

References

- [1] Adler, N. J. (2002). *International Dimensions of Organizational Behavior* (4th ed.). Cincinnati, OH: South-Western.
- [2] An, H., & Choe, E. (2003). "The General Idea of the Competency Model and Its Building Methods". *Social Science Research*, 42, 43-59.
- [3] Bennett, M. J. (1986). A Developmental Approach to Training Intercultural Sensitivity. In J. Martin (Guest Ed.), Special Issue on Intercultural Training, *International Journal of Intercultural Relations*, 10(2), pp. 179-186.
- [4] Berg, B. L. (1995). *Qualitative Research Methods for the Social Sciences* (2nd ed.). Boston: Allyn & Bacon.
- [5] Bohlander, G., & Snell, S. (2004). *Managing Human Resources* (13th ed.). Cincinnati: South-Western.
- [6] Bodgan, R. C., & Biklen, S. K. (1992). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn & Bacon.
- [7] Boone, L. E., & Kurtz, D. L. (2003). *Cotemporary Business 2003*. South-Western: Thomson.
- [8] Borg, W. R., & Gall, M. D. (1989). *Educational Research: An Introduction* (5th ed.). New York: Pitman.
- [9] Bryant, M. T. (2004). *The Portable Dissertation Advisor*. Thousands Oaks, CA: Sage Publications.
- [10] Caillods, F. (1994). "Converging Trends a Midst Diversity in Vocational Training Systems". *International Labour Review*, 133(2), pp. 241-258.
- [11] Chao, M., Huang, I., & Chuang, M. (2005). "The Role of Competence-Based Human Resource Practices in Dynamic Business Environment: Experience from Taiwan". In *Proceeding AHRD 2005 Conference* [Data file]. Taipei: Yuan Ze University.
- [12] Chesla, E. (2000). *Successful Teamwork: How to Become A Team Player*. New York: Learning Express.

- [13] Colignon, R., Usui, C., Kerbo, H., & Slagter, R. (2007). "Employee Commitment in U.S. and Japanese Firms in Thailand". In *the Annual Meeting of the American Sociological Association*, New York, Aug 11, 2007. Retrieved April 7, 2009, from http://www.allacademic.com/meta/p183023_index.html.
- [14] Cox, J., & Beale, R. (1997). *Developing Competence to Manage Diversity, Readings, Cases and Activities*. San Francisco: Berrett-Koehler.
- [15] Cox, T. (1991). "The Multicultural Organization". *Academy of Management Executive*, 5(2), pp. 34-47.
- [16] Crabtree, B. F., & Miller, W. L. (1992). *Doing Qualitative Research: Multiple Strategies*. Thousand Oaks: Sage Publications.
- [17] Creswell, J. W. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, CA: Sage Publications.
- [18] Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches* (2nd ed.). Thousands Oaks, CA: Sage Publications.
- [19] Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2nd ed.). Thousands Oaks, CA: Sage Publications
- [20] Creswell, J. W., & Clark, V. L. (2007). *Designing and Conducting: Mixed Methods Research*. Thousands Oaks, CA: Sage Publications.
- [21] Crotty, M. (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. Thousands Oaks, CA: Sage Publications.
- [22] Cseh, M., & Coningham, B., (2004). "The Practice of Global Organization Development and Change Consultants: Challenges and Future Perspectives". In *Proceeding AHRD 2004 Conference* [Data file]. Austin, Texas: Academy of Human Resource Development.
- [23] Daft, R. L. (2008). *The Leadership Experience* (4th ed.). South-Western: Thomson.
- [24] David, M. (2006). *Case Study Research Volume I*. Thousands Oaks, CA: Sage Publications.
- [25] David, M. (2006). *Case Study Research Volume II*. Thousands Oaks, CA: Sage Publications.

