study of foreign employees and their spouses in the Swiss context.	Quantitative: self-report survey data from 152 IAs in Switzerland, 126 of them included information on partner adjustment.	Intercultural adjustment	Communication and social interactions requiring language proficiency	2	0.20	50	5.00	1

AlMazrouei and Zacca (2015). Expatriate leadership competencies and performance: A qualitative study.	Qualitative: interviews with 25 international managers in the UAE	Literature on leadership competencies	Communication and dealing with others (solving their problems)	2	0.20	20	2.00	0
Davies et al. (2015). Burden or support? The influence of partner nationality on expatriate Intercultural adjustment.	Quantitative: self-report survey data from 299 international academics in China, Japan, and South Korea	Relational demography	Daily communication	2	0.20	48	4.80	1
Suutari et al. (2002). The challenge of interccultural leadership interaction: Finnish expatriates in Indonesia.	Qualitative: interviews with 16 international managers 20 HCNs in the affiliates of Western companies in Indonesia	Hofstede's cultural dimensions	Communication and work and social interactions with partners from different cultural backgrounds	2	0.09	25	1.09	0

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Table 3 (cont.)

Author(s)/Year/Title/	Method and Sample	Theory	Conceptualization/ Operationalization of IA–HCN Interactions	TLC	TLC/t	TGC	TGC/t	TLCe
Research Stream: Language and Communication								
Lauring (2008). Rethinking social identity theory in international encounters.	Qualitative: ethnographic fieldwork; 28 Danish IAs and 62 HCNs in England	Social identity theory	Intercultural communication/ interaction across linguistic boundaries	10	0.59	133	7.82	1
Peltokorpi and Vaara (2012). Language policies and practices in wholly owned foreign subsidiaries: A recontextualization perspective.	Qualitative: field notes, annual reports, interviews with 61 IAs, 40 HCNs, and 37 executive consultants in Japan	Recontextualization perspective	Communication and social interactions	7	0.54	93	7.15	0
Zhang and Peltokorpi (2016). Multifaceted effects of host country language proficiency in expatriate intercultural adjustments: A qualitative study in China.	Qualitative: interviews with 37 IAs and 33 HCNs in 13 Nordic subsidiaries in China	Social identity theory	Communication in work and nonwork/social contexts, including intermediated communication (e.g., HCN language nodes with English proficiency)	7	0.78	64	7.11	2

Hocking et al. (2007). Balancing global and local strategic contexts: Expatriate knowledge transfer, applications, and learning within a transnational organization.	Mixed methods: questionnaire survey with 71 and interviews with 12 Australia-based IAs	Experiential learning theory; HRM theory	Communication through which IAs acquire and share knowledge; it is defined frequency, geographic extent, mode of interaction, and resultant outcomes (Kostova & Roth, 2003); it includes personal modes (based on informal verbal exchanges) and nonpersonal modes (more formal documentary means such as memoranda, emails, and Web-site access)	3	0.17	98	5.44	0
Vance and Paik (2005). Forms of host country national learning for enhanced MNC absorptive capacity	Qualitative: interviews with 51 HCN managers in 49 different MNC foreign subsidiaries	Absorptive capacity	Communication and social interaction, as well as work-related interactions (supervisory and management activities)	2	0.10	57	2.85	0
Heizmann et al. (2018). Intercultural knowledge sharing between expatriates and host country nationals in Vietnam: A practice-based study of communicative relations and power dynamics.	Qualitative: interviews with 20 Australian IAs and 23 Vietnamese HCNs	'Practice-based' approach to knowledge sharing	The interactive communication practices that IAs and HCNs identify as crucial for developing shared understanding and enabling competent knowledge and action	5	0.71	49	7.00	2

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Table 3 (cont.)

Author(s)/Year/Title/	Method and Sample	Theory	Conceptualization/ Operationalization of IA–HCN Interactions	TLC	TLC/t	TGC	TGC/t	TLCe
Fee (2020). How host country nationals manage the demands of hosting expatriates: An exploratory field study.	Qualitative: interviews with 23 Vietnamese HCNs	Job-demand-resources	Intercultural and foreign language interactions; these include communication and relationship-building, e.g., through work and social activities	3	0.80	15	3.00	N/D
Fee and Michailova (2020). How host organizations prepare for and learn from expatriate assignments.	Mixed methods: organizational documents and 43 interviews with HCNs and IAs in 30 Vietnamese organizations	Theoretical assumptions on HCNs' work burdens and cognitive and emotional loads as a result of intercultural interactions	Intercultural and cross-language interactions; these include direct, indirect and social interactions in work and nonwork contexts	3	0.60	14	2.80	N/D
Babcock and Du-Babcock (2001). Language-based communication zones in international business communication.	Mixed methods: on-site observations, company records and documents, and interview data set	Expat-local personnel communication patterns	Direct and indirect communication between individuals who speak different languages and represent diverse cultural groups	2	0.08	67	2.79	0

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

	describing IA–HCN communication in 19 MNCs in Japan, Hong Kong, Mainland China, and Taiwan							
Shimoni (2011). The representation of cultures in international and cross cultural management: Hybridizations of management cultures in Thailand and Israel.	Qualitative: interviews with 16 Israeli and Thai international managers in Sweden and the USA	Grounded Theory	Communication/a social construction of meanings between individuals from different cultures	2	0.14	18	1.29	0
Ishii (2012). Dual organizational identification among Japanese expatriates: The role of communication in cultivating subsidiary identification and outcomes.	Quantitative: self-report survey data from 159 Japanese IAs in the USA	Organizational identification	Communication between individuals of different (culture-specific) language and communication styles	2	0.15	33	2.54	1

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Table 3 (cont.)

Author(s)/Year/Title/	Method and Sample	Theory	Conceptualization/ Operationalization of IA–HCN Interactions	TLC	TLC/t	TGC	TGC/t	TLCe
Research Stream: IAHCN Relationships								
Varma et al. (2012). Expatriate-local interactions: An investigation in China.	Quantitative: self-report survey data from 222 HCNs in Chinese organizations	Social identity theory; leader-member exchange theory	Interactions in work and nonwork contexts; they expose IAs to social support from HCNs	5	0.38	37	2.85	3
Rosenzweig and Nohria (1994). Influences on human resource management practices in multinational corporations.	Quantitative: self-report survey with 249 top officers from foreign-based MNCs in the USA	Institutional theory; HRM practices	IAs' interactions with HCNs	4	0.13	669	21.58	0
Bonache et al. (2009). The interaction of expatriate pay differential and expatriate inputs on host country nationals' pay unfairness	Quantitative: self-report survey data from 116 HCNs based in Spain, Colombia, Mexico, Spain, and the United Kingdom	Equity theory	Contact between IAs and HCNs in the workplace measured by the degree of interaction (frequency)	2	0.13	65	4.06	2

Yim and Hwang (2019). Expatriate ELT teachers in Korea: participation and sense of belonging.	Mixed methods: Interviews with 10 and online open responses with 289 international native-English-speaking teachers, a focus group interview with 5 non-native English-speaking teachers	Participation theory	Communication between speakers of different languages (native-English-speaking and non-native-English-speaking teachers)	2	0.33	16	2.67	1

Note 1: All indices retrieved from HistCite: TLC = Total local citations; TLC/t = Average local citations per year; TGC = Total global citations; TGC/t = Average global citations per year; TLC/e = Trending local citations at the end of the period covered.
Note 2: IA = international assignee, HCN = host country national.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

3.2 Major Research Streams in IA–HCN Interactions

In this section, we briefly describe the research streams based on the content analysis of the most impactful papers listed in Table 3. We limited the analysis to articles with local citations ≥ 2 to produce meaningful results that would not trade depth for breadth in our large dataset (209 articles). This search yielded twenty-seven most frequently cited articles (13 percent of the dataset), thus driving the field; this number corresponds with numbers suggested in the methods literature (Garfield et al., 2006).

The content analysis of the most impactful articles (see Table 3) revealed three streams of studies that differ in terms of methods, samples, theories, and impact on the development of the field as measured by local, global, and trending citation scores. Furthermore, these articles present varying conceptualizations of IA–HCN interactions, which will be discussed in greater detail in Section 4, focusing on the effects of these interactions.

The first research stream was defined as *adjustment* as it focuses on various aspects of adjusting to a new environment, including antecedents and outcomes of adjustment. The second research stream, *language and communication*, covers language use and communication practices between IA and HCNs. The third research stream concerns the nature and implications of *IA–HCN relationships.*

The majority of articles (thirteen) employed qualitative methods, followed by quantitative (nine) and mixed-research method designs (five). Half of the articles explored interactions in Asian countries, followed by Anglo-Saxon countries (seven articles), Indonesia, Pakistan, Sweden, and the UAE (one article each). Only two impactful articles (Johnson et al., 2003; Vance & Paik, 2005) used cross-national samples. The theoretical landscape was broad as the majority of articles used distinct theoretical perspectives. However, we found that social identity theory, which states that group membership constitutes a fundamental part of one's feeling of belonging (Tajfel & Turner, 2004), was most commonly applied to explain IA–HCN interactions (e.g., support from HCNs) (Varma et al., 2012) and links between language, social identity, and IA adjustment (Lauring, 2008; Nadeem & Mumtaz, 2018; Zhang & Peltokorpi, 2016).

In terms of impact, the most locally cited article (TLC = 13) was a study by Mahajan and Toh (2014), who found that IAs seeking advice from HCNs showed higher levels of work and interactional adjustment. This study was also most locally cited per year (TLC/t = 1.18) and was the most trending article (TLCe = 5), which suggests a growing interest in locals as a source of support for IAs. A study by Rosenzweig and Nohria (1994), which revealed the

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

significant effects of IA–HCN interactions on local human resource practices in MNCs, was most globally cited overall (TGC = 669) and per year (TGC/t = 21.58).

3.2.1 Adjustment

The first research stream was defined as *adjustment* as the publications within this stream focus on various adjustment domains (Black et al., 1991) as well as antecedents and outcomes of adjustment. Research into IA adjustment points to a variety of factors during the adjustment process, highlighting both similarities and differences in the findings.

Several studies have examined the role of *individual skills and social ties* in IA adjustment. Neupert et al. (2005) linked IAs' and HCNs' individual skills (e.g., professional, personal, and interpersonal skills, language and communication skills) and competencies (e.g., cultural understanding and awareness) with their adjustment. In their study of international management in Vietnam, both Vietnamese and international managers valued professional development, communication and cultural skills, and basic business skills in international business roles. For international managers, training in the local culture helped IAs become more efficient through understanding and awareness.

Similarly, in AlMazrouei and Zacca's (2015) study of international managers working within the UAE, communication ability, team-building qualities, and the ability to interact with HCNs were found to have a significant effect on IA adjustment. In cases with a low degree of IA adjustment, the same factors may explain the challenges, as in the case of Ravasi et al.'s (2015) study of IAs in Switzerland. Here, Ravasi et al. (2015) observe how inadequate language skills and inability to speak the local language as well as cultural distance led to difficulty establishing contacts with locals, which again explains low interaction adjustment for IAs.

Professional competencies, especially intercultural competencies, can be particularly important for successful adjustment for IA managers. In Deng and Gibson's (2009) study of Western international managers and local Chinese managers working in Australian businesses in China, findings showed how transformational leadership and emotional intelligence can contribute to effective leadership in multicultural environments. Hence, Deng and Gibson (2009) emphasize the importance of intercultural leadership competencies for successful international leadership. Similarly, Suutari et al. (2002) found that when Western IA managers in Indonesia adapted to local norms, their local subordinates perceived their leadership as comparable to that of host country national (HCN) managers in most aspects.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

In terms of *interactional factors*, Johnson et al. (2003) showed that IAs' social ties with other IAs and HCNs predict their adjustment, confirming social learning theory and the idea that individuals acquire new behaviors by observing and modeling the actions of others (Caligiuri, 2000). As observed by Johnson et al. (2003), individual core self-evaluations – which consist of factors like self-esteem, generalized self-efficacy, emotional stability, and locus of control – help IAs form ties with other IAs and locals, impacting both general and work adjustment.

In general, IAs' social networks are valuable sources for adjustment (Froese, 2010). This is particularly true for social networks including HCNs, as they promote higher IA adjustment as compared to social ties with third-country nationals and home-country partners (Davies et al., 2015). Interactions with HCNs can even lead to social identity changes for IAs, as observed by Nadeem and Mumtaz (2018) in their study of Chinese IAs' adjustment in Pakistan. However, this research also found that while IAs' behaviors and work habits often change in response to their new environment, their core beliefs and values remain typically less affected.

Furthermore, in their study of IAs in the USA, Mahajan and Toh (2014) found that IAs' who sought advice from HCN coworkers reported higher levels of both work and interaction adjustment. These findings call for active participation from IAs in seeking out advice needed to solve problems they experience. An important clarification is that HCNs are not the only or most important source of advice, but HCNs can be a significant resource and socializing agent when IAs allow them to take on this role.

However, the picture of IAs' social networks is more nuanced, as some empirical research indicates mixed effects of HCNs on their adjustment. For instance, Bruning et al.'s (2012) investigation of IAs in China found that although HCN colleagues may provide instrumental support to increase IAs' job performance, they may not provide the sufficient emotional support needed to enhance IAs' overall adjustment. This leads to a paradoxical situation where stronger network ties with HCN colleagues are positively associated with IAs' performance, but negatively associated with IAs' adjustment to their host-country environment.

While IAs' interactions with HCNs at the workplace have been found to directly affect IAs' adjustment, the effects of IAs' *personal interactions with partners* appear to be more indirect. The role of partners in IA adjustment has been analyzed by Davies et al.'s (2015) study of international academics in China, Japan and South Korea. Here, findings showed that the foreign academics' adjustment was not based on the nationality of their partners per se, but there was an interaction effect of partner nationality and the length of the stay in

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

host country. IAs with HCN partners perceived the highest increase in intercultural adjustment over time, followed by those with third country national partners. In comparison, IA with home country partners did not experience any increase in intercultural adjustment.

Ravasi et al.'s study (2015) also considered partner adjustment in their abovementioned study of IAs in Switzerland. Interestingly, when studying the effects of intercultural and language training programs offered to IAs and their partners, findings showed that these support practices were more strongly correlated with the adjustment of the IAs' spouse than with the adjustment of the IA themselves.

Finally, the type of IA assignment has also been explored in terms of IA adjustment. Peltokorpi and Froese (2009) compared how self-initiated expats (SIEs) and organizational expats (OEs) adjusted to Japan as a new host-country environment. Results showed that SIEs were more adjusted to general cultural aspects of Japan, but that there was no statistically significant difference between the two groups in terms of work adjustment.

In conclusion, the research on IA adjustment reflects a complex mesh of personal attributes, cultural factors, professional skills, and personal relationships. It is clear that IA adjustment relies on a range of skills and the ability to negotiate social interactions both professionally and personally within the new cultural context.

