Covid-19 and the ACCKs At the Workplace

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The thesis examines the impact of Covid-19 on the sustainable careers of adult cross-cultural kids (ACCKs)/adult third culture kids (ATCKs). This is achieved through conducting 15 semi-structured interviews examining each aspect that influences career sustainability: mental wellbeing, work-life balance, and career development. The findings are that ACCKs/ATCKs were positively impacted by Covid-19 because they expanded their knowledge and created opportunities to develop themselves professionally.

1.Introduction

2

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Globalization is a driver for people to have cross-cultural interactions with each other. In the 21st century, there are more people who have experienced meaningful interactions with others from various countries because they work and live together (Pollock, van Reken, Pollock, 2017). Over the years, different trends and terms emerged to capture the diversity of individuals who have such experiences. Some of the common terms that researchers use in order to capture the diversity are global citizens, digital nomads, exchange students, expatriates, and cross-culture kids (CCKs). One particular group of individuals who experience such interactions during their developmental years are CCKs. They tend to have difficulty in answering questions, such as: "where are you from", "where is home", and "which country do you like best". This is attributed to the fact that they feel at home everywhere and nowhere, and that they do not per se have established a strong connection to a specific geographic place but rather to people (Pollock et al., 2017). However, the difficulty in answering these questions could also be attributed to the others refusing to acknowledge the CCK's connections to other cultures and places (Pollock et al.,2017).

A cross-culture kid is defined as an individual who has lived in or meaningfully interacted with at least two cultural environments for a significant part of their childhood or teenage years (Pollock et al., 2017). CCK can be thought of as an umbrella term that encompasses all the reasons why these individuals became CCKs. For example, missionary kids (MKs) became CCKs because their parents are Christian missionaries while military brats is a term used to describe CCKs who have at least one parent who works in the military (Pollock et al., 2017). However, the focus of this paper will be on third culture kids (TCKs) who are individuals who have spent a significant part of their childhood or teenage years outside their parents' culture (Pollock et al., 2017). It has been found that the TCK builds relationships to all cultures while not having full ownership in any (Pollock et al., 2017). The TCK assimilates elements from each culture and finds a sense of belonging in other people of similar background (Pollock et al., 2017). Adult cross-culture kid (ACCK) and adult third culture kid (ATCK) will be used throughout the paper to indicate that an adult was either a TCK or CCK when growing up. The term (A)TCK will be used to indicate individuals who spent a significant part of their developmental years outside their parents' cultures while (A)CCK will be used to indicate individuals who are from a mixed background.

Research states that ACCKs/ATCKs are the prototype of the future citizen and the ideal candidate for expatriate assignments (Selmer and Lam, 2004; Bonebright, 2010). Researchers attribute this to the soft skills ACCKs/ATCKs have developed during their developmental years, such as: multilingualism, cultural knowledge, flexibility, empathy, creativity, and the ability to navigate across clashing ideas and complex situations with ease (Hong, 2010; Saad,Damian, Benet-Martiznez, Moons, and Robbins, 2012; Brannen, Garcia, and Thomas, 2009; Chiu and Hong, 2005; Leung, Maddux, Galinsky, and Chiu, 2008). However, the mobile upbringing comes with its own challenges, such as: feelings of loneliness, isolation, grief, nostalgia, disorientation, rootlessness, and lack of belonging (Hill 2006; Pollock and Van Reken, 2001; Choi and Luke, 2011; Lijadi and Van Schalkwyk, 2014). It has been stated that if the ACCK/ATCK does not deal with these negative experiences properly, these issues will be carried into adulthood and have a negative impact on their lives (Pollock et al., 2017). These negative experiences caused by their cross-cultural lifestyle stem from the traditional idea that one should be from one country/one culture, and have

one mother language, but cannot mix multiple cultures and languages together. They can also be amplified by a rejection from those around them to try and understand the ACCK's/ATCK's perception of making sense of the world through an ethnorelativism view as opposed to ethnocentric (Hammer, Bennet, and Wiseman, 2003). It is possible that these negative feelings may have been amplified for the ATCKs and ACCKs because of the lockdown policies and the restrictions on international travel.

Throughout 2020 and 2021, Covid-19 had a tremendous impact on the world's population's health, work opportunities, the way work has changed, and the way people experienced lockdown policies. We witnessed remote working becoming the norm, massive lay-offs, volatile country situations, organizations struggling to stay afloat, and all events becoming online rather than physical (Tandell, 2020). By holding events online, I had the opportunity to talk to various Human Resource (HR) professionals in the past year. The HR professionals have mentioned that organizations are looking for people who have cross-cultural competencies and can navigate through uncertain times, including being inclusive leaders at the workplace. I have found that they have concerns regarding employees struggling with work-life balance, mental wellbeing, and keeping a growth mindset during the crisis. This means that the career sustainability of employees has been affected during Covid-19. Career sustainability is a HR model which aims to allow an individual to reflect on his or her experiences and to provide the possibility to change his or her course of action (van der Heijden and de Vos, 2015).

ATCKs/ACCKs have cross-cultural competencies, the ability to navigate through uncertain times, and to be inclusive leaders because they have internalized those skills during their developmental years. This is because they had to learn to remain calm during volatile, uncertain, complex, ambiguous (VUCA) situations which makes them even more essential to organizations during crises (Pollock et al.,2017). As mentioned earlier, they have accumulated multicultural experience which helps them bridge the gap between the differences of different stakeholder groups which is an essential skill in the internationalization of organizations (Pollock et al., 2017). In order to understand the needs of ACCK/ATCK talent, the following research question is formed: How has the ACCK's/ATCK's sustainable career been affected during Covid-19?

The goal is to study the effect of Covid-19 on the sustainable career of ACCKs/ATCKs. The focus is examining mental wellbeing, work-life balance, and career development as important elements for sustainable careers (van der Heijden and De Vos, 2015; De Vos, van der Heijde, and Ackerman, 2018). This is because mental wellbeing and work-life balance can affect other aspects of people's lives, such as: their happiness, productivity, and health (van der Heiden and de Vos, 2015; de Vos et al, 2018). Because ATCKs/ACCKs prefer jobs that require them to use their intercultural skillset, they are more likely to work for various employers than their monocultural peers (Pollock et al., 2017; Tarique and Weisbord, 2013; Lauring, Guttorsom, Mc Nulty, 2019). This means that examining their career development is essential because employability ensures their ability to progress in their careers. The contribution of this paper seeks to connect the expatriate stream of HR literature to the TCK literature by studying career sustainability of ACCKs/ATCKs during Covid-19. On the practical side, the study aims to provide a better understanding to HR professionals of the attitudes and tendencies of ACCKs and ATCKs as well as to help them come up with suggestions on how to retain individuals who have had multicultural upbringing. For the ACCK/ATCKs, this research aims to provide them with suggestions on which aspect(s) to pay attention to in order to achieve career sustainability.

A gap in literature also exists. The HR literature has dedicated a stream to expatriation but has not studied the effects of mobility experience on the trailing child. The TCK literature attempts to close this gap, but it has not studied the effects of mobility experience during developmental years on the adult. So

far, the ACCK/TCK literature has provided insight toward the TCK's attitude with regards to university and the majors they choose to study, how they build relationships with their colleagues while attending university, and some research on how they build their identity during childhood and teenage years (Pollock and van Reken, 2001; Choi, Luke, Bernard, 2015;Westropp, Cathro, Everett,2016; Lijadi and Van Schalkwyk, 2014; Kopela, 2016; Kwon,2018). While studying the ATCK literature, it has been suggested that ACCKs/ATCKs are more likely to change employers but it has not been suggested why (Pollock et al, 2017; Pollock and van Reken, 2001). The research I managed to find on mental wellbeing, work-life balance, and career development was based on mono-cultural adults. I think this thesis lays down the foundation on which further research could be conducted in order to examine ACCKs/ATCKs and their career sustainability.

The next sections provide a literature review on ACCK/ATCK, career sustainability, and Covid-19's impact on the workplace, followed by methodology, analysis, conclusion, and discussion. The analysis is done from an ethnorelativism perspective as the experiences of the interviewees are included in which they compare cultures. There are some elements of the emic perspective as the researcher has some commonalities with the interviewees- being an ATCK and living in similar or the same cultural environments.

2. Literature Review

In order to provide a theoretical answer to the research question "how has the ACCK/ATCK's sustainable career been affected during Covid-19?", a literature review is presented. The review indicates that the sustainable careers of ACCKs/ATCKs is affected by their earlier experiences: namely that skills such as resilience, flexibility, open-mindedness, curiosity, and proactivity help them in their career sustainability while factors such as relationships with parents and belongingness determine the extent to which they will develop their career sustainability in a positive manner. In order to get a better understanding, the literature review is divided into three sections. The first section is focused on ACCKs/ATCKs, the second one- on career sustainability, and the third section is focused on the impact of Covid-19 on work life. The section on ATCK/ACCK aims to provide a better understanding about multicultural individuals which the reader may not per se be familiar with while the section on career sustainability explains which elements of the career sustainability are important. The section on Covid-19 aims to contextualize the situation that has occurred by describing the working life during this crisis.

2.1 Adult Third Culture Kids

Prior research has found that children who grew up dealing with at least two cultures are more prone to certain behaviors than their monocultural peers which is reflected in their adult lives (Pollock et al., 2017). On one hand, CCKs/TCKs are more prone to being curious, open-minded, and have the ability to navigate through seemingly complex, contradictory contexts; these skills have been found to result in greater creativity, flexibility, higher tolerance and acceptance of differences between people (Catalano, 2016; Hayden, 2012; Bonebright, 2010; Tarique and Weisbord, 2013; Haslberger, Brewster, Hippler, 2013; Caliguri, 2006; Abe, 2018; Lauring, Guttormsen, and McNulty,2019; Dewaele & Van Oudenhoven, 2009; Hervey, 2009). On the other hand, the multicultural lifestyle may lead to negative feelings, such as: isolation, rootlessness, disorientation, grief, and difficulty in building relationships (Pollock et al., 2017; Pollock and Van Reken, 2001; Choi and Luke, 2011; Lijadi and Van Schalkwyk, 2014; Limberg and

Lambie, 2011; Melles and Frey, 2014). Their upbringing experiences shape up their identities which in turn determine their belongingness and relationships as adults (Hayden and Thompson, 1995; MacLachlan, 2007; Pollock et al., 2017).

For many CCKs/TCKs, their identities determine where they feel like they are at home (belongingness) and with whom they will focus on building relationships (Pollock et al, 2017). It has been found that CCKs/TCKs tend to fit in best with other individuals with multicultural upbringing as opposed to with their monocultural peers (Pollock et al., 2017). This is because their monocultural peers group people into one country, one language, one culture and refuse to accept that there are possibilities of combining several languages and cultures (Cockburn, 2002; Dawaele and van Oudenhoven, 2009; Fail et al., 2004; Pollock et al., 2017). Academically, an ethnocentric approach to examining CCKs/TCKs has been taken within research prior to 2010 (Cockburn, 2002; Dawaele and van Oudenhoven, 2009; Fail et al., 2004; Pollock et al., 2017). Research from 2010 onward tends to these issues from an ethnorelative perspective (Pollock et al.,2017). Post 2010, it has been concluded that CCKs/TCKs tend to appreciate their fragmented identities, value the connections they have made while being in a highly mobile society, and develop their sense of belonging with the relationships they have with other people and not through geographic boundaries (Kwon,2018; Lijadi and van Schalkwyk,2014; Korpela, 2016). All of these findings suggest that CCKs/TCKs prefer to build relationships with people who accept them and acknowledge the other parts of their life experiences, including the habits they have picked up from their cross-cultural interactions which may cause discrepancies between the two cultures (Downie, Koestner, El Geledi, and Cree 2004; Easthope, 2009; Liu, 2014; Lijadi and van Schalkwyk, 2017).

Upon becoming adults, these individuals face difficulties with repatriating back to monocultural environments and lose the tight connection they had with their parents' organization, school's community, and host country's community which shaped their experiences (Lijadi and van Schalkwyk, 2017; Pollock and van Reken, 2001; Korpela, 2016). This loss of connection has been cited as a result as to why ATCKs/ACCKs feel disconnected from their peers (Pollock et al., 2017). It has been suggested that in order for ACCKs/ATCKs to feel accepted, they need to accept the ethnocentric view of identity and find a way to deal with it while balancing their hidden aspects of their identity that their monocultural peers do not recognize (Pollock et al.,2017). This would mean that ACCKs/ATCKs may feel unaccepted at their workplace which may lead to quitting their jobs and moving to a different organization.

To summarize, multicultural upbringing has its advantages and disadvantages. ACCKs/ATCKs tend to be more flexible,curious, and open-minded than their monocultural peers but may sometimes have issues with belonging and relationships because people may not accept their identity which has been shaped by their multicultural interactions. Therefore, it is possible that ACCKs/ATCKs have problems with belonging at the workplace which could explain why these ACCKs/ATCKs are more likely to change employers more often than their monocultural peers (Pollock et al., 2017).

2.2 Career Sustainability

At the turn of the 21st century, our lives are defined by unpredictable, volatile, complex, ambiguous markets and high mobility. Therefore, career sustainability plays an important role in determining how successful we are with navigating the globalized world. Additionally, career sustainability is impacted by Covid-19 because employees will have to learn to be resilient to the unexpected shifts in their lives.

To understand career sustainability, this section is divided into two subsections. The first subsection describes the concept of sustainable careers while the second section describes three of the dimensions of

the person-career fit. The concept of sustainable careers is a model that shows the relevant factors that affect one's long-term employability while connecting dynamic learning which is an activity ACCKs/ATCKs have been doing since they first had to interact with various cultures. Person-Career fit is related to career sustainability because it explains which aspects of a person makes them suitable for a particular career. Employees and employers alike should learn to take better care of their health, maintain a good work-life balance, and ensure they develop knowledge and skills that will help them stay employed despite the changes. In order to ensure one's employability in the VUCA world, the employee should focus on seeking out relevant experiences. For the researcher, it is important to understand career sustainability in order to see the elements that might affect one's employability.

2.2.1 Sustainable Career Model

Sustainable career is defined as the accumulation of good and bad experiences and events the individual has, how (s)he and those around them perceive their experiences and events, and the knowledge gained from these situations which could lead to self-reflection and dynamic learning (Van der Heijden and de Vos, 2015; Lord and Maher, 1990; Parasuraman et al., 2000; De Vos, van der Heijden, and Ackerman, 2018). Through dynamic learning, individuals improve their understanding of themselves and their environment which allows them to refine their own perceptions of their person-career fit (De Vos et al., 2018). The sustainable careers model shows that contextual factors and time affect the person (De Vos et al., 2018). Contextual factors include nation, organization, institution, and private life while time includes changes and events (De Vos et al., 2018).

