This study investigates how the coaching behavior of Chinese expatriates and the performance of local employees overcomes the inherent differences between them and develops the quality of relationships that play an important role in carrying out cross-cultural knowledge transfer? Existing research does not provide a good answer to this question. The knowledge transfer literature has focused on organizational vehicles and structural mechanisms, with little attention paid to understanding how the organizational processes and individuals involved can facilitate knowledge transfer. After all, it is people who have applied and transferred knowledge. This study aims to propose and analyze a model for developing expatriate coaching behavior through cross-cultural knowledge transfer in improving the work performance of local employees, to examine the moderating role of intelligence culture for expatriate coaching behavior on the relationship of cross-cultural knowledge transfer to local employee performance on expatriates and employees. This study will examine the moderating role of Perceived Organizational Support theorists have suggested that employees form global perceptions of the level of support provided by their employers and that this perception influences their behavior in the workplace. The data collection method used is a qualitative method. Based on the results of research and
discussion, it can be concluded that China expatriates with high cultural intelligence, their coaching behavior has a clearer positive impact on the performance of local employees; for local employees who have high cultural intelligence, expatriate coaching behavior has a clearer positive impact on the employee's performance.

KEYWORDS

Expatriate Coaching Behavior, Cross-Cultural Knowledge Transfer, Work Performance Of Local Employees, Cultural Intelligence, Perseved Organizational Support

INTRODUCTION

One of the competitive advantages of multinational companies (MNCs) is that they are successful in transferring knowledge between geographically dispersed and diverse locations (Hsu, 2012). During the cross-cultural knowledge transfer process in Chinese multinational companies in Indonesia, expatriates coaching behavior and local work performance employees function as boundary wrenches, meaning that they generally function as a bridge for knowledge transfer. However, because it may be more difficult for expatriates coaching professionals and local work performance employees to form positive relationships because they come from different cultural backgrounds, cross-cultural knowledge transfer may be hampered.

The development of information and communication, the rapid development of science and technology and changes in the labor structure in the global era require reliable quality human resources. The quality in question is HR that has open competitiveness with other countries, adaptive and anticipatory to various changes and new conditions, open to change, able to learn how to learn (learning how to learn), multi-skilling, easy to re-learn, and has a basic Basic ability is broad, strong, and fundamental to develop in the future. Experience in the field as well as projected development planning data show that in terms of the prospect of need and economic feasibility, vocational education is still a good investment in preparing middle-level skilled workers (Purnamawati & Syahrul, 2016). Eastern culture or Eastern culture can be said to be the opposite of Western culture. The various philosophies contained in it are very contrary to the Western worldview. Eastern culture is very closely related to ancestral traditions.

The inheritance from the ancestors is a combination of customs and belief in the existence of invisible forces that control human life. In life, Eastern people hold fast to the norms embedded in society since time immemorial (Dai, Lopez, Brady, Eason, & Fryberg, 2021). Starting from the way of greeting to the manners of neighbors in society, everything is regulated by norms. Eastern nations also believe in things that are considered taboo or not according to the norm, which if done will have a bad impact on both the individual concerned and for other individuals. So in Eastern culture, norms are standards or standards of life that must be followed by all people in order to create harmony and peace. Eastern culture is also closely related to everything that is ritualistic according to certain traditions or beliefs (Khani, Etebarian, & Abzari, 2011). For example, Japan with celebrations for young men and women who have entered adulthood, Indian people who have a habit of bathing in the Ganges River, until the death ceremony of the Batak tribe and Balinese Hindus who so lively like a party in Indonesia.
Eastern nations are the opposite of Western nations who are not so sure of the existence of God. The beliefs held by Eastern nations also vary. Islam is represented by countries in the Middle East as well as Indonesia and Malaysia. Hinduism has been so deeply rooted in the life of Indian society, even though India is the birthplace of Buddhism, which was initiated by Siddharta Gautama. Buddhism itself is actually more common in East Asia such as Japan and China. The heritage of beliefs from ancestors can be found in Japan with Shinto (worship of the sun) and China with Confucianism.

