Cross-cultural Competences Required for Department Managers of Selected Chinese Transnational Companies in the Amata City Industrial Estate of Thailand

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Abstract: *The research design used in this study was mixed methods research. The quantitative method was conducted by using questionnaires to collect data from 111 department managers in the selected Chinese transnational companies in the Amata City Industrial Estate of Rayong province, Thailand in order to identify the required cross-cultural competences for department managers to work successfully in Thailand. The statistics used in the quantitative method were frequency, percentage, mean, standard deviation, T-test, and F-test. The qualitative method was conducted by in-depth interviews of 10 department managers in order to explore the cross-cultural barriers affecting department managers' work efficiency and find the improvements which are needed to help develop their cross-cultural competences. The quantitative results indicate that Chinese department managers perceived cross-cultural competences of knowledge, skills and personal attributes as important for their successful cross-cultural work with average means of 3.87, 4.20 and 4.13, respectively. The qualitative results reveal that the cross-cultural barriers which affected department managers' work efficiency are the differences of culture both at work and in daily life, communication skills, and personalities. The improvements needed to help develop their competences are knowledge of Thai culture, Thai language skills, and the ability to control emotions.*

Keywords: Cross-cultural competence; Department manager; Chinese transnational company; Amata City Industrial Estate (ACIE)

Introduction

In today's business environment economies have become globalized and the number of transnational organizations has been increasing rapidly all over the world. The globalization of the business environment is resulting in an ever-increasing number of multiple cultural interactions in the organization workplace and the organizations have to realize that they must seek a sustaining competitive advantage from the effective management of human resources (Tahvanainen, 2000). When an organization has invested in a subsidiary company in another country, its human resources will face more challenges with different cultural values, beliefs, ethical standards, customs, etc. Many companies that were successful in their own countries fail in the global marketplace due in large part to their lack of cultural awareness (Carioni & Mucenic, 2007). To overcome this problem, these organizations

need to improve communication and the ability to understand different cultures, as more organizations have either direct or indirect contact in the cross-cultural environment. Therefore, understanding the influence of cultural interactions in organizational settings is now a fundamental requirement of effective cross-cultural management. Organizations have faced the need to develop cross-cultural managers for expanding business and competing around world.

Cross-cultural competence provides organizations' leaders with a set of knowledge, skills, and personal attributes to operate in any culture. It enables individuals to adapt effectively and work successfully in cross-cultural environments (Hammer, 1987; Johnson, Lenartowicz, & Apud 2006). It is useful in personal, as well as work environments as it promotes effective cross-cultural interactions and leads to effective behavioral skills for communicating in other cultures (McDonald, McGuire, Johnston, Selmeski, & Abbe, 2008).

In the last thirty years due to China's reforms and opening up, more and more products made in China are exported all over the world (Siriwattanakorn, 2002). After China became a member of the World Trade Organization (WTO) in 2001, many Chinese transnational companies have expanded to the Asian market, especially Thailand. The Industrial Estate Authority of Thailand (I-EA-T, 2014) statistics show that currently there are 49 industrial estates in operation and most of them have developed free zones for investment from aboard, such as the Amata City Industrial Estate (ACIE) in Rayong province of Thailand. There were 28 Chinese transnational companies which successfully invested in the Thai-Chinese Industrial Zone of ACIE (Thai-Chinese Rayong Industrial Zone, 2012). Many Chinese organizations realized that they need a more competent workforce in cross-cultural management. The purpose of this study, therefore, is to study cross-cultural competences that are required for Chinese department managers to be able to work successfully in Thailand. The results of this study will be helpful for Chinese transnational companies in Thailand to use as a guide to prepare and develop their human resources.

Research questions

The research questions of this study are:

(1) What are the required cross-cultural competences as perceived by Chinese department managers to be able to work successfully in Thailand?

(2) What are the cross-cultural barriers that affect work efficiency as perceived by Chinese department managers?

(3) What improvements are needed as perceived by Chinese department managers to help develop their cross-cultural competences?

Literature review

The concept of cross-cultural competence or competency

The terms "competence" and "competencies" in the dictionary can be used as synonyms (Weinert, 1999**).** Through reviewing cross-cultural competence, a lot of its concepts have been mentioned, for example:

Bücker and Poutsma (2010) defined cross-cultural competencies as capabilities to perform effectively (in a cross-cultural situation as a transnational manager), which consist of knowledge, skills, abilities, personality, and behavioral repertoires.