-
- [26] David, M. (2006). *Case Study Research Volume III*. Thousands Oaks, CA: Sage Publications.
- [27] David, M. (2006). *Case Study Research Volume IV*. Thousands Oaks, CA: Sage Publications.
- [28] Denzin, N. K., & Lincoln, Y. S. (1998). *The Landscape of Qualitative Research: Theories and Issues*. Thousands Oaks, CA: Sage Publications.
- [29] Denzin, N. K., & Lincoln, Y.S. (2005). *The Sage Handbook of Qualitative Research*. (3rd ed.).Thousands Oaks, CA: Sage Publications.
- [30] Diener, E., & Crandall. R. (1978). *Ethics in Social Behavioral Research*. Chicago: University of Chicago Press.
- [31] Dobbert, M. L. (1982). *Ethnographic Research: Theory and Application for Modern Schools and Societies*. New York: Praeger.
- [32] Dorfman, P. W., & Howell, J. P. (2002). *Management* (7th ed.). Schermerhorn, J. R.: John Wiley & Sons.
- [33] Drewry, A. W., & Stout, V. J. (2003). "A Model of Transfer of Cross-Cultural Training." In *Second International Conference on Human Resource Development in Asia*. Bangkok: National Institute of Development Administration.
- [34] Eisner, E. W. (1991). *The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice*. New York: Macmillan.
- [35] Evans, P. V., & Barsoux, J. L. (2002). *The Global Challenge, Frameworks for International Human Resource Management*. New York: McGraw-Hill/Irwin.
- [36] Gadamer, H. G. (1976). *Philosophical Hermeneutics*. Berkeley: University of California Press.
- [37] Gareth, R. J., & Jennifer, M. G. (2003). *Contemporary Management* (3rd ed.). New York: McGraw-Hill.
- [38] Gibson, M. (1998). "Avoiding Intervention Pitfalls in International Consulting." *Journal of Management Consulting*, 10(2), pp. 59-65.

- [39] Glatthorn, A. A., & Joyner, R. L. (2005). *Writing the Winning Thesis or Dissertation: A Step-By-Step Guide* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- [40] Glesne, C., & Peshkin, A. (1992). *Becoming Qualitative Researchers: An Introduction*. New York: Longman.
- [41] Gomez-Mejia, L. R., Balkin, D. B., & Cardy, R. L. (2004). *Managing Human Resources* (4th ed.). New York: Pearson Prentice Hall.
- [42] Greenberg, J. (2005). *Managing Behavior in Organization* (4th ed.). New York: Pearson Prentice Hall.
- [43] Guba, E. G. (1990). *The Paradigm Dialog*. Newbury Park: Sage Publications.
- [44] Guba, E. G., & Lincoln, Y. S. (1989). *Fourth Generation Evaluation*. Thousand Oaks, CA: Sage Publications.
- [45] Guba, E. G., & Lincoln, Y.S. (1994). *Competing Paradigm in Qualitative Research in Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications.
- [46] Hager, P., & Gonczi, A. (1996). "What Is Competence?." *Medical Teacher*, 18(1), pp. 15-18.
- [47] Han., H. Y. (2004). "Should Competency-Based HRD Be Understood Differently in Different Cultures? Limitations of the Utility of CBHRD in Korea." In *Proceeding AHRD 2004 Conference* [Data file]. Austin, Texas: Academy of Human Resource Development.
- [48] Hewapathirana, G. I., & Pruetipibultham, O. J. (2006). "Cross-Cultural HRD Consulting: Challenges and Opportunities for U.S. HRD Consultants in Southeast and South Asian countries." In *Academy of HRD*. Malaysia: University of Putra.
- [49] Hobbs, D., & Wright, R. (2006). *The Sage Handbook of Fieldwork*. Thousand Oaks, CA: Sage Publications.
- [50] Hofstede, G. (1993). "Cultural Constraints in Management Theories." *Academy of Management Executive*, 7, pp. 81-90.