3.2.2 Language and Communication

The second research stream was defined as *language and communication*. Research in the field of language and communication in IA–HCN interactions has, among other things, examined the importance of host-language proficiency in these exchanges. Zhang and Peltokorpi (2016) highlight how host-country language proficiency has multifaceted effects on IAs' interactions, social support, and adjustment. Command over the local language enables IAs to foster personal relationships with HCNs, aiding their integration. This underscores the linguistic boundary that exists between IAs and HCNs and its influence on both professional and nonprofessional settings.

Host-language proficiency can also be important for IAs' development of organizational identification, in line with social identity theory, which states that group membership constitutes a fundamental part of an individual's feeling of belonging (Hogg & Terry, 2000). Ishii's (2012) study of Japanese IAs in the USA demonstrated the significance of local language proficiency in the development of identification with the subsidiary. In turn, Ishii (2012) found that local organizational identification was related to IAs' stress level in their

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

international assignments. As argued by Lauring (2008), identity-making may be actualized by competition for resources and recognition within an organization. As such, language can be used strategically to facilitate these identity-making processes.

As demonstrated by Peltokorpi and Vaara (2012), language practices within MNCs are complex, and shaped by a combination of firm-specific factors, social interactions, individual competencies, and social positions. Through observations of IAs in Japan, Peltokorpi and Vaara (2012) found that language practices in the subsidiary emerged from the interplay of HQ strategies and local responses, rather than through top-down transfer from HQ or other MNC units. Within large, geographically dispersed organizations, different communication practices can be thought of as different communication zones (Babcock & Du-Babcock, 2001).

Research has found that IA–HCN interactions are instrumental in optimizing the MNC's foreign operations by, among others, enhancing relationship building and knowledge generation and flow throughout the MNC (Heizmann et al., 2018; Vance & Paik, 2005). In terms of relationship-building between IAs and HCNs, Heizmann et al. (2018) provide a model involving three discrete phases of IA–HCN relationships, namely initial relationship-building, reciprocal learning, and knowledge co-construction. According to Heizmann et al. (2018), these stages articulate specific communicative practices of both IAs and HCNs that are vital for productive knowledge-sharing relationships.

Importantly, Vance and Paik (2005) established IAs' and HCNs' strategic liaison role in managing cultural conflicts and contributing to the company's absorptive capacity (i.e., the overall ability to exploit external knowledge). Based on their observations of HCNs, Vance and Paik (2005) introduce a taxonomy of twelve forms of HCN learning, including areas like MNC predominant language, home country intercultural awareness, and more. Their investigation suggests that such learning can foster enhanced absorptive capacity, facilitating mutually beneficial knowledge exchange between IAs and HCNs.

Hocking et al. (2007) also discuss learning between IAs and HCNs in their study of Australian-based IAs, but their findings are somewhat different. In Hocking et al.'s (2007) study, IAs preferred to consult their extended international networks rather than HCNs, who they felt were often insufficient sources of information. In contrast to Vance and Paik (2005), who emphasize reciprocal learning between IAs and HCNs, Hocking et al. (2007) focus on how diverse communication can enhance an organization's innovative capacity.

While some publications (e.g., Heizmann et al., 2018; Vance & Paik, 2005) emphasize the positive aspects of interactions between IAs and HCNs, other

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

studies are more focused on the negative sides of these interactions. In Fee's (2020) study of Vietnamese HCNs, the findings reveal how HCN struggle with a number of hidden costs associated supporting IAs. HCNs support toward IAs often exceeds their intercultural capabilities, leading to stressful interpersonal interactions and counterproductive coping responses. In a similar vein, Fee and Michailova's (2020) analysis, also in Vietnam, identifies five key themes in the management of IA by host organizations, namely host organizations' preparedness to learn from IAs; HCNs adjustments and burden during IAs' placements; trust between IAs and HCNs; informal learning between IAs and HCNs; and, finally, active management of IA–HCN relationships.

Another negative aspect of IA–HCN interactions has been observed by Shimoni (2011), through interviews with Thai and Israeli IAs. Evidence from this study shows the way IAs use group workshops to impose values and practices of their own management cultures on the local offices. Shimoni (2011) argues that the cultural hybridism identified in the subsidiaries represents a global business system that is culturally shaped by MNCs with worldwide structures.

Brought together, the studies in this stream of research illustrate the complexities of language and communication dynamics between IAs and HCNs. The studies collectively highlight the importance of local language proficiency, building constructive relationships between IAs and HCNs, and mitigating the negative effects of power dynamics in facilitating successful IA–HCNs interactions.

3.2.3 IA–HCN Relationships

The third research stream includes studies focusing on the nature and implications of *IA–HCN relationships*. Research on interactions between IAs and HCNs has in various ways investigated how IA and HCNs interact with one another, and how these interactions contribute to shape their relationships in the workplace.

IAs often hold leadership positions where they lead HCN subordinates, which can put IAs in a dominant position (Rosenzweig & Nohria, 1994). However, their effectiveness largely depends on the quality of their relationships with HCNs. For example, Varma et al. (2012) studied the influence of different ties between IAs and HCNs on IAs' effectiveness, analyzing data from HCNs in Chinese organizations. Insights from their study show how HCNs' ethnocentrism, dogmatism, and perceptions of values similarity with IAs determine HCNs' willingness to provide support to their foreign colleagues. Interestingly, Chinese HCNs were more likely to provide help to Indian IAs

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

than American IAs, which suggests that cultural background and perceived similarity play an important role in IA–HCN relationships.

Work relationships between IAs and HCNs have been found to be of importance also outside MNCs, specifically in English teaching communities, as studied by Yim and Hwang (2019). In their study of native English-speaking teachers and non-native English-speaking teachers in Korea, Yim and Hwang (2019) observed that native English-speaking teachers' participation and sense of belonging to the local English-teaching community were heavily dependent on the extent of interaction and professional relationships with non-native English-speaking teachers.

Lastly, Bonache et al. (2009) raise a noteworthy concern in the relationship between IAs and HCNs. As discussed by Bonache et al. (2009), HCNs are typically compensated at lower levels than IA, even when they hold similar jobs and possess similar qualifications. Based on survey data from HCNs in Spain, Colombia, Mexico, and the UK, Bonache et al. (2009) show how pay differentials between HCNs and IAs provoke feelings of unfairness among HCNs. On the other side, this study also identifies several factors that may offset or attenuate the negative influence of pay differentials. Among these are awareness of IAs contributions to the organization, IAs interpersonal sensitivity towards HCNs, and HCNs contact with IAs, which again demonstrates the importance of positive IA–HCN relationships.

In sum, these empirical findings shed light on the relationships between IAs and HCNs, for example, by showing the effects of IA's advice-seeking behavior and HCNs response to this behavior. However, the findings in this research stream also show some inconclusive evidence surrounding IA–HCN relationships and IA adjustment and performance, which suggests the need for further investigation.

4 Impact of International Assignee–Host Country National Interactions

4 Overview

This section introduces a conceptual model illustrating the effects of IA–HCN interactions on both IAs and HCNs. Building on empirical findings from key studies in the field, we begin by presenting how the literature conceptualizes these interactions. Following this, we examine the direct, moderated, and mediated effects of IA–HCN interactions on important outcomes for both IAs and HCNs respectively, as well as their contact with each other. Furthermore, we discuss the darker side of IA–HCN interactions stemming from power imbalances caused by, among others, language, culture, and organizational hierarchy.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

4.1 Conceptualization of IA–HCN Interactions

Before analyzing the outcomes of IA–HCN interactions, it is important to first consider how these interactions are understood in the empirical literature. Based on the content analysis of the most impactful articles (see Table 3), we identified recurring patterns in how IA–HCN interactions are conceptualized, particularly highlighting their multifaceted nature.

A significant portion of studies (e.g., AlMazrouei & Zacca, 2015; Davies et al., 2015; Fee, 2020; Heizmann et al., 2018; Neupert et al., 2005; Ravasi et al., 2015; Zhang & Peltokorpi, 2016) emphasize *communication* as a central component of IA–HCN interactions. This includes both direct and indirect communication in professional and social settings (Babcock & Du-Babcock, 2001; Fee, 2020; Fee & Michailova, 2020; Suutari et al., 2002; Vance & Paik, 2005; Varma et al., 2012; Zhang & Peltokorpi, 2016).

Many of these studies examine IA–HCN interactions through the lens of *intercultural communication*, as such interactions inherently involve individuals from diverse cultural backgrounds, or *cross-linguistic communication*, where participants must navigate linguistic boundaries and varying cultural norms (Babcock & Du-Babcock, 2001; Fee, 2020; Fee & Michailova, 2020; Ishii, 2012; Lauring, 2008; Shimoni, 2011; Yim & Hwang, 2019). Effective communication in these contexts requires *language proficiency*, *interpersonal skills* (e.g., emotional awareness), and *intercultural competencies*, such as cultural intelligence (Deng & Gibson, 2009; Fee, 2020; Fee & Michailova, 2020; Ishii, 2012; Neupert et al., 2005; Ravasi et al., 2015). Moreover, since many of these interactions take place in workplace settings, negotiation skills are also crucial (Neupert et al., 2005).

The *social dimension* of IA–HCN interactions is another important aspect highlighted by the literature (Deng & Gibson, 2009; Froese, 2010; Nadeem & Mumtaz, 2018; Peltokorpi & Vaara, 2012; Ravasi et al., 2015; Suutari et al., 2002). While some studies conceptualize these interactions as a social construction of meaning between individuals from different cultural backgrounds (Shimoni, 2011), others focus on the importance of social events beyond the workplace (e.g., Froese, 2010; Nadeem & Mumtaz, 2018; Peltokorpi & Vaara, 2012; Suutari et al., 2002; Zhang & Peltokorpi, 2016).

It is important to note that not all work-related interactions involve direct communication. For instance, Vance and Paik (2005) differentiate between communication and social interactions, and purely work-related interactions such as supervisory or managerial activities. Several studies (e.g., Fee & Michailova, 2020; Suutari et al., 2002; Vance & Paik, 2005) highlight the importance of *work-related interactions*, including supervisory and managerial

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

tasks, as essential components of IA–HCN exchanges. These work interactions often overlap with social interactions, contributing to knowledge sharing and the overall effectiveness of expatriates.

Moreover, IA–HCN social interactions often extend beyond the workplace, exposing IAs to social support from HCNs (Varma et al., 2012). The social dimension of IA–HCN interactions is particularly emphasized in studies focusing on the role of social networks in supporting IAs. These studies operationalize IA–HCN interactions through *social ties characteristics*, including the *number of social ties* with IAs and HCNs (Bruning et al., 2012; Johnson et al., 2003), *breadth* (nonwork information, business information, and social support) (Johnson et al., 2003), and *depth* (closeness, duration, and frequency) of relationships with IAs and HCNs (Bonache et al., 2009; Bruning et al., 2012; Johnson et al., 2003). Moreover, studies also measure *network density*, that is, the ratio of existing ties in one's social network over the maximum possible ties (e.g., Bruning et al., 2012)

Another important area of research focuses on the *practical outcomes of IA–HCN interactions*. These are often conceptualized as communication exchanges through which IAs acquire and share knowledge (Heizmann et al., 2018; Hocking et al., 2007), develop a shared understanding (Heizmann et al., 2018), or seek advice and learning opportunities (Mahajan & Toh, 2014; Vance & Paik, 2005). For instance, IAs may seek advice from HCNs to better understand culturally acceptable behaviors and norms in both professional and social contexts.

4.2 Effects of IA–HCN Interactions

We addressed RQ2 concerning the effects of IA–HCN interactions on both IAs and HCNs by analyzing the findings of the most impactful articles in the field (see Table 3). We used qualitative content analysis to extract empirical findings from the twenty-seven most impactful articles specifically concerning the ways in which IAs and HCNs were affected by interactions with the other group, that is, either IAs or HCNs.

The results of our analysis point to positive and negative consequences of IA–HCN interactions in four main areas, namely adjustment, performance, learning, and career development, as illustrated in Figure 8. We discuss the effects of IA–HCN interactions separately for IAs and HCNs in the following two subsections.

4.2.1 Effects of Interactions with HCNs on IAs

As illustrated in Figure 8, we find that IA–HCN interactions affect IAs in three main ways, namely in terms of adjustment, performance, and learning. Out of these three topics, IA adjustment is the topic that has received the most attention within the sample of most impactful publications.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

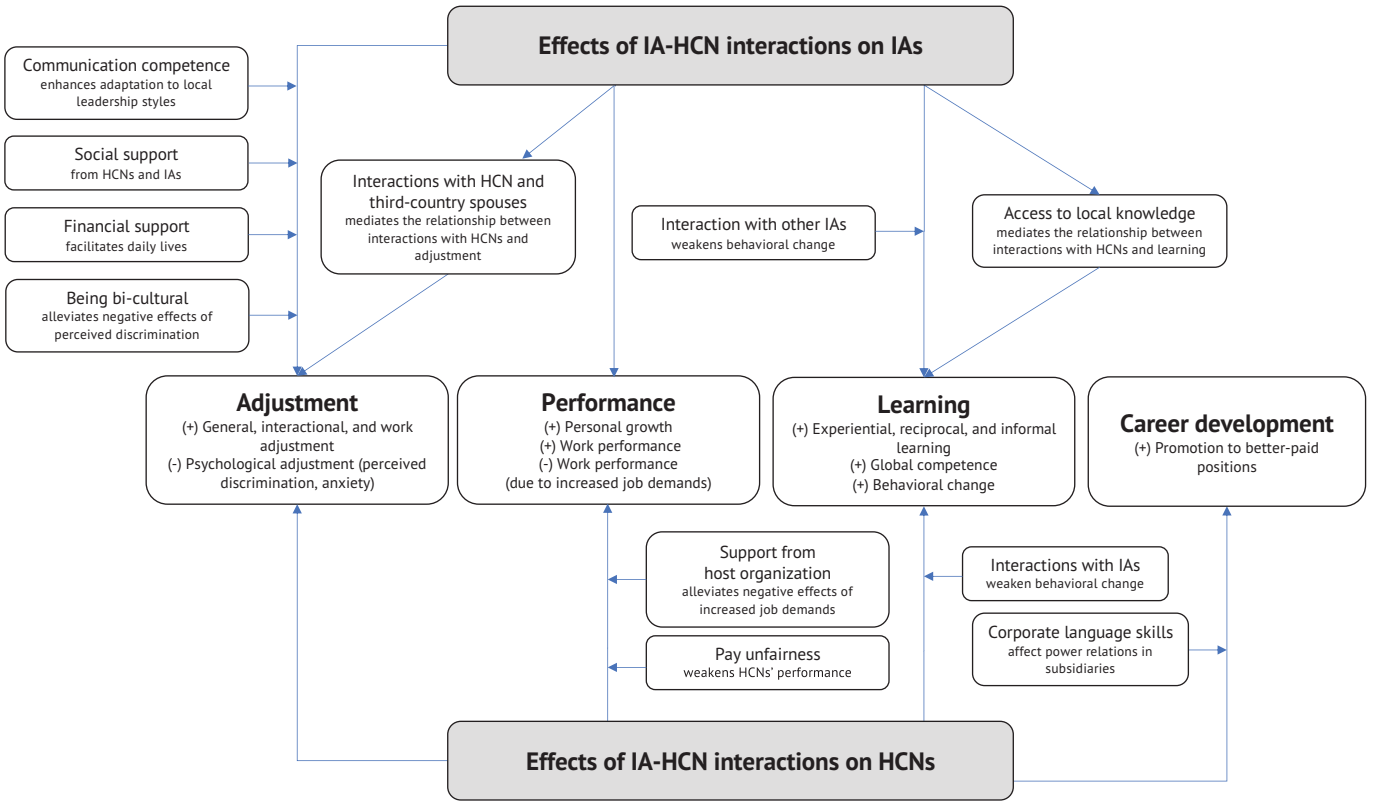


Figure 8 Direct, moderated, and mediated effects of IA–HCN interactions on adjustment, performance, learning, and career development.