The University of Victoria, Canada (2014) defined cross-cultural competencies as knowledge, skills and attributes that are developed through an international experience or by working in a culturally diverse workplace.

Cross, Bazron, Dennis, and Isaacs (1989,) cited in Johnson et al., 2006) explained that knowledge, skills, and personal attributes are three common factors that can lead to an increase in the level of practitioners' competence to work in a cross-cultural environment.

Deardorff (2006) pointed out that similar terms, such as cross-cultural competence, intercultural competence and global competence, are commonly used and meant interchangeably by administrators and he defined intercultural competence as the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes.

White and Selfridge (2014) described that a multi-cultural competency is the knowledge, skills, and personal attributes that people need to live and work in a diverse world.

Elements of cross-cultural competence

Johnson et al.(2006) identified three elements of cross-cultural competences which are: (1) knowledge referred to a general knowledge of economic, political, legal, social, financial and technological systems in which international business operates; and a specific knowledge about geography, economics, politics, law, history, customs, hygiene, what to do, and what not to do in another culture; (2) skills referred to expertness, ability, and capacity in doing something in a different cultural environment such as foreign language skills and conflict resolution skills; and (3) personal attributes referred to personality traits such as ambition, courage, curiosity, decisiveness, enthusiasm, fortitude, integrity, judgment, loyalty, perseverance, self-efficacy, tolerance for ambiguity, etc.

Chatsanguthai's study (2011) of 74 staff members working overseas (Cambodia, Vietnam, Philippines, and Indonesia) for the Siam Cement Group Public Company Limited revealed that the organization had to competently prepare their workers for overseas employment in three areas, which are (1) knowledge competency, e.g., cross culture management knowledge, business knowledge, change management; (2) skills competency, e.g., communication skills, interpersonal skills, language skills, coaching skills; and (3) attitude competency, e.g., adaptability, emotional quotient, global mindset.

Chinese and Thai culture

Chinese culture is traditionally centered on the family, which was once considered a microcosm of society as a whole. Chinese management will continue to be heavily influenced by the Chinese cultural tradition (Pun, Chin, & Lau, 2000). Despite China's recent "shift to a market-oriented economic structure, many Chinese managers are still new to modern management theory and techniques." (Neelankavil, Mathur & Zhang, 2000). Chinese culture stresses group harmony, trust, sensitivity and social cohesion. It encourages complex hierarchically based interrelationships and interdependencies (Redding, 1980). Chinese leaders expect to have absolute authority and control over subordinates, and Chinese subordinates are said to expect and conform to instructions from above rather than to engage in independent inquiry or initiatives (Frah & Cheng, 2000). In Chinese culture, the concept of "mian zi" (face) incorporates aspects of self and social image (Redding & Ng, 1982; Hwang, 1987). As Cullen and Parboteeah (2008) noted, the general idea of "mian zi" is

related to a reputation achieved through getting on in life through success and ostentation. The emphasis on preserving honor and face, and maintaining harmony make Chinese people very emotional and affiliation oriented. As such, the Chinese are inclined to discourage interpersonal competition within an organization.

Thailand is a Buddhist society with a strong confusions background where Buddhism deals essentially with virtue and wisdom (Mulders, 1994). In Thai society, the concept of "Ti Tum Ti Soong" is very prominent. For Thais, they perceive the role of the leader as a controller rather than a colleague. This may be called the "superior-inferior" concept, which is dominant in Thai organizations (Thanasankit & Corbitt, 2000). One of the traditional concepts in Thailand is "Cha Cha Dai Pra Lem Ngam" (Do thing slowly and make sure you get a beautiful big knife). This concept has profound implication on the Thai ways of management because Thais tend to make sure that they will not take risks in any activities, if the quality and practices are uncertain (Pimpa, 2012). When Thais work in the global economy, they do not take flight, not be competitive, always come to work too late, and never ask for opinions before doing anything because of "Kreng-Jai". Besides that, Thais like everything smooth, quite, and always smile but work slowly and unenthusiastically, that call this "Chao-Cham-Yen-Cham." Thais are always kind is what they call the "Jai-Dee", reciprocal, to help each other with care for others' feelings (Moussa, 2009).