Indonesia is one of the countries that upholds eastern customs in every breath of life. The country, dubbed the "Emerald of the Equator", consists of various races, tribes, and nations spread over 5 large islands and thousands of other small islands. Each island has its own cultural treasures. The spirit of pluralism in Indonesia is described in the motto Bhinneka Tunggal Ika, which means "although they are different, they are still one". As with other Asian countries, between traditional and modern culture can go hand in hand well. The swift current of modernization does not make Indonesian people ignore ancestral traditions. An example is the Balinese Hindus who are never absent in preparing offerings at home to places of business. Or the residents of the Surakarta Kasunanan Palace who every year always perform mute tapa (walking in silence) when welcoming the Javanese new year or the month of Sura, which is very iconic with the "bule bulu". Even between religion and culture can fuse into a single unit, such as the Syawalan tradition in the Ngayogyakarta Hadiningrat Palace. Various traditional arts still exist today, although they have to make some modifications, such as the Wayang Orang (WO) Ngesti Pandawa groups in Semarang and Sriwedari Solo. These series of things show that culture is very closely related to the lives of Indonesian people and will always be maintained at any time.

Based on the description above, it can be seen that the persistence of the prevailing traditions and norms makes the characteristics of the Eastern nation very contrast with the Western nation. Eastern nations are attached to hospitality, courtesy, and a high spirit of mutual cooperation (Quesson et al., 2011). The various values of life inherited from their ancestors make Eastern people have a sense of mutual respect between fellow human beings. This is, of course, in contrast to Western nations who seem indifferent and display high individualism. The pattern of social contact in the West is linear and structured, while in the East it can reach anyone and create very complex and branching patterns in many places (Liu, Wu, Yang, & Riding, 2016). In addition, because the focus of their lives is not on achieving dreams like the Westerners, the Easterners tend to be relaxed in living their lives. If seen, the Eastern people practice a regular pattern of life from waking up to going back to sleep. However, in doing so, it is not as time-consuming as the West.

Expatriation is the practice of sending professionals to carry out tasks in other countries (Hemmasi, Downes, & Varner, 2010). Individuals who carry out international assignments are called expatriates. The phenomenon of expatriation has occurred in line with the growth and development of multinational companies that are actively expanding their wings. Various countries have become destinations for international assignments and one of them is Indonesia.

Expatriates in Indonesia are still dominated by Asian countries, with China ranking first. As for regions outside Asia, the largest share of expatriates comes from the United States, Australia and the United Kingdom. expatriates dominate the industrial sector as well as trade and services. These expatriates range from multinational companies (eg Coca-Cola, Nestle, and Danone) to international hotel chains (eg Swiss-Bellhotel, Accor, and Hilton), the majority of expatriates occupy positions as professionals. As previously described, Indonesia still lacks qualified professionals. So inevitably have to bring in foreign workers to fill these positions. Of the tens of thousands of expatriates working in
Indonesia, the majority are on the island of Java, including the province of Central Java.

This is an interesting study to research: How do Chinese expatriates coaching behavior and local work performance employees overcome the inherent differences between them and develop quality relationships that play an important role in carrying out cross-culture knowledge transfer? Existing research does not provide a good answer to this question.

This research is generally, In the context of expatriation, researchers also address the importance of interpersonal characteristics on successful knowledge transfer. Generally, the more social capital expatriates create in host country, the more likely that expatriates share their knowledge (Mäkelä, Suutari, Brewster, Dickmann, & Tornikoski, 2016). More specifically, (Riusala & Suutari, 2004) found that when host country nationals commit to, identify with, and trust parent company, knowledge transfer between expatriates and host country nationals are more smoother. To create a fertile relationship between international and local staff for knowledge transfer, a team spirit might be helpful (Bonache, Langinier, & Zárraga-Oberty, 2016). Moreover, when the knowledge gap between expatriates and host country nationals is large, knowledge transfer is more difficult (Massingham, 2010). (Armstrong & Baron, 2005) define performance management system as a process which contributes to the effective management of individuals and teams in order to achieve high levels of organizational performance Effective performance management systems provides employees with direction and support in carrying out their responsibilities and has a positive impact on worker satisfaction and other employee outcomes. The results are increased innovation, higher level of customer service and lower turnover of employees (Obwaya, 2010). Poor performance is addressed through the development of goals with the employee and periodic feedback on how to achieve the goals. Gaps in knowledge and skills is addressed though training programs.