Note: (+) and (−) signs denote the positive and negative effects of IA–HCN interactions, respectively.

Adjustment

Several studies have found positive effects of IA–HCN interactions on IAs in terms of IAs' adjustment. Most research shows positive effects of interactions with HCNs on general, interactional, and work adjustment (Johnson et al., 2003; Peltokorpi & Froese, 2009), moderated by communication competence, social support, financial support, IAs' cultural status, and spouses' adjustment. In what follows, we briefly present how IAs' adjustment is moderated by these five factors.

Communication competence refers to the ability to express oneself clearly, effectively, and appropriately in different situations. It consists of a wide range of skills, including language skills, interpersonal skills, cultural understanding, and listening skills (Neupert et al., 2005). Communication competence, including language skills, has been identified as a key factor in IAs' adjustment to their host environment (Ishii, 2012; Suutari et al., 2002). As demonstrated by AlMazrouei and Zacca's (2015) study of IA managers in the Gulf region, communication competence played a significant role in the adjustment and success of IA leaders. By effectively engaging with HCNs, IAs can better understand and adapt to local ways of conducting business. Communication becomes a means to connect with locals, understand their perspectives, and develop effective responses or strategies which are crucial for achieving success in their new environment. This also enables IAs to be sensitive towards the societal and cultural norms of their host country, thereby helping to improve their overall adjustment process.

Results are inconclusive concerning HCNs as a source of social support facilitating *IAs' adjustment*. Zhang and Peltokorpi's (2016) qualitative study reports such an effect, while quantitative research highlights the importance of social ties with other IAs rather than HCNs (Johnson et al., 2003). Social ties with other IAs can provide significant social support, yet ties with HCNs offer similarly valuable access to information. Mahajan and Toh (2014) found that the greater the breadth and total number of relationships with HCNs, the better IAs tend to adjust to their new host-country environment.

Conversely, Bruning et al. (2012) present inconsistent results in their study of HCN networks in China, showing that interactions with local colleagues can negatively affect IAs' general adjustment. They argue that while HCNs may not provide the emotional support needed to enhance IAs' adjustment, they can provide IAs with the informational and instrumental support needed to perform their job tasks. Despite these mixed results, the prevailing consensus in the literature underscores the positive impact of IA–HCN interaction on IAs' adjustment, albeit in different ways.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Results regarding the effects of financial support from employers on IA adjustment are less debated. According to Ravasi et al. (2015), financial support practices, such as relocation support packages, can significantly assist foreign employees in their daily lives. These packages may include elements like housing allowances, living adjustment remuneration, various types of insurance, and cultural training, among others, allowing IAs to allocate less time and resources to practical matters. Consequently, they can focus their cognitive resources on adjusting to cultural differences and engaging with their new social and work environment.

In terms of cultural acceptance and tolerance, IAs with a deeper understanding of both their home culture and that of the host country typically navigate intercultural challenges more adeptly. IAs' cultural background can therefore be an important factor when it comes to adjusting to a new cultural environment. According to Froese (2010), bicultural employees are in a favorable position as they typically excel at understanding and adjusting to the cultural nuances and social norms of their host country. Their deeper cultural insight allows them to be more sensitive to the perspectives and behaviors of locals, fostering smoother interpersonal relations. This sensitivity is particularly important in intercultural interactions with HCNs, where misunderstandings can easily occur, leading IAs to experience feelings of discrimination or exclusion. Bicultural IAs are more likely to focus on the intent behind actions and words, reducing the likelihood of perceived discrimination.

Furthermore, the positive impact of IA–HCN interactions on IAs' adjustment may be mediated by *interactions with their spouses*. For example, Davies et al. (2015) found that the nationality of the spouse played a decisive role in the IAs' cultural adjustment process. In their study of 299 expatriate academics in China, Japan, and South Korea, the findings revealed that IAs with a spouse from the host country experienced the most significant increase in intercultural adjustment over time. Spouses from the host country can bridge understanding of local languages and cultural nuances, providing continuous learning and adjustment opportunities. Moreover, those with spouses from a third country also showed improvement in adjustment, but at a slower rate, possibly due to shared experiences of being foreigners and jointly navigating a new culture, without the advantage of having a partner with inherent local knowledge. Meanwhile, IAs whose partners are from their home country showed no significant increase in adjustment, likely due to limited exposure and engagement with the new culture and a tendency to stay within their comfort zone.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Performance

Moving on to the second area where IA–HCN interactions affect IAs' performance (see Figure 8) we observe that IAs' work performance is often linked to their adjustment. The extent to which IAs perform at work has also been linked to their interactions with HCNs. HCNs hold valuable local knowledge and can act as a source of information, helping IAs comprehend and adhere to business practices and social norms in the new environment (Bruning et al., 2012; Johnson et al., 2003; Mahajan & Toh, 2014; Varma et al., 2012; Zhang & Peltokorpi, 2016). Such insights can positively shape both IAs' practical job performance and their adjustment.

These findings imply that HCNs can play an instrumental role in IAs' ability to perform their job effectively in their new location. From an organizational perspective, it can be beneficial to select IAs who share cultural similarities with HCNs, as this can improve the likelihood of HCNs offering support. Varma et al.'s (2012) study of IAs in China demonstrates this: Chinese HCNs were more willing to offer social support to Indian IAs than to US IAs because they perceived Indian IAs as culturally similar, sharing a spiritual heritage and geographical proximity. This decreased perception of cultural differences fostered a more cooperative atmosphere between HCNs and IAs.

Learning

The final area where we observe the effects of IA–HCN interactions on IAs is in terms of IAs' learning. Learning is a multi-stage process that can be studied from different perspectives. Heizmann et al. (2008), in their study of knowledge-sharing practices between Australian IAs and Vietnamese HCNs, focus on intercultural knowledge-sharing relationships. Based on their findings, Heizmann et al. (2008) identified three stages of development of knowledge-sharing relationships, namely relationship building, reciprocal learning, and knowledge co-construction. In the first phase, relationship building, it is crucial that both IAs and HCNs lay a solid foundation of trust and mutual respect. In the subsequent phase of reciprocal learning, the dynamic evolves into a two-way educational flow where each party learns from the other, broadening perspectives and enriching professional practice on both sides. Finally, the phase of knowledge co-construction embodies a synergistic culmination of this relationship, where combined insights lead to innovative solutions and practices that can benefit the organization on a larger scale.

When analyzing the effects of IA–HCN interactions on IAs' learning experiences, we observed mixed, and partially inconclusive results. Empirical findings indicate that engaging with HCNs contributes positively to IAs' experiential and

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

reciprocal learning, as it provides IAs with access to local knowledge (Heizmann et al., 2018; Hocking et al., 2007). Experiential learning involves acquiring knowledge through experiences and directly applying this knowledge within the context in which it was learned. As noted by Hocking et al. (2007), such learning is derived from frequent access to host-country knowledge which is adapted to a global corporate setting. Fostering situations where IAs can immerse themselves in local practices and knowledge helps IAs acquire nuanced skills and understanding unique to the local situation. This is also beneficial for the organization, as communication between individuals with diverse backgrounds and knowledge can enhance the organization's capacity for innovation. However, the positive effects of IA–HCN interactions on IAs' learning weaken if IAs rely too heavily on HCNs. Overreliance on local colleagues can inadvertently limit IAs' choices and sources of knowledge application as repeated interactions with HCNs over time may lead to knowledge redundancy. This, in turn, can restrict IAs' ability to generate new ideas and hinder their creative thinking (Hocking et al., 2007).

Another potential challenge with IAs learning from IA–HCN interactions is the IAs' motivation to engage with HCNs. In Nadeem and Mumtaz' (2018) study of Chinese IAs in Pakistan, the authors noted how interactions with HCNs prompt changes in IAs' behavior and work practices. These changes were related to IAs' perceptions of host country groups, attraction to these groups, and similarity in beliefs. However, IAs' transformation weakened when they prioritized interactions with other IAs over local colleagues. In particular, Nadeem and Mumtaz (2018) found that IAs who predominantly socialized with other IAs at work, limiting their engagement with HCNs, had fewer opportunities for personal and professional change.

4.2.2 Effects of Interactions with IAs on HCNs

We now shift focus away from IAs to examine how HCNs are affected by IA–HCN interactions. As shown in Figure 8, we find that IA–HCN interactions affect HCNs in three areas similar to IAs, namely in terms of adjustment; performance; and learning, but we also observe a fourth area which is unique to HCNs, namely career development. We discuss these four areas below.

Adjustment

As discussed earlier, IA–HCN interactions generally have a positive effect on IAs' adjustment, albeit in different ways. In contrast, empirical studies focusing on the HCNs' perspective often highlight negative effects on their own adjustment. As observed by Fee (2020) and Fee and Michailova (2020), HCNs face a complex set of challenges when interacting with IAs, which can significantly

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

influence their own cultural adjustment and professional roles. Fee (2020) notes the "hidden costs" associated with supporting IAs, including additional role demands that often surpass HCNs' intercultural competencies. This can result in complex, often stressful interpersonal dynamics, prompting coping responses such as withdrawal from IA colleagues. These withdrawal behaviors reflect the significant personal and professional impact that IA placements can have on HCNs.

Additionally, Fee and Michailova (2020) depict a pattern of the "host organization lifecycle," which shows the evolving attitudes of HCNs toward IAs. The lifecycle begins even before IAs arrive, as host organizations prepare for learning opportunities. When IAs arrive, HCNs experience dramatic adjustments and burdens due to the presence of IAs. Over time, however, as mutual trust is built, HCNs can learn from informal interactions and observation of IAs at work. Still, the additional stress and responsibilities placed on HCNs highlight the need for organizations to actively manage IA–HCN relationships throughout the lifecycle.

While there are learning opportunities for HCNs, the stress, anxiety, and extra-role demands associated with IA placements can negatively affect HCNs' psychological adjustment (Fee, 2020). Building mutual trust, fostering informal learning, and providing organizational support are crucial for successful IA–HCN integration and the well-being of HCNs.

In sum, this dual-sided interaction implies that while the presence of IAs can create additional work and personal strain for HCNs, it also sets the stage for significant intercultural exchange and professional development, assuming that the relationships are managed effectively and constructively. With appropriate organizational support, such as transparent communication, cultural training, and active relationship management, the challenges faced by HCNs can be mitigated, allowing both IAs and HCNs to benefit from enriched learning experiences, improved performance, and expanded career opportunities. This balance is essential to maximizing the positive potential of IA–HCN interactions.

Performance

When it comes to performance, studies offer a more nuanced picture of the effects of IA–HCN interactions for HCNs compared to IAs. While IA–HCN interactions generally enhance IAs' performance (see Hocking et al., 2007), HCNs often experience increased job demands as a result of supporting IAs, which can decrease their work performance (Fee, 2020; Fee & Michailova, 2020; Mahajan & Toh, 2014). However, these negative effects of increased job

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

demands can be alleviated through organizational support, such as language or cultural training for HCNs prior to IAs' arrival, or active management of IA–HCN relationships during the assignment period (Fee & Michailova, 2020).

Furthermore, Bonache et al. (2009) highlight the issue of pay differentials between IAs and HCNs, which often lead to feelings of unfairness among HCNs. In a study of 116 HCNs, Bonache et al. (2009) found that even when IAs and HCNs have similar qualifications, HCNs frequently receive lower wages. This perceived inequity can negatively impact HCNs' performance and increase turnover rates. However, factors like HCNs' understanding of the specific contributions of IAs, IAs' interpersonal sensitivity, and transparent communication can reduce these negative perceptions. Organizations are encouraged to manage pay disparities carefully to avoid adverse effects on HCN morale and performance.

Although the existing literature points to several negative effects of IA–HCN interactions on HCNs' performance, there are also important positive effects that should not be overlooked. Interaction with IAs can provide HCNs with access to information beyond their formal organizational roles, broadening their understanding of the company's operations, culture, and practices. Interaction with IAs can provide HCNs with access to information beyond their formal organizational roles, broadening their understanding of the company's operations, culture, and practices, and enhancing their performance and personal growth. Peltokorpi and Vaara (2012) emphasize that such exposure can enhance HCNs' language skills and decision-making abilities, improving their overall work performance in international settings.

Learning

Similar to IAs, HCNs can also benefit from learning opportunities that arise from IA–HCN interactions. Vance and Paik (2005) argue that HCNs' learning needs are often overlooked, which can hinder the optimization of foreign subsidiary performance. HCNs have significant potential to learn from IAs, as these interactions facilitate informal learning by enhancing language skills, intercultural awareness, and offering valuable insights into the global organization (Fee & Michailova, 2020; Vance & Paik, 2005). Recognizing this potential can increase an organization's absorptive capacity – the ability to harness external knowledge and apply it commercially, which is critical for innovation and competitive advantage (Sharkie, 2003).

In their study of fifty-one HCN managers across six countries, Vance and Paik (2005) proposed a taxonomy of twelve forms of HCN learning, such as new employee orientation, job skills development, MNC predominant language

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

acquisition, intercultural awareness, supervision, technical operations management, expatriate coaching, and MNC strategy and culture. This learning can enhance absorptive capacity by equipping HCNs with the skills needed to better utilize IA expertise and integrate external knowledge into the organization.

Furthermore, Vance and Paik (2005) suggest that HCN learning could foster greater alignment between HCNs and IAs, potentially improving HCNs' receptiveness to IAs. This effect is crucial, as studies (e.g., Varma et al., 2012) indicate that HCNs tend to be selective in providing social support. As discussed in Fee and Michailova's (2020) "host organization lifecycle," mutual trust and engagement between IAs and HCNs are key for successful learning, as trust forms the foundation for these knowledge-sharing relationships.

Career Development

Career development is an area identified in the most impactful research in our dataset, where HCNs experience unique effects from IA–HCN interactions. However, this does not mean that IAs do not benefit career-wise, as some studies in our dataset suggest, for example, the developmental role of host-country mentors for IAs' adjustment and careers (Zhuang et al., 2013). However, the clearest documented advantages concern HCNs.