Research design

Deardorff (2006) stated that it is best to use a mix of quantitative and qualitative methods to assess intercultural (cross-cultural) competence. Additionally, Bücker and Poutsma (2010) suggested that using multiple methods of both quantitative and qualitative measurement is an effective data-collection strategy to focus on the actual behavior (the "doing" side) of managers and employees in cross-cultural interaction. Therefore, a mixed methods approach was selected as the research design in order to achieve the objectives of this study.

Firstly, a quantitative method was utilized by using a questionnaire to survey the perceptions of Chinese department managers in the selected Chinese transnational companies in the ACIE of the required cross-cultural competences to be able to work successfully in Thailand.

Secondly, a qualitative method was utilized by using an interview to get information about the cross-cultural barriers that affected the managers' work efficiency and the needed improvements to help develop their cross-cultural competences.

Participants of the study

The population of the quantitative study was Chinese department managers who work in 28 Chinese transnational companies located in the ACIE. According to the researcher's survey, there are 153 Chinese department managers at the time of collecting the data. The sample size was calculated by using the Yamane formula. Therefore, the sample size of quantitative method was 111 Chinese department managers from 28 Chinese transnational companies in the ACIE.

In the qualitative study, the participants consisted of 10 Chinese department managers from four selected Chinese transnational companies. They were selected by purposive sampling. All of them had at least 2 years working experience in Thailand and were willing to participate in this study.

Data collection instruments

The instrument of the quantitative method is a questionnaire. The items in the questionnaire were designed on a 5-point Likert's scale according to the information from the literature review and related research about cross-cultural competences. The Item-objective congruence index (IOC) of the questionnaire for the validity test from the 5 specialists was 0.902 and the Cronbach alpha (α) for reliability test with 30 Chinese department managers was 0.826.

The instrument of the qualitative method was an interview guide. A pilot test of the interview questions with 2 Chinese managers was done to ensure the questions were clearly worded and indicated if revisions needed to be made.

Data collection procedures

Data was collected after the Research Ethics Committee of Burapha University approved the proposal.

For the quantitative method, the researcher distributed 120 questionnaires to the samples in 28 Chinese companies and the researcher got 111 returned questionnaires which were 95.8% of the total amount of distributed questionnaires.

For the qualitative method, the researcher conducted in-depth interviews with the participants at their offices. During the interviews, the researcher tape recorded with their permission all data from them. The researcher conducted the interviews in Chinese as both the researcher and the respondents were all Chinese and then the interviewer transcribed them into English. The researcher transcribed the interviews in Chinese first, and then translated them into English. The researcher considered that there were English mistakes during translation, therefore, after translating, the researcher sent the interview records and translated English papers to his Chinese friend who has a Master's Degree in English to check and correct the English.

Data analysis

The quantitative data obtained from the questionnaire was analyzed by using IBM SPSS Statistics (Version 20). Frequency and percentage statistics were used to analyze the sample data base. Mean and standard deviation statistics were used to calculate the data from the 5-point Likert scale. The ranges of each mean score level of the 5-point Likert's scale was (5-1)/5 = 0.8. T-test, F-test, and a multiple comparison of the means (LSD method) were used to determine and compare the significant differences among department managers according to the variables.

The qualitative data from interviews was analyzed by using the content analysis technique. Content analysis can be used when qualitative data has been collected through interviews (The University of Surrey, 2014a). It involves coding and categorizing verbal or behavioral data, for purposes of classification, summarization and tabulation. The steps of content analysis are (The University of Surrey, 2014b): (1) Copy and read through the transcript - make brief notes in the margins when interesting or relevant information is found; (2) Go through the notes made in the margins and list the different types of information found;(3) Read through the list and categorize each item in a way that offers a description of what it is about; (4) Identify whether or not the categories can be linked and

list them as major categories (or themes) and/or minor categories (or themes); (5) Compare and contrast the various major and minor categories; (6) If there is more than one transcript, repeat the first five stages again for each transcript; (7) When having done the above with all of the transcripts, collect all of the categories or themes and examine each in detail and consider if it fits and its relevance; (8) Once all the transcript data is categorized into minor and major categories/themes, review in order to ensure that the information is categorized as it should be; (9) Review all of the categories and ascertain whether some categories can be merged or if some need to them be sub-categorized; (10) Return to the original transcripts and ensure that all the information that needs to be categorized has been done so.