-
- [51] Hofstede, G. (2001). *Culture's Consequences*. Beverly Hills, CA: Sage Publications.
- [52] Hofstede, G., & Hofstede, G. J. (2005). *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill.
- [53] Holden, N. (2002). *Knowledge Management*. London: Pearson Education.
- [54] Holliday, A. (2002). *Doing and Writing Qualitative Research*. Thousand Oaks, CA: Sage Publications.
- [55] Hoyle, R. H., Harris, M. J., & Judd, M. (2002). *Research Methods in Social Relations* (7th ed.). Singapore: Thomson Learning.
- [56] Huang, Y. M. (2004). "Managing the HRD: Globalization and Cultural Diversity." In *Proceeding AHRD 2004 Conference* [Data file]. Minneapolis, Minnesota: Academy of Human Resource Development.
- [57] Huang, Y.M. (2005) "Managing Cultural Diversity in a Diverse Workplace." In *Proceeding International Conference on ASEAN-ASIAN Economic and Business Development* [Data file]. Taiwan: Yu- Da College of Business.
- [58] Huberman, A. M., & Miles, M. B. (1994). "Data Management and Analysis Methods." In N. K. Denzin & Y. S. Lincoln (Eds). *Handbook of Qualitative Research*. (pp. 428-444). Thousand Oaks, CA: Sage Publications.
- [59] Hyde, C. (2004). "Multicultural Development in Human Services Agencies: Challenges and Solutions". *Social Work*, 49(1), pp. 7-16.
- [60] Ivancevich, J. M., & Matteson, M. T. (1999). *Organizational Behavior and Management* (15th ed.). Singapore: McGraw- Hill.
- [61] Jackson, S. E., & Schuler, R. S. (2003). *Managing Human Resources through Strategic Partnerships* (8th ed.). Cincinnati, OH: South-Western.
- [62] Jaeger, A. (2001). Organization Development and National Culture: Where's the Fit? *Academy of Management Review*, 11(1), pp. 178-190.
- [63] Jonkeren., S., & Brinkmann, U. (2003). "Intercultural Competencies: The Potential for HRD Intervention." In *Proceeding AHRD 2003 Conference* [Data file]. Minneapolis, Minnesota: Academy of Human Resource Development.
- Kenworthy, J. W. (2003). *A Study of the Attributes of Managerial Effectiveness*

- in Singapore*. Retrieved October 20, 2005 from www.ce-asia.com. Kuzel, A. J. (1986). Naturalistic Inquiry: "An Appropriate Model for Family Medicine." *Family Medicine*, 18, pp. 369-374.
- [64] Kuzel, A. J., Engel, J. D., 41 Addison, R. B. (1990, May). Standards for Qualitative Inquiry. Workshop Presented at Annual Meeting of the Society of Teachers of Family Medicine, Seattle.
- [65] Kvale, S. (2007). *Doing Interviews*. Thousands Oaks, CA: Sage Publications.
- [66] Levi, D. (2001). *Group Dynamics for Teams*. Thousand Oaks, CA: Sage Publications. Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills: Sage Publications.
- [67] Levi, D. (2000). "Paradigmatic Controversies, Contradictions, and Emerging Confluences." In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed., pp. 163-188). Thousand Oaks, CA: sage Publications.
- [68] Locke, L. F, Spirduso, W. W., & Silverman, S. J. (2007). *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals* (5th ed.). Thousands Oaks, CA: Sage Publications.
- [69] Losey, M. R. (1999). Mastering the Competencies of HR Management. *Human Resource Management*, 38(2), pp. 99-102.
- [70] Marquardt, M. J., & Horvath, L. (2001). *Global Teams: How Top Multinationals Span Boundaries and Cultures with High Speed Teamwork*. Palo Alto, CA: Davies-Black.
- [71] Marshall, C., & Rossman, G. B. (1999). *Designing Qualitative Research* (3rd ed.). Thousands Oaks, CA: Sage Publications.
- [72] May, T. (1997). *Social Research: Issues, Methods, and Process* (2nd ed.). Buckingham: Open University Press.
- [73] Merriam, S. B. (1988). *Case Study Research in Education: A Qualitative Approach*. San Francisco, CA: Jossey-Bass.
- [74] Merriam, S.B. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco, CA: Jossey-Bass.