The main objective of this study is to propose and analyze a model of developing expatriate coaching behavior knowledge transfer across cultures in improving work local employees work performance. Thus, we realize that Managerial Training and Job Performance according to (Heslin, Vandewalle, & Latham, 2006) describe the coaching process in their study and emphasize that the ultimate goal of the coaching process is to ensure the personal and professional development of employees in the organization and an increase in their work-related performance.

The second purpose of this study will to examine the moderating role of cultural intelligence for expatriates coaching behavior on the relationship of cross cultural knowledge transfer to local employees work performance at the expatriates and employees. The third purpose of this study will to examine the moderating role of Perceived Organizational Support For five decades, theorists have suggested that employees form global perceptions about the level of support provided by their employer and that these perceptions affect their behavior at work (Cropanzano, Howes, Grandey, & Toth, 1997). In the mid-1980s, Eisenberger and his colleagues explicitly addressed this with the introduction of the construct of POS (Eisenberger, Huntington, Hutchison, & Sowa, 1986).

**RESEARCH METHOD**

This research evaluating the impact of expatriates coaching behavior on the work performance of local employees in the mediation of cross-cultural knowledge transfer is an evaluation research type using qualitative methods. In the final stage (qualitative method), qualitative data analysis will be carried out by systematically searching and organizing data from interview transcripts, observations, field notes and other materials.
The data analysis that will be used in the research phase uses an interactive model from Miles & Huberman (1999:12) as follows.

1. Interview

Interviews are conversations and questions and answers that are directed to achieve certain goals. Banister et al. (in Poerwandari, 2005) states that qualitative interviews are conducted when the researcher intends to gain knowledge about the subjective meanings understood by the individual regarding the topic under study, and intends to explore the issue, something that cannot be done by other methods.

In this study, interviews were conducted in the early stages of research on the board of directors and 19 employees from various levels of positions and divisions to find out the problems that exist in the organization. Then the interview was conducted after the researcher obtained the research results and aimed to make the right intervention for PT KCIC.

2. Observation

Observation is a method in which researchers pay attention to accurately record phenomena that arise and consider the relationship between aspects of the phenomenon (Poerwandari, 2005). The purpose of observation is to describe the situation being studied, the activities that take place, the people involved in the activity, and the meaning of the events experienced.

In this study, observations were made especially in the early stages of research to get a direct picture of the symptoms that are included as problems in the organization. Then observe when interviewing the people who are the sources. Furthermore, observations were also made on the participants who took part in the intervention as an action plan for this study.

3. Questionnaire

Questionnaires are scientific measuring tools that can measure behavior (Zechmeister et al., 2001). A questionnaire contains a number of statements that are written in such a way by paying attention to good grammar and an attractive appearance, so that the respondent can read, interpret the intent, and write down the requested answers (Kumar, 1999).

As a measuring tool, a good questionnaire is one that has proven validity and reliability. Validity relates to what is measured by a measuring instrument and how well or precisely the measuring instrument measures it (Anastasi and Urbina, 1997). The validity used in this study is construct validity, which is the extent to which a measuring instrument can measure the theory or construct used. The method used to measure construct validity with internal consistency is by correlating the score of each item with the total score and selecting items that have a high correlation with the total score (Anastasi and Urbina, 1997). Anastasi and Urbina (1997) added that the tolerable item-total correlation value ranges from 0.2 to 0.3, the higher the number, the better. This is the range that researchers want to achieve for the value of validity per item in the measuring instrument used. If the correlation between the items with the total dimension score is below 0.2, then the item will be discarded.
Furthermore, reliability is a measure of the consistency of a person's score if he is measured several times by the same measuring instrument at different times, or by a series of similar tests (Anastasi and Urbina, 1997). The method used in the reliability test is a single-trial using Cronbach's Alpha. The purpose of this method is to find out whether all items in the measurement consistently measure the same thing (Zechmeister et al., 2001). The high and low reliability of a test is expressed through a reliability coefficient. According to DeVellis (2003), the reliability coefficient that is considered good in a research measurement is between 0.7 to 0.8. This is the range that researchers want to achieve for the reliability value of the measuring instrument used.