Results

1. Quantitative approach

For the first objective: "*to identify the requirements of cross-cultural competences as perceived by Chinese department managers to be able to work successfully in Thailand*", the results show that managers perceived three elements of competences: knowledge, skills and personal attributes ($\bar{x}$ = 3.87, 4.20, and 4.13, respectively) as important for cross-cultural work. The details of each element are discussed below.

(1) The participants perceived three items as very important knowledge for cross-cultural work, which are: Thai organizational culture ($\bar{x}$ = 4.29), Thai work style ($\bar{x}$ = 4.28) and Thai cultural values and beliefs ($\bar{x}$ = 4.25).

(2) The participants perceived ten items as very important cross-cultural skills which include: interpersonal relationships ($\bar{x}$ = 4.59), verbal communication skills ($\bar{x}$ = 4.53), leadership skills ($\bar{x}$ = 4.53), management skills ($\bar{x}$ = 4.53), building trust ($\bar{x}$ = 4.47), conflict resolving skills ($\bar{x}$ = 4.32), respecting others' opinions ($\bar{x}$ = 4.31), negotiating skills ($\bar{x}$ = 4.28), learning skills ($\bar{x}$ = 4.28), and listening and observing ($\bar{x}$ = 4.22).

(3) The participant perceived eleven items as the very important cross-cultural personal attributes which include: adaptability ($\bar{x}$ = 4.42), respecting other cultures ($\bar{x}$= 4.41), self-confidence ($\bar{x}$ = 4.33), kindness ($\bar{x}$ = 4.33), self-control ($\bar{x}$ = 4.31), emotional stability ($\bar{x}$ = 4.30), self-motivation ($\bar{x}$ = 4.27), optimism ($\bar{x}$ = 4.26), honesty ($\bar{x}$ = 4.25), morality ($\bar{x}$ = 4.23), and open-mindedness ($\bar{x}$ = 4.21).

Results of T-tests and F- tests

Data analysis of the T-tests and F-tests show that there are no statistically significant differences of the means in the competences required for cross-cultural work among department managers of the following status: gender, age groups, working experiences in Thailand, main language used and number of employees. However, the results show that there were some significant differences of the means among managers of different educational levels in cross-cultural skills and personal attributes competence.

2. Qualitative approach

For the second objective: "*To explore the cross-cultural barriers that affected work efficiency as perceived by Chinese department managers*", the results were grouped into 3 categories as discussed below.

(1) Cross-cultural knowledge.

The managers considered the barriers as Thai organizational culture, Thai work style, Thai cultural values, cultural differences, and Thai laws and regulations. Examples are as follows:

"... The organizational culture and the local culture is not consistent, it mostly affects my work efficiency because I cannot understand Thai organizational culture, which affects some managerial methods from being implemented in the organization..." (P6)

"...There is some difference in work style. For example, Thais like to work according to the requirements of documents or work instructions; they don't like to think too much. They did not like to work with some Chinese who are so serious and responsible about the job. In addition, most Thai employees do not like to work overtime..." (P3)

"...Thailand is a Buddhist country, there is a lot of etiquette that is related to Buddhism, such as meeting to worship Namaste, and don't speak loudly in public places, that is different from Chinese culture..." (P1)

"...Thai culture is different from Chinese culture, as there is not much competition in Thailand. I think it affects our management. So we should try to better understand Thai culture in order to solve this problem and to improve our work efficiency... " (P5)

"Thai laws and regulations affect our work efficiency because the laws and regulations in Thailand have a lot of limitations. There are many excellent management methods that are used in China, but we cannot use those methods in Thailand, such as the piecework system in production...." (P10)

(2) Cross-cultural skills.
The managers considered the barriers to be communication skills, relationship skills, language skills, and management skills. Examples are as follows:

"...The expression on communicating is a barrier which affects our work efficiency, because Thais like to communicate warmly and they do not like to speak loudly, if we understand the ways of expression that communicate with Thais, I think we can improve work efficiency..." (P2)

"...The team's cooperative spirit is very important in a company. We know the team is much more powerful than an individual, and building a good team will result in higher work efficiency...." (P8)

"...I waste a lot of time at work because I can't speak Thai. Sometimes my translator isn't free; as a result I have to wait for him to come back. In addition, sometimes we finish a document, but we cannot issue it to be to used, because we have to wait for the translator to translate it into Thai. If I could communicate with Thais effectively, I think I could save 50% of my working time..." (P1)

"There are Thai staff and Chinese staff within my department, but when I manage them based on the Chinese management system, I have found that the Thai staff cannot adapt to my management approach, so the turnover rate in my department is high..." (P4)

(3) Cross-cultural personal attributes.