Corporate language skills, such as proficiency in English in organizations that use it as a common corporate language, can elevate certain HCNs into "language nodes." These language nodes are employees who, due to their language abilities, can control and facilitate information flows between HCNs with limited English proficiency and other employees with insufficient local language skills (Peltokorpi & Vaara, 2012; Zhang & Peltokorpi, 2016). This phenomenon illustrates how language policies and practices can shape power dynamics between HCNs and IAs in multinational subsidiaries.

HCNs who leverage their language skills to manage communication channels may benefit from career advancement opportunities. By acting as essential intermediaries within the organization, these HCNs gain increased visibility and recognition, which can lead to more influential roles and greater opportunities for career progression (Peltokorpi, 2022). In this way, language competence not only aids in bridging cultural and communication gaps but also serves as a valuable asset for career development within multinational corporations.

Interactions with IAs are especially beneficial for bilingual HCNs in terms of their career development as they are more likely to be recruited and promoted to better-paid positions, especially in globally integrated subsidiaries (Peltokorpi & Vaara, 2012).

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

5 Future Research Directions in the Field

5 Overview

The previous sections addressed two overarching research questions concerning, first, the contours of IA–HCN interaction research and, second, the effects of IA–HCN interactions on IAs and HCNs. Building on these insights, this section addresses the final question by outlining fruitful avenues for future research on IA–HCN interactions. Specifically, we identify gaps in knowledge across three key research streams: adjustment, language and communication, and IA–HCN relationships. We propose pathways to address inconsistencies in research findings regarding the effects of IA–HCN interactions on outcomes such as cultural adjustment and work performance.

5.1 Avenues for Future Research

Building upon the approach taken in previous bibliometric reviews (Kryszak et al., 2021; Paltrinieri et al., 2019; Sharma et al., 2022), we have combined findings from bibliometric, thematic, and content analysis to identify knowledge gaps and formulate research questions (RQs) within each of the three research streams. As such, we aim to contribute with concrete suggestions as to how this expanding field of IA-HCN interactions can move forward in a manner that builds on existing research while addressing the gaps and inconsistencies currently present in the existing body of work.

In the following, we outline several directions for future research, specifically focusing on the motor and basic themes (Figure 5) that hold the potential to drive advancements in the field of IA–HCN interactions. We also address the need to investigate inconsistent findings regarding the outcomes of these interactions (Figure 8). Furthermore, we provide guidance for intercultural collaborations aimed at deepening our understanding of IA–HCN interactions across various contexts. Our analysis in this section leads to three sets of research questions, corresponding to each research stream, as presented in Tables 4, 5, and 6.

5.1.1 Adjustment Stream

Publications within the adjustment stream focused on various adjustment domains (Black et al., 1991) as well as antecedents and outcomes of adjustment. Our review suggests that research in this area can be advanced by opening up for a more diverse research context, such as comparing adjustment trajectories for blue-collar and white-collar IAs (RQ1). More contextually focused research is

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Table 4 Future research questions within the research stream of adjustment

Research Question	Source
1. How do blue-collar and white-collar IAs differ in terms of adjustment processes?	Nadeem & Mumtaz (2018)
2. What type of help do IAs seek from IA peers vs. HCN coworkers, under what circumstances, and how does it foster/inhibit advice seeking from HCNs?	Mahajan & Toh (2014)
3. What new competencies have IA leaders developed in their current position and how do they enhance the ability to better manage staff?	AlMazrouei & Zacca (2015)
4. Using longitudinal research and multisource data from various contexts, what is the influence of a partner's nationality on IAs' cultural adjustment?	Davies et al. (2015)
5. What is the role of English as the corporate language in IAs' adjustment in non-anglophone countries?	Authors
6. How do the cultural composition and language practices within a multicultural team affect the adjustment of team members?	*Authors*

Table 5 Future research questions within the research stream of language and communication

Research Question	Source
7. How do identity-making processes influence virtual communication tools and internal identity making (e.g., in multicultural teams)?	Lauring (2008)
8. Using longitudinal research, how is language proficiency related to IAs' and HCNs' career advancement?	Peltokorpi & Vaara (2012)
9. What is the relationship between individual- and organizational-level knowledge transfer within MNCs?	Hocking et al. (2007)
10. To what degree do differences in IAs' and HCNs' motivations and cultural orientations affect intercultural knowledge sharing dynamics?	Heizmann et al. (2018)
11. What is the relationship between communication accommodation skills and organizational identification with those who possess high local-language skills?	Ishii (2012)
12. How does language differentiation in the organization, foreign-language skills (English as a lingua franca, the corporate language, the local language) and language practices affect intercultural communication, power-related dynamics, reciprocal learning and knowledge sharing between IAs and HCNs?	*Authors*

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Table 6 Future research questions within the research stream of IA–HCN relationships

Research Question	Source
13. Which contextual factors (e.g., hierarchical employment, organizational type, nationality) affect IA–HCN relationships? How does the IA's cultural background affect the HCN's willingness to support them?	Varma et al. (2012)
14. How does national culture affect fairness perceptions to HCNs' reactions to pay differentials?	Bonache et al. (2009)
15. How do HCNs' preparation activities prior to IAs' arrival impact HCNs' work productivity and/or performance?	Fee & Michailova (2020)
16. How can underrepresented national contexts deepen our understanding of IA–HCN relationships?	Authors
17. How are pandemics (e.g., COVID-19) and related global mobility restrictions affecting IA–HCN relationships in the workplace?	*Authors*
18. How are global conflicts affecting IA–HCN relationships at the workplace, especially in countries hosting war refugees?	Authors

essential for addressing inconsistent results regarding the effects of IA–HCN interactions, as these effects can vary depending on factors like cultural context, the type of IA, and the nature of interactions (Selmer et al., 2015). Comparing and contrasting these experiences could reveal trends or disparities in their respective adjustment trajectories. Additionally, employing diverse research methods that account for varying social and cultural contexts would aid in clarifying the current inconsistencies around the influence of IA–HCN interactions. These findings can change drastically, contingent on factors like cultural surroundings, the nature of the IA position, and interaction types.

Based on our thematic analysis (Figure 5), one motor and one basic theme emerged in relation to IA adjustment: the motor theme of IA adjustment and professional integration across cultures, and the basic theme of IA effectiveness and adjustment. The type of help that IAs seek and the source from which they seek it have been found to affect their adjustment to the host country's environment (Bruning et al., 2012; Mahajan & Toh, 2014). However, empirical findings remain inconsistent regarding whether IAs benefit more from support provided by IA peers or HCN coworkers. For this reason, future research is needed to clarify how IAs' ability to seek help can facilitate their adjustment processes (RQ2).

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Our findings strongly suggest the need for further investigations into mutual learning between IAs and HCNs (RQ3), as well as the effects of their interactions, including the factors that impact these effects, such as the IA's partner's nationality (RQ4). The inconsistent findings regarding the adjustment of both parties (see Figure 8), particularly the tension between sociocultural and psychological adjustment, highlight a gap that future research must address (Berry, 2005; Kim, 2005). Research in these areas can lead to a more integrative and coherent theoretical framework for cultural adjustment.

Furthermore, investigations into the role of English as the corporate language in non-anglophone countries (RQ5) and the impact of the cultural composition of multicultural teams and their language practices on team members' adjustment (RQ6) could shed light on how cultural diversity and language dynamics within teams affect individual adjustment processes. Such research could be instrumental in creating well-functioning teams where communication fosters the adjustment and integration of team members.

5.1.2 Language and Communication Stream

Research within the stream of language and communication has focused on various aspects of IA–HCN interactions, but our analyses revealed several inconclusive results and underdeveloped areas. We believe these gaps could be remedied by collecting additional empirical data. The following research avenues may help advance this stream of research.

First, while the impact of foreign-language proficiency on IA–HCN interactions has been examined (e.g., Zhang & Peltokorpi, 2016), the link between language proficiency and social identity-making remains underexplored, especially in multicultural teams (RQ7). Further investigation into identity-making processes could enhance our understanding of how these processes can promote a more inclusive, equitable, and competent global workforce. Similarly, the effects of foreign-language proficiency on the career advancement of IAs and HCNs (RQ8) warrant further exploration. As noted in our analysis of IA–HCN interaction effects (Figure 8), bilingual HCNs often benefit from interacting with IAs, with potential career advancements and higher-paying positions (Peltokorpi & Vaara, 2012). However, the long-term effects of foreign language skills on career progression remain largely unmapped.

To advance our understanding of knowledge sharing, future research could consider different levels of analysis (RQ9), as well as the motivations and cultural orientations of organizational members when interacting (RQ10). Foreign language skills, personal motivations, and cultural orientations are likely to shape communication, collaboration, and knowledge sharing between

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

IAs and HCNs (RQ9, RQ10, RQ12). However, these topics remain underexplored in the current body of IA–HCN research.

Future research should also explore how communication between IAs and HCNs is affected by their communication accommodation skills (RQ11), for example, by examining the influence of mutual accommodation on IA–HCN interactions. Insights from this research could be valuable in training programs aimed at improving intercultural awareness and promoting more effective intercultural communication in the workplace.

Finally, our review indicates the need for a deeper exploration of foreign-language proficiency, communication patterns, intercultural communication, and collaboration in IA–HCN interactions. This includes investigating the use of English as a corporate language in non-anglophone countries (RQ12), particularly in power-related dynamics, reciprocal learning, and knowledge sharing between IAs and HCNs.

5.1.3 IA–HCN Relationships Research Stream

Language, communication, and social dynamics in expatriate management, intercultural leadership, management, and IA–HCN relations represent motor and basic themes (Figure 5) with significant potential for advancing the field of IA–HCN interactions. A common topic embedded in these themes relates to the *contextual factors* that affect IA–HCN relationships. To comprehensively understand the organizational and cultural dynamics of IA–HCN interactions, it is crucial to focus on factors that influence these relationships (RQ13). For example, the IA's cultural background plays a role in shaping HCNs' willingness to offer assistance, as noted by Varma et al. (2012). This dynamic invites deeper exploration into how cultural backgrounds mediate assistance and support within intercultural communication.

Another critical factor impacting IA–HCN relationships is the *pay differentials* between IAs and HCNs. As Bonache et al. (2009) found, such discrepancies can provoke perceptions of unfairness among HCNs. Future research could investigate how IAs' cultural background may moderate HCN perceptions of these pay gaps (RQ14), which could provide further insights into intercultural tensions within organizations.

Furthermore, more insights into the *management of IA–HCN relationships* could provide valuable data on the dynamics of these relationships, especially regarding preparatory measures for receiving and hosting IAs (RQ15). Studies suggest that the anticipation of intercultural interactions can lead to anxiety and adjustment challenges (Fee & Michailova, 2020). Investigating these

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

preparatory steps could yield valuable insights into reducing these challenges and improving the quality of IA–HCN relations.

Exploring *IA–HCN relationships in underrepresented country contexts* (RQ16) is another promising research avenue. In Section 2.2, we analyzed the geographical distribution of empirical data on IA–HCN interactions. We found that Asian and European countries were most commonly used as host countries, but that there were large variations within the same geographical regions. Consequently, we would encourage researchers conducting future empirical studies to consider locations that have not yet been covered in existing research. Instead of choosing the most commonly used host countries (China, Japan, South Korea, etc.), a neighboring country may be just as relevant in terms of IA population but underexplored in empirical data collection. Underrepresented regions such as South America, parts of Africa, and South-East Europe offer untapped potential for advancing research into IA–HCN relationships, potentially uncovering unique intercultural dynamics not captured in current studies.

This *geographic imbalance* also extends to the distribution of research by author location. The distribution of articles by country (Figure 3) revealed that 53 per cent of the dataset (105 articles) were authored by scholars located in the USA, the UK, Australia, China, and Hong Kong. While authors in these countries have contributed significantly to the field, there remains untapped potential for empirical research in other countries with a high share of international migrant workers in the workforce. According to the International Labor Organization (ILO, 2021), there were 169 million international migrant workers in 2019, representing 69 per cent of the global international migrant population. International academic assignees are included in these figures and contribute to the total proportion of international assignees in their populations in countries such as the UAE (87.9%), Saudi Arabia (38.3%), and Kazakhstan (20.0%) (United Nations, 2019). However, our dataset included no authors based in these countries. More geographically diverse cross-border collaborations between researchers in the field, especially those coming from countries beyond the dominant clusters of Anglo-Saxon countries, China, Japan, and France, could bring new perspectives and promote a richer understanding of IA–HCN interactions across various contexts.

This is particularly important in a world characterized by changing social and political realities, exemplified by the recent pandemic (Piekkari et al., 2021), the Russian war in Ukraine (Anghel & Jones, 2022), and the Israeli–Palestinian conflict. Investigating the effects of *ongoing global crises and conflicts* (RQ17, R18) could shed light on how *HCNs can provide critical support to IAs* during these disruptions, enhancing their adjustment (Hofhuis et al., 2019) and fostering more resilient intercultural support systems in times of crisis. The recent

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

COVID-19 pandemic has notably impacted IAs, especially those affected by restrictions and lacking adequate support structures, as noted by Végh et al. (2023) (RQ15, RQ17). This concern extends to interactions between IAs and HCNs in organizational settings involving actors from conflicting countries (RQ16, RQ18).

5.2 Final Thoughts

This Element systematically reviews three decades of empirical research on interactions between IAs and HCNs, using a range of analytical methods. Our analyses identify major research streams in the field of IA–HCN interactions, outline thematic structures, and highlight key findings from existing empirical research, while also proposing future research directions. The conclusions and research gaps we identify should be understood as emerging from a specific corpus of Scopus-indexed, predominantly English-language, and highly cited empirical articles, most of which are situated in international business, HRM, and management. They therefore reflect how IA–HCN interactions have been conceptualized within this influential but partial segment of the wider intercultural communication scholarship.

Within these boundaries, we have mapped a field of IA–HCN research that has significantly developed over the last three decades. Our contribution to the ongoing debate lies in an integrative approach that systematically examines and synthesizes workplace-based empirical studies, and in presenting both IAs and HCNs as equally important actors in intercultural workplace interactions.

Methodologically, our research stands out by combining a variety of quantitative bibliometric tools with qualitative thematic and content analyses, allowing us to establish the intellectual structure of the field. We use these findings to identify knowledge gaps and formulate research questions that can drive advancements in the field of IA–HCN interactions.

While our data extraction procedure aimed to create a high-quality dataset for varied analyses, it has limitations that warrant attention in future research. First, focusing only on empirical studies may restrict potential research directions that could be informed by conceptual work. Second, extracting articles from a single quality database (Scopus) could have overlooked some studies indexed in other international databases. Third, our set of articles does not contain other potentially relevant empirical research published in books, chapters, or conference proceedings. Lastly, we limited our search to publications written in English, although we included two in Russian and French with English abstracts. Had we deliberately broadened our search to include publications written in languages other than English, we would likely have ended up with a larger sample. Thus,

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

the results of the current study should be validated using different types of research in the growing field of IA–HCN interactions. We would especially welcome future studies that rely on more varied publications published in different outlets, extracted from different databases, and where results are communicated in languages other than English.