The questionnaire in this study uses a Likert scale or a summated rating scale, where each item on the scale has the same value in reflecting attitudes about the issue in question (Kumar, 1999). This scale uses a statement followed by a response in the form of varying degrees of agreement about the statement. Alternative responses are made in the form of words with approximately equal intervals between the degrees of agreement (strongly disagree - strongly agree) (DeVellis, 2003).

RESULT AND DISCUSSION

A. Expatriate Coaching Behavior and Lokal Employees work Performance

The mobility of employees is not new to the hospitality industry as the historical foundation of multinational companies was to utilize expatriate managers in many knowledge transfer processes. Evidently, the concept of job security or instability was never associated with expatriation because management is salaried workers around the world and hotel occupancy does not play vital roles on their income stability. It is well known that expatriation has perceived itself to be an exciting and dynamic luxury to those home country personnel of multi-national companies.

This attraction has made many individuals attracted to working for multinational companies as a recruitment strategy because an expatriate position is now seen as less of an opportunity of a career and more of a career opportunity (Barber and Pittaway, 2000). With the manipulation of an expatriate assignment and the ease of access that the hospitality industry has to multiple locations, hotels have an untapped potential to create mobility systems that no other industry can imitate due to standardizing of operations to a brand transforming this recruitment strategy into a retention strategy because of increased job stability. The evolution and back assignment to the long term assignment has given new meaning to the understanding of the pressures, length, and expectation of the expatriates explained in Table 1. The length of time plays influential parts on both the expat and the company.

| Type of assignment | Definition |
|--------------------|------------|
| Long term assignment | Temporary transfer normally lasting between 1 and 5 years, though often extended; the employee’s family typically relocate |
| Short term assignment | Temporary transfer of between 3 and 12 months duration; the employee’s family typically do not relocate |
| Commuter assignment | Temporary transfer that allows an employee to reside in his or her home country on a regular basis, usually on weekends, while commuting to work in a host country, usually on weekdays |
**Frequent business travelers**
Temporary transfer of between 3 and 6 months duration typically on a business visa rather than a work permit of the host country; the employee and their family do not relocate.

**Flexpatriates**
Short term temporary transfer where an employee travels from the home country to other parts of the world in response to business requiring face to face and in person contact, and then returns to the home country shortly thereafter; also known as frequent flyer assignments; the employee and their family do not relocate.

**Accommodation assignment**
Employment provided by an organization in a host country at the request of an employee for a specific period of time that is solicited/ initiated by the employee and used predominantly when the employee’s spouse/ partner is offered an assignment by his or her employer to that host country.

**Interregional assignment**
Temporary transfer where the home and host countries are both within a defined geographical area (e.g. Southeast Asia).

**One way transfer**
Permanent transfer where an employee severs ties with the home country and becomes a local employee of the host country, with no company funded option to return to the home country.

**Localization**
Transitioning of an assignee to an employment status/package in the host country equivalent to that of host country nationals (locals).

**Indefinite assignment**
Temporary transfer that does not have an anticipated end date, but which is still intended as a temporary (rather than permanent) assignment.

**Rotational assignment**
Temporary transfer requiring an assignee to work for a designated number of consecutive days in the host country, followed by a designated number of consecutive days leave (taken in the home country, host country, or another “leave location”).

**Sequential assignment**
Assignee is expatriated to another host country at the immediate conclusion of the original assignment without returning to the home country.

**Unaccompanied (split family)**
Temporary transfer where the employee’s immediate family remains in the home country or a third location.

*Source: McNulty, 2015*

In general, coaching can be divided into two different schools of thought; those who claim that coaching is everything an executive consultant or coach does to realize the coachee’s potential (Kinlaw, 1989; Schein, 2006; Hargrove, 2003) and those who claim that coaching is a specific method to realize that potential (Downey, 1999; Whitmore, 2002; Flaherty, 1999).

Generally, coaching is about establishing a helping relationship between the coach and the person with whom the coach is engaged (defined as the coachee in this study). One important principle that is emphasized in coaching is the notion that the individual has the capability to find solutions to his or her problems through increased
awareness – with the help of a coach (Grant, 2006; Moen & Kvalsund, 2008; Whitmore, 2002). The coach is a facilitator whose aim is to help the coachee to learn (Flaherty, 1999; Whitmore, 2002), as a kind of self-directed learning (Wilson, 2007). This is a client-centered approach, influenced by the field of humanistic psychology, which emphasizes the importance of listening to the subjective beliefs of the client (Kahn, 1996). Attention to the coachee’s world is therefore essential in coaching. The importance of asking the right questions followed by the ability to listen deeply to what the coachee is saying are two other important principles which define the coaching process (Kvalsund, 2005).