-
- [75] Mertens, D. M. (1998). *Research Methods in Education and Psychology: Integrating Diversity with Quantitative and Qualitative Approaches*. Thousand Oaks, CA: Sage Publications.
- [76] Moon, E. (2004). "Cooperation Among Japan, Korea, and China Through Sharing Business and Cultural Advantages." *Business Administration History Study*, 19(3), pp. 38-45.
- [77] Neuman, W. L. (2000). *Social Research Methods: Qualitative and Quantitative Approaches* (4th ed.). Boston: Allyn & Bacon.
- [78] Paek, J., & Hong, S., (2005). "Exploring Cross-Cultural Mentoring: A Literature Review." In *Proceeding AHRD 2005 Conference* [Data file]. Taipei: Yuan Ze University.
- [79] Park, R. J. (2003). "English as an International Language: Implications for HRD Professionals, Especially in Thailand and Southeast Asia." In *The 2nd International Conference on Human Resources Development* [Data file]. Bangkok: National Institute of Development Administration.
- [80] Patricia, G., Erwan, B., & Susan, C. S. (2003). "Experiencing Diversity, Conflict, and Emotions in Teams." *Applied Psychology: An International Review*, 52(3), pp. 413-440.
- [81] Patton, D. W., Witt, S. L., Lovrich, N. P., & Fredericksen, P. J. (2002). *Human Resource Management*. Thousands Oaks, CA: Sage Publications.
- [82] Richards, L., & Morse, J. M. (2007). *Read Me First for A User's Guide to Qualitative Methods* (2nd ed.). Thousands Oaks, CA: Sage Publications.
- [83] Sapsford, R., & Jupp, V. (1996). *Data Collection and Analysis*. Thousands Oaks, CA: Sage Publications.
- [84] Schwandt, T. (1989). "Solutions to the Paradigm Conflict: Coping with Uncertainty." *Journal of Contemporary Ethnography*, 17, pp. 379-407.
- [85] Schwandt, T. (2000). "Three Epistemological Stances for Qualitative Inquiry." In N. K. Denzin and Y. S. Lincoln (Eds), *Handbook of Qualitative Research* (2nd ed. pp. 189-213). Thousand Oaks, CA: Sage Publications.

- [86] Silverman, D. (2004). *Qualitative Research: Theory, Method, and Practice* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- [87] Smith, R. C. (1995). "Consulting Across East-West Boundaries." *Journal of Management Consulting*, 8(4), pp. 3-6.
- [88] Stake, R. E. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage Publications.
- [89] Susan, E. J., & Randall, S. S. (2002). *Managing Human Resources: A Partnership Perspective* (7th ed.). New York: Thomson Learning.
- [90] Sun, L., & Shi, K. (2007). "The HR Competency Studies and the IPMA-HR Competency Training and Certification Program in China." In *Proceeding AHRD 2007 Conference* [Data file]. Beijing: Academy of Human Resource Development.
- [91] Van Der Zee, K. I. & Van Oudenhoven, J. P. (2000). "The Multicultural Personality Questionnaire: A Multidimensional Instrument for Multicultural Effectiveness." *European Journal of Personality*, 14, pp. 291-309.
- [92] Walliman, N., & Baiche, B. (2001). *Your Research Project: A Step-By-Step Guide for the First Time Researcher*. Thousand Oaks, CA: Sage Publications.
- [93] Werner, J. M., & DeSimone, L. R. (2006). *Human Resource Development* (4th ed.). South-Western: Thomson.
- [94] Wheelen, T. L., & Hunger, D. J. (2004). *Strategic Management and Business Policy* (9th ed.). Australia PTY: Pearson Education.
- [95] Wiersinga, W. (2003). *Tests Measuring Intercultural Competencies*. Master's Thesis, University of Utrecht.
- [96] Wolcott, H. F. (1994). *Transforming Qualitative Data: Description, Analysis, and Interpretation*. Thousand Oaks, CA: Sage Publications.
- [97] Woo, C. S. (2003). "Understanding Cultural Differences Between China and Korea for Intercultural Team Building." In *Proceeding AHRD 2003 Conference* [Data file]. Minneapolis, Minnesota: Academy of Human Resource Development.

-
- [98] Worchel, S. (2005). "Culture's Role in Conflict and Conflict Management: Some Suggestions, Many questions." *International Journal of Intercultural Relations*, 29, pp. 739-757.
- [99] Yaeger, T. F. (2001). "Global Organizational Development Consulting: Complexities Encountered and Values Espoused." *Dissertation Abstracts UMI 3012631*.
- [100] Yang, R. T. (2003). *Adsorbents Fundamentals: And Applications*. New York: John Wiley & Sons.
- [101] Yin, R. K. (1994). *Case Study Research: Design and Methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- [102] Yoo, K. (2000). "An Analysis on Conflicting Factors in Intercultural Communication of Female Secretaries in Korea; Focused on the Perspectives of Secretaries to Foreign Supervisors." *Korean Association Secretarial Studies*, 9(1), pp. 61-80.
- [103] You, K., (2004). "Prospects on Competitiveness of Culture and Language in Global Management Context." In *Proceeding AHRD 2004 Conference* [Data file]. Austin, Texas: Academy of Human Resource Development.
- [104] Zakaria, N., Amelinckx, A., & Wilemon, D. (2004). "Working Together Apart? Building a Knowledge-Sharing Culture for Global Virtual Teams." *Creativity and Innovation Management*, 13(1), pp. 15-29.