The managers considered the barriers include emotion, stress, self-confidence, adaptability and self-control. Examples are as follows:

"... Everyone has different feelings and emotional stabilities. I am a straightforward person, and sometimes I may not consider the feelings of others or I like to take my emotions into work directly, as a result, some mistakes occur in my work." (P1)

"... Family stress is the main factor that affects my work efficiency. The fundamental reason lies in the factor of family separation for a long time, and I always miss my family. Sometimes, some family problems directly affect my work efficiency..." (P3)

"...I think I lack self-confidence at work, I like to think too much before doing as it wastes a lot of my time, and perhaps it is because I do not have enough related knowledge in this new culture…" (P8)

"...I think adapting to a new culture is difficult due to the cultural differences, it is difficult for me to accept the organizational culture in Thailand. I have to learn the customers' culture and respect their culture at first. I may not agree with the culture, but I have to adapt to this culture in order to improve my work efficiency…" (P9)

" ...On the aspects of own personality, I think my self-control is poor, it can be reflected at work, if my feelings are not good, I do not want to work, and there it is not initiative to work. Besides the daily work cannot be completed on time, and a lot of work has been delayed." (P6)

For the third objective: "*To find the improvements which are needed as perceived by the department managers to help develop their cross-cultural competences*", the findings were grouped into three categories as follows:

(1) Cross-cultural knowledge.

The managers considered the improvements they needed include knowledge of Thai culture, Thai laws and regulations, and psychology. Examples are as follows:

"...If we understand Thai culture and customs, then Thais will respect us, and they are willing to get along with us. However, if we do not understand Thai culture, it will cause a lot of conflicts with Thai people. For example, the feet pointing to others and touching another's head that is very impolite in Thailand..." (P2)

"...I think I need to learn Thai laws and regulations, such as labor laws, commercial laws, international economic and trade laws, and other legal knowledge and so on…" (P10)

"...I think I should learn some psychology and then maybe I can communicate with subordinates and understand what they think. If I can do it, I can have highly effective communication with my employees…" (P3)

(2) Cross-cultural skills. The managers considered the improvements they needed in Thai language and communication skills, management skills, and negotiation skills. Examples are as follows:

"...I think it is urgent to improve my oral communication and language skills. If I can communicate effectively with Thai employees directly, there is no need for translation, and then I can save time and reduce the translation costs…" (P1)

"…The most important improvement is to improve management skills. Because there are many differences in managing between Thailand and China, so we should improve and learn more and more about Thai management systems. (P7)

"…I need to improve my negotiation skills because I often need to negotiate with my suppliers. Those skills may include how to negotiate prices, delivery times, quality, services etc…" (P5)

(3) Cross-cultural personal attributes. The managers considered the improvements they needed include emotional control, self-control, adaptability, and flexibility. Examples are as follows:

"...I think I should try to adjust my emotions in order to be better in the workplace. Of course, sometimes I think my emotions may be more volatile, so I want to control my emotional stability as much as possible at work…" (P8)

"…Because of work and family pressure, I have to learn self-control and self-stress management. Especially, as my family stress is always very high, because I am just one person who works abroad, lives alone, and has to take care of myself..." (P3)

"…The most important point should be to improve the adaptability in a new working or living environment, Thailand is a new working environment for me, although I have been here for five years, but there are still some aspects that I cannot adapt to in the working environment…" (P10)

"...I should improve the flexibility of management changing, because the work environment is not always the same. Sometimes, we need to think about a problem through multiple viewpoints in order to get the best solution for achieving mutual benefit and a win-win situation…" (P2)

Discussion

Discussion with respect to the objectives is presented as below.

    1. The required cross-cultural competences as perceived by Chinese department managers to be able to work successfully in Thailand

        1.1 Cross-cultural knowledge

        The results show that the knowledge of Thai organizational culture, Thai working style, and Thai cultural values and beliefs are the three most important required cross-cultural competences for Chinese department managers who work in Thailand. This is consistent with Schomer (2000) who stated that to be effective as a global manager they need to be aware of the major underlying cultural values that have implications for business relations and organizational functioning. Yi's study (2011) suggested that to be an effective leader working in another culture, Chinese expatriates should also learn the host nation's working style. Additionally, Caligiuri (2006) stated that to have successful performance as global leaders, they need to be aware of the underlying cultural-specific knowledge which includes the understanding of a given country's values, norms, beliefs, rites, rituals and behaviors.