In addition, the disciplinary composition of our dataset constitutes an important limitation. The majority of the 209 empirical articles are published in international business, HRM, and management journals, with fewer contributions from psychology, communication and linguistics, and education/higher education. This imbalance likely reflects our reliance on Scopus-indexed empirical articles and citation-based indicators of "impact," which may structurally favor business-oriented outlets over, for example, applied linguistics or critical intercultural communication in educational and workplace studies. As a result, our mapping of "the field" and identification of gaps primarily capture how IA–HCN interactions have been conceptualized within business/management scholarship, while other disciplinary perspectives are present but underrepresented. Therefore, our calls for further research on language, identity, power, and interactional processes should be treated not as an exhaustive assessment of those peripheral fields but as an invitation to deeper interdisciplinary engagement, including stronger contributions from linguistics, communication, and education.

Beyond database and language restrictions discussed before, our reliance on citation-based indicators of "impact" (TLC, TGC, TLCe) introduces an additional bias that merits a critical reflection. Citation counts are not neutral measures of quality, as they are embedded in global hierarchies of knowledge production that privilege Anglophone, Eurocentric, Northern, and management-oriented outlets, and marginalize scholarship published in other languages, local or regional journals, and monographs and book chapters. Decolonial perspectives on academic publishing have highlighted how such hierarchies shape what is visible as "the field" and whose experiences and theoretical contributions are recognized (Nimführ, 2022; Tripathi, 2025). Accordingly, our mapping of IA–HCN interactions largely reflects influential Anglophone business and management scholarship, and cannot be viewed as a comprehensive representation of all relevant knowledge on IA–HCN interactions. The research gaps and recommendations we formulate thus pertain to this impactful, Scopus-indexed corpus, while different or additional gaps might emerge from alternative reviews that foreground less–cited, non-English, or non-indexed work. For example, critical intercultural communication, discourse-analytic, and decolonial studies – often published outside highly cited international business and HRM outlets – may already address issues that our corpus frames as "emerging" or "under-researched," such as power, inequality, racism, or language ideologies in IA–HCN encounters.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

To address the power imbalances inherent in traditional knowledge production systems and create a more inclusive and equitable view of the IA–HCN field, future research should therefore embrace a plurality of perspectives, including non-Anglophone scholarship and work grounded in Global South contexts and epistemologies.

Indeed, our results reveal that many influential intercultural communication traditions, such as critical, poststructural, and decolonial approaches, are weakly represented in the impactful IA–HCN literature we analyzed. While our corpus occasionally draws on concepts such as anxiety/uncertainty management and acculturation, it rarely engages with critical intercultural communication, ethnography of communication, interactional sociolinguistics, discourse–analytic work on workplace talk, or decolonial critiques of global mobility. Future research could use these perspectives to re-examine IA–HCN interactions as sites where inequalities in terms of race, class, gender, colonial histories, and language ideologies are produced, negotiated, and resisted in everyday workplace communication.

Specifically, naturally occurring IA–HCN interactions (e.g., meetings, email, chat) could be analyzed using conversation analysis, discourse analysis, or ethnography of communication to uncover fine-grained patterns of meaning-making. These methods, long established in intercultural communication and sociolinguistics, would deepen the understanding of how "culture," "identity," and "power" are enacted turn-by-turn, rather than treated as static background variables, contesting functionalist assumptions that still underpin much IA–HCN work. In turn, decolonial and Global South perspectives on global mobility could critically inspect core categories in IA–HCN research (e.g., "expat" vs. "migrant," "host" vs. "home" country) and challenge the Eurocentric framing of who is mobile for whose benefit. Empirical work grounded in African, Latin American, Middle Eastern, and Asian epistemologies – often published in local languages and outlets – would be particularly valuable in rebalancing the current, largely WEIRD and management-centric evidence base identified in our analysis.

Importantly, this critical reflection informs intercultural communication-driven research questions that extend the research avenues defined in this analysis. Within the adjustment stream, research could explore how adjustment and cultural "fit" are discursively constructed in IA–HCN communication, whose norms of behavior are privileged at the workplace, and with what consequences for intercultural interactions. Such communication-focused research would extend prior leadership- and knowledge-management-based studies within the global mobility literature (Hsu et al., 2024; Kennedy, 2018). Within the language and communication stream, research could

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

investigate how language ideologies (i.e., beliefs, assumptions, and attitudes around language) concerning English and other lingua francas, native-speakerism, and accent (Humphreys, 2026; Raheja, 2023; Samuell, 2024) shape organizational members' participation rights and expertise claims in IA–HCN encounters. Finally, within IA–HCN relationships stream, research could explore how IAs and HCNs narrate their relationships in ways that reproduce or contest colonial hierarchies, especially in MNC work settings. Moreover, more research is needed on the role of language diversity in multicultural workplaces and on IAs and HCNs as boundary spanners bridging multicultural teams (Kalra & Szymanski, 2023).

Despite the limitations discussed above in Section 5.2 Final Thoughts, our study offers several key contributions to the literature. First, it broadens the scope of prior literature reviews that focused mainly on the outcomes of IA–HCN interactions for IA adjustment or performance (van Bakel, 2018) or on HCN-related literature (Michailova et al., 2023). We adopt a critical perspective on intercultural communication, emphasizing the nuanced and complex relationships between IAs and HCNs in multicultural and multilingual workplaces. Rather than reproducing essentialist or functionalist framings that treat culture as fixed, group-level variables (e.g., high vs. low context; individualism vs. collectivism) and seek causal effects on communication (Hua, 2016; Wilczewski, 2019), our analysis foregrounds the contingent, negotiated, and relational nature of IA–HCN intercultural communication. We show that individual variation, situational contingencies, organizational norms, power dynamics, and interlocutors' agency (their ability to adapt, learn, and hybridize practices) shape communicative outcomes in ways that reductionist "cross-cultural" communication models fail to capture because they reduce complex, context-dependent interactions to fixed, group-level traits and measurable dimensions (Bjerregaard et al., 2009). Our findings highlight the dynamic interactions and mutual impacts between IAs and HCNs, emphasizing the significance of language, communication, and relational aspects in multinational workplaces.

Second, this is the first review to integrate bibliometric and qualitative methods to sketch an objective picture of the field. By combining quantitative bibliometric tools with qualitative thematic and content analyses, we introduce an innovative approach to delineate the intellectual structure of the field of IA–HCN interactions. By combining these rigorous approaches, we offer a transparent and reproducible analysis of the literature, allowing for visualization and validation of results across multiple techniques. This methodological framework effectively identifies research gaps and sets the stage for future developments in the field.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Third, we expand the organizational context of IA–HCN interactions by incorporating settings beyond MNCs. Our results reveal the effects of intercultural interactions between IAs and HCNs across various domains, demonstrating the relevance of our topic in all organizational settings. By embracing diversity in our study of IA–HCN interactions, we capture the intricate dynamics of these relationships more effectively.

We hope this Element serves as a foundation for more inclusive, interdisciplinary, and nuanced future investigations into intercultural communication, advancing our understanding of the complexities that define today's global workplace shaped by intercultural interactions.

5.3 Practical Implications

The effects of IA–HCN interactions on adjustment, performance, learning, and career development (Figure 8) point to actionable implications for organizations, managers, and educators. The suggestions in this section follow directly from the three research streams – adjustment, language and communication, and IA–HCN relationships. The implications emphasize that IA–HCN interactions are not an automatic by-product of international assignments but an organizational resource that should be carefully cultivated and equitably supported. The findings of our analysis provide robust evidence for such interventions, which can be used to design practices that enhance intercultural workplace interactions between IAs and HCNs.

5.3.1 Implications for Organizations

First, organizations should recognize and support HCNs as key stakeholders, not just "support staff" for IAs. Our review shows that HCNs provide important informational and social support to IAs and often act as boundary spanners and "language nodes" (Fee & Michailova, 2020; Peltokorpi & Vaara, 2012; Zhang & Peltokorpi, 2016), while bearing substantial "hidden costs" (Fee, 2020). Hosting and mentoring IAs should therefore be explicitly acknowledged in HCN job descriptions and performance criteria, accompanied by appropriate workload adjustments, formal recognition, and, where relevant, financial or career rewards for those who undertake intensive IA-related roles.

Second, IAs' adjustment and performance are influenced by organizational practices such as training, relocation support, and language policies, as well as by IA–HCN ties (Konanahalli et al., 2012; Ravasi et al., 2015). HR should provide pre-departure and in-country support not only to IAs but also to their partners whose adjustment has demonstrable spillover effects (Davies et al., 2015; Ravasi et al., 2015). Rather than creating "simulated home" environments

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

that isolate IAs and hinder IA–HCN contact (Huang et al., 2020), organizations should foster structured opportunities for meaningful engagement with local colleagues and communities.

Third, pay differentials between IAs and HCNs are a recurring source of perceived unfairness and strained relationships (Bonache et al., 2009; Leung et al., 2001). Organizations should communicate transparently the rationale for IA compensation packages and the specific value IAs are expected to add to the organization. Monitoring mechanisms (e.g., joint IA–HCN feedback channels) should be put in place to identify and address perceived injustices early.

Finally, language policies and practices shape knowledge flows, identity, and justice perceptions (Kim & Angouri, 2023; Peltokorpi & Vaara, 2012; Peltokorpi et al., 2021). Language should therefore be viewed strategically as both a resource and a potential risk. Organizations can clarify the role of English as a corporate language vis-à-vis local languages and avoid "one-size-fits-all" monolingual policies. They can offer language training to both IAs and HCNs and recognize language work (translation, mediation) carried out by language nodes as real work. At the same time, they should be attentive to the double–edged nature of high foreign-language proficiency: while it often facilitates interaction, very high skills can also trigger identity threats and out-grouping (Peltokorpi & Pudelko, 2021).

5.3.2 Implications for Managers

Our results have direct implications for managers, IAs, and HCNs who wish to better exploit the potential of IA–HCN interactions. Managers can foster reciprocal advice-seeking and support by encouraging IAs to seek advice from HCNs on local norms and practices, which enhances IAs' work and interaction adjustment (Mahajan & Toh, 2014), while also legitimizing HCNs' right to set boundaries on the support they provide. They can promote reciprocal learning relationships (Heizmann et al., 2018; Vance & Paik, 2005), in which both sides share expertise rather than framing HCNs only as "helpers" or IAs only as "experts."

Managers can also encourage IAs to build diverse networks by balancing ties with fellow expatriates and HCNs. Both IAs and HCNs benefit from social ties, but over-reliance on co-national or expat enclaves can limit adjustment and learning (Froese, 2010; Hocking et al., 2007; Nadeem & Mumtaz, 2018). HCNs, in turn, can be encouraged to access global networks through IAs. Managers can actively design cross-cultural project teams, mentoring groups, and informal activities that routinely include both groups.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

In light of the paradoxical findings that very high adjustment or language skills can increase social distance or identity threat (Mumtaz & Nadeem, 2020; Peltokorpi & Pudelko, 2021), managers, coaches, and mentors should avoid presenting adjustment as unilateral assimilation of IAs into host norms. Instead, they should support negotiated, two-way accommodation. Both IAs and HCNs can be encouraged to reflect on identity tensions (e.g., perceived loss of professional status or threats to "native" expertise) and to manage them through open dialogue rather than through power struggles, silence, or indifference.

5.3.3 Implications for Training

In terms of training, studies underscore that outcomes depend less on static cultural "knowledge" and more on communicative, relational, and reflexive skills (Deng & Gibson, 2009; Djatmika et al., 2024; Neupert et al., 2005). Therefore, training programs for IAs and HCNs should move beyond "cross-cultural training" focused on between-country comparisons. Instead, they should prioritize the development of intercultural sensitivity, cultural intelligence, and intercultural communication skills. In particular, IAs and HCNs could be trained on negotiating meaning, managing misalignment, and handling conflict. Training can make use of critical incidents, narratives, and role plays based on IA–HCN scenarios (e.g., advice-seeking, feedback, pay discussions, or boundary spanning) to practice real dilemmas.

Importantly, organizations should consider HCN-focused and joint IA–HCN training. Joint workshops can help surface expectations, negotiate roles, and co-construct norms for collaboration. Traditionally, organizational training has targeted IAs, yet HCNs face substantial burdens and learning demands (Fee, 2020; Fee & Michailova, 2020; Vance & Paik, 2005). Educators and corporate trainers could therefore design modules specifically for HCNs on hosting IAs, managing power asymmetries, and using IA presence for their own learning and career development.

Our results also indicate that critical and decolonial intercultural communication perspectives are underused in IA–HCN research. We propose that HRM programs and higher education curricula in global mobility, intercultural management, and communication embed such perspectives. Educators can problematize categories such as "expat" versus "migrant," "home" versus "host" country, and "local" versus "global" talent, and discuss case studies (e.g., Botelho, 2021; Mathew & Burgess, 2023) that expose structural inequalities and prompt students and practitioners to reflect on the ethics of IA–HCN arrangements.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

5.3.4 Implications for Policy and Crisis Planning

Finally, organizations should ensure that mobility, language, and diversity policies are aligned. Our findings show that these domains intersect in IA–HCN interactions. For instance, language policies affect justice perceptions and knowledge flows, while diversity policies affect who becomes an IA or a language node (e.g., Malik et al., 2017; Peltokorpi et al., 2021; Shimoni, 2011). Global mobility, language, and diversity/inclusion policies should therefore be developed in dialogue, with explicit consideration of IA–HCN dynamics. IA–HCN relationship quality and mutual learning outcomes could, for instance, be incorporated into performance indicators for international assignments.

Fee and Michailova's (2020) notion of the "host organization lifecycle" suggests that IA–HCN attitudes and burdens change over time. Policies that support IA–HCN interactions should consequently include regular check-ins (e.g., surveys or focus groups) with both IAs and HCNs at different assignment stages. Feedback from these check-ins can be used to adjust support and address emerging tensions early.

Work on COVID-19 and global crises (Piekkari et al., 2021; Végh et al., 2023) further highlights the vulnerability of IA–HCN relationships under mobility restrictions and political conflict. Organizations should develop contingency plans that explicitly consider IA–HCN communication and support (e.g., virtual mentoring and maintaining local networks when travel is restricted). They should also recognize and support HCNs' roles in stabilizing operations and providing local support to IAs in times of crisis.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

References

Abdul Malek, M., Rahim Jaguli, A., & Rizal Palil, M. (2013). Enhancing social integration and work performance: The role of expatriates' significant other. *Asian Social Science*, 9(13), 215–28.