Appendix

Appendix A

Sample for Data Analysis for one of the participants of the Study

Interviewer: Mahmoud Moussa

Respondent: R2

Location: Company A, Eastern Seaboard, the respondent's house

Date: 02/20/2009

Time: 20:30 pm- 21:20 pm

I: What are the competencies required for the manager who provides intercultural consultancy services?

R: Speaking of the Japanese culture, in my opinion, they just listen and perceive any order or command from their bosses only. In other words, when a Japanese leader orders something, the employee just follows and implements what he/she was told immediately. Thus, it seems like that the employees should block their thinking. If I'm going to talk about the Japanese competencies, although they are in the top management, their levels of competencies are very low. I think the Japanese who are working in the top management in our company, were chosen by their teams in Japan. For example, our financial director (FD) is very young and he has no experiences. When he worked in Japan, his position was just a supervisor and not in the top management like his position in Thailand. I think that the competencies required for our managers must be a lot, because they are expected to

drive our organizations. For example, a manager should have an open mind, world wide vision, accept others' thinking or opinions and do not follow the Japanese culture which says "Boss is Boss" with people in Thailand. From my point of view, the competencies of the Japanese managers are not excellent, and they are not better than the Thais. However, the Japanese have more chances than the Thais, because the Japanese are the owners of our organization. As such, they let the Japanese come and control the Thais in our organization, which is a big problem. Also, the Japanese never accept to be less than the Thais at work, but if they think for a little bit and open their minds, we can work together effectively. Moreover, I believe that managers, who can lead an organization, should be specialists in their work. Additionally, managers need to follow everything with the employees, and not just orders. Another important thing to drive an organization successfully is to know the level of all managers. Managers should know how to control their subordinates, have some knowledge about psychology, as well as to know how to apply this knowledge at work, to know how to deal with others, and to know how to plan for work. All competencies mentioned above are considered intercultural competencies, required for managers in my organization.

I: What are the most needed competencies for the manager who provides intercultural consultancy services?

R: The most important competencies are, leadership and HR. Managers should have human resource concepts in their minds, and the best thing is human resource development. I m saying so, because I think in my company, the top management should develop themselves, as well as develop our organization to be more successful and gain more outcome. Also, when I said leadership competencies, I think I can cover all competencies required, because we can not specify which leadership style. So, any leader should have leadership competencies, in order to know how to lead and how to control and work effectively and efficiently with the

subordinates. Also, leaders should have a strong background of their organizations, and a background of their subordinates, and possess strong skills to lead in the right direction and effectively.

I: What are the ways to allow diversity work effectively?

R: In my point of view, people who live and work together, should respect each other and respect the others' cultures. But you know? In general, when we live in another country or another place, we should respect their own culture. For instance, if we work in Thailand, we should respect the Thais' culture, or if we work in Japan, we should respect the Japanese culture. Another important thing you should know is, that you should learn everything about the others' cultures. Moreover, when you have knowledge about the others' cultures, you should bear in mind that there are some things you cannot do if you are staying in a foreign country. I'm saying so, because my boss is Japanese, and when he gets upset or mad at something, he used to kick everything in front of him. So, Japanese should learn about the Thais' culture, because this is not the Thais' behavior. You should learn about the Thais' culture or the culture of the country you are working and living, in order to know what you can do and what you cannot do. Additionally, if the foreigner does not want to learn about the Thais' culture, so the Thais may teach foreigners, and tell them about the Thais' culture. You know? My boss used to ask me about the King, he was really surprised and wonder why the Thais love the king so much? And why the Thais wear yellow T-shirts every Monday in 2008? I said to him, that the King always helps us on everything, and whatever will happen, he will be next to all of us and solve any problem appears in Thailand. So, we can teach foreigners these kinds of knowledge, and you know the result? The Japanese followed us and wear the yellow T-shirt, which means that they can adapt themselves to the Thais' culture. Most importantly, there is something called CSR (Corporate Social Responsibility) a way to adapt yourself

with people from different background. For example, when I went to Japan, I knew what people like and dislike, and after that I knew that I should follow and adapt myself to the social there.