        1.2 Cross-cultural skills

        The results show that the four highest mean scores of cross-cultural skills include interpersonal relationships; verbal communication skills, leadership skills, and management skills; and building trust. This is consistent with Rodriguez, Patel, Bright, Gregory, and Gowing (2002) who mentioned that in rapidly changing business environments, organizations are recognizing the value of a workforce that can foster interpersonal relationships. Chang and Tharenou (2004) assessed the competencies needed for a manager to manage a multicultural workgroup and the results found that communication and managerial skills are important for managers to work in multicultural environments. In addition, Bennett, Aston and Colquhon (2000) stated that developing trust relationships with people of different backgrounds and values is important for international work.

        1.3 Cross-cultural personal attributes

        The results show that the three highest mean scores of cross-cultural personal attributes include adaptability, respecting others' cultures, and self-confidence and kindness. This result is consistent with the study of Yamazaki and Kayes (Kayes in reference list) (2004) which identified adaptability as an important ability for expatriates' successful adaptation. Arthur and Bennett (1995) also regarded adaptability as a factor perceived to contribute to the success of international expatriates. Deardroff (2006) also revealed that the respect for others' cultures is an important component of competences identified by intercultural scholars. In addition, Saskatchewan Crop Insurance Corporation (SCIC) (2014) stated that confidence is one of the important personal attributes for field supervisors and field staff.

    2. The cross-cultural barriers that affected work efficiency as perceived by Chinese department managers

    The results reveal that the cross-cultural barriers which affected department managers' work efficiency are the differences of culture both at work and in daily life, communication skills, and personalities. This is consistent with Ling, Ang and Lim (2007) who stated that cultural differences lead to conflicts and problems in working together between foreign

professionals and Chinese. Rozkwitalska and Gdańska (2010) also found that company culture is one of the major cultural barriers in managing foreign subsidiaries of transnational corporations. Deeks (2004) found that the key areas that can cause difficulties when working on an international team are language and communication differences between individuals. In addition, He and Liu's study (2010) revealed that language differences are an aspect of the barriers in the cross cultural communication of managers in multinational firms. Bird, Mendenhall, Stevens, and Oddou (2010). found that successful expatriates must have the self-confidence to effectively manage their emotions and stress, and be able to adapt appropriately to the foreign work and intercultural environment.

3. The improvements needed as perceived by department managers to help develop their cross-cultural competences

The results reveal that the improvements needed to help develop managers' competences are knowledge of Thai culture, Thai language skills, and the ability to control emotions. This is consistent with Steers, Sanchez-Runde, and Nardon (2010) who stated that global managers should develop a basic knowledge of how different cultures work in order for them to work successfully in the global environment. Schomer (2000) also mentioned that to be effective as a global manager, they need to be aware of the major underlying cultural values that have implications for business relations and organizational functioning. Additionally, Hurn (2007) described that to assist international managers to work effectively in the new environment, transnational companies should provide specialized cross-cultural training to them in cross-cultural communication skills and language skills. Bird et al. (2010) also stated that to be successful in the foreign work and intercultural environment, managers must have emotional stability and self-control.

Recommendations

1. Recommendations for future practice

(1) Human resources departments or consultants of cross-cultural competences can use the results of this study to be guidelines to apply within transnational organizations or consulting departments in order to train department managers to be successful at their jobs.

(2) The organization can apply the results of this research to meet the requirements when the organization recruits Chinese department managers.

(3) The results of this study can be as a career course for Chinese who want to be department managers working in a cross-cultural workplace.

2. Recommendations for further research

(1) Similar research could be done to study cross-cultural competences required of Chinese managers in other positions or in other industrial estates of Thailand.

(2) Further research may investigate deeper into each group of competences, such as cultural differences, communication skills, relationship skills, etc.

(3) This research only studied the perceptions of Chinese department managers, and additional research could also be done to study the perceptions of Thai subordinates to the cross-cultural competences required of their Chinese managers.

(4) Further research could be conducted to compare the cross-cultural competences of Chinese managers who have worked in Thailand for many years, such as 5-6 years, to the managers who have worked in Thailand for only 1-2 years.

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