A competency is an individual characteristic that can be measured or counted reliably and that can be shown to differentiate significantly between superior and average performers, or between effective and ineffective performers. Meanwhile, competency can be described as a set of behavior patterns that an incumbent needs to bring to a position in order to perform its tasks and functions in the delivery of desired results or outcomes (Bartram, et. al, 2002; Woodruffe, 1992). Organizations try to increase their capabilities by investing more in training and management development and Ichniowski et al. (1996) state that HRM practices have a greater effect on organizational performance than on individual performance. Moreover, human resource development encourages competency development by forming opportunities within the organization for employees to develop their competencies for both their own benefit and the benefit of others (Rao, 2000a; Rodrigues & Chincholkar, 2005).

Attitude is often referred to as a logical process that is carried out before behaving, whereas emotion is not a logical process. Emotions are expressions that are processed very quickly and there is no element of caution. A model was developed by Macshane & Van Glinow to show how attitudes, emotions determine behavior and their integration of behavior.

B. Knowledge Transfer Between Expatriates and Host Country National

As such, the practice of employing expatriates may be a strategic move on the part of a Multinational Corporations (MNCs) to increase the international experience and knowledge base of present and future managers (Boyacigiller & Adler, 1991). Thus, expatriation is a tool by which organizations can gather and maintain a resident base of knowledge about the complexities of international operations. Generally, there are two types of expatriates: i) those who are assigned by their employers to be relocated to the foreign location, or ii) those who may initiate the assignment themselves (or self-initiated expatriation) (Lee, 2005; Inkson et al., 1998; Gupta & Govindarajan, 1994). The vehicle through which knowledge becomes disseminated are the links or ties between individuals (Granovetter, 1973). As such, being embedded and having strong links with other members should enable knowledge sharing. Similarly, establishing a network with HCN coworkers will inform expatriates and co-workers on who knows what in the organization. Therefore, enhanced information on knowledge location will enable expatriates and co-workers to engage in more targeted and efficient knowledge sharing (Lauring & Selmer, 2012) CQ exerts a positive main effect on organizational embeddedness and that CQ’s role as a predictor of organizational embeddedness is facilitated in host countries with a strong in-group collectivist orientation. While we proposed that CQ can help in dealing with host countries’ reclusiveness on an informal level, we postulated that CQ’s usefulness constrained when it comes to handling formalized barriers on the sociopolitical Sebastian Stoermer, et all ,2020) Knowledge transfer can be conceptualized in many different ways: as an entrepreneurial process (Dakin& Lindsey,1991), diffusion process (Rogers,1995),
vaporization process (Leloux, van der Sijde & Groen, 2009) or communication process (Szulanski, 1996). In this study, Knowledge transfer is regarded as a communication process in which knowledge is exchanged between expatriate and local employee in any way. It is also an interactive and iterative process, where the roles of “sender” and “receiver” alternate (Easterby-Smith, Lyles & Tsang, 2008). Knowledge transfer typically refers to a formally organized activity with specific boundary (Szulanski, 2000). Examples of knowledge transfers are the passing of organizational best practices or a specific set of knowledge or skills by an expatriate. Yet, knowledge sharing can take place, for example, when colleagues discuss a work problem by the office machine, a manager calls a friend in another department for information that he or she needs, or when one gets an idea in a meeting from something a colleague has done (Makela, 2007).

Technology transfer is also used often in knowledge transfer literature. However, technology transfer is different from knowledge transfer. Specifically, knowledge transfer implies a broader, more inclusive construct that is directed more toward understanding the why for change. Technology transfer is a narrower and more targeted construct that usually embodies certain tools for changing the environment (Gopalakrishnan & Santoro, 2004). Knowledge transfer often takes place between a network of firms or social units. Indeed, networks provide firms with access to knowledge, resources, markets, or technologies (Inkpen & Tsang, 2005). Therefore, social network theory is widely used when delineating the relationship between a firm or a social unit’s network characteristics and knowledge transfer.