I: How do you strengthen an organization by valuing diversity?

R: We can strengthen an organization, first, by taking know how (technology and innovation) from different countries, different nationalities and different cultures. Second, is to brainstorming, or we take a lot of know how, then we can discuss and brainstorm together. Third, we can take the result from the brainstorming sessions, and implement what have been discussed to strengthen our organization. For example, we learned about the QC in our organization. As a result, all of us in the organization learnt from this system, how to analyze any problem we face. Another system is called Kaizen, is a wonderful system for any organization. Also, some of the Japanese behavior are really great, such as alertness. The Japanese never be quiet, they are always alert on everything. I will give you an example, if today they do something good, tomorrow they will make it better and better. They will not stop developing, and this is the greatest behavior on them. When we take this behavior from the Japanese and adopt it with the Thais, it will help us a lot in our organization. The welfare is another important thing could strengthen our organization. Our organization provides high salaries for everyone, even the Thais, they get high salaries compared to salaries in other companies, and I m sure about that. I will tell you about the salary system in my organization. There is a difference between salary and welfare. Besides the salary, they will look at your position, rent, how much you are working hard, for lunch, for night shifts and bonus.

I: How do you build group cohesion in an intercultural team?

R: To build group cohesion in an intercultural team, I should let the employees

have activities together. For example, last year I let them have a walk rally. All Japanese and all Thais went together, ate and stayed together for 2-3 days, and you know? In this period, they all had good relationships with each other. They shared the troubles, the happiness and everything, in order to make good things for our social, and to feel that they are one hand in the environment. For example, we went to a school in Chaiyaphum province, to give food for students, build new classrooms for them, and water the plants to grow vegetables for them, etc. We called this project “from heart to heart” this project made everyone; either Thais or Japanese felt that we did something valuable together. Also, this made the Japanese feel proud of themselves and that they can do a good thing for Thailand. Moreover, we have another activity to make the Thais and the Japanese work in a cohesive team; such as, communication’s party. Every four months, Thais and Japanese make a party and invite their leaders from each department in our company to communicate together. I want to tell you something, you know? When you want to see a cohesive team in any workplace, you should think of something they can do out of work to let them stick together, because at work we are bosses and subordinates. Meanwhile, if we are out of our workplace, we will talk about things which make us know each other more. Furthermore, we feel serious with the Japanese bosses because they like to do things straightforward, according to their rules and regulations. However, they should think of the environment in Thailand, it is not the same as Japan. In Thailand or the Thais are always flexible on everything, if they will not make you in a bad situation in the future. I would like to tell you about a situation which recently happened to people in the Eastern Seaboard area. One day, everyone went to work and you know, there is only one way to reach our companies in the Eastern Seaboard. Unfortunately, one of the buses was stopped and cannot move, which made the other cars, stopped and cannot get back because it is just one way to reach the companies. As such, everyone went to work too late, and our bosses (Japanese)

said, that it is our fault and they cannot give us an excuse because it is our duties to come to work on time. You know? These kinds of situations create conflicts between the Thais and the Japanese, because of our different points of view. So, what we want from foreigners is to look at our environment, see what is possible and what is impossible to exist. I understand that in their country (Japan) they can say exactly what time they will reach their offices, because of the mass transportation system in Japan is wonderful. On the other hand, in Thailand we face a lot of traffic jam. So, we should be flexible and ask for reasons before we punish the employees. I think all these problems, might make the Thais think that the Japanese are not, sincere, open mind and very hard to work with them in a cohesive team.

I: What are the success factors for an intercultural work environment?

R: The success factors for an intercultural environment are, being reasonable, not only rules, not only regulations, but also everything should be reasonable. Another thing might be good for an intercultural work environment, is the good discipline from foreigners. Good discipline from foreigners might be a good thing we can get from them. Moreover, taking know how or new technologies and experiences from foreigners are considered some of the success factors as well.

I: What are the barriers confronted by differences in culture in international companies?