As already mentioned, CCKs/TCKs associate themselves strongly with their parents' organization, their school, and the host nationals (Pollock et al., 2017; Lijadi and van Schalkwyk, 2014; 2017). This would mean that for ACCKs/ATCKs contextual factors are expected to play a role in determining their sustainable careers. (A)CCKs/(A)TCKs tend to remember time through major changes and events because of the frequency they had to relocate or to change the culture they interact with throughout the day (Pollock et al., 2017). Such changes of time indicate that time also affects the person. When combining these two aspects, it can be said that ACCKs/ATCKs experience dynamic learning because they are constantly put in situations that require multicultural interaction. Their daily interactions of at least two different cultures allow them to compare, learn, and better understand the various behavioral nuances people display across cultures. Additionally, this allows them to learn that what may work in one context does not necessarily work in the other; therefore, they have to adjust their behavior and communication style in order to be understood by the surrounding people (Pollock et al., 2017). By the time they become adults, they understand that many of the decisions that were imposed on them were driven by contextual factors and time (Pollock et al., 2017). Therefore, ACCKs and ATCKs are likely to experience dynamic learning upon relocation or encountering something new in their host country. This is because they have to actively experiment in order to learn a new model of working. Consequently, to an organization, investing in policies and practices related to employees' needs is essential in ensuring that the employees are engaged within the organization. If ATCK/ACCK employee lacks the needed level of engagement, (s)he is far more likely to leave because (s)he is not defined by geographical boundaries.

Therefore, the concept of sustainable careers helps contextualize their (ACCKs'/ ATCKs') life experiences. This is because sustainable careers is a model that looks at the events that have occurred throughout a person's life and could affect aspects of their professional lives.

2.2.2 Dimensions of person-career fit

Person-career fit is defined by the alignment of a person's core values and his or her career choices (De Vos et al, 2018). In order for a person to lead a sustainable career, (s)he must experience person-career fit which means that (s)he has to be happy, healthy, and productive (De Vos et al., 2018). Happiness is measured through satisfaction and career success; health is measured through wellbeing, stress, and physical health; productivity is measured through performance, organizational citizenship behavior, and employability (De Vos et al., 2018). The sustainable career model demonstrates that if one wants to have a sustainable, successful career and maintain his or her employability long-term, then one has to focus on one's own happiness, health, and productivity.

Within the context of the paper, mental wellbeing is chosen to represent health. This is because ACCKs/ATCKs tend to be affected mostly by their current state of mental wellbeing which affects their relationships and belongingness which is likely to have spillover effects to their careers (Pollock et al, 2017; Lijadi and van Schalkwyk, 2017; Korpela, 2016; Kwon, 2018). Within the context of the paper, work-life balance is used as a proxy measure to happiness.This is because work-life balance is associated with satisfaction of the employee with their personal and professional lives. For ACCKs/ATCKs, work-life balance is relevant because their friends and family are often in different countries than them so having sufficient time to meet their social needs is essential to them (Pollock et al.,2017; Lijadi and van Schalkwyk, 2017; Korpela, 2016; Kwon, 2018). In the original scale, productivity is measured through performance, OCB, and employability. In this paper, career development is used to re-label productivity because career development allows us to examine the career ambitions of the employees. The reason why career development is essential to ACCKs/ATCKs is because it allows them to work for various employers in different locations should they feel the need to relocate (Pollock et al., 2017). Therefore, the dimensions of person-career fit that are examined within the paper are mental wellbeing, work-life balance, and career development.

2.2.2.1 Mental Wellbeing

The first aspect of the person-career fit that is examined is mental wellbeing. Mental wellbeing is defined as the person's ability to be versatile in stressful situations (Dana and Griffin, 1999). The literature examines mental wellbeing through life experiences, job-related experiences, and work-specific dimensions (Dana and Griffin,1999). Life experience is measured through life satisfaction and happiness; job related experiences are measured through job satisfaction and job attachment; work-specific dimensions are measured through satisfaction with pay and satisfaction with co-workers (Dana and Griffin, 1999). Since the end of the 20th century, mental wellbeing has become one of the most discussed topics in health, psychology, and more recently in business journals.

It has been found that poor mental wellbeing leads to negative job performance (Dana and Griffin, 1999). Moreover, it has been demonstrated that people who have jobs with high demands, little room for decision making, high role ambiguity, and long working hours experience poor mental wellbeing due to stress (King, 1995; Skov, Borg, and Orhede, 1996; Smith, Kaminstein, and Makadok, 1995). Additionally, it has been shown that relationships affect employee's wellbeing at work (Bowen and Ostroff, 2004; Ogbonnaya, 2019; Nishii, Lepak, and Schneider, 2008; Alfes, Veld, and Furstenberg, 2020; Arnetz, Ventimiglia, Beech, de Martins, Lokk, and Arnetz, 2013). Relationships associated with clear communication and trust lead to positive outcomes, such as: job satisfaction, organizational commitment, low turnover, high performance, and few health problems (Bowen and Ostroff, 2004; Ogbonnaya, 2019;

Nishii et al., 2008; Alfes et al., 2020). It has also been found that work-related support is important to mental wellbeing as people feel less stressed (Arnetz et al., 2013). It is important to note that the studies did not take into consideration people's mobility experiences. The researchers seem to have assumed that these factors hold true across all situations and people. However, the reality might be slightly different for ACCKs/ATCKs as it has been reported that they experience higher levels of wellbeing (Abe, 2018).

The higher levels of wellbeing that ACCKs/ATCKs report could be attributed to the various experiences ACCKs/ATCKs had while growing up because they have become more resilient and used to VUCA situations as they had to navigate through conflicting situations (Pollock et al.,2017). Moreover, despite that they have trouble in building relationships, it has been suggested that the few relationships they have built are strong as they know that their support circle is composed of people who had supported them through turbulent times before and are likely to support them in the future (Pollock et al., 2017). By maintaining these few strong relationships, they feel that their needs for acceptance and belonging have been met (Pollock et al., 2017). Additionally, the higher levels of wellbeing could be explained by their cross-cultural experiences. The cross-cultural upbringing has forced them to build resilience which helps them survive in the long run as they are open to learning new ways of doing things which is necessary for feeling well (Westropp et al., 2016; Tarique and Weisbord, 2013; Pollock et al., 2017).

To summarize, employees who experience good mental wellbeing are more likely to meet organizational targets and be more committed to the organization (Bowen and Ostroff, 2004; Ogbonnaya, 2019; Nishii et al., 2008; Alfes et al., 2020). ACCKs/ATCKs tend to experience higher levels of wellbeing when they are accepted in their work environment. However, due to the fact that their family and friends are globally dispersed and travelling restrictions during Covid-19 make it difficult to meet people physically, it is possible that their mental wellbeing might have suffered.

2.2.2.2 Work-Life Balance

The second aspect of person-career fit that is examined is work-life balance. Work-life balance is essential because employees experienced burnout during Covid-19 due to remote work. Work-life balance has the goal of integrating two naturally conflicting roles: the role of an employee and the role of a family member, and ensuring that people can meet their responsibilities in both roles. The most used definition of work-life balance states that work-life balance is the "lack of conflict or interference between work and family roles" (Frone, 2003, p 145; Abendroth and Dulk, 2011). It has been found that the employer and the family contribute to the employee's ability to successfully achieve work-life balance; when either the employer or the family does not help the employee to achieve work-life balance, teleworking can blur the lines between working from home and working from the office which results in negative wellbeing outcomes (Abendorth and Dulk, 2011; Jordan, 2009; Barber and Santuzzi, 2015; Mazmanian, Orlikowski, and Yates, 2013; Barber and Santuzzi, 2015; Santuzzi and Barber, 2018; Barber, Colin, and Santuzzi,2018).

 Lack of work-life balance leads to: increased levels of stress and stress-related illness, lower life satisfaction, higher rates of family violence/ divorce, substance abuse, problems with parenting and supervision of children and teenagers including juvenile delinquency, absenteeism, turnover, reduced productivity, lack of job satisfaction, low organizational commitment, and organizational loyalty (Hobson, Delunas, and Kesic, 2001). On the other hand, it has been shown that good work-life balance leads to lower turnover, improved work engagement, organizational citizenship behavior, in-role performances, higher firm productivity, job satisfaction, and organizational commitment, and improve the life satisfaction and wellbeing of employees (Wang and Walumbwa,2007; Fritz, Yankelevich, Zarubin, Barger,2010; Sonnentag and Fritz, 2015; Wepfer, Allen, Brauchli, Jenny, Bauer, 2018). Research seems to suggest that

for ACCKs/ATCKs, the quality of work-life balance is related to their relationships and feelings of belongingness with their colleagues, the host country, and maintaining good relationships with the people from their support circle (Lijadi and Van Schalkwyk, 2014; 2017; Pollock et al., 2017; Korpela, 2016; Lauring et al., 2019).

Work-life balance is related to the ACCK's/ATCK's relationships, belonging, and acceptance. In order to enjoy a good work-life balance, ACCKs/ATCKs must be able to maintain their relationships both at work and outside work, feel accepted by their colleagues, and find their 'belonging' within the company whether that is achieved by finding it through people who appreciate their work or through their diverse experiences. Next to feeling accepted by their colleagues, it is possible that for ACCK/ATCK to fully enjoy their work environment, they need to fit into their host country's culture. In addition, work-life balance for ACCKs/ATCKs might be achieved through more frequent travel abroad than their colleagues. However, work-life balance might be difficult to achieve for ACCKs/ATCKs during Covid-19 because borders might be closed. This may intensify negative feelings such as loneliness and lack of relationship building due to limited contact with colleagues and friends who are in the same country as them. Therefore, it is possible for ACCK/ATCK to develop unhealthy coping mechanisms such as overworking or substance abuse (Pollock et al., 2017).Because ACCKs/ATCKs tend to have close relationships with their families, their families could really help them maintain a good work-life balance. Due to Covid-19 restrictions, it is possible that their relationships with their families have been affected and they may struggle with maintaining a good work-life balance. Therefore, it is possible for ACCKs/ATCKs to overwork during Covid-19 especially if they cannot visit their family and family members cannot visit them.

To summarize, ACCKs/ATCKs might achieve work-life balance when provided with enough opportunity to socialize with colleagues and would benefit from spending time with their families. Additionally, it is possible that ACCKs/ATCKs achieve work-life balance when their support circle, host culture, and colleagues allow them to do so. However, maintaining a good work-life balance is the same among both employee groups as it improves the engagement and the organizational commitment of employees, improves their job satisfaction, and wellbeing as well as the overall life satisfaction. Therefore, organizations should have an interest in ensuring that their members are maintaining a good work-life balance as this would ensure good organizational performance leading to long-term organizational viability and to differentiate between the needs of their employee groups whenever necessary (Wang and Walumbwa,2007; Fritz et al.,2010; Sonnentag and Fritz, 2015; Wepfer et al., 2018; Vriens and Achterberg, 2010; de Sitter, den Hertog, and Dankbaar, 1997, Lauche, 2015).

2.2.2.3 Career Development

The third aspect of person-career fit that is examined is career development. This is because career development is related to people finding their purpose at work and making decisions that satisfy their work-related needs (Vriens and Achterberg,2010; Sitter et al.,1997; Lauche, 2015). It has been found that employees with enough decision-making power are more likely to feel satisfied at work while employees who have found their purpose are more likely to stay committed to the organization (Vriens and Achterberg,2010; Sitter et al.,1997; Lauche, 2015). Therefore, it is important for management to help employees with their career development. Another aspect that affects career development is globalization. Globalization allowed us to have access to more information and the ability to relocate within hours. This has resulted in creating opportunities for people to relocate due to their work, increased labor market competition, and decreased job security (Hartung and Blustein, 2002; Conlon, 2004). Due to the rapid changes that occurred because of globalization, employees became responsible for their own (re)skilling

and staying atop of developments while the employer is responsible for providing career management and career opportunities in hopes of retaining the employee (Conlon, 2004). However, due to the changes in the labor market, employees require different benefits and career development opportunities than in the past (Lent,2013; Blustein, 2006; Savickas,2011).

In the past career development was explained through a career program. Career program is composed of two features: career planning and career management (Ismail, Daud, Madrah, 2011). Career program allow organizations to better align employees' interests with organizational needs and to help employees advance in their careers (Appelbaum & Shapiro, 2002; Ismail et al., 2011; Mondy, Noe & Premeaux, 2002; Puah & Ananthram, 2006; Andekola, 2011; Greenhaus, Callanan, Godschalk, 2000; Ismail et al., 2011; Martin, Romero, Valle, Dolan, 2001). It has been found that career program that reinforces job satisfaction and career commitment, enhances performance and career growth, and reduces workplace behavior deviance (Ismail, Adnan, and Baker, 2014; Ismail, Madrah, Arninudin, Ismail, 2013; Shan, 2016; Nwuche and Eketu, 2015). Nowadays, organizations tend to encourage employees to be responsible for their career development through lifelong learning which ensures their lifelong employability. This may take place through mentorship programs, training programs, or discounts on certain courses although some organizations may overemphasize learning. Career development may improve employee's satisfaction with regards to their professional and individual growth. When the concept of career development is related to the ACCK/ATCK group of employees, it can be said ACCKs/ATCKs tend to be proactive due to their natural curiosity, vast network of contacts globally, and always searching for learning opportunities (Pollock et al., 2017).

The vast network of people that ACCKs/ATCKs develop allows them to access better work and learning opportunities much quicker than their monocultural colleagues (Pollock et al., 2017). Their tendency to be curious and open-minded allows them to be open to new learning experiences (Pollock et al., 2017). Their proactivity is expressed in that they actively search for challenging opportunities that align with their interests(Pollock et al., 2017). This means that they are likely to be responsible for their own career development. Additionally, ACCKs/ATCKs tend to be intrinsically motivated to work as opposed to extrinsically motivated because of their multicultural upbringing (Pollock et al., 2017). This is because intrinsically motivated people are driven by internal motivation factors, such as: personal interests, curiosity, learning opportunity, experience as opposed to money which is considered as an extrinsically motivational factor. As seen throughout the introduction and the section on ACCKs/ATCKs, these individuals are said to be curious and open minded which may indicate that they are intrinsically motivated. It is possible that the ACCK/ATCK lose his or her intrinsic motivation during Covid-19 because of not receiving the necessary level of challenge and support. If this is the case, it is likely that the individual would quit the job. In order to avoid this, organizations might be required to pay more attention to this group of individuals, otherwise they run the risk of losing a rather diverse group of individuals who can bring in multiple business opportunities to the organization.

To summarize, organizations are moving toward a model in which employees are responsible for their own career development. This would mean that proactivity, curiosity, and open-mindedness are becoming necessary skills for employees to have. These skills allow ACCKs/ATCKs to be intrinsically motivated and to seek out their own learning opportunities ensuring their lifelong employability. This indicates that ACCKs/ATCKs are proactive when it comes to their career development while their curiosity and open-mindedness allow them to search for their own learning opportunities.