The study contribution of invidual and social capital factors theory that the correlational analysis shows shared vision has the strongest relationship with knowledge transfer, followed by trust, cultural intelligence, and feedback-seeking behaviour. This indicates that social capital factors are stronger than the individual factors in relation with the knowledge transfer (Ismail et al., 2016).

C. Management Competence Cross Culture

The organizational core competence approach was made famous by Hamel’s and Prahalad’s book “Competing for the Future” (1994). A similar concept of competencies as bundles of interrelated organizational resources had previously been proposed in scientific articles by Leonard-Barton (1992), Peteraf (1993) and Prahalad and Hamel (1990,). Menurut Nancy Adler (2008) which provides a good definition of cross-cultural management. Cross-cultural management explains the behavior of a person in organizations around the world and shows everyone how to work in organizations with workers and client populations from many different cultures. Organizational effectiveness can be seen based on several indicators, namely high productivity, efficient, flexible, able to obtain the required resources, careful planning, stability, availability of information, and solid cohesiveness between employees (Robbins, 1994: 74). For this reason, an
effective organization is because it has people and knowledge. Knowledge cannot be managed, but how an organization is able to capture and accumulate knowledge from its human resources so that it becomes organizational knowledge through knowledge management. Knowledge management activities, into 4 activities, including the creation of knowledge within the organization, knowledge acquisition, transfer and conversion. Sangkala identifies knowledge, the use of management has an impact on the achievement of storage and return. Through knowledge, knowledge is needed to face knowledge-based (Sangkala, 2007; Lina Anatan and Lina Ellitan, 2007: 117). Because knowledge management can become a culture for organizations that will influence and support knowledge workers. With the hope that optimal performance for the organization. In addition, according to Steers (1985: 200) in Yuanita Simbolon (2006: 33) states that one of the factors that influence organizational effectiveness is worker characteristics. In management science terminology, knowledge management is the most valuable asset of the 21st century organization which will produce knowledge workers and knowledge sharing (Peter Drucker adapted by Amin W. Trinity, 2002: 1). There are several studies showing the importance of defined organizational processes as the means of creating, gathering and sharing organizational competence (see, for instance, Anttila and Vakkuri 1997, Handy 1999, Hannus 1995, Levitt and March 1988, Mintzberg et al. 1998, Roos et al. 1997, Teece et al. 1997, Walsh and Ungson 1991, Zott 2003).

For now it is enough to understand that it refers to an organization’s internal capability to reach Its goals

D. Discussion

1. Chinese Expatriate Coaching Behavior and Local Employees Work Performance

Heslin et al. (2006) explained the coaching process in their study and asserted that the ultimate objective of the coaching process is to ensure the personal as well as professional development of employees within organization and enhancement of their work related performance. Richardson (1996) also concurred to this definition of the coaching process. Whitmore (1994) extensively studied the ways in which managerial
coaching can enhance the performance of employees. Managers can coach their workers by discussing job-related issues with them which involve problems and the possible solutions to solve these problems. Managers may leave off their directive role during coaching sessions and follow conversational style to help their employees in finding the desired solution. Employees may be asked several questions to enhance their awareness regarding a different possible solution to the given job-related problem. The author (Whitmore, 1994) also stressed on the discussion between the managers and employees regarding the advantages and disadvantages of each of the alternative course of action in order to select the best option. Hargrove (1995) also argued that that coaching of the employees by their manager regarding various work related issues make the employees deal with challenging situation and problems in a better way, because after so many works related issues and discussion on positives and negatives of various alternative options they know the implications and effectiveness of the given course of action. Pousa (2012) also, asserted similar argument that organizational goals can be achieved by improving the performance of employees through managerial coaching.

2. **Chinese Expatriate Coaching Behavior mediating by cross cultural knowledge transfer and acquisition**

According to Schraeder and Self (2003) despite M&As’ popularity, increasing number of them result in failure. A major reason for an acquisition is often the objective for gaining new knowledge from the acquired company and then to transfer that knowledge among other parts within the organization (Bresman, Birkinshaw and Nobel, 1999). Grant (1996) argues that these rare sets of knowledge and the manner in which the knowledge is integrated within an organization can lead to unique capabilities that are prerequisites for a competitive advantage. However, Bresman, Birkinshaw and Nobel (1999) state that the transfer of knowledge and its application involves many challenges. Another valuable aspect is acknowledged by the authors, who state that managing the transfer of knowledge is essential among business units, but it has even higher importance when it is shared from one organization to another in an international context. A lot of issues can arise due to physical and cultural distance, which makes the knowledge transfer in a cross-border acquisition a key factor for its success (Bresman, Birkinshaw and Nobel, 1999).