Abdulai, M., Ibrahim, H., & Mohammed, M. A. (2017). Communicating across cultures in multinational Ibis West Africa. *International Journal of Intercultural Relations*, 58, 42–3.

Abugre, J. B. (2018). Cross-cultural communication imperatives: Critical lessons for Western expatriates in multinational companies (MNCs) in sub-Saharan Africa. *Critical Perspectives on International Business*, 14(2–3), 170–87.

Ahmad, R., & Scott, N. (2021). Benefits and challenges for Malaysian hotels when employing foreign workers and interns. *International Journal of Culture Tourism and Hospitality Research*, 15(2), 248–65.

Akhimien, O. G., & Adekunle, S. A. (2023). Cultural distance and expatriates' psychological adjustment: the moderating role of perceived social supports. *International Journal of Organizational Analysis*, 31(5), 1841–66.

AlMazrouei, H., & Zacca, R. (2015). Expatriate leadership competencies and performance: A qualitative study. *International Journal of Organizational Analysis*, 23(3), 404–24.

AlMazrouei, H., Zacca, R., Bilney, C., & Antoine, G. (2016). Expatriate managers decision-making practices within the UAE: A qualitative study. *International Journal of Organizational Analysis*, 24(5), 856–82.

Alon, I., Anderson, J., Munim, Z. H., & Ho, A. (2018). A review of the internationalization of Chinese enterprises. *Asia Pacific Journal of Management*, 35(3), 573–605.

Al-Sumait, F., Tryzna, M., Alkazemi, M., & Boone, E. L. (2022). Evaluating multicultural educational experiences and intercultural communication competence in an Arab Context. *Journal of Intercultural Communication*, 22(2), 64–74.

Anderson, C., & Delgado, I. A. (2023). ". . . vayan a San Miguel de Allende, además lleven su visa y su diccionario los que no sepan hablar inglés pues ya se han apropiado de todo los gringos." The discursive struggle for interculturality in a gentrified hybrid Mexican city. *Language and Intercultural Communication*, 23(1), 105–22.

Andresen, M., Bergdolt, F., Margenfeld, J., & Dickmann, M. (2014). Addressing international mobility confusion – developing definitions and

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

differentiations for self-initiated and assigned expatriates as well as migrants. *International Journal of Human Resource Management*, 25(16), 2295–318.

Anghel, V., & Jones, E. (2022). Is Europe really forged through crisis? Pandemic EU and the Russia – Ukraine war. *Journal of European Public Policy*, 30(4), 766–786.

Angouri, J. (2013). The multilingual reality of the multinational workplace: Language policy and language use. *Journal of Multilingual and Multicultural Development*, 34(6), 564–81.

Aria, M., & Cuccurullo, C. (2017). *bibliometrix*: An R-tool for comprehensive science mapping analysis. *Journal of Informetrics*, 11(4), 959–75.

Arseneault, R. (2020). Intercultural adjustment challenges of Korean and Canadian self-initiated expatriates in the workplace: An exploratory bidirectional investigation. *International Journal of Cross Cultural Management*, 20(2), 181–99.

Atay, E., Bayraktaroglu, S., & Chew, Y. T. E. (2024). Multi-dimensional adjustment of Eurasian self-initiated expatriates in Korea. *Journal of Global Mobility*, 12(1), 1–30.

Awang, A. H., Hussain, M. Y., & Malek, J. A. (2013). Knowledge transfer and the role of local absorptive capability at science and technology parks. *Learning Organization*, 20(4–5), 291–307.

Babcock, R. D., & Du-Babcock, B. (2001). Language-based communication zones in international business communication. *International Journal of Business Communication*, 38(4), 372–412.

Baker, W. (2024). Intercultural communication. *ELT Journal*, 78(2), 212–215.

Baker, W. (2022). *Intercultural and Transcultural Awareness in Language Teaching*. Cambridge: Cambridge University Press.

Barner-Rasmussen, W., & Björkman, I. (2005). Surmounting interunit barriers factors associated with interunit communication intensity in the multinational corporation. *International Studies of Management & Organization*, 35(1), 28–46.

Bayraktar, S. (2019). A diary study of expatriate adjustment: Collaborative mechanisms of social support. *International Journal of Cross Cultural Management*, 19(1), 47–70.

Beaverstock, J. V. (2004). "Managing across borders": Knowledge management and expatriation in professional service legal firms. *Journal of Economic Geography*, 4(2), 157–79.

Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29(6), 697–712.

Bjerregaard, T., Lauring, J., & Klitmøller, A. (2009). A critical analysis of intercultural communication research in cross-cultural management: Introducing

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

newer developments in anthropology. *Critical Perspectives on International Business*, 5(3), 207–228.

Black, J. S., Mendenhall, M. E., & Oddou, G. (1991). Toward a comprehensive model of international adjustment: An integration of multiple theoretical perspectives. *Academy of Management Review*, 16(2), 291–317.

Bonache, J., Sanchez, J. I., & Zárraga-Oberty, C. (2009). The interaction of expatriate pay differential and expatriate inputs on host country nationals' pay unfairness. *The International Journal of Human Resource Management*, 20(10), 2135–49.

Botelho, F. (2021). Making others (un)equal: The social ethics of Scandinavian enclaving in Maputo, Mozambique. *Critique of Anthropology*, 41(4), 361–73.

Bretas, V. P. G., & Alon, I. (2021). Franchising research on emerging markets: Bibliometric and content analyses. *Journal of Business Research*, 133, 51–65.

Bridges, S., & Emerald, E. (2013). Intersecting global and local: The intercultural and intersubjective constructions of "expatriate" and "local" teachers in the search for the "x factor." *Pedagogies: An International Journal*, 8(4), 316–35.

Bruning, N. S., Sonpar, K., & Wang, X. (2012). Host-country national networks and expatriate effectiveness: A mixed-methods study. *Journal of International Business Studies*, 43(4), 444–50.

Bunnell, T., & Poole, A. (2022). (Re)Considering "precarious privilege" within international schooling: expatriate teachers' perceptions in China of being marginalised and undervalued. *Educational Studies*, 50(6), 1132–1146.

Byram, M. (2000). Assessing intercultural competence in language teaching. *Sprogforum*, 18(6), 8–13.

Byram, M. (2011). Conceptualizing intercultural (communicative) competence and intercultural citizenship. In J. Jackson, ed., *The Routledge Handbook of Language and Intercultural Communication*. London: Routledge, pp. 85–97.

Caligiuri, P. M. (2000). Selecting expatriates for personality characteristics: A moderating effect of personality on the relationship between host national contact and cross-cultural adjustment. *Management International Review*, 40(1), 61–80.

Callon, M., Courtial, J. P., Turner, W. A., & Bauin, S. (1983). From translations to problematic networks: An introduction to co-word analysis. *Social Science Information*, 22(2), 191–235.

Charleston, B., Gajewska-De Mattos, H., & Chapman, M. (2018). Cross-cultural competence in the context of NGOs: Bridging the gap between "knowing" and "doing." *The International Journal of Human Resource Management*, 29(21), 3068–92.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Chen, C. (2016). *CiteSpace: A Practical Guide for Mapping Scientific Literature*, Hauppauge, NY: Nova Science Publishers.

Chen, L. (2022). How do international faculty at Japanese universities view their integration? *Higher Education*, 84(4), 845–62.

Cheng, X., & Zhang, L. J. (2021). Teacher written feedback on English as a Foreign Language learners' writing: Examining native and nonnative English-speaking teachers' practices in feedback provision. *Frontiers in Psychology*, 12, 629921.

Cole, N. D. (2011). Managing global talent: Solving the spousal adjustment problem. *International Journal of Human Resource Management*, 22(7), 1504–30.

Cole, N. D., & McNulty, Y. (2011). Why do female expatriates "fit-in" better than males? *Cross Cultural Management: An International Journal*, 18(2), 144–64.

Darawong, C., & Igel, B. (2012). Acculturation of local new product development team members in MNC subsidiaries in Thailand. *Asia Pacific Journal of Marketing and Logistics*, 24(3), 351–71.

Darawong, C., & Igel, B. (2017). Managing interpersonal conflict between expatriates and Thai managers through intercultural communication: The moderating effect of expatriates' culture of origin. *International Journal of Innovation Management*, 21(4), 1–20.

Darawong, C., Igel, B., & Badir, Y. F. (2016). The impact of communication on conflict between expatriate and local managers working in NPD projects of MNC subsidiaries: A local perspective. *Journal of Asia-Pacific Business*, 17(1), 81–99.

Davies, S., Kraeh, A., & Froese, F. (2015). Burden or support? The influence of partner nationality on expatriate cross-cultural adjustment. *Journal of Global Mobility*, 3(2), 169–82.

Deng, L., & Gibson, P. (2009). Mapping and modeling the capacities that underlie effective cross-cultural leadership: An interpretive study with practical outcomes. *Cross Cultural Management*, 16(4), 347–66.

Detzen, D., & Loehlein, L. (2018). Language at work in the Big Four: Global aspirations and local segmentation. *Accounting, Auditing and Accountability Journal*, 31(7), 2031–54.

Dickmann, M. (2003). Implementing German HRM abroad: Desired, feasible, successful? *International Journal of Human Resource Management*, 14(2), 265–83.

Djatmika, C., Mohamad, B., Santosa, R., & Wibowo, A. H. (2024). Intercultural communicative competence among Indonesian migrant workers in Malaysia: A qualitative exploration. *Frontiers in Sociology*, 9, 1321451.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Elo, M., Silva, S. C., & Vlačić, B. (2023). The role of satisfaction in labor diaspora dynamics: An analysis of BREXIT effects. *Thunderbird International Business Review*, 65(1), 143–59.

Elsevier. (2023). *About Scopus – Abstract and Citation Database | Elsevier*, www.elsevier.com/solutions/scopus.

Eusafzai, H. A. K. (2015). Foreign English Language teachers' local pedagogy. *English Language Teaching*, 8(5), 82–93.

Ewers, M. C. (2013). From knowledge transfer to learning: The acquisition and assimilation of human capital in the United Arab Emirates and the other Gulf States. *Geoforum*, 46, 124–37.

Fan, S. X., & Kashima, E. (2022). You are always one of us: The role of implicit theories of ethnicity in host country nationals' view of co-ethnic expatriates. *Asian Journal of Social Psychology*, 25(2), 302–18.

Farcas, D., & Gonçalves, M. (2017). Motivations and cross-cultural adaptation of self-initiated expatriates, assigned expatriates, and immigrant workers: The case of Portuguese migrant workers in the United Kingdom. *Journal of Cross-Cultural Psychology*, 48(7), 1028–51.

Fee, A. (2020). How host-country nationals manage the demands of hosting expatriates: An exploratory field study. *Journal of Global Mobility*, 8(1), 25–54.

Fee, A., & Michailova, S. (2020). How host organizations prepare for and learn from expatriate assignments. *Thunderbird International Business Review*, 62(4), 329–42.

Ferguson, A., Nesta, F., & Storey, C. (2007). Managing across cultures: The experiences of three Hong Kong academic library directors. *Library Management*, 28(4–5), 213–23.

Fernandez, B., Mutabazi, E., & Pierre, P. (2006). International executives, identity strategies and mobility in France and China. *Asia Pacific Business Review*, 12(1), 53–76.

Froese, F. J. (2010). Acculturation experiences in Korea and Japan. *Culture and Psychology*, 16(3), 333–48.

Froese, F. J., Peltokorpi, V., & Ko, K. A. (2012). The influence of intercultural communication on cross-cultural adjustment and work attitudes: Foreign workers in South Korea. *International Journal of Intercultural Relations*, 36(3), 331–42.

Fu, C., Hsu, Y. S., Shaffer, M. A., & Ren, H. (2017). A longitudinal investigation of self-initiated expatriate organizational socialization. *Personnel Review*, 46(2), 182–204.

Fu, L., & Charoensukmongkol, P. (2022). Benefits of psychological capital on host country nationals' support and burnout of Chinese expatriates in

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Thailand: The moderating effect of personal characteristics. *Asia-Pacific Journal of Business Administration*, 14(3), 265–84.

Furusawa, M., & Brewster, C. (2019). The determinants of the boundary-spanning functions of Japanese self-initiated expatriates in Japanese subsidiaries in China: Individual skills and human resource management. *Journal of International Management*, 25(4), 100674.

Gallagher, H. C. (2013). Willingness to communicate and cross-cultural adaptation: L2 communication and acculturative stress as transaction. *Applied Linguistics*, 34(1), 53–73.

Gamble, J. (2003). Transferring human resource practices from the United Kingdom to China: the limits and potential for convergence. *International Journal of Human Resource Management*, 14(3), 369–87.

Garfield, E., Paris, S. W., & Stock, W. G. (2006). HistCite™ : A software tool for informetric analysis of citation linkage. *Information*, 57(8), 391–400.

Garrido, M. R. (2017). Multilingualism and cosmopolitanism in the construction of a humanitarian elite. *Social Semiotics*, 27(3), 359–69.

Gioia, D. A., Corley, K. G., & Hamilton, A. L. (2013). Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. *Organizational Research Methods*, 16(1), 15–31.

Goby, V. P., Ali, H. M. A., Lanjawi, M. A. A., & Al Haddad, K. I. M. A. (2017). Workforce localization, information sharing, and the imperative of culture: A preliminary exploration of expatriate-Emirati information sharing in Dubai's private sector. *International Journal of Organizational Analysis*, 25(1), 103–22.

Goby, V. P., Nickerson, C., & David, E. (2015). Interpersonal communication and diversity climate: Promoting workforce localization in the UAE. *International Journal of Organizational Analysis*, 23(3), 364–77.

Golis, A. (2024). Teacher relationships in Chinese internationalized schools. *Asia-Pacific Education Researcher*, 1, 1–10.

Goodall, K., & Roberts, J. (2003). Repairing managerial knowledge-ability over distance. *Organization Studies*, 24(7), 1153–75.

Gudykunst, W. B. (2005). An anxiety/uncertainty management (AUM) theory of strangers' intercultural adjustment. In W. B. Gudykunst, ed., *Theorizing About Intercultural Communication*. Thousand Oaks, CA: Sage, pp. 419–57.

Harrison, E. C., & Michailova, S. (2012). Working in the Middle East: Western female expatriates' experiences in the United Arab Emirates. *International Journal of Human Resource Management*, 23(4), 625–44.

Hassan, A., & Hashim, J. (2011). Role of organizational justice in determining work outcomes of national and expatriate academic staff in Malaysia. *International Journal of Commerce and Management*, 21(1), 82–93.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Heizmann, H., Fee, A., & Gray, S. J. (2018). Intercultural knowledge sharing between expatriates and host-country nationals in Vietnam: A practice-based study of communicative relations and power dynamics. *Journal of International Management*, 24(1), 16–32.

Hocking, J. B., Brown, M., & Harzing, A.-W. (2007). Balancing global and local strategic contexts: Expatriate knowledge transfer, applications, and learning within a transnational organization. *Human Resource Management*, 46(4), 513–33.