2.3 Impact of Covid-19 on the Workplace

The Covid-19 crisis has brought many changes to the workplace but the most notable one is that it has enabled remote work to become normal (Reuschke and Feldstead,2020; Kaushik and Guleria,2020; Hamouche, 2020). In the past, working from home was frowned upon because it meant fewer promotion opportunities and less visibility (Kirton and Greene, 2015). Today, we see that the future is in home offices as long as employees receive the necessary support: extra income to cover the costs of faster and stable wifi, be provided with the necessary equipment if necessary, HR policies that encourage mental wellbeing are among the essentials to make work from home possible (Reuschke and Feldstead,2020; Kaushik and Guleria,2020; Hamouche, 2020). However, it has been shown that working from home is not always possible as some issues related to the country's economy, employee's family situation, industry rules, and financial situation might play a role (Reuschke and Feldstead,2020; Ollo-Lopez and Goni-Legaz, 2020; Zhang, Moeckel, Moreno, Shuai, and Gao, 2020; Angelucci, Angrissanni, Bennett, Kapetyn, and Schaner, 2020).

Working from home has its advantages and disadvantages. The positive consequences of working from home are: improved employee morale, reduced travel time which could be used for either home related activities or toward physical sports, learning new skills-getting upskilled and reskilled, and reduction of overhead costs (Kaushik and Guleria, 2020). For the positive effects to be achieved, people should be trained to manage their time, become more agile, establish weekly goals and milestones, clear communication between stakeholders, and have space for employees to be seen and heard (Kaushik and Guleria, 2020). The negative consequences are: disengagement from stakeholders, lack of self-motivation, lack of commitment, lack of proactivity, lack of resilience, lack of communication, low reliability and retention of employees (Kaushik and Guleria, 2020). During Covid-19, it has been shown that employees are more likely to experience depression, sadness, loss of interest, anxiety, and emotional suffering (Hamouche, 2020). This could be attributed to the fact that teleworking increases isolation as people are forced to reduce their human interactions and intensified by the government imposed social isolation rules (Hamouche, 2020). All of these findings are based on teleworkers. ACCKs/ATCKs are often more aware of their skills and change their communication and behavioral styles to successfully interact with the people around them (Pollock et al., 2017).

ACCKs/ATCKs may need time to get used to the new working environment but once used to it, they can easily bounce back because they tend to approach all unexpected situations in a similar way as in their childhoods: first observe and get used to the new way of doing things and then just try, fail, reflect, and learn (Pollock et al., 2017). This would mean that as long as ACCKs/ATCKs are staying in a place with stable internet connection and have the necessary access to internal files, they should be able to perform well when it comes to their work. It is possible that the negative effects that Hamouche (2020) found that employees are suffering during Covid-19 may only hold true for the ACCKs/ATCKs who do not have a good relationship or an easy access to their parents. This is because the parents play a supporting role in many of the CCK's/TCK's adventures so by the time they (CCKs/TCKs) become adults, they have developed a strong relationship with their parents (Pollock et al., 2017).

ACCKs/ATCKs who have good relationships with their parents are likely to come out as leaders during crisis situations, such as Covid. On the one hand, the ACCK/ATCK does not have to worry about their parents during Covd-19 because (s)he knows that his or her parents will do fine if they have been doing fine in far worse situations in the past. Lack of a good relationship with their parents might manifest itself by lack of self-motivation, lack of proactivity, and work disengagement. On the other hand, research

shows that because of their past experience in difficult situations (bomb threats, military regimes, natural disasters, etc.) during their developmental years, they had learned to handle critical situations (Pollock et al., 2017). Therefore, ACCKs/ATCKs could potentially emerge as leaders and as spokespeople for organizations because they have observed or helped in calming others down during their developmental years (Pollock et al., 2017; Pollock and Van Reken, 2001).

It could be argued that if career sustainability during Covid-19 is not well managed, employees are more likely to experience the associated negative consequences, such as: lack of motivation, lack of engagement, and depression. In essence, having a good relationship with their parents is necessary for ACCKs/ATCKs because it will result in work engagement, proactivity, and self-motivation (Pollock et al, 2017). This would mean that for ACCKs/ATCKs who have managed to maintain good relationships are more likely to be proactive and self-motivated which would lead to experiencing better career sustainability during Covid-19 as they will be more willing to learn and will be less worried about their loved ones.

2.4 Chapter Summary

The literature chapter presents research essential to the understanding how the TCK/CCK experience shapes the career sustainability of individuals with multicultural upbringing. Its goal was to present a theoretical answer to the following research question: How has the ACCK's/ATCK's sustainable career been affected during Covid-19?. To answer the question, the literature review was divided into three sections: one explaining the ACCK/ATCK lifestyle, one on career sustainability, and one on the influences Covid-19 had on work life. The question and the literature review hint that information on the personal and professional backgrounds (including current state of their relationships with family and friends and career ambitions), career sustainability, and life pre-Covid-19 and during Covid-19 should be gathered. To give a direct answer to the research question, the theory suggests that ACCKs/ATCKs may not be negatively impacted during the present crisis, Covid-19, as long as they have managed to maintain good relationships with other people and feel accepted by the people in their surroundings.

The answer is based on the idea that the flexible, curious, and open-minded nature of the ACCKs/ATCKs allow them to be willing to learn and adapt to new settings quicker when compared to their monocultural colleagues. Next to learning these skills during their developmental years, their upbringing required them to constantly reflect, learn, and experiment in new settings which makes them aware of the situations in which they find themselves. This awareness is likely to have shaped their perceptions of their careers. To contextualize their personal experiences better and how they shape their decisions with regards to their careers, three aspects have been investigated: mental wellbeing, work-life balance, and career development.

By looking at the mental wellbeing, organizations could predict an ACCK's /ATCK's ability to meet organizational targets and their organizational commitment. It has been reported that ACCK/ATCK report higher scores of mental wellbeing than their monocultural peers(Abe, 2018). An explanation for this is based on their good relationships with their parents and possibly other people who they see as part of their support circle. By examining the work-life balance of ACCKs/ATCKs, one can predict the satisfaction they receive from their current employer and their current living environment (host country). For the ACCK/ATCK, these two factors are important to be met because the organization can benefit immensely by having ACCKs and ATCKs who are satisfied with their quality of work opportunities and life opportunities. Additionally, a side benefit of employees having a satisfactory work-life balance means that the employees are unlikely to accept jobs elsewhere so organizations could continue benefiting from the skills, knowledge, and competencies of their current employees. By investigating career development, one would be able to determine proactivity and openness to learn of their employees. For ACCKs/ATCKs, it is expected that they are proactive and constantly looking for ways to expand their knowledge and skill sets. It is expected that they have an intrinsic interest to do so because they would like to know that they could relocate if necessary and be able to find a job quickly. It is expected that for those ACCKs/ATCKs who

find themselves in a good overall situation with their relationships and access to their parents during Covid-19, are more likely to use the time of the lockdowns to improve themselves while those who are having troubles with their loved ones, are more likely to quit their jobs and detach themselves from their current environment. Therefore, if an ACCK/ATCK focuses on their development during Covid-19, it is likely because they have a good relationship with their parents and no reason to worry about their parents' wellbeing. However, this would be something the analysis would reveal.

In order to answer the research question, information on individual background of ACCK/ATCK, perception of their person-career fit, and a comparison of life pre-Covid and during Covid is needed. This is done through the use of Collage-Life Elicit Technique (CLET) and Career Construct Interview (CCI) in order to provide the researcher with a more holistic understanding of the personal situations and perceptions. The next chapter discusses methodology. It starts off by providing some general overview of the methods used (CLET/CCI), followed by discussing the use of the interview techniques used, data collection methodology, participants, analytical techniques, and the coding issues.

3.Methodology

The research question posed in the first chapter was: How has the ACCK's/ATCK's sustainable career been affected during Covid-19?. Abductive approach was used because work-life balance, mental wellbeing, and career development are well stipulated in the literature. However, there is a lack of studies of the impact of these dimensions on ATCKs/ACCKs. This resulted in creating interview questions with the aim to bridge the gap. Therefore, the abductive approach is best suited for the goal as it allows for emerging insights to shape the analysis rather smoothly (Symon and Casswell,2012). The methodology incorporates the four criteria for qualitative research.

When working with qualitative methods, several criteria must be met: credibility, transferability, confirmability, and dependability (Symon and Casswell, 2012). In order to meet credibility, I analyzed the interviews from an emic perspective wherever necessary as I am already familiar with the ACCK/ATCK lifestyle being one myself. Moreover, I discussed issues that came up with my friends and colleagues who are not ACCKs/ATCKs as they pointed out unclarities, shortcomings, possible wrong assumptions made from non-ACCK/ATCK perspective. To ensure transferability, I added a description of the interviewees and their specific situations (see table 1). Dependability is met by intertwining my own personal experiences as student assistant/volunteer/ ATCK with those of my interviewees whenever required. Keeping a diary, which is the recommended technique, was used in which observations, reflections, and thoughts were recorded (Symon and Casswell, 2012). To prove confirmability, the interview transcripts are provided in the appendix. The analysis is divided into several parts. The analysis starts off by contextualizing the ATCK/ACCK experience by looking at culture and sense of belongingness. Then, the dimensions of sustainable careers are examined: mental wellbeing, work-life balance, and career development. Finally, life under Covid-19 is examined.

The information I examined focuses on the three factors I have decided to use to measure career sustainability (mental wellbeing, work-life balance, and career development) and how it relates to Covid-19. This decision to measure career sustainability through three aspects of person-career fit is based on the literature findings which indicate that one's career sustainability is determined by one's ability to be happy, healthy, and productive. To provide an even bigger picture, I tried to identify the role that their upbringing plays in their career sustainability, more specifically, questions revolving around their identity and belonging were asked and also values, and life experiences. When dealing with ATCKs/ACCKs, it is important to look at identity, belonging, values, and life experiences because the researcher can gain a better

understanding of the ATCK/ACCK perspective, behavior, and attitude in a certain situation. The term culture is used because culture is defined as beliefs, values, attitudes, and behaviors that we display in our social interactions (Schein, 1985). This helped to contextualize the personal experiences of ATCKs/ACCKs at a deeper level because researchers are able to explain experiences through individual perceptions contributing to a better understanding. Through the interview questions, ACCKs and ATCKs were evoked to relate their experiences of cross-cultural upbringing to the choices they make with regards to their career sustainability. This was achieved through the use of two interview techniques popular in psychology: Collage-Life Elicit Technique (CLET) and Career Construct Interview (CCI).

3.1 The Use of CLET and CCI

The goal of the paper is to provide a better understanding of the impact of Covid-19 on the sustainable careers of ACCKs/ATCKs. In order to achieve this goal, two psychology methods are combined in order to create the questions: Collage-Life Elicit Technique (CLET) and Career Construct Interview (CCI). Both methods give the opportunity to understand the interviewee's perspective better and to help contextualize the impact of their experiences on their professional choices.

Through the use of CLET, the psychologist gains a better understanding of the events in a participant's life, their likes and dislikes, their life story, and how various events have impacted him or her, motivations, but most importantly the technique stimulates remembering situations and forces participants to reflect on their stories and emotions (Lijadi and Van Schalwyk, 2015). The reason for using CLET is that it provides a better understanding of the interviewee which allows for a more personal approach when asking the interview questions and allows for building rapport quickly. In addition, CLET allows for deeper understanding of the interviewee's situation and why they act the way they do. While CLET aims to understand the major events that impact the person's journey to becoming who they are, CCI aims to understand how a person's identity contributes to making the career choices they make.

Career Construct Interview (CCI) is a technique best employed in situations when the individual needs help with (re)defining their career (Savickas, 2013; 2015). The technique is focused on finding out about the identity of the person and how the identity is related to the professional identity (Savickas, 2013; 2015; Van Schalkwyk, 2010). CCI is a good tool to ask questions about one's identity and to relate their self-perception to that of their career-related choices. The CCI technique asks the interviewee to reflect on their values, motivations, the kind of person they are, and provokes them to think how they will achieve their goals.

Therefore, CLET and CCI are two complementary techniques. On the one hand, CLET allows for a better understanding of how earlier experiences affect the ACCKs/ATCKs in their choices later in life. On the other hand, the CCI provides a better understanding of how the 'core' identity of the ACCK/ATCK affects their identity as professionals. This is achieved by gathering information on the interviewee's professional and personal backgrounds, motivations, and reasons for implementing changes in their careers. This data collection helped in contextualizing the pre-set questions by tailoring the pre-set questions on mental wellbeing, work-life balance, career development, the impact of Covid-19 on their personal and professional lives to fit their specific situations. In addition, CLET and CCI techniques helped in providing a holistic overview of the situation to the researcher as the analysis is done according to the individuals' perceptions.

3.2 Data Collection Methodology

Originally, CLET was conducted through visual storytelling while the CCI method is based on asking five very broad questions and then asking follow-up questions dependent on the response. The CCI method was usually completed between two to three meetings. The original goal of both methods was to help participants to better understand themselves and create a better understanding of their choices. While preparing the research proposal, I was already contacting ACCKs/ ATCKs I knew to see if they would be willing to participate. I quickly found out that no one wanted to be interviewed for longer than 90 minutes nor would like to prepare any visuals. At the beginning of the interviews, I found out that participants could spare only between 30 to 90 minutes, depending on their other commitments. Therefore, semi-structured interviews were conducted.

Therefore, the CCI and CLET methods were used to create interview questions that would take about 90 minutes. The CLET questions asked during the interview aimed to gather background information on the interviewee. Primarily, questions with regards to their upbringing and cultures were asked. The CCI inspired questions revolved around the interviewee's career goals, motivation, and changes they would like to make to their careers. The rest of the questions asked were grouped into work-life balance, mental wellbeing, career development, and life pre-Corona vs life during Corona (see Appendix 2). This structure allowed me to ensure that all interviewees will be asked the essential questions regardless of the limited time I would have for conducting the interviews.

The disadvantage of conducting semi-structured interviews was that I could not ask the same questions to all interviews. This resulted in some deviations in the information gathered. For example, for some participants I could gather more information on their professional background while for others, I could gather more information about specific aspects of their career-sustainability. Sometimes, I could not ask questions which would have aided in a better explanation of the results. An advantage of conducting semi-structured interviews was that I could choose to ask more questions in order to emphasize on a specific topic that might be relevant to understanding the interviewee's perspective. Additionally, semi-structured interviews allow the researcher to rephrase questions to mirror

the interviewee's language, This action allows for a deeper insight into their experiences which permits the interviewer to understand the interviewee's perspective better.

The majority of the interviews were conducted via Skype, only one through face-to-face. The reason why one of the interviews was conducted face-to-face was because the interviewee and I had to be at the university during the same day and decided to meet on the premises. This was also the only interview that was solely voice recorded. The rest of the interviews were conducted via Skype and were voice recorded because the interviewees and I were based in different cities.

The advantages of conducting Skype interviews are various. The primary motivation for conducting the interviews via Skype and not Zoom is that Skype allows for video calls and saving the video recording is not dependent on the memory space on the computer unlike with Zoom. Recording Skype interviews means that after the interview has been stopped, it is saved on the Skype chat, and both, the interviewee and the interviewer have access to it. After 30 days, the interview is automatically deleted from the chat. Another advantage of video interviews is that it allows to build rapport with the interviewees. This is because both, the interviewee and the interviewer can see each other and therefore would allow the interviewee to open up to the interviewer. Additionally, video interviews allow the interviewer to look closely at the interviewee's facial expression in order to determine if certain questions make the interviewee

uncomfortable. If that is the case, follow up questions were not asked. The disadvantage of video interviews was that sometimes the internet connection was poor which resulted in speech being lost and having to repeat either questions or answers. This also resulted sometimes in being unable to transcribe the interviews fully from one recording.

To ensure against loss of recording, all the Skype interviews were both voice recorded and video recorded (as is the function on Skype). Having two recordings of the interviews allowed me to transcribe the interviews almost in full, losing minimal to no information. After handing in the research paper, both the video and the voice recording were deleted. To ensure that the interviewees knew their rights (namely that the interviews are voluntary, they could request modifications to the transcriptions, and that they may ask not to be video recorded,etc), they were all sent a consent form. Then, they were asked to sign it. Two of the interviewees did not sign the consent form. Instead, one of them gave me written permission through Facebook's messenger while the other one was video recorded consenting to the form. To ensure that sensitive information is not used in the analysis, all interviewees received a copy of their interview transcript and could ask to remove some information. Only one of the interviewees asked to do so because of their sensitive work. The information was generalized as much as possible so that there are no future repercussions toward the employee in case the paper is read by the employer.

3.3 Participants

The participants were reached out through the TCK Global Creatives Instagram group, TCKs in EU Whatsapp group, TCK Global Slack channel, TCK Global Discord channel, and through the personal network of the interviewer. The two eldest interviewees contacted me through the TCK Global Creatives Instagram group; one contacted me through Slack, and one through Discord. The other eleven interviewees were my ex-classmates from school, other university students, or recent graduates. The interviews took place between 22nd of April and sixth of May. A total of 15 ACCKs/ATCKs were interviewed.

Two selection criteria were used. The first criterion used is that ATCK/ACCK must have either worked, volunteered, or interned pre-Covid and during Covid. The second one is that the ATCK/ACCK must have experienced at least two different cultural environments. Relocation, being made redundant, length of working for the current employer were not treated as selection criteria but were reported if it contributed to a better understanding of the interviewee's situation.

The interviews lasted approximately 45 minutes on average. However, the shortest interview lasted for 26 minutes while the longest for 65 minutes. These differences are attributed to the pace the interviewees' talked, the depth of their answers, their willingness to share their experiences in more details, their other commitments, and time zone differences.

Nine of the interviewees were females while six were males. The youngest one was 20 years old while the oldest was 38 years old at the time of the interviews. Two of the female interviewees are currently doing their bachelor degrees; two of the male interviewees are completing their master degrees while three of the interviewees are thinking of doing a master degree. All interviews had either work experience or volunteering experience prior to and during Covid-19. Not all interviews discussed their (full) working history. This is attributed to the fact that the interviewee and the interviewer knew each other and neither thought it was important to make explicit the working history prior to Covid-19 during the interview. If this was the case, it is indicated that working history is off-record. The real names of the interviewees were

changed to names that are popular in their countries of origins. The names of organizations were not used, instead a description of the industry or the job was used. A more detailed description is provided in table 1.

Name referred in the paper (recruitment method)	Personal background	Professional background
Amita (personal network)	Born in India to Indian parents; once a six-month baby, she moved to Bahrain where she stayed until turning 18; then did her bachelor and master in art in the UK; currently in Canada because she got married; parents are in South Africa	She is working as a freelance artist (Canada)
Saba (personal network)	Her parents met in Russia. Born to Afghani parents in Pakistan while her parents were fleeing the country. Moved to the Netherlands when she was 14 days old. Currently, a third year bachelor student	Job she talked about was her student assistant duties prior to and during Covid-19. Otherwise, she was working in a supermarket prior to starting as a student assistant (Netherlands)
Yordan (personal network)	Bulgarian by birth and nationality; grew up in the USA, Dubai, and Saudi Arabia. Speaks at home Bulgarian, Spanish, and English. Learned Arabic and French at school; graduated mechanical engineering	He is currently a master student in robotics working for an air space company. During his bachelor degree, he worked as a music teacher. (USA)
Aysha/Aisha (personal network)	Her mother's roots are Lebanese and Egyptian. Her father's roots are Bahraini, Irani, and probably Emirati. She never understood the full picture of her family on her father's side. Has a bachelor in accounting and finance; studied in Bahrain and the UK.	Has just obtained her ACCA certification. Worked for 7 months at an audit consultancy and works for a government entity. (Bahrain)
Abigail (personal network)	Born in Ghana; moved to Qatar aged 10; did her bachelor degree in International Business Administration in Nijmegen and went on exchange to South Korea	Worked for a small international company dividing her time between Switzerland and the Netherlands; in 2020, she started her own company in Nijmegen (entrepreneur Netherlands)
James (Discord)	Born and raised in Hong Kong to Chinese parents but went to an IB international school; he identifies as a TCK because he does not speak Mandarin nor Cantonese and cannot communicate with his grandparents; he studied in English and spoke English to his parents growing up; went to university in Hawai'i to study mass communications; his exchange was in London	Currently, works as a communications officer at his father's financial firm; wants to work in digital marketing; during his university years he was involved in several student clubs (including the school's newspaper) and wants to do a master degree once Covid-19 is over in the US (Hong Kong)
Angela (Slack)	Born and briefly raised in Colorado, followed by Virginia; moved to Italy aged 11 and currently in North Carolina	Babysitting and nanny work while growing up; works as a project and social media manager remotely prior to and during Covid-19 for the same organization; was predetermined due to her physical health condition (USA)

Djamila (TCK Global Creatives)	Her parents met in Denmark; born to a Finish mother and Egyptian father; born in Dubai; lived there until the age of 13, then moved to Finland. Moved to Luxembourg while writing her master thesis and stayed there since	Worked at Helsinki Times while in Finland; works as an English language teacher (Luxembourg)
Richard (personal network)	Born to a British mother and an American father; has dual citizenship; studies in the Netherlands; might consider taking Dutch citizenship	Currently a master student of linguistics; next to his studies, Richard works as a voice actor at his university's multimedia organization and is collaborating on a project with another university; prior to Covid-19 he did an internship in Austria and taught English in South Korea; (Netherlands)
Alejandro (personal network)	Venezuelan of Carribean, Venezuelan, Scottish, and Spanish ancestry. Moved to UAE at the age of 10; moved to Denmark to obtain his bachelor degree in architecture	Works in architecture; Other work experience is off-record (Denmark)
Christopher (TCK Global Creatives)	Born in the US to Viatnamese parents; moved to Indonesia aged 4 studying at a British school; moved to the US aged 18 for university; then moved to Switzerland where he got a degree	Hotel night manager in Florida; English teacher in Indonesia and Malaysia; freelance tour guide and helping the family's business in Switzerland; worked as a caller and did some work related to the hospitality sector in the US while a student; currently teaching English (Poland)
Farah (personal network)	Egyptian by blood; Bahraini by birth (and passport); grew up in Bahrain; did her bachelor degree in Egypt	Works as a communication specialist at a university in Bahrain; teaching assistant while in Egypt Other work experience is off-record (Bahrain)
Sofia (personal network)	Bulgarian born to Italian father and Bulgarian mother; grew up in Bulgaria;	Currently works as a delivery person in the Netherlands; has worked at a food production company prior to starting her degree; Other work experience is off-record (Netherlands)
Dasha (personal network)	Born to Ukrainian parents in Ukraine; lived in USA during her early to mid childhood years; in Ukraine until she started high school (HS); HS in UK where she did the A-levels; Netherlands for bachelor degree; upon graduation did an Erasmus project in Georgia and then Covid-19 hit which made her move to back to the UK	Taught music, did social media management, worked for her university, did some writing jobs; worked as a freelance photographer in Georgia; currently, doing some writing jobs remotely while in the UK and setting up her photography business in the UK (UK)

John (personal network)	Born in an English town across the Welsch border to an English father and a Welsch mother; moved to Switzerland aged between 2-3 years. Speaks English at home and Swiss German to friends; did his bachelor degree at a university of applied sciences;exchange in Hong Kong	Worked for a Swiss-American engineering company while a student and three years after graduation; worked as a bartender and quiz master during his university years; worked for the school newspaper; was a volunteer; currently works at the international office a Swiss university; Will start a master in nonprofit and public management (Switzerland)

Table 1. Descriptive Information of the Interviewees

3.4 Analysis

Narrative analysis is the most suited methodology because it aligns with the CLET and CCI methods by providing a deep understanding of the interviewee's perception. Narrative analysis aims to describe and socially construct reality, establish a connection among events, feelings, thoughts, and actions which help to construct occupational identity; moreover, narrative analysis also uses a cultural lens which further helps to understand people's behaviors and motives as people use culture to construct, describe, and understand their experience (Symon and Cassell, 2012).

The analysis and the data collection are of explorative nature. This is because there is no documented professional experience of ACCKs/ATCKs during a crisis, such as the global pandemic. Moreover, the research available on career sustainability studies either only people who have grown up in the same culture or does not take culture into account at all.

Template analysis is used because it is possible that I, as a researcher and member of the group, might relate my own experiences as a TCK to that of the participant. Template analysis is an analytical technique that encourages the researcher to reflect on own experiences and how these experiences impact the way the researcher interprets the stories of the interviewees (Symon and Cassell, 2012). This came out in parts through my reactions during the interviews which lead to asking more questions, the brief discussions that were off-record (and not transcribed whilst recorded), or simply through a discussion during the debriefing process which was not recorded. Additionally, some short general remarks can be seen in the interview diary. I was also prompted to self-reflect when reading and analyzing the interviews which determined whether I was going to add literature reference in Chapter 4 (Results/Analysis) or whether I was going to rephrase the findings into a comparison between the interviewees. The overall self-reflection can also be observed in Chapter 10 (Personal Reflection).

Because I cannot separate my identity from myself as I can relate to my interviewees, I cannot entirely not interpret the stories from my own personal experiences. In addition, Template analysis acknowledges that there are multiple perspectives which means that each interviewee might experience mental wellbeing, work-life balance, and career development differently, and therefore, might construct their identity and self-belonging differently from the other interviewees. Template analysis is used when the researcher is attempting to find underlying causes for human behavior and phenomena in an attempt to provide a deeper understanding of these causes (Brooks, Mc Cluskey, Turley, and King 2015). Although the research is not focused on finding underlying causes for human behavior, the choice for using it is driven by the ability to develop theoretical and emergent codes which allow for discussing unexpected findings.

When conducting template analysis, it has been argued that the number of interviews must be between 15 and 30 so that there is enough room for emerging codes to develop without overwhelming the researcher (Brooks et al., 2015; Symon and Cassell, 2012). Therefore, 15 interviews were conducted. Additional benefit of using template analysis is that I can use thematic codes that come directly from the literature review while at the same time create emerging codes that come from the interviews if needed (Symon and Cassell, 2012;Brooks et al., 2015). Appendix 1 shows the coding process while Appendix 2 shows the interview questions.

3.5 Coding

Appendix 1 provides an overview of the theoretical codes and the emergent codes. When it comes to the coding in Appendix 1, differences can be observed. Appendix 1A provides an overview of the theoretical codes while Appendix 1B provides an overview of the codes that emerged after analyzing the interviews. The observed differences come from the participant's interpretation of events and lead to a conclusion that several aspects can influence mental wellbeing, work-life balance, and career development unlike the literature chapter which stated that only relationships and belongingness influence sustainable career. More specifically, Culture and Sense of Belonging emerged as two different first-level codes. Culture emerged as a code in order to capture the fact that beliefs, values, behaviors, and personality play a role in shaping our understanding. Sense of Belonging emerged to capture the impact of the changes had on the interviewee's life.

A second level of coding was shared between work-life balance and mental wellbeing when it came to self-care practices. This occurred because many of the practices were used to help the interviewees maintain both work-life balance and mental wellbeing. Work-specific elements did not show up under mental wellbeing as the theory indicated (pay, colleague interactions, KSA/competencies) but rather these elements showed up under career development as career path, career growth, skills development, personal and professional growth. Pay did not show up clearly. Only Dasha, Amita, Yordan, and Alejandro joked about their need for money but made it clear that they are intrinsically motivated. Relationships showed up as second level code for work-life balance and mental wellbeing. This indicates that ATCKs/ACCKs see relationships as a valuable element to help them maintain their mental wellbeing and work-life balance. Learning clearly showed up as a second-level code for work-life balance and career development. However, it implicitly shows up under mental wellbeing if it is considered as a process to self-care.

3.6 Design/replicability

To make the study replicable, researchers would need a better understanding of the design and the reasons behind the choices described above. Therefore, this section will focus on providing a better insight into the process.

Firstly, ACCKs/ATCKs are hard to reach despite the fact that there are Facebook groups, Slack channels, and Whatsapp groups. This means that for a non-ACCK/ATCK researcher, reaching out to this group of individuals would be even more time-consuming than to ACCK/ATCK researchers. At the beginning I did not get a sufficient number of responses. The postings got an initial response of 8 people but four of them cancelled because they were relocating or had just started a new job. Therefore, I contacted people from my personal network and within two days, I had scheduled all interviews.

Secondly, the reason why only two selection criteria were used is that ACCKs/ATCKs are hard to reach and even harder to arrange interviews with as seen above in as short a time as six months. So, I had to use my personal network. Additionally, time zone differences and time availability do play a role in determining whether someone would respond or not for an interview.

The reason why it is important for the interviewees to have had some kind of working or volunteering experience before Covid-19 and during it is because the one of the aims of the study is to examine the impact that Covid-19 had on career sustainability of ACCKs/ATCKs. The reason why the interviews must have had a meaningful interaction with at least two different cultural environments is because by definition one is an ACCK/ATCK when the person has had a meaningful interaction with the parent's culture and the host culture in their lives before they turned 18.

Semi-structured interviews were used to gather information on the ACCKs/ATCKs as such an interview structure allows for finding similarities but also provides enough room to ask questions if an interviewee states something that might be interesting to examine. CCI and CLET techniques were used to provide a holistic understanding of the ways in which prior experiences affect the career sustainability of ACCKs/ATCKs. Additionally, these techniques allow for a better understanding of individual perceptions which allows for better analysis.