3. **Local employees work performance mediating by Cross cultural knowledge transfer**

Mundia and Iravo (2014) [14] state that knowledge transfer will improve skills that impact on employee performance. A study conducted by Ofobruku and Yusuf (2016) [15] found that knowledge transfer has a significant effect on employee performance because it plays an important role as a tool to improve future employee skills as well as strengthening organizational capabilities. Yen and Yen (2016) [16] state that to be able to develop knowledge transfer practice requires suitable knowledge management policies so as to connect organizational learning culture to employees. According to Yang (2008) [17] the effectiveness of knowledge transfer will lead to the productivity and organizational effectiveness, improvement of the technical skills and experience of expatriates to the local workforce.

4. **The Expatriate Coaching behavior mediating by Cross cultural knowledge transfer influence local employees work performance**

Knowledge is an important asset for the provision of efficient skills so that the network of organizational unit relations in different countries has access to key knowledge (Van Wijk et al., 2008) [1]. According to Yang and Hen (2014) [2] international companies send their expatriates to transfer knowledge because it is vital in improving the performance of subsidiaries. The coaching behavior of expatriates gains
influence on the work performance of local employees through the knowledge transfer of local employees.

5. Perceived Organizational Support Moderating between Cross Cultural Knowledge Transfer and Local Employees Work Performance

Perceptions of organizational support may vary as a function of changes in policies and practices that affect workers or as a result of critical incidents signaling organizational support (Erdogan, Kraimer, & Liden, 2004). High levels of POS bring about feelings of trust, organizational identification, and long-term obligations (Rhoades & Eisenberger, 2002). Accordingly, key outcomes of POS include lower withdrawal behavior and higher job performance (Rhoades & Eisenberger, 2002). Although a focus on competency development may be typical among organizations providing high levels of organizational support, we suggest that the moderation effect of POS on relationships between aspects of the work-family interface and job performance likely reflects a motivational rather than an instrumental process because POS affects choices regarding effort levels rather than competency development and application. As a perception-based attribution of how the organization’s policies, procedures, and practices affect employees, POS is an appropriate construct for assessing situational influences that affect motivation.

6. Cultural Intelligence moderating between Expatriate Coaching Behavior and Cross Cultural Knowledge Transfer

More precisely, an individual who is highly emotionally intelligent in one culture may not show emotional intelligence in another culture due to the differences (Ang et al., 2007). Cultural intelligence is not based only on one or some cultures, but it is conceptualized as an intelligence that “focuses on individual ability to grasp and reason correctly in situations characterized by cultural diversity” (Ang & Van Dyne, 2008a, p. 4). Therefore, cultural intelligence complements cognitive intelligence and emotional intelligence (Earley & Gibson, 2002) and emphasizes whether an individual actually functions and manages effectively in culturally diverse settings or in new cultural settings (Ang, Van Dyne, & Tan, 2011). A recent empirical evidence (Crowne, 2009; Crowne, 2013; Kirkman, & Chen, 2008; Moon, 2010; Rockstuhl, et al., 2011) provides support for this theory by showing that cultural intelligence is related to emotional and social intelligence, but presents a distinct construct of emotional and social intelligence.

CONCLUSION

Based on the results of research and discussion, it can be concluded that expatriate coaching behavior mediated by cross-cultural knowledge transfer plays an important role in the performance of local employees. Therefore, international companies usually send their expatriates to transfer knowledge because it is very important in improving the performance of subsidiaries. Employees who gain more knowledge transfer have higher work performance, and organizational support plays a moderating role in it, that is, it is more obvious in employees with high organizational support, and the effect is weaker in employees with low organizational support. For Chinese expatriates with high cultural intelligence, their coaching behavior has a more obvious positive impact on the work
performance of local employees; for local employees with high cultural intelligence, the coaching behavior of expatriates has a more obvious positive impact on the work performance of such personnel.

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