Hofhuis, J., Hanke, K., & Rutten, T. (2019). Social network sites and acculturation of international sojourners in the Netherlands: The mediating role of psychological alienation and online social support. *International Journal of Intercultural Relations*, 69, 120–30.

Hogg, M. A., & Terry, D. J. (2000). Social identity and self-categorization processes in organizational contexts. *Academy of Management Review*, 25(1), 121–40.

Hollinshead, G. (2017). The tortuous ascent of global value chains – the case of pharmaceutical R&D in China. *Critical Perspectives on International Business*, 13(3), 244–62.

Horak, S., & Yang, I. (2016). Affective networks, informal ties, and the limits of expatriate effectiveness. *International Business Review*, 25(5), 1030–42.

Hsu, Y. S., Chen, Y. P., Chiang, F. F. T., & Shaffer, M. A. (2024). Bridging the expatriate and host country national knowledge transfer gap: Managing interaction anxiety and uncertainty. *Journal of Knowledge Management*, 28(7), 1867–88.

Hua, Z. (2016). *Research Methods in Intercultural Communication: A Practical Guide*. Chichester: John Wiley & Sons.

Huang, H., Liu, H., Huang, X., & Ding, Y. (2020). Simulated home: An effective cross-cultural adjustment model for Chinese expatriates. *Employee Relations*, 42(4), 1017–42.

Humphreys, G. (2026). Language ideologies and native speakerism in English language study abroad websites. *TESOL Quarterly*, 0(0), 1–2. https://doi.org/10.1002/TESQ.70056.

Hurn, B. J., & Tomalin, B. (2013). *Cross-Cultural Communication: Theory and Practice*. London: Palgrave Macmillan.

Ishii, K. (2012). Dual organizational identification among Japanese expatriates: The role of communication in cultivating subsidiary identification and outcomes. *International Journal of Human Resource Management*, 23(6), 1113–28.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

ILO (2021). *ILO global estimates on international migrant workers. Results and methodology*, www.ilo.org/sites/default/files/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_808935.pdf.

Jannesari, M., Wang, Z., Brown, P., & McCall, J. (2016). Knowledge transfer between expatriate and host country nationals: The role of self-construal. *Social Behavior and Personality*, 44(3), 369–82.

Jannesari, M., Wang, Z., McCall, J., & Zheng, B. (2017). Psychological availability between self-initiated expatriates and host country nationals during their adjustment: The moderating role of supportive supervisor relations. *Frontiers in Psychology*, 8, 2049.

Jannesari, M., Wang, Z., Zheng, J. et al. (2021). The role of extraversion and openness on host country nationals' task performance and contextual performance at work. *Psychology Research and Behavior Management*, 14, 169–83.

Johnson, E. C., Kristof-Brown, A. L., Van Vianen, A. E. M., De Pater, I. E., & Klein, M. R. (2003). Expatriate social ties: Personality antecedents and consequences for adjustment. *International Journal of Selection and Assessment*, 11(4), 277–88.

Jonasson, C., & Lauring, J. (2012). Cultural differences in use: The power to essentialize communication styles. *Journal of Communication Management*, 16(4), 405–19.

Kalra, K., & Szymanski, M. (2023). Alike yet distinct: The effect of language diversity on interpersonal relationships within national and multinational project teams. *Management and Organization Review*, 19(4), 627–654.

Kennedy, J. C. (2018). Forbearance of culturally inappropriate leadership behaviors: A conceptual model. *Journal of Global Mobility*, 6(1), 4–19.

Kessler, M. M. (1963). Bibliographic coupling extended in time: Ten case histories. *Information Storage and Retrieval*, 1(4), 169–87.

Kim, K., & Angouri, J. (2023). "It's hard for them to even understand what we are saying"(.) Language and power in the multinational workplace. *Critical Perspectives on International Business*, 19(1), 27–45.

Kim, Y. Y. (2005). Adapting to a new culture: An integrative communication theory. In W. B. Gudykunst, ed., *Theorizing About Intercultural Communication*. Thousand Oaks, CA: Sage, pp. 375–400.

Konanahalli, A., Oyedele, L., von Meding, J., Spillane, J., & Coates, R. (2012). International projects and cross-cultural adjustments of British expatriates in Middle East: A qualitative investigation of influencing factors. *Construction Economics and Building*, 12(3), 31–54.

Koseoglu, M. A. (2016). Mapping the institutional collaboration network of strategic management research: 1980–2014. *Scientometrics*, 109(1), 203–26.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Kostova, T., & Roth, K. (2003). Social capital in multinational corporations and a micro-macro model of its formation. *Academy of Management Review*, 28(2), 297–317.

Kramsch, C., & Hua, Z. (2016). Language, culture and language teaching. In G. Hall, ed., *Routledge Handbook of English Language Teaching*. London: Routledge, pp. 38–50.

Kryszak, Ł., Świerczyńska, K., & Staniszewski, J. (2021). Measuring total factor productivity in agriculture: A bibliometric review. *International Journal of Emerging Markets*, 18(1), 148–72.

Kuki, M. B., Kirk, S., & Ridgway, M. (2021). Social capital, language and host country nationals (HCNs) as global talent. *Journal of Organizational Effectiveness*, 8(4), 370–86.

Kunisch, S., Denyer, D., Bartunek, J. M., Menz, M., & Cardinal, L. B. (2023). Review research as scientific inquiry. *Organizational Research Methods*, 26(1), 3–45.

Lakshman, C., Lakshman, S., & Gok, K. (2020). Biculturalism and cross-cultural competence: examination of an attribution complexity theory-based model. *Cross Cultural and Strategic Management*, 28(3), 481–500.

Lam, L. S. T. (2013). Hong Kong-based TEFL/TESOL global academics: life, culture, mobility, globalisation and cosmopolitanism. *Globalisation, Societies and Education*, 11(1), 85–107.

Lauring, J. (2008). Rethinking social identity theory in international encounters. *International Journal of Cross Cultural Management*, 8(3), 343–61.

Lauring, J., Guttormsen, D. S. A., & McNulty, Y. M. (2019). Adult third culture kids: Adjustment and personal development. *Cross Cultural and Strategic Management*, 26(3), 387–400.

Lauring, J., Vulchanov, I. O., & Stoermer, S. (2023). Linguistic capital and status: The interaction between language skills, personal reputation, and perceived collaboration performance. *European Management Review*, 20(1), 61–75.

Léonard, E., & Dion, D. (2003). Globalisation versus relations industrielles «à la belge»? *Reflets et Perspectives de La Vie Economique*, 42(4), 59–69.

Leung, K., Wang, Z., & Smith, P. B. (2001). Job attitudes and organizational justice in joint venture hotels in China: The role of expatriate managers. *International Journal of Human Resource Management*, 12(6), 926–45.

Logemann, M., & Piekkari, R. (2015). Localize or local lies? The power of language and translation in the multinational corporation. *Critical Perspectives on International* Business, 11(1), 30–53.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Lüdi, G. (2013). Receptive multilingualism as a strategy for sharing mutual linguistic resources in the workplace in a Swiss context. *International Journal of Multilingualism*, 10(2), 140–58.

Lum, L., Dowedoff, P., & Englander, K. (2016). Internationally educated nurses' reflections on nursing communication in Canada. *International Nursing Review*, 63(3), 344–51.

Mahajan, A., & Hassan, Y. (2024). Do expatriates adjust better when they seek advice from host country nationals? Role of perceived social costs and organizational support in advice-seeking. *Journal of International Management*, 30(3), 101139.

Mahajan, A., & Toh, S. M. (2014). Facilitating expatriate adjustment: The role of advice-seeking from host country nationals. *Journal of World Business*, *49* (4), 476–87.

Mak, B. C. N., & Chui, H. L. (2013). A cultural approach to small talk: A double-edged sword of sociocultural reality during socialization into the workplace. *Journal of Multicultural Discourses*, 8(2), 118–33.

Malik, R., Madappa, T., & Chitranshi, J. (2017). Diversity management in tourism and hospitality: an exploratory study. *Foresight*, 19(3), 323–36.

Maseda, A., Iturralde, T., Cooper, S., & Aparicio, G. (2022). Mapping women's involvement in family firms: A review based on bibliographic coupling analysis. *International Journal of Management Reviews*, 24(2), 279–305.

Mas-Tur, A., Roig-Tierno, N., Sarin, S. et al. (2021). Co-citation, bibliographic coupling and leading authors, institutions and countries in the 50 years of Technological Forecasting and Social Change. *Technological Forecasting and Social Change*, 165, 120487.

Mathew, S., & Burgess, J. (2023). Two decades of industrial disputation at an Indian auto plant: Lean production versus local cultural values. *Economic and Labour Relations Review*, 34(2), 263–78.

Michailova, S., Fee, A., & DeNisi, A. (2023). Research on host-country nationals in multinational enterprises: The last five decades and ways forward. *Journal of World Business*, 58(1), 101383.

Moon, H. K., Choi, B. K., & Jung, J. S. (2013). Comprehensive examination on antecedents of cultural intelligence: Case of South Korea. *Personnel Review*, 42(4), 440–465.

Mumtaz, S., & Nadeem, S. (2020). When too much adjustment is bad: A curvilinear relationship between expatriates' adjustment and social changes in HCNs. *Cogent Business & Management*, 7(1), 1857064.

Mumtaz, S., & Nadeem, S. (2023). Understanding the development of a common social identity between expatriates and host country nationals. *Personnel Review*, 52(1), 42–57.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Nadeem, S., & Mumtaz, S. (2018). Expatriates adjustment through transformation of social identity of Chinese expatriates working in Pakistan. *Cross Cultural and Strategic Management*, 25(4), 642–69.

Nekvapil, J., & Sherman, T. (2009). Pre-interaction management in multinational companies in Central Europe. *Current Issues in Language Planning*, 10(2), 181–98.

Neuendorf, K. A. (2002). *The Content Analysis Guidebook*, 2nd edn., Thousand Oaks, CA: Sage.

Neupert, K. E., Baughn, C. C., & Dao, T. T. L. (2005). International management skills for success in Asia: A needs-based determination of skills for foreign managers and local managers. *Journal of European Industrial Training*, 29(2), 165–80.

Nguyen, C. D. (2017). Creating spaces for constructing practice and identity: Innovations of teachers of English language to young learners in Vietnam. *Research Papers in Education*, 32(1), 56–70.

Nguyen, P., Felfe, J., & Fooken, I. (2014). Work conditions as moderators of the relationship between Western expatriates' commitment and retention in international assignments. *Evidence-Based HRM*, 2(2), 145–63.

Nimführ, S. (2022). Can collaborative knowledge production decolonize epistemology? *Migration Letters*, 19(6), 781–789.

Oakley, S., Grealish, L., & Coyne, E. (2020). Telling their story: A qualitative descriptive study of the lived experience of expatriate palliative care nurses in the United Arab Emirates. *European Journal of Oncology Nursing*, 48, 101793.

Ojo, A. O., & Raman, M. (2015). Micro perceptive on absorptive capacity in joint ICT project teams in Malaysia. *Library Review*, 64(1/2), 162–78.

Okamoto, K., & Teo, S. T. T. (2011). Convergence and divergence of role stress experience of locally hired Japanese and non-Japanese host country staff: a qualitative study. *The International Journal of Human Resource Management*, 22(1), 218–31.

Paltrinieri, A., Hassan, M. K., Bahoo, S., & Khan, A. (2019). A bibliometric review of sukuk literature. *International Review of Economics & Finance*, 86, 897–918.

Park, B. Il, & Choi, J. (2014). Control mechanisms of MNEs and absorption of foreign technology in cross-border acquisitions. *International Business Review*, 23(1), 130–44.

Peik Foong, Y., & Richardson, S. (2008). The perceptions of Malaysians in a Japanese company. *Cross Cultural Management: An International Journal*, 15(3), 221–43.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Pekerti, A. A., van de Vijver, F. J. R., Moeller, M., Okimoto, T. G., & Edwards, M. R. (2021). A peer mentoring social learning perspective of cross-cultural adjustment: The rapid-acculturation mateship program. *International Journal of Intercultural Relations*, 84, 276–99.

Peltokorpi, V. (2015a). Corporate language proficiency and reverse knowledge transfer in multinational corporations: Interactive effects of communication media richness and commitment to headquarters. *Journal of International Management*, 21(1), 49–62.

Peltokorpi, V. (2015b). Foreign subsidiary top manager nationality and language policy: The moderating effects of subsidiary age and size. *International Business Review*, 24(5), 739–48.

Peltokorpi, V. (2020). Host country national employees' prosocial behavior toward expatriates in foreign subsidiaries: A common ingroup identity model perspective. *International Business Review*, 29(2), 101642.

Peltokorpi, V. (2022). The "language" of career success: The effects of English language competence on local employees' career outcomes in foreign subsidiaries. *Journal of International Business Studies*, 54, 258–84.

Peltokorpi, V., & Froese, F. J. (2009). Organizational expatriates and self-initiated expatriates: Who adjusts better to work and life in Japan? *The International Journal of Human Resource Management*, 20(5), 1096–112.

Peltokorpi, V., & Pudelko, M. (2021). When more is not better: A curvilinear relationship between foreign language proficiency and social categorization. *Journal of International Business Studies*, 52(1), 78–104.

Peltokorpi, V., Sekiguchi, T., & Yamao, S. (2021). Expatriate justice and host country nationals' work outcomes: Does host country nationals' language proficiency matter? *Journal of International Management*, 27(1), 100821.

Peltokorpi, V., & Vaara, E. (2012). Language policies and practices in wholly owned foreign subsidiaries: A recontextualization perspective. *Journal of International Business Studies*, 43(9), 808–33.

Piekkari, R., Tietze, S., Angouri, J., Meyer, R., & Vaara, E. (2021). Can you speak Covid-19? Languages and social inequality in management studies. *Journal of Management Studies*, 58(2), 587–91.

Piller, I. (2011). *Intercultural Communication: A Critical Introduction*, Edinburgh: Edinburgh University Press.

Qin, C., Ramburuth, P., & Wang, Y. (2008). Cultural distance and subsidiary roles in knowledge transfer in MNCs in China. *Chinese Management Studies*, 2(4), 260–80.

Raheja, R. (2023). Social evaluations of accented Englishes: The Indian context and its ideologies. *Journal on Asian Linguistic Anthropology*, 5(4), 34–53.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Ravasi, C., Salamin, X., & Davoine, E. (2015). Cross-cultural adjustment of skilled migrants in a multicultural and multilingual environment: An explorative study of foreign employees and their spouses in the Swiss context. *International Journal of Human Resource Management*, 26(10), 1335–59.

Reiche, B. S. & Harzing, A. W. (2010). International assignments. In A.-W. K. Harzing and A. Pinnington, eds., *International Human Resource Management*, *3rd ed*. London: Sage, pp. 185–226.

Rosenzweig, P. M., & Nohria, N. (1994). Influences on human resource management practices in multinational corporations. *Journal of International Business Studies*, 25(2), 229–51.