R: The barriers, first the foreigners' disciplines in my company. They do not look for the truth, and they are not reasonable. Second, the foreigners manage our organization by their own system. For example, in Japan, they have steps or rules for the salary's system, but in Thailand we do not have the same system. In other words, they try to put their systems in our organization. However, you may not understand what I said, so I will give you another example. When you are

25 years old, you may start to think of getting married, and having your small family. When you are 30-40 you have kids who study in the university, and you will pay a lot for your family, so during this period, you get a very high salary. Later, your kids will finish their studies, and you will not spend a lot of money, so your salary will not be high the same as before, and sometimes it is lower than before. So, I'm talking with you about this issue, because probably the salary's system in Japan might not be suitable with the Thais. I said to the Japanese, that I got married too late and I have had a kid when I was 34 years, and now I'm almost 50 but my kid is still studying in a secondary school. I said to the Japanese, that they cannot make their culture a standard, and they should apply what is appropriate or suitable to the Thais' culture. Moreover, you know? What I suffer from the Japanese system, is that they let us (Thais) follow a system called "SOP", these letters stand for (Standard Operating Procedures). In my opinion, this system blocks our thinking, because we must follow "SOP" on everything, we cannot create and we cannot think out of this "SOP". I know that it is a wonderful system, because it standardized the system, but it is not suitable for the Thais, because the Thais like to be out of any control. We can find the way to make us work effectively together, if we can solve these problems, but the Japanese want the Thais just to follow what is written in their rules and make the Thais work like robots. On the other hand, I can say that there is nothing completely bad and vice versa. So, besides the good things, there might be bad things. The good thing in the Japanese system, is that they try to standardize everything, but it is inflexible. Speaking of myself and what I face in the organization nowadays, I can say that I made a system for my duties, or I and everyone in my department use the SOP. So, if someone resigns and another one comes over, he/she can work easily, which is very good for our organization. However, the problem is when you work for an organization which is not sincere with the employees; this might be a big problem. For example, when you are

working until 50 years, they might ask you to do an early retirement because they do not want to pay a big salary for elderly Thais. Another thing is considered a barrier, you know, now we get an order from Japan to let our organization all over the world follow the CSR system to be global. However, our company got this order, and we did not make it. We have problems with the labors. You know? It is because our managing director does not listen to anyone, he always thinks by himself, and when I ask for the reason, he cannot answer me. This makes many problems in our company. Also, what I see is that the Japanese like to appear wonderful, and any mistake they hide it for not making people see how much they are bad. It is not only for not making people see them bad, but also for not making the head quarter knows anything bad on them. This is a very bad habit in our top management. You know? When I first came to work in this company, I appreciated the Japanese, but when I worked with them for 12 years, I found that they are not clear. I'm really sad to know about this.

I: How can you design a training that can be mixed in different ways according to individual needs?

R: The training which is suitable for an intercultural team, in my opinion, first, you should separate the training course, because when we have training mixed to all Thais and Japanese, we let the translator translates from Thai language to Japanese language. But you know? To be honest a few Japanese have trainings because they are thinking that it is unnecessary for them, they think that they know more than the Thais. Furthermore, I used to provide training which is mixed for the Thais and Japanese and it is about how to have QC. Also, I designed for them walk rally program, and what I wanted from them is to have a good relationship with each other, but I did not succeed. The Japanese came just for 5-10 minutes, and then they are gone. They did not appreciate what I did; they were laughing and looking at me and the Thais, as silly people without seeing the

output or the result from this training. As a result, I was very sad. I can say to you that, I really have no idea about training people from different cultures, especially for Japanese because they never feel pleased from the Thais. The Japanese consider the Thais, low level, low education, and everything they believe that they are better than the Thais.

I: What else shall I bear in mind in building intercultural teams as far as you concerned?

R: I just want to send a message to the Japanese. I want to say, that when they want their people come to work in Thailand, they should choose the right one, or “Put the right man in the right job”. It is not just let the Japanese come to work in Thailand, and give them the power in order to control the Thais, without having any experience. For example, they sent one of the Japanese to be a producer manager, and he has not any experience in management. So, how he can control the employees? Moreover, I want to say to you, that when we have a meeting, if the managing director ordered something; then, someone argued or discussed with him, the MD is thinking that the one who is talking disobeys him. So, this is not a right way to build an intercultural team. You should not think that “Boss is Boss”. The Japanese do not