The reason for conducting narrative analysis is because this technique provides the opportunity to put into context the experiences of the interviewees and to see them all as interrelated elements of their personal stories. Moreover, this technique examines the elements as told per interviewee's story rather than based on the researcher's point of view. Template analysis was used because it allows for codes to emerge from the data as told by the interviewee rather than by using predefined codes.

In order to make the study replicable, future researchers should focus on finding ACCKs/ATCKs who are willing to discuss their experiences and professional career intentions, conduct semi-structured interviews, use CLET and CCI during the interviews, and use narrative analysis and template analysis when conducting the analysis.

3.7 Conclusion

This chapter presented the use of the different techniques used in order to ensure compatibility of the research design with the analysis design.

In the research design side, 15 semi-structured interviews were conducted inspired by CCI and CLET interview techniques as well as asking questions related to aspects of sustainable careers and covid-life influences. These allowed for a deeper understanding of the situation and the ability to zoom in on certain topics if necessary.

In the analysis design, template analysis and narrative analysis were used. Template analysis was used because it is a technique that allows for codes to emerge from the data rather than to be guided strictly through predetermined codes. Narrative analysis was used in order to present the results by keeping the interviewees' stories intact as much as possible.

The next chapter presents the results of the analysis. It begins by providing descriptive information of the participants, followed by zooming in on each of the three aspects related to sustainable careers (mental wellbeing, work-life balance, and career development), followed by a section on discussing the impact that covid had on the interviewee's lives.

4. Results/Analysis

This section provides an overview of the interviews that were conducted. It is divided into description, sustainable career, and Covid-Life Influences. Within the description, information is stated with regards to background. When analyzing the results, it became clear that culture and sense of belongingness emerged as codes that were not anticipated at the beginning but are essential to providing an overview of the aspects that may influence mental wellbeing, work-life balance, and/or career development. Therefore, they were included in the description to provide a better overview. Then, the three aspects (mental wellbeing, work-life balance, and career development) with regards to sustainable careers demonstrate how they affect ACCKs/ATCKs when it comes to their career-related choices. Finally, there is a section that looks at the ways in which Covid-19 has influenced the lives of these individuals, both professionally and personally.

4.1 Description

All of the participants have had working or volunteering experience prior to the start of the Covid-19 pandemic. Most of the respondents discussed at least two working or volunteering experiences they had prior to their current work experience. Only Amita was a freelance artist prior to and during the pandemic. Two freelancers were interviewed- Amita and Dasha while one of the interviewees, Abigail, is an entrepreneur. Five of the interviewees work in the teaching industry- Djamila, Saba, Christiophers, Richard, and John. John is also a volunteer. Three of the interviewees (Djamila, Richard, and Christopher) started their own channels during the pandemic showing the cultural heritage of the world. Amita, Abigail, and Dasha have set their own channels in order to try and establish their brands in their respective markets. Two of the interviewees (Farah and James) are currently communication officers. Sofia works as a home delivery person. while Angela works in a globally dispersed team as a project manager and social media manager. Yordan works as an engineer while Alejandro works in an architecture company.

At the time of the interviews, only Sofia and Saba were bachelor students. All of the other interviewees have already obtained their bachelor degrees. Yordan and Richard are in the process of obtaining their master degrees, in the USA and the Netherlands respectively. Five of the interviewees (Saba, Aysha, Farah, John, and James) have explicitly mentioned that they would start a master degree in the future. Two of the participants (Djamila and Amita) had explicitly mentioned during the interview that they had obtained a master degree. It did not become clear during the interviews whether the rest of the participants have obtained or are planning to obtain a master degree.

All of the interviewees have either grown up in at least two different countries or with at least two different cultures in the same country. Sofia and Saba clearly demonstrated the latter during the interviews. Sofia considers herself to be Bulgarian but her family also honors her Italian roots by mixing in Buglarian and Italian traditions in their family. Saba and her family have mixed the Afghani and the Dutch cultures into their lifestyle by being very family orientated while at the same time being liberal in their attitudes, behaviors, and thinking. Yordan clearly demonstrated the benefits of his experiences around the world by stating that he had the opportunity to learn multiple languages and to try out different activities that he would normally not have had tried. Taking the full interviews into consideration, it can be said that all the interviewees have created their own culture by mixing at least two of the cultures that have influenced them the most as it will become clear in the next subsection.

Throughout the interviews it can be seen that most of the ACCKs/ATCKs either became closer to their parents or remained as close with them as they were prior to the pandemic. For those who live in

different countries from their parents, they continued talking to them with more or less the same frequency as prior to the pandemic. Two of them felt they became distant from their parents but they explain it with the differences in lifestyles and inability to call them as frequently as they would have had if they lived in the same country/time zone. ACCKs/ATCKs who lived with or close to their parents felt like they became closer because they were interacting with them more frequently and in person than if they were in separate countries. This would mean that Covid-19 should not have impacted ACCKs/ATCKs career sustainability poorly but rather that the ACCKs/ATCKs would make choices to invest in their career sustainability.

4.1.1 Culture

Using Schein's definition of culture (1985), culture is defined as beliefs, values, attitudes, and behaviors that we display in our social interactions- be they professional or personal. It appears that global upbringing influences a person's beliefs, values, attitudes, and behaviors. The ones displayed among ACCKs/ATCKs most frequently relate to international understanding, respect, kindness, friendliness, and equality. Taking into consideration the full interviews, it appeared that these values influenced the workplace behavior of ACCKs/ATCKs as well as their career choices.

The values and beliefs influenced by global upbringing were coded as international understanding because the interviewees try to educate others through their work. Respect, kindness, and friendliness can be seen as behaviors and attitudes that ACCKs/ATCKs use in order to improve the quality of their relationships. Equality, on the other hand, can be seen as a belief or a value that everyone should be treated equally in the society.

ACCKs/ATCKs tend to find ways to bring in seemingly different or insignificant things together to create a cultural dialogue that not only reflects their point of view but could also change the point of view of their audience. For example, Amita discusses throughout her interview how we are connected. Throughout her interview it becomes clear that color plays a significant role in how she creates meaning in the world, especially between eras and cultures in the art industry. She talks passionately about how color has been used throughout history and how it can bring different cultures together: *"Because I have a very strong cultural background and my work is very much about how history can connect different cultures[...]. Because you've got cave paintings, colors used to do cave paintings, and even my Indian background, a lot of colors used in the Western culture, is something used in Indian art today to make contemporary paintings from a historic standpoint.[...] I kind of understand culture through different materials. So, like a material research, I'd say."*- Amita

Djamila demonstrates another way international upbringing influences work-behavior. In her case, she shares information about her cultural background with her students:
"[...]the idea of the lessons is to always give examples and I always try to include examples that give information also about Finland,Egypt, the UAE [...] Ramadan started [...] almost three week ago, so I always talk about that, a little bit... In Finland, we celebrate the first of May, we call it Vappu. And I always tell my students about that and it's like some cultural aspects of my identity that I share with them."- Djamila
By bringing in her international upbringing into the lesson, she is able to educate adults on her experience. As seen throughout her interview, through her social media channels, she shares her experience with food from around the world and educates people on Luxembourgish culture. Such online activities can be seen as a way to engage with others in intercultural dialogue where people could learn more about each other and start respecting their differences and similarities. In line with the certain scholars point of view, intercultural dialogue allows people to reconstruct and renegotiate their identities, their positions, and to acknowledge the complexity in relationships and the diversity of people (Collier, 2003; Holmes, 2014).

24

Respect, kindness, friendliness, and equality were other values that were brought up. The interviewees who value respect, kindness, and friendliness have grown up either in UAE or Bahrain. The following excerpt shows the values of an ACCK who grew up in UAE but chose to reside in Denmark after graduating from university:

I'd say it is the work ethic. So, I would always try to do my best but also my work has a lot of communication with other people [...] so I apply my values in the sense that I always speak respectfully. And being in Denmark,[I call people "sir" and they don't like that. "Sir" and then they salut me as if I was in the military, "I'm not sir", and I'm like "sorry, sir". Because it is someone older than me,right? So, if it is someone my own age, I can call them by their name. If it is someone older than me especially significantly older or not anymore but at least 10 years older, I'd call them sir. So, it is something that I respect that yeah... I guess it is hard for me to overcome. I guess it was okay to do that in Latin America and it was also okay to do that in the UAE, but then, here in Denmark, people find it odd that I call them 'sir' because it's too formal. So, I like a little bit of balance. Something I always do at work is that I always try to bring in a positive attitude. I always like to smile and say 'hi' to everyone though I don't get the same treatment back. Cause you see some people that when they walk in the morning they are just like (facial expression)... they look grumpy. They don't really smile, they don't say 'good morning' to anyone and they just sit and do their work and then go home. And sometimes when I come in, I'd be smiling, I'd say 'he, good morning, how are you'. I'd rather have that human approach as I like to call it because I do like the interaction. Coming to the workplace I like to be a bit more loose, friendly, like not so stiff. - Alejandro

As seen above, addressing people with a title is seen as a sign of respect. According to him, such practices are accepted in UAE and Latin America but frowned upon in Denmark. This observation is aligned with Hofstede's Country Comparison Tool (accessed on 10th June, 2021) which explains that in Denmark people address each other on a first name basis.

Yordan deviated from the above mentioned values. He grew up in Bulgaria, USA, UAE, and Saudi Arabia. During his interview, he did not mentioned respect, kindness, nor friendliness while reflecting on the UAE, but mentioned about personal development and tied in his observations with regards to equality in the UAE: " *Dubai was great to grow up in because you had so many opportunities to explore your interests and hobbies and they're easily accessible. [...] It was so diverse both in terms of activities and people that can help you to perform these hobbies. It really helped me out personally and I think people that lived in the area would agree with that. [...]It was a great region for language development. We had to learn French, Arabic at school.[...] you had a very nice melange of languages that sort of encouraged language learning and practice which was nice. And also understanding different cultural aspects since you've had a very well defined strata of working class people, lower class people, and then the upper class people which was mostly locals and the expats were all invited into the lower and middle class so you had very well defined stratas so that was kind of a pretty big learning experience early on on how that works socially.*"- Yordan

These two excerpts show that one could be fascinated by different aspects of the environment in which they find themselves in. Additionally, the difference in responses may be explained due to the context of when they were brought up during the interview. With Yordan's interview this was brought up in general. On the other hand, during Alejandro's interview culture was brought up when we started discussing work.

Equality was also brought up as a value by two of the ACCKs who are currently studying in the Netherlands- Sofia discussed gender equality with regards to the glass ceiling while Richard discussed equal opportunities to education. In the case of gender inequality, there is a significant body of literature that

shows that women are being discriminated against, not just in terms of equal pay but also in leadership positions (Kirton and Greene, 2015). With regards to equal opportunities for inclusive education, international students in the Netherlands tend to have less interaction to their Dutch peers as mentioned by Abigail and Richard which is in line with the Annual International Student Survey (ESN, Lendelijke Studentvakbond, ISO; April, 2021); in addition to the gap that already exists in the Netherlands between international and local people as Abigail mentioned:

"[...] *it was great that [association's name] was doing so much to help internationals integrate but also there was not that connection with the locals and the local organizations. So, after you're done with the association[s],it is like you go to church, go to parties, but where's the actual connection with locals. You just meet other internationals like you and that was great. But if we think about staying here, you need more than that*".-Abigail

As it can be seen, equality is something that ACCKs/ATCKs notice and try to fix existing issues if they stay in a given place long enough to feel empowered to do it like the entrepreneur.

Therefore, equality can be seen as an ideal toward which ACCKs/ATCKs strive to achieve. Each ACCK/ATCK has a cause to which they want to contribute but most of the interviewees want to contribute toward the educational cause as three of them have teaching experience while the others are distributing knowledge through their online presence.

To summarize, ACCKs/ATCKs seem to try to bring about international understanding, respect, friendliness, kindness, and equality. Reading through the interviews and having similar experiences myself, it is likely that these things are valued because of growing up in an international context and constantly navigating at least two cultures and languages at once.

4.1.2 Sense of belongingness

The interview guide did not include the topic of belongingness. Nevertheless, it emerged naturally throughout the interviews, primarily when the ACCKs/ATCKs were giving examples of different situations they had experienced. Based on those who have discussed belongingness, they determine it through their perceptions of how well they fit in within the local culture, organizational culture, parent culture, and other ATCK's/ACCK's culture. Therefore, it appears that ATCKs/ACCKs measure their belongingness/fit to a certain place based on language, similar experiences, and equality.

It can be said that James and Yordan define their belonging through their knowledge of the language. Yordan reported that he was not comfortable using engineering vocabulary in English. James feels detached from Hong Kong because he only speaks English and barely has knowledge of Mandatrin or Cantonese, and therefore, has a hard time communicating with his extended family who do not necessarily speak English. This shows that the level of mastery of the language can play a role in whether ATCKs/ACCKs feel like they fit into their current cultural environment be it in their family or professional setting. On the other hand, some find their belonging through online communities.

Djamila and Christopher found their belonging through the TCK online communities. Djamila has had a hard time finding her middle ground with balancing her Finnish and Egyptian roots and being self-accepting of her contradictionary cultures. As a way to deal with these differences, she ensures to teach her students about her cultures as well as creating content for her social media channels focused on educating others on various cultures around the world. Because she is based in Luxembourg, and Luxembourg is rather culturally diverse, it might be the norm to discuss cultures openly. Christopher, on the other hand, found his peace through a comedy club in one of his host countries while during the pandemic he connected

to other (A)TCKs by creating a podcast in which he interviews other ACCKs and ATCKs. By doing these activities, he connects with like-minded individuals or people who share similar experiences, which is a great way to connect as shown through the change in his voice during the video call, and especially when we took the conversation off-record.

Unlike the previous participants who found their belonging through language and online communities, one of the participants found his belonging thanks to his university experience which directly prepared him for the labor market: *"[...]And then with my internship, it was literally exactly the same as I had been studying, working was almost exact same thing as I was doing in university, so it was very close to the real life and then I thought "this is easy". [...]it does get challenging as there are things that I don't know but is never something that stresses me out. So, even if it is difficult and it might take a couple of hours to do it, I know that maybe there are people who have a more experience than I do and maybe they could just guide me in the right direction. So, for me, it's nice nurturing environment where I can glow, grow, and work, my skills, and abilities, and knowledge in the field. So, it still feels like university in a sense which is nice."- Alejandro*

This demonstrates that one could find a sense of belonging when (s)he is in a place that encourages professional development. However, it is possible that inequality can affect ACCKs/ATCKs negatively.

Inequality at work can cause tensions and can make one person leave an organization. Sofia, for example, states that she had to leave her workplace due to unfair treatment because (a) she was promised a better contract but it never came through, and (b) her colleagues never accepted her as her team leader. This shows that one has to feel respected and accepted by their colleagues if they are to stay with an employer. From an employer's perspective this will imply that they have to make sure that all of their colleagues are accepted, treated equally and respectfully by colleagues, supervisors, and subordinates if one is aiming to create a pleasant workplace as well as to respect the contract.

Dasha has spoken about the unfairness of the recruitment and selection processes:

"Let's imagine a networking event abroad and in the country where your name comes from, abroad you're instantly interesting and then people tend to talk to you. When you're in a place where you kinda fit in, people aren't inherently more interested in you. You're more interesting than a lot of other people there but only if they start talking to you. Then, you have the whole homogenous society. Like in the Netherlands, it's like "are they even gonna ask you for an interview because of your name", you know. You might be very interesting in like an in-person thing, like in a networking event, but they have to invite you there first and they probably won't so."-Dasha

In essence, Dasha feels that as an ATCK, her background is interesting to people when she is abroad but she is not given a chance to prove herself because she is not even invited to an interview while in the country "where [her] name fits", she is given a chance but because of people's assumptions about her looks, she doesn't necessarily feel like she fits it.

To conclude, belongingness determines the extent to which someone will feel welcomed in their work environment as well as in their host country. Self-acceptance also plays a role in finding one's belongingness. It can be said that belongingness is determined primarily by outside factors while self-acceptance is about the ATCK's /ACCK's ability to accept his or her fragmented identity which as seen in the full interviews helps ATCKs/ACCKs find their belongingness in their host cultures.

4.2 Sustainable Career

Sustainable career is a dynamic process based on learning and self-reflection through experiences and the meaning the person creates from these experiences (De Vos et al, 2018; van der Heijden and De Vos, 2015). Following the definition of sustainable career, the most suitable approach to assess how the ATCK/ACCK experience influences the sustainable career, the entire interviews were analyzed. This is done so that an overview is given where three aspects of career sustainability will be looked into in more detail: mental wellbeing, work-life balance, and career development.

All the interviewees reflected at least partially on how their upbringing influences their current careers or future career ambitions. Commonalities occurred such as: lack of anxiety and worries in the long-run, living in the present, learning new knowledge, trying new things, or simply creating a new routine. All the behaviors, although often reactive due to the lockdown laws in Europe, Bahrain, and USA, have made the ATCKs/ACCKs to be proactive in terms of learning or trying out a new challenge due to the lack of options to socialize. This behavior could be interpreted as opportunity-seeking.

Dasha and Abigail are trying to start their own enterprises; Amita, Djamila, Richard, and Christopher of the interviewees tried to take their artistic side to social media and engage virtually with people while the rest used the time they have to invest it in their self-education, be it through focusing on their university degrees, watching youtube videos, or experimenting with new tools. The common thing that they all have is learning: they learn through actually implementing the things they learn. The fact that they are learning new things or experimenting with new tools and social media makes me conclude that they tend to live in the present. In addition, most do not worry about the future nor the present.

Almost all of the interviewees lacked anxiety and worries. However, Djamila is worried about her family because her parents are quite old and are located in Finland. This was caused because Luxembourg closed its borders for travelling so she could not leave the city if something potentially happened to her parents. Amita's worries and anxiety were caused primarily due to the lack of physical art events as networking and opportunities are found in such a way in the industry. Abigail is worried about her startup because if it is deemed unsuccessful by the Dutch authorities, she would have to leave the Netherlands. The rest of the interviewees did not have issues that were tied to Covid disruptions per se but are rather tied to existing health problems pre-Covid. The way they discussed the issues during the interview, left me with the impression that they are either dealing with them professionally or have already overcome them. For example, John was suffering from panic attacks but by working with a therapist, his panic attacks stopped years ago; while Dasha is just getting diagnosed with ADHD next to her recently diagnosed spinal disk hernia and she deals with her problems through therapy and self-reflection.

The following subsections discuss mental wellbeing, work-life balance, and career development.

4.2.1 Mental wellbeing

Mental wellbeing was initially composed of purpose, motivation, relationships, happiness, self-confidence, job satisfaction, job demands, pay, colleague interaction and the development of new knowledge, skills, and abilities (KSA) (Dana and Griffin's 1999). The interviewees' definitions of mental wellbeing was aligned to that of the academic literature, however, they had diverse ideas on how to achieve it. Because of these diverse ideas, coding was rather difficult. For example, Saba and Farah view spending time with their family as therapeutic and something much needed for their happiness; Alejandro and Aysha find it important to spend time with their friends, colleagues, and family as it helps them to be motivated and satisfied with their careers, while the rest view time spent with family, friends, and colleagues as

essential relationship building but do not articulate a clear reason. Upon analyzing the interviews, I noticed that the interviewees often intertwined motivation, purpose, and societal contributions. This is due to a number of reasons: lack of clearly drawing the definition between the three terms, activities related to the three terms, and it could be that life is messy so spillovers from one area can occur to the next.

The interviewed ATCKs/ACCKs turned are intrinsically motivated. This means that their motivation is due to personal interests, learning opportunities, or improving society. Their personal interests are connected to the opportunities to learn they seek, enjoyment, making a personal impact on the business, and opportunities to be creative. For example, James is motivated by the idea of bringing in his point of view with that of the organization to tell a story and in this way to help entrepreneurs grow. Djamila and Christopher, for example, are creative in their lesson plans as well as in their social media channels. Only two of the interviewees are partially extrinsically motivated by either (a) money or (b) achievements and production. Alejandro is motivated partially by money because of the high taxes while Aysha is motivated partially by achievements and production because she likes being appreciated. Learning, on the other hand, is understood by the participants as learning coping strategies to combat their anxiety, Farah says here: *"When I begin to feel anxious about something, I can ask myself "what am I anxious about", "what's actually bothering me", and then, if I can pinpoint it, I start rationalizing "how valid is this fear, how valid is this thing that I'm assuming will happen in the future" and I feel like part of mental wellbeing is being able to talk to friends, to talk to people that are close to you about what you're feeling, it's about trying to stay calm, it's about challenging your thoughts, like challenging your assumptions we say. I mean when you achieve your mental wellbeing, "* - Farah

In addition, learning can also happen as a personal need for career advancement or change as seen in Yordan's interview: *"That's why I sought out a research and development job because it's not a fixed environment that I'd find in a bigger company where you would be really zoned onto one specific topic so say in engineering you'd be very focused on designing some specific system and you wouldn't really get to branch out and actually physically you do work in a lab environment while I can do both because R&D we're doing things that nobody has done.[...] I mean most of my worktime is either spent writing proposals or performing the experiments for those proposals. So, it's like being a grad student but getting a salary to be a grad student which is pretty great. So, that's what I enjoy, that's what keeps me in this field in particular is the fact that we have the opportunity to do any kind of research [...] I'm happy with it, because I get to explore new fields and I get to learn new areas of studying and paid for it which I think is a pretty great deal."* - Yordan

It can be said that learning as motivation happens for two reasons: either the ATCK/ACCK wants to deal with a mental health issue or it is related to their professional career plans (as illustrated by Farah and Yordan; can also be observed in the interviews with Dasha and John). However, for Amita and Abigail, solving a problem is their driving force. Amita is trying to encourage people to look at life from a more creative perspective where different factors come together such as various cultural and historical influences while Abigail is trying to actively integrate the international students in Nijmegen into the Dutch society and in this way encourage international students to find jobs in the Netherlands after graduation.

When we discussed contribution, it turned out that ACCKs/ATCKs understand it as an activity that yields visible immediate results. Most of them feel like contributing to society when they disseminate information and see their audience engaged. For example, Saba feels she contributes when her first-year students are actively engaged in class while for Djamila, it is when she sees her students' progress in their English competencies. Christopher felt he contributed most when he worked as a tour guide and tourists would ask him questions about the local history. In addition, Angela feels like contributing to society

because her organization never turns down a small/medium- sized business owner who has asked for their assistance.

For many ATCKs/ACCKs, self-care activities include building and maintaining valuable relationships,time management, sleep, reading/learning, journaling, listening to music or the Qura'an, and watching videos. Sleep is an important self-care method to them because they use it as a way to feel good about themselves as it allows them to be productive at work and keep a good performance (Yordan and Aysha). Building and maintaining valuable relationships allows them to hang out with their family and friends during the pandemic which enables them to schedule something so they have a bit of structure (Saba,Angela,Alejandro,Farah, Sofia, Amita, Richard, John,Abigail,Aysha,Dasha). Reading and learning, although activities that are done prior to the crisis have been done more frequently and they also allow them to create tasks within their schedules so they have some structure (Yordan, Sofia). Journaling, listening to music, engaging in religious activities, and watching movies allows them to relax (Farah, Angela,Sofia,Saba). The most frequently repeated form of self-care during the pandemic was establishing structure through experimentation and self-reflection. Many of the participants mentioned that they were trying to experiment with creating a stable structure that works for them and then reflect on it. For example, Dasha is learning to be more structured as seen in this excerpt:

"*[...] to reevaluate what it means to set realistic goals, how to delegate tasks, how to divide them better because I've always tried to do everything, because I felt unfulfilled that I need to prove something [....].*"- Dasha

Farah, who uses journaling as a therapeutic method:

"*Sometimes I like to journal because when I get out and put it onto paper, [...], it just helps me to process the emotions or thoughts that I have. Sometimes like when I'm very overwhelmed, writing it out, or even when I don't feel like writing, I just record my thoughts because it helps to just like empty my brain*".- Farah

Or for Alejandro, who emphasizes the importance of relationships in our lives:

"*I think feeling a sense of community in the sense of a deeper relationship with the people around you is the one of the most powerful, positive influence on mental health. And I think we are losing that not just with covid but long before covid we were going that direction. I think that's why we have such mental health prices because people feel alone more than ever*".- Alejandro

Reading through the interviews, it appears that the ATCKs/ACCKs are driven by making meaningful contributions to society, regardless of how small they may be. The reason for making such contributions is due to their personal experiences and willingness to spread knowledge to other people in the world. They tend to find themselves in positions in which they can feel the impact of their work which seems to be further motivating them to do whatever it is they are doing. They also understand the importance of self-care and actively search for the ultimate combination that would allow them to contribute to society without creating health problems.

4.2.2 Work-Life Balance

Work-life balance should be measured through overall job satisfaction, purpose, family, and personal roles (Dana and Griffin, 1999; Abendorth and Dulk, 2011; Barber et al., 2018; De Vos et al., 2018). However, when doing the analysis different codes emerged such as: self-care, relationships, and work satisfaction. Self-care relates to activities that contribute to maintaining work-life balance, relationships refers to the social interactions the interviewees have during the pandemic and work satisfaction refers to

how they feel about their work. However, work satisfaction was not always possible to distinguish as it got blurred with either self-care or relationships.

As seen in the interviews, one of the most frequently repeated self-care activities was having a strict schedule which ultimately allows ATCKs/ACCKs to manage their time or to set clear boundaries so work and recreation do not mix. Most have a strict schedule because it helps them keep organized and know when to do what. Clear boundaries that they have set include: not answering after work hours, not looking at work-related emails, and in some cases, trying to keep their work-related activities away from them past working hours. Richard is the only interviewee who does not have clear boundaries set because his philosophy is that one needs to keep job and personal life separated only if one hates their job. Or as he elaborated: "*It needs to be something you are insanely passionate about and it needs to be something you want to promote to others because academics whether they like or not, many of them have teaching obligations and I would love that. I love teaching. I think it's a great opportunity to further own ideas if you want but not in some kind of weird way but testing them out. You don't read the same things I do as a student so what do you think of that?Fresh minds and ….things like that and that's part of work-life balance because it makes it exciting. And you should always be excited all day and whether that's within working hours or not, it doesn't matter much. After work you can go to a pub with colleagues and just talk about ideas. I'm a bit less concerned about spreadsheets and such when I'm … behind which is the real joy. My identity as..intellectual...art, science is one enterprise. Different sides of the same coin. So, I...in both I see myself as a thinker, as a creator. In both. I want to think and I want to create. So, to me work-life balance...as I said it is more necessary when you hate what you are doing and need to shut if off at 5pm."-Richard*

This shows that to him, it is important to be inspired throughout the day in everything he does because he sees it as part of the thinking processes necessary for his passions.

ATCKs/ACCKs tend to enjoy friendly environments and develop relationships. In line with literature suggestions, I was left with the impression that ATCKs/ACCKs enjoy meaningful interactions with others, regardless whether they are family, friends, or colleagues (Pollock et al., 2017; Lijadi and van Schalkwyk, 2014; Kwon, 2018; Korpela, 2016). However, there were changes in their relationships during the Covid-19 crisis. All of them felt like they became closer to their immediate families (parents and siblings). Most stated they had reduced contact with their colleagues because of the remote work arrangements. Only Alejandro was rather negatively affected by the reduction in contact from colleagues but this is because he loves talking to people as it became clear during the interview. When it comes to friendships, Yordan indicated that he lost some friends due to conflicts while the rest felt that their friendships with their closest people deepened while some of the more surface friendships were ruined. Amita's and Abigail's networks expanded because they are trying to position themselves in their respective markets.

Only the US-based ATCKs and the Bahrain-based ACCK discussed job satisfaction. Yordan is satisfied with his job because it provides him the freedom he needs to perform as well as the opportunity to learn and experiment. Angela enjoys her job because the company does not turn down clients and the possibility to learn new things from her colleagues who are spread around the world. Aysha is satisfied with her job because in the public sector, she works satisfying hours and if she stays past working hours, it is because she wants to learn, and not because she should as was her previous experience in the private sector. Based on the three interviewees, it can be said that job satisfaction is very individualistic and that it depends on the person how they feel about their job.

As seen in the interviews, scheduling, setting boundaries, and good relationships are the most common factors that influence work-life balance while job satisfaction is highly individualistic. Scheduling and setting boundaries helps maintain a separation between work and personal life activities. Maintaining good relationships can be central to expanding one's own knowledge while job satisfaction has to do with the alignment of personal goals, situations, and beliefs as it can be seen from the interviews if analyzed in their entirety.

4.2.3 Career Development

Based on the literature review, I thought that career development relates to career options, interests and capabilities matched to opportunities, possibility to advance in career, and satisfactory performance appraisals (Vriens and Achterberg, 2010; Lauche, 2015; Ismail et al,. 2013, Ismail et al., 2014, Greenhaus et al,, 2000, Shan, 2016; Nwuche and Eketu, 2015). In line with the literature, the following codes emerged during the analysis: skills development and career growth which can be related to career options and possibilities to advance in current career. Performance appraisals were not mentioned. Instead, potential career paths appeared consistently throughout the interviews. Potential career paths emerged as an option because almost all of the ATCKs/ACCKs plan on changing their career in the near future. With regards to skills development, most chose to invest in learning a new skill or trying something new because they plan to change their careers. They seem to view potential career paths as their ability to change their careers while career growth is seen as the potential to grow in their current career.

All the participants developed their KSA through watching Youtube tutorials, online courses, and experience either on the job or personal life. Most often the skills that they learned on the job revolved around management and communication, followed by technical skills that are needed to do their jobs properly or that would potentially lead to career growth (i.e Yordan, Alejandro). The knowledge they gained through youtube tutorials and online courses is primarily focused on learning a particular software or specific skills they would need in order to establish their businesses. The creatives and the entrepreneurs learned mostly through youtube tutorials and online courses (i.e Amita, Abigail). Yordan learned mostly by searching through academic publications to keep himself updated in his research field as well as to potentially move to another part of engineering. All of the ATCKs/ACCKs learned through work experience because they try to implement the content they consumed online and learn from there. Christopher had a personal experience during Covid because he did not have a large safety net to get him through his unemployment period so during the interview he emphasized that it is important to save money, both on-record and off-record.

Only two of the participants plan on staying in their current organizations and aim to grow there. Alejandro hopes to become a manager one day and is currently sharing some technical tasks with his supervisor. He is aiming to gain the needed knowledge and training from his colleagues to grow in the industry. Angela is currently taking a Google course on project management and hopes to become a project manager in her company. Part of the reason why she enjoys working at her current company is that it provides her the needed flexibility to manage her multiple sclerosis. The reason why two of the interviewees are planning on growing in their current organizations is because they enjoy their work environment and suits their current needs.

The rest of the interviewees are considering changing their careers. For example, Abigail, Amita, and Dasha shared their ambitions to have full time jobs and grow their businesses. Christopher and Djamila are planning on doing something related to their social media presence and cultures but they are still not

sure what exactly. Sofia and Saba are looking forward to moving on in their careers- Sofia to become a student assistant while Saba to do a master's degree and then start working at an international organization.

As it can be seen, the interviewed ATCKs/ACCKs independently make decisions about their career development based on their interests, ambitions, opportunities, and on their personal situations. All interviewees decided to follow their passions and personal interests because it provides them the opportunity to learn more about their interests and perhaps to grow their passions into a business. In addition, the interviewees seem to be intrinsically motivated to learn rather than motivated to learn by their organizations. This proactive behavior of ACCKs/ATCKs to manage their own career development seems to indicate that organizations can only benefit because these individuals appear to be willing to expand their knowledge and gain new experiences. Therefore, organizations could support them.

4.3 Covid-Life Influences

Covid has influenced all of the three examined aspects of the sustainable careers of ACCKs/ATCKs. Socially, most felt unhappy as their work flow was disrupted but were satisfied because it gave them the opportunity to improve themselves as well as to give them the push they needed to start working toward their ambitions. Some were not so much impacted by Covid but rather than by their decision to relocate.

Most of the ATCKs/ACCKs struggled at the beginning of the pandemic because they had to experiment quite a bit with what methods work best for them when it comes to work from home and primarily with how to establish work-life balance. At the very beginning, it was common for them to work past working hours or during the weekend, but then they set boundaries and enjoyed working from home. Most of them found working from home satisfying because they could spend more time on themselves, their family, learn new knowledge, be more productive, relaxed, and appreciate the relationships in their lives.

The negative impact Covid had on the ACCKs/ATCKs came mostly from an organizational perspective. This was especially difficult for the teachers because they had to learn to teach online- something they have never done prior to Covid. To them, the most frustrating part is when they have prepared the lesson to be physical but once in the classroom, they find out that their students all chose to be taught online so they have to very quickly adapt to online teaching or when they find out they have to teach blended for which they cannot do much worse than if it was all online or all offline. A negative impact Covid had was that the ATCKs/ACCKs could not interact with their colleagues in person so the opportunity to learn from their colleagues and exchange ideas were vastly reduced as was clearly articulated throughout the interviews with Alejandro and John. Amita felt demotivated due to the lack of physical social interactions because she needs the galleries in order to sell her art and to network with experts from the industry. However, after the initial struggles, she has managed to meet with professionals online and interact with colleagues she would normally not have met.

The pandemic did not have an impact on several people who changed their situations during the Covid-world. For example, Dasha relocated from Georgia to the UK and is currently dealing with emigration and pre-existing health issues. Abigail was dealing with the Dutch authorities who were slower than usual with issuing entrepreneurial visas and approving the organization. For Angela, nothing has changed because pre-Covid, she was working in a globally dispersed team. The only thing that has changed for all ATCKs/ACCKs is their ability to socialize with friends physically because of the restrictions.

Overall, the ATCKs/ACCKs appear to be affected positively or not affected by the pandemic. If they were not affected by the pandemic, they were affected by their choices to change their situations. All ATCKs/ACCKs enjoyed the flexibility they were provided during the pandemic as they had an opportunity to learn, experiment, and deepen their relationships with their families. However, they were frustrated because they are used to communicating with their colleagues in person at the workplace rather than online.

5. Conclusion

To conclude, learning and relationships are the most important aspects that ATCKs/ACCKs value and they define the quality of work-life balance, career development, and mental wellbeing using these two aspects. This finding is seen in the interviews and the fact that learning and relationships manifested themselves in one way or another in all three categories. It can be said that if they have a fight with their family, all aspects of their lives could suffer. They are also opportunity seekers. All of them made use of the pandemic to gain new knowledge and develop new skills without being reactive. They saw the opportunity to improve themselves and they took it.

It can also be said that ATCKs/ACCKs tend to follow protean career paths. They are likely to work various, seemingly different jobs but that have a common cause: spreading knowledge. It seems that ACCKs/ATCKs regardless of their age, background, and careers love learning and educating others. If one would read Djamila's and Christopher's career paths, one would see that they worked in various industries and plan on changing their industries once again. In addition, Saba and Sofia are moving between the organizational world and the academic world. Saba is moving from academia to the corporate world while Sofia is moving from her organizational job to a student assistant job. It appears that ACCKs/ATCKs would consider changing employers and relocations as long as it appeals to their life situation.

It appears that ACCKs/ATCKs have maintained good relationships with their families throughout the pandemic as seen in the interviews. This has resulted in them doing relatively well as none of them quitted their jobs but rather looked for new opportunities. Some started growing their customer base while others sought out different ways to connect with others online.

As seen in the interviews, it can be stated that all of the ATCKs/ACCKs are intrinsically motivated to learn and to engage in their career development. This can be explained by their personal interests, goals, and self-reflection activities which all lead to their career development. However, situational factors might play a role such as relocating, dissatisfaction with growth opportunities, or the fact that they could not find a full-time job.

The research question "How has the ATCK's /ACCK's sustainable career been affected during covid-19?" was posed in the first chapter. Using chapter 4 and the full interviews to answer the research question directly, ATCK's/ACCK's sustainable career has been affected positively by the pandemic because ACCKs/ATCKs focused on learning and furthering their own personal and professional growth. The pandemic forced them to deal with their mental health problems by seeking out professional help or simply by finding their own coping techniques to face the stress they felt. Moreover, they learned that in order to maintain a good work-life balance, they need to set clear boundaries. In summary, Covid-19 had an overall positive impact on the sustainable careers of the ACCKs/ATCKs.

6. Discussion

This section will be divided into two subsection. The first subsection discusses the paper from a content perspective. This means that it will elaborate on the conclusions (Chapter 5) by connecting the

interviews(Chapter 4) and the literature (Chapter 3). The second subsection discusses the paper from a methodological perspective. This means that limitations of the data gathering are presented. This division is done in order to improve the readability of the section.

6.1 Content Perspective

The conclusion that ACCKs/ATCKs experienced an overall positive impact on their sustainable careers during Covid-19 does not come as a surprise. This is because ACCKs/ATCKs tend to be comfortable in VUCA situations and have a tendency to have been in far worse situations than Covid-19 presented (Pollock et al.,2017; Pollock and van Reken, 2001). During their developmental years, they had first-hand experience with natural disasters, and man-caused life-threatening conditions such as bomb threats and civil unrest (Pollock et al., 2017).

The literature review (Chapter 2) stated that when ATCKs have good relationships with their families, they are more likely to experience good wellbeing and good work-life balance which would be translated to job satisfaction and life satisfaction which have spillover effects to the two domains as we seen in the interview analysis (Chapter 4). The findings within the domain of career development were also aligned with the literature on the topic. The literature stated that when ACCKs/ATCKs are intrinsically motivated, they are more likely to seek out learning opportunities and challenge themselves which is seen throughout the interviews.

Based on the interviews, ATCKs/ACCKs can be said to be entrepreneurial and opportunity-seekers. They seem to find the positive in crisis and to take the opportunity to fill a market or knowledge gap if they find one. They also share knowledge and enjoy physical interactions as it can be drawn from the interviews.ATCKs/ACCK's love for learning influences them to seek out and, where possible, to create opportunities for themselves to gain experience and improve themselves. This behavior can be seen as entrepreneurial (creating opportunities where none exists) or opportunity seeking (challenge themselves by doing something new). They also tend to create or pursue opportunities to share their knowledge because they realize that if people understood each other, they would be more tolerant and respectful of the differences as well as more willing to learn from each other and adapt to one another. As sections 2.1, 2.2.1, and 2.2.2.3 of the literature review demonstrated, ACCKs/ATCKs seek ways to gather knowledge. This is driven through their curiosity and open-mindedness. However, the biggest impact factor for ACCKs/ATCKs might be dynamic learning. This is because throughout their whole lives, they had to experiment and learn new ways of communicating and doing things. Therefore, it comes as no surprise that ACCKs/ATCKs will create opportunities or challenge themselves as this is in their nature.

Contrary to Kaushik and Gueliria's (2020) findings that individuals are demotivated, lack self-motivation, lack proactivity, and are disengaged from their work during the pandemic, ATCKs/ACCKs experienced it only in the very beginning. However, once they started experimenting and finding out what practices exactly work for them, ATCKs/ACCKs became proactive, motivated, engaged with their work (and work-related opportunities). This is aligned with Pollock et al.'s (2017) findings that ATCKs/ACCKs are proactive and resilient even in VUCA situations.

An unexpected finding that appeared is that the ACCK/ATCK topic can be connected to bias-based studies as Dasha mentioned (Benschop and Verloo, 2006; Di Tomaso, 2015; Randell, Galvin, Shore, Ehrhart,Chung, Dean, and Kedharnath, 2018). She states that it is difficult to find a job as an ACCK/ATCK because the hiring manager would prefer to hire someone like himself or herself while the ACCK/ATCK may feel conflicted if hired solely because "their name fits the country". On the one hand, such a situation

may cause frustrations for the organizational members because they have to interact with someone who does not fit the national culture even if their name sounds like they are from a particular country. On the other hand, the ACCK/ATCK is likely to be frustrated because (s)he does not feel like (s)he fits in there. It is also possible for the ACCK/ATCK to refuse to accept such a job after finding out that (s)he feels uncomfortable being there. However, it is perhaps better to investigate such issues in subsequent papers.

It is unexpected because I, as a researcher, did not think that in the era of MeToo and Black Lives Matter movements, recruiters would still be biased for/against the people they hire. I thought that recruiters would be more keen to give a chance to everyone and if anything imposes problems, it would be legal restrictions of the country. When connecting Dasha's experience to Covid-19, it is possible that recruiters are biased against hiring people who have a different passport/citizenship than them and how the recruitee, in the case (s)he is an ACCK/ATCK feels at their new job/workplace. However, this would be another suggestion for future research.

6.2 Methodological Perspective

While writing the thesis proposal, I have spoken to three ATCKs/ACCKs and found out that they do not want to share photos nor have the time to do more than a 90 minutes interview. Keeping these attitudes in mind, I have decided to adapt the CLET technique of storytelling through pictures to storytelling through asking the right questions that would lead me to gathering the information I need on career sustainability and their culture, sense of belongingness, and the impact that Covid had on their lives. The original CCI technique starts with 5 very broad questions and are discussed over several sessions. Due to the participants' unwillingness to have more than one interview and that no meeting should exceed 60 minutes, I decided to think about some reflective questions I could ask them that capture the CCI technique. In the semi-structured interviews, I asked a few questions thinking they were not reflective enough but many of the interviewees had to think about it for a bit before they answered or found it difficult to answer so I had to rephrase a few questions reflecting the language they used earlier. Moreover, I had to prioritize questions based on the available time they had so sometimes during the interviews, I felt like I was jumping around with the questions I had asked. Because of this prioritization, I tended to start with a few very general background questions (upbringing and professional history), then moved to the questions related to sustainable careers, the influences Covid-19 had on their personal and work lives, and then if there was still time left, I would choose a topic to ask a few more questions. Therefore, certain themes were discussed in some of the interviews while others were not, such as job satisfaction (mentioned in 4.2.2). Whenever such an issue arose, it made it difficult to make concrete conclusions so they were presented as additional results that came out unexpectedly.

Conducting Skype interviews was a bit unpleasant because of the unstable internet connection. The issues revolved around missing parts of the conversation and getting interrupted by people being at the door. We managed these issues by repeating the question or the answer. Luckily, the internet connection was stable enough to be caught almost fully on the recording. Therefore, the issue was during the interview but not with the recording. I experienced some difficulty in building rapport with two of the interviewees because we have never interacted with each other. The way I tackled it was by sticking as closely as possible to their time availability, the questionnaire guide, and maybe asking a few questions to uncover a theme if they were willing to discuss it. Interviewing my neighbor was difficult because we did it face-to-face but it turns out that he did not speak loudly and clearly enough for my phone recording to catch everything. In addition, he speaks quickly. Therefore, I had to replay the interview several times until I managed to

transcribe the interview. I also discovered that OTranscribe is a good tool to transcribe the interviews as it allows the researcher to just add the recording and to start transcribing it without having to switch between screens to start/stop the recording and typing- everything is done on the same page.

Template Analysis allowed me to see that the ATCKs/ACCKs did not suffer from depression, anxiety, worries, disconnection, or burnout because they found their coping strategy after experimenting and learning what works for them and what does not. I think the reason why I concluded that ATCKs/ACCKs are opportunity seekers is because they had strong foundations set: they knew who they were, they have accepted themselves and appreciated their experiences, and they have established strong relationships with their parents. All of these factors combined might explain why they were learning focused. Moreover, all of the interviewees sounded determined to succeed in their respective fields or to follow a passion they engaged with during the pandemic which might be another condition as to why learning is so important to them.

The conclusion that ACCKs/ATCKs experienced an overall positive impact on their career sustainability during Covid-19 could be attributed to several factors: the timing of the interviews, the good relationship with their parents, and that the ACCKs/ATCKs were excited for the changes coming into their lives. Firstly, the interviews were conducted after slightly more than a year since the Covid-19 restrictions were introduced. This means that ACCKs/ATCKs had enough time to get used to the changes, to experiment, and to create a new routine. Secondly, their overall good relationship with their parents and the fact that their families are doing alright allowed them to focus on themselves and find ways to deal with their 'new normal[1]'. Lastly, ACCKs/ATCKs are excited for changes because they are used to changes since their developmental years and were taught to always anticipate these (Pollock et al., 2017).

All of the interviewed ACCKs/ATCKs have graduated high school, and continued or are continuing their studies at university level. So, the conclusion of ACCKs/ATCKs looking for new opportunities to learn may be related to the fact that the sample is well-educated. The results may also be skewed due to the fact that the families of the interviewees are doing fine and have not given a reason to their children to worry about them. This may have influenced the decision of the interviewees to focus on themselves. Additionally, the fact that all of the interviewees are working during Covid-19 may have also contributed to the results. This may be based on the fact that ACCKs/ATCKs simply want to become better in their current jobs, learn new skills, expand their network reach, or to have an opportunity to share their knowledge. However, these are speculations and further research may be needed.

7. Practical Implications

As it was revealed in Chapter 4, ACCKs/ATCKs should maintain a schedule and set clear boundaries that would provide them with the needed structure to achieve a good state of overall mental wellbeing and work-life balance. The findings indicate that ACCKs/ATCKs, who have a purpose and are intrinsically motivated to achieve their goals, are likely to be proactively searching for new ways to improve: expand their KSAs and grow professionally. Therefore, if an ACCK/ATCKs wants to manage his or her career development better, (s)he will have to figure out what is his/her purpose and what motivates them to achieve the goal, and to invest in their learning. As the results revealed, ACCKs/ATCKs are very learning focused. However, this may be caused by the interviewee's wish to develop their careers further

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[1] Used in news outlets to indicate the routine and the life that people have creating during and post-Covid period

and for them to have either completed higher education or to be enrolled at a higher education institution. In conclusion, in order for ACCKs/ATCKs to manage their sustainable careers better, they should concentrate on establishing their intrinsic motivation factors, invest in learning, and maintain good relationships with their colleagues.

The results in Chapter 4 showed that ACCKs/ATCKs felt some demotivation to work due to the lack of physical communication opportunities. Therefore, for organizations to keep their ACCKs/ATCKs engaged and committed to the organization during Covid-19, it is essential to create some activities for physical interactions. These may take form in going to the office up to a certain number of people or organizing weekly team outings to ensure the motivation of ACCKs/ATCKs to work. Additionally, motivating ACCKs/ATCKs with career growth opportunities at the current employer or learning opportunities, or a combination of the two may be a way to motivate these employees to stay engaged at their current workplace. For example, while conducting the interviews I noticed that the people who were actively looking for new opportunities outside their current employers were the ones who did not feel challenged while the ones willing to stay at their current employer felt like they had plenty to learn or were sufficiently challenged in order to become better in their industry.

8. Academic Recommendations

Based on the discussion, the following recommendations can be made to researchers: (a) find out how much time the interviewee has on the various days and hours proposed, (b) ensure stable wifi connection on both sides, (c) research is needed on ACCK's /ATCK's work-life balance and career development, (d) bias-based studies should be carried out during Covid-19 and post Covid-19, and (e) a further exploration on why ACCKs/ATCKs are learning-focused is needed.

It is essential that both parties set sufficient time aside because it allows for full data collection instead of asking only the essential questions. This would allow for properly conducting the interviews as well as to gather plenty of information. Due to lack of sufficient time on the participant's side, I had only a few side topics covered which in hindsight may have been useful to explain certain behaviors on a more global context as opposed to a case-by-case basis. By ensuring that both participants have stable wifi reduces guarantees that all speech will be recorded. Additionally, stable wifi will not disrupt the conversation flow because neither participant would have to repeat the question nor the answer.

There was insufficient literature on work-life balance and career development available on ACCKs/ATCKs. The studies I found were primarily carried out on monocultural adults which forced me to make assumptions and/or claims that were partly based on the literature and personal experiences and observations. The few career-related studies available on ACCKs/ATCKs were focused on the industries and the skills that ACCKs/ATCKs had until a bit before the financial crisis of 2008-2009.

My results showed that bias-based studies should be further developed, namely examining the recruiter's bias during Covid-19 as well as after Covid-19 and to examine the ACCK/ATCK (dis)comfort of working where their name fits. By doing a comparison study on recruiter's bias during Covid-19 and after Covid-19 would allow researchers to understand if recruiters (who are the ones who decide who gets a job or who does not) have become less biased against people coming from different backgrounds or more biased. By examining bias in such a way, it could give an indication on whether the lockdowns have had positive or negative effect on people's acceptance of cultural differences. Additionally, it could also provide an indication of the success of the Black Lives Matter and the Metoo movements which were movements

that happened during the Covid-19 period worldwide and draw awareness of the not so respectful ways people treat each other. By examining the (dis)comfort ACCKs/ATCKs experience of working "where their name fits", the bias toward or against these individuals could be explored. This is important because it could indicate in which professional situations the ACCK/ATCK feels comfortable and how the working environment should be adjusted to accommodate the needs of the ACCK/ATCK.

Another possible direction for future research is carrying out a study on the factors that influence ACCKs/ATCKs to be learning orientated. As seen in the results and conclusion (chapters 4 and 5), the interviewed ACCKs/ATCKs are focused on their expansion and improvement of their KSAs. This may be because all the interviews have either completed their higher education or are currently in the process of pursuing their degrees, some are preparing to change their jobs/industries/employers, or simply because they are curious. Because current research, including this thesis, cannot for sure find what influences ACCKs/ATCKs to learn or whether it is a combination of factors,it may be a good idea to explore it further in the future.

A limitation of the paper is that it only examined highly educated ACCKs/ATCKs which may have resulted in skewed results. It would be interesting to examine ACCKs/ATCKs who only have a high school diploma and see in what ways lower and higher educated ACCKs/ATCKs differ in managing their sustainable careers during crises. It may also be worth examining the tendencies of ACCKs/ATCKs to become entrepreneurs and freelancers during the pandemic as many of the interviewees got engaged with either entrepreneurship or freelancing in one way or another, or plan on trying in order to grow their social media outreach. This is essential because many of the interviewees got involved in freelancing or entrepreneurship, or in some cases they tried to create their own brands by creating social media channels where they can post content in order to distribute knowledge about the various cultures.

9. Contributions

This thesis makes several contributions to existing literature and methodology. The contributions made to the literature revolve around ACCKs/ATCKs coping mechanisms during crises while methodological contributions have to do with the group of individuals examined.

The study contributed to the existing literature by confirming that ACCKs/ATCKs are resilient in periods of rapid changes, at least based on the sample. This was shown by the interviewees' ability to create new routines which helped them maintain a good work-life balance and mental wellbeing. The sample also demonstrated that ACCKs/ATCKs tend to invest in their learning which affects their overall sustainable career. Additionally, the sample showed that ACCKs/ATCKs during Covid-19 are proactive by starting new projects whether these projects are more of entrepreneurial, freelancing, or artistic nature (content creation).

The contribution of the paper is that the majority of the interviewees were connected to either Europe or the Middle East, if not to both regions. Prior ACCK/ATCK research is focused on predominantly examining ACCKs/ATCKs who repatriated in the US. Therefore, most of the interviewees may have been influenced by their experiences in these two regions to make the choices they did. Additionally, among the interviewees, there was a non-traditional ATCK. This added an extra dimension to the study because it showed that people may identify as ATCKs when growing up in their passport country simply by attending an international school.

10.Personal Reflection

Looking back on the literature, the interviews, my experience as a researcher/interviewer, and my personal experience as an ATCK, I faced several challenges. Firstly, I experienced cognitive dissonance. This inner disagreement with what the interviewee was saying led me to react impulsively by providing my own opinion, relating personal experience, and observations. Luckily, it led to a productive discussion which allowed me to better understand the interviewee's point of view. The next few times I experienced such disagreement, I asked further questions to understand their point of view better and tried to not be so quick to provide my personal stand.

Writing the analysis was rather difficult because I knew most of the interviewees so I had to be very careful not to bring in other information I knew about them. For example, during the interviews, some of the interviewees did not disclose their (full) working/volunteering history prior to Covid-19. So, I indicated that it is officially not disclosed. In order not to disclose anything that was not in the interview, I made sure to read the interviews several times and when writing to have the information easily available to double check.

Relating my experience to that of my interviewees, I think we deferred in two aspects: mental wellbeing and work-life balance. Whilst for most of them, it was rather difficult to create a schedule that works for them and to get used to working remotely, my work as an ESN volunteer at national and international level has prepared me for such situations. I already knew my boundaries, how to communicate them to people, and how to manage my time between volunteering, studying, and maintaining my relationships.

11.Resources

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Appendix 1.

A. **Theoretical Codes**

The following represents the codes that emerged from the theory (literature). However, these codes will probably evolve as the interviews are transcribed and analyzed.

A.Work-life balance
 I.   Work roles

        a.   overall job satisfaction
        b.   overall purpose
II.   Life roles
        a.   Family role
        b.   Personal roles

B. Mental Well-being

I.   Life Experience
        a.   Overall life satisfaction
            i.   Purpose
            ii.   Motivation
            iii.   relationships/network
        b.   Overall happiness
        c.   Overall self-confidence
II.   Job experience
        a.   Overall job satisfaction
        b.   Overall quality of relationships
        c.   Job demands
III.   Work-specific experience
        a.   Satisfactory pay
        b.   Satisfactory colleague interaction
        c.   Satisfactory level of competencies, knowledge and skills development

C. Career Development

I.   Career planning
        a.   options/ preferences
        b.   Interests and capabilities are matched to opportunities
II.   Career management
        a.   Possibility to advance in career
        b.   Satisfactory performance appraisals

B. Interview Codes

These codes emerged from the interviews and are not aligned with the expected theoretical codes.

A. Background
    I. Global/ Mixed Upbringing
    II. Professional Background
    III. Career future
B. Culture
    I. Values
        a. intercultural understanding
        b.respect
        c.kindness
        d.karma
        e.hard work
        f. Globally minded
        g. cultural identity
        h. Perfectionism
        i.openness to experience

    II. Beliefs
        a.honesty

b.realistic
c.empathy
d.education opportunities
e. try and learn
f.gender equality
g.equality

III.Behavior
a. respect
b.positive attitude
c. self-disovery
d.dedication to work
e.precision
IV. Personality
a. friendliness
C. Work-Life balance
I. self-care activities
a.time management/scheduling
b. phone off outside work hours
c. laptop away outside work hours
d. sleep
e. Religion
f.sports
g. discover new things
h. improve a skill
i. breathing exercises
j.saying 'no'
II. relationships
a.family
b.friends
c. professional contacts
II. work satisfaction
a. learning
b. motivation
D. .Mental Wellbeing
I. Motivation
a.inspiration
b..money
c. personal interest
d.solution orientated
e. lack of experience
f.enjoyment
g.learning
h.curiosity
i. productivity
j.achievements
k. friendliness
l.observations
m.personal experiences
n.relationships
o.purpose (POV)
p. teaching
Q.creativity
II.Purpose
a. meaningfulness

        b.job satisfaction
        c.family
        d.societal improvement
        E.contributions
    III.Self-care
        a. scheduling
        b.time management
        c.watching movies
        d.spending time with family
        e.learning
        f.sleep
        g.religion
        h.reading
        i.re-evaluation priorities
E. Career Development
    I.(Potential) career path
        a. learning new KSA
        b. application of learned KSA
        c.spreading a message
        D.commonalities
        e. transferable skills
    II.(Potential) career growth
        a. Learning new KSA
        b.application of learned KSA
        c.experience
    III. Personal development
        a.learning from therapist
    IV. Career development
        a.learning from colleagues
F. Covid-Life
    I. Positive (business) impact
        a.learning new KSA
        b.engagement in self-care practices
    II.Negative (business) impact
        a.network difficulties
        b.demotivation
        c.seclusion/lack of personal (physical) contact
        d.routine
    III.No changes
        a. remote work pre-covid
        b. same requirements (lab work)
    IV. Changes
        a. relocation
        b. becoming an entrepreneur
    V. Slight changes
        a.more responsibilities
        b. relationships/interactions with colleagues

Appendix 2. Interview Questions

CLET:
1.Tell me about yourself (intersectionality)- ie nationality, moves/cultures, age, gender, hobbies/interests, profession/skills, values - are you personal values/beliefs displayed by your organization/colleagues/boss? When/in

what situations do your personal values and beliefs are displayed at work? What is your work situation during Covid-19? (employed by the same organization, changed employers, working full-time/part-time/overtime, length of working for the current employer/relocation).

2.Are you currently employed or are you a volunteer at an organization/community?

3.What motivates you to work/volunteer at your current organization?

CCI:

4. How would you like to construct your career?
- What changes would you like to make to your career?
- What changes have you already made toward achieving your goal?
- What/who motivated you to make these changes?
- What motivated you to change your careers/positions/employers/organizations/etc?
- What motivated you to become a freelancer/entrepreneur?
- What/who attracts you to your current organization/job?
- What is your favorite thing about your job/organization?
- What is the most hateful thing about your job/organization?

Work-life balance:

5.What is your routine during the average work-day?

6.What is your understanding of work-life balance?

7.How do you maintain work-life balance?
- How do you divide your time between work and personal responsibilities?
- Many employees struggle maintaining work-life balance. In what ways is it affecting you? How do you cope with the issue?

Mental Well-being:

8.What is your understanding of mental well-being?

9.How do you maintain your mental health?
- Many employees feel strained and experience depression or burn-out. Have you experienced any of the issues during the pandemic? How did you cope with it? What kind of negative thoughts have you experienced since the start of the pandemic? Did it make you feel demotivated and unwilling to work/volunteer?

10.How do you spend your time when you are not working?

Career Development:

11. What have you learned since the start of the new workplace norms that may be useful for your personal growth and development?
- Have you taken any courses in particular? (given by your organization or you got them yourself via a platform: skillshare/coursera/etc)?

12.What have you learned that may be useful for your career growth and development?
- Have you taken any courses in particular? (given by your organization or you got them yourself via a platform: skillshare/coursera/etc)?

13. What career plans do you have? Where do you see yourself in terms of career in 5 years time? In 10 years time?

Pre-Corona vs Now:

14.In what way has your work responsibilities been affected by the Covid-19 workplace changes?

15.Has your work become more meaningful/ Do you feel like you contribute more to society now than before?

16.Have you become more engaged with the local society?

17.Are you thinking of changing careers? Why/Why not? / Why have you changed employers/positions/careers?

18.Tell me about your current workplace, more specifically how do you work (remote/blended/physically)?

19.In what ways do you engage with your colleagues pre-corona time and now?

20.How close have you become with your colleagues/family/friends? How do you communicate with your colleagues/family/ friends pre-corona and now?