Salamin, X., & Davoine, E. (2015). International adjustment of female vs male business expatriates. A replication study in Switzerland. *Journal of Global Mobility: The Home of Expatriate Management Research*, 3(2), 183–212.

Samuell, C. (2024). Native speakerism and the Japanese ideal of English language teaching: globalisation, ideology, and practice. *Language and Intercultural Communication*, 24(2), 90–104.

Schnurr, S., & Zayts, O. (2012). "You have to be adaptable, obviously": Constructing professional identities in multicultural workplaces in Hong Kong. *Pragmatics*, 22(2), 279–300.

Selmer, J., Lauring, J., Normann, J., & Kubovcikova, A. (2015). Context matters: Acculturation and work-related outcomes of self-initiated expatriates employed by foreign vs. local organizations. *International Journal of Intercultural Relations*, 49, 251–64.

Sharkie, R. (2003). Knowledge creation and its place in the development of sustainable competitive advantage. *Journal of Knowledge management*, 7(1), 20–31.

Sharma, G. D., Kraus, S., Srivastava, M., Chopra, R., & Kallmuenzer, A. (2022). The changing role of innovation for crisis management in times of COVID-19: An integrative literature review. *Journal of Innovation & Knowledge*, 7(4), 100281.

Shi, L. (2017). Two expatriate English instructors in China: Their experiences, and perspectives of local students and teachers. *The Canadian Modern Language Review / La Revue Canadienne Des Langues Vivantes*, 73(1), 1–23.

Shimoni, B. (2011). The representation of cultures in international and cross cultural management: Hybridizations of management cultures in Thailand and Israel. *Journal of International Management*, 17(1), 30–41.

Shin, J. C., & Gress, D. R. (2018). Expatriate academics and managing diversity: a Korean host university's perspective. *Asia Pacific Education Review*, 19(2), 297–306.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Siljanen, T., & Lämsä, A. M. (2009). The changing nature of expatriation: Exploring cross-cultural adaptation through narrativity. *International Journal of Human Resource Management*, 20(7), 1468–86.

Simon, L., & Davies, G. (1996). A contextual approach to management learning: The Hungarian case. *Organization Studies*, 17(2), 269–89.

Singh, D., Pattnaik, C., Lee, J. Y., & Gaur, A. S. (2019). Subsidiary staffing, cultural friction, and subsidiary performance: Evidence from Korean subsidiaries in 63 countries. *Human Resource Management*, 58(2), 219–34.

Situmorang, R., & Japutra, A. (2024). Knowledge transfer within MNC hotel subsidiaries: An absorptive capacity perspective. *Tourism Management*, 100, 104794.

Suutari, V., Raharjo, K., & Riikkilä, T. (2002). The challenge of cross-cultural leadership interaction: Finnish expatriates in Indonesia. *Career Development International*, 7(7), 415–429.

Tahir, R. (2021). Managing expatriates in the United Arab Emirates: The role of host- and home-country mentors on expatriate career outcomes. *Journal of Workplace Learning*, 33(6), 426–45.

Tajfel, H., & Turner, J. C. (2004). The social identity theory of intergroup behavior. In J. T. Jost and J. Sidanius, eds., *Political Psychology*, *1st edn*. New York, NY: Psychology Press, pp. 276–93.

Tarnovskaya, V. V., & de Chernatony, L. (2011). Internalising a brand across cultures: The case of IKEA. *International Journal of Retail and Distribution Management*, 39(8), 598–618.

Tenzer, H., Schulz, M., Klier, H., & Schwens, C. (2020). Sending expats or hiring locals? The impact of communication barriers on foreign subsidiary CEO staffing. *European Journal of International Management*, 14(5), 891–923.

Thomas, S. (2024). Professional and cultural identity performances in transnational, middle-class migrants: A sociolinguistic case study of the United Arab Emirates. *Atlantic Studies*, 22(2), 293–317.

Tjoflåt, I., Karlsen, B., & Sætre Hansen, B. (2016). Working with local nurses to promote hospital-nursing care during humanitarian assignments overseas: experiences from the perspectives of nurses. *Journal of Clinical Nursing*, 25 (11–12), 1654–62.

Tripathi, S. (2025). Coloniality of knowledge (re)production: Individual entanglements and collective solidarities in epistemic North-South relationships. In B. Bliesemann de Guevara, K. Kaczmarska, X. Kurowska, B. Poopuu, & A. Warnecke, ed., *Knowledge and Expertise in International Politics: A Handbook*. Oxford: Oxford University Press, pp. 141–154.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

United Nations. (2019). *International migrant stock 2019*, www.un.org/en/development/desa/population/migration/data/estimates2/data/UN_MigrantStockTotal_2019.xlsx/.

Urzelai, B., & Puig, F. (2019). Developing international social capital: The role of communities of practice and clustering. *International Business Review*, 28(2), 209–21.

van Bakel, M. (2018). It takes two to tango: A review of the empirical research on expatriate-local interactions. *International Journal of Human Resource Management*, 30(21), 2993–3025.

van Eck, N. J., & Waltman, L. (2022). *VOSviewer Manual*, www.vosviewer.com/documentation/Manual_VOSviewer_1.6.18.pdf.

Van Zolingen, S. J., Essers, C., & Vermeer, L. (2012). Cross-cultural training for Dutch expatriates going to India. *European Journal of International Management*, 6(1), 10–28.

Vance, C. M., Andersen, T., Vaiman, V., & Gale, J. (2014). A taxonomy of potential contributions of the host country national local liaison role in global knowledge management. *Thunderbird International Business Review*, 56(2), 173–91.

Vance, C. M., & Paik, Y. (2005). Forms of host-country national learning for enhanced MNC absorptive capacity. *Journal of Managerial Psychology*, 20(7), 590–606.

Varma, A., Aycan, Z., Budhwar, P. et al. (2016). Host country nationals' support to expatriates: An investigation in . *European Journal of International Management*, 10(6), 605–23.

Varma, A., Mathew, J., Wang, C. H., Budhwar, P., & Katou, A. (2021). Indian nurses in the United Kingdom: A two-phase study of the expatriate-host country national relationship. *European Management Review*, 18(3), 329–41.

Varma, A., Pichler, S., Budhwar, P., & Kupferer, S. (2012). Expatriate-local interactions: An investigation in China. *Journal of Managerial Psychology*, 27(7), 753–768.

Végh, J., Jenkins, J., & Claes, M. T. (2023). "Should I stay or should I go?" – Why the future of global work may be less binary: Lessons on approaches to global crises from the experiences of expatriates during the COVID-19 pandemic. *Thunderbird International Business Review*, 65(1), 21–37.

Vora, D., & Kainzbauer, A. (2020). Humanistic leadership in Thailand: A mix of indigenous and global aspects using a cross-cultural perspective. *Cross Cultural and Strategic Management*, 27(4), 665–87.

Wang, C. H., & Toh, S. M. (2023). Host country national quality of interaction with expatriates: antecedents, process, and outcome. *International Journal of Human Resource Management*, 34(8), 1619–50.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Wang, D., Fan, D., Freeman, S., & Zhu, C. J. (2017). Exploring cross-cultural skills for expatriate managers from Chinese multinationals: Congruence and contextualization. *Asia Pacific Journal of Management*, 34(1), 123–46.

Wilczewski, M. (2019). *Intercultural Experience in Narrative. Expatriate Stories from a Multicultural Workplace*. Amsterdam/Philadelphia, PA: John Benjamins.

Wilczewski, M., & Alon, I. (2023). Language and communication in international students' adaptation: A bibliometric and content analysis review. *Higher Education*, 85, 1235–56.

Wilczewski, M., Søderberg, A. M., & Gut, A. (2018). Intercultural communication within a Chinese subsidiary of a Western MNC: Expatriate perspectives on language and communication issues. *Multilingua*, 37(6), 587–611.

Wilczewski, M., Søderberg, A.-M., & Gut, A. (2019). Storytelling and cultural learning – An expatriate manager's narratives of collaboration challenges in a multicultural business setting. *Learning, Culture and Social Interaction*, 21, 362–77.

Wong, J., Wong, P., & Heng, L. (2007). An investigation of leadership styles and relationship cultures of Chinese and expatriate managers in multinational construction companies in Hong Kong. *Construction Management and Economics*, 25(1), 95–106.

Wong, J., Wong, P., & Li, H. (2006). The adjustment of leadership styles in intercultural workplace – some evidences from the multinational construction companies in Hong Kong. *Hong Kong Institution of Engineers, Transactions*, 13(2), 1–10.

Wong, J. Y. L., & Oh, P. H. (2023). Teaching physical education abroad: Perspectives from host cooperating teachers, local students and Australian pre-service teachers using the social exchange theory. *Teaching and Teacher Education*, 136, 104364.

Wyant, M. H., & Kramer, M. W. (2021). "They are nothing more than his spies on the floor": Local employees' sensemaking and interpretation of expatriates' roles and responsibilities. *Management Communication Quarterly*, 36(1), 124–48.

Yan, H., Sautman, B., & Lu, Y. (2019). Chinese and "self-segregation" in Africa. *Asian Ethnicity*, 20(1), 40–66.

Yim, S. Y., & Hwang, K. (2019). Expatriate ELT teachers in Korea: Participation and sense of belonging. *ELT Journal*, 73(1), 72–81.

Yu, L., & Huat, G. S. (1995). Perceptions of management difficulty factors by expatriate hotel professionals in China. *International Journal of Hospitality Management*, 14(3–4), 375–88.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Yusuf, R., Fontinha, R., & Haak-Saheem, W. (2022). The dynamics of workplace relationships among expatriates and host country nationals in international development organisations. *Journal of Global Mobility*, 10(4), 476–95.

Zhang, L. E., & Harzing, A.-W. (2016). From dilemmatic struggle to legitimized indifference: Expatriates' host country language learning and its impact on the expatriate-HCE relationship. *Journal of World Business*, 51(5), 774–86.

Zhang, L. E., & Peltokorpi, V. (2016). Multifaceted effects of host country language proficiency in expatriate cross-cultural adjustments: A qualitative study in China. *International Journal of Human Resource Management*, 27(13), 1448–69.

Zhou, Y., Lu, L., & Jiang, B. (2005). Study on staff management practice of multinational company affiliates in China. *Management Decision*, 43(4), 516–22.

Zhu, H. 2019. *Exploring Intercultural Communication: Language in Action*. 2nd ed. Abingdon: Routledge.

Zhuang, W. L., Wu, M., & Wen, S. L. (2013). Relationship of mentoring functions to expatriate adjustments: comparing home country mentorship and host country mentorship. *The International Journal of Human Resource Management*, 24(1), 35–49.

Zi, Y., & Linke, A. (2021). Values gaps affecting human resources management relations between expats and locals: The case of a Chinese manufacturer in South Africa. *Africa Journal of Management*, 7(2), 216–39.

Zupic, I., & Čater, T. (2015). Bibliometric methods in management and organization. *Organizational Research Methods*, 18(3), 429–72.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Funding Statement

This research was supported by the Narodowe Centrum Nauki (grant no. 2023/49/B/HS2/00412) awarded to Michał Wilczewski."

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Cambridge Elements

Intercultural Communication

Will Baker

University of Southampton

Will Baker is Director of the Centre for Global Englishes and an Associate Professor of Applied Linguistics, University of Southampton. His research interests are Intercultural and Transcultural Communication, English as a Lingua Franca, English medium education, Intercultural education and ELT, and he has published and presented internationally in all these areas. Recent publications include: *Intercultural and Transcultural Awareness in Language Teaching (2022), co-author of Transcultural Communication through Global Englishes (2021), co-editor of The Routledge Handbook of English as a Lingua Franca (2018)*. He is also co-editor of the book series 'Developments in English as Lingua Franca'.

Troy McConachy

University of New South Wales, Australia

Troy McConachy is Senior Lecturer in the School of Education at University of New South Wales. His work aims to make interdisciplinary connections between the fields of (language) education and intercultural communication, focusing particularly on the role of metapragmatic awareness in intercultural communication and intercultural learning. He has published articles in journals such as ELT Journal, Language Awareness, Intercultural Education, the Language Learning Journal, Journal of International and Intercultural Communication, Journal of Intercultural Communication Research, and others. His is author of the monograph *Developing Intercultural Perspectives on Language Use: Exploring Pragmatics and Culture in Foreign Language Learning* (Multilingual Matters), and he has co-edited *Teaching and Learning Second Language Pragmatics for Intercultural Understanding* (with Tony Liddicoat), and *Negotiating Intercultural Relations: Insights from Linguistics, Psychology, and Intercultural* Education (with Perry Hinton). He is also Founding Editor and former Editor-in-Chief (2017–2024) of the international journal Intercultural Communication Education (Castledown).

Sonia Morán Panero

University of Southampton

Sonia Morán Panero is a Lecturer in Applied Linguistics at the University of Southampton. Her academic expertise is on the sociolinguistics of the use and learning of English for transcultural communication purposes. Her work has focused particularly on language ideologies around Spanish and English as global languages, English language policies and education in Spanish speaking settings and English medium instruction on global education. She has published on these areas through international knowledge dissemination platforms such as ELTJ, JELF, *The Routledge Handbook of English as a Lingua Franca* (2018) and the British Council.

Editorial Board

Zhu Hua, *University of Birmingham*
Ali Abdi, *The University of British Columbia*
Tomokazu Ishikawa, *Tamagawa University*
Ron Darvin, *The University of British Columbia*
Anne Kankaanranta, *Aalto University*
Xiaodong Dai, *Shanghai Normal University*
Sender Dovchin, *Curtin University*
Phan Le Ha, *University of Hawaii and Universiti Brunei Darussalam*
Jose Aldemar Alvarez Valencia, *Universidad del Valle*

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

About the Series

This series offers a mixture of key texts and innovative research publications from established and emerging scholars which represent the depth and diversity of current intercultural communication research and suggest new directions for the field.

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297

Cambridge Elements

Intercultural Communication

Elements in the Series

Translingual Discrimination
Sender Dovchin

Short-Term Student Exchanges and Intercultural Learning
Gareth Humphreys

Intercultural Communication and Identity
Ron Darvin and Tongle Sun

Intercultural Communication in Virtual Exchange
Francesca Helm

Ethical Global Citizenship Education
Emiliano Bosio

Diversity, Equity, Inclusion and Intercultural Citizenship in Higher Education
Irina Golubeva

Constrained Multilingualism
Marco Santello

Intercultural Interactions in Workplace Scholarship
Michał Wilczewski and Guro R. Sanden

A full series listing is available at: www.cambridge.org/EIIC

Downloaded from https://www.cambridge.org/core. UNIVERSIDAD AUTONOMA METROPOLITANA, on 05 Nov 2026 at 06:26:21, subject to the Cambridge Core terms of use, available at https://www.cambridge.org/core/terms. https://doi.org/10.1017/9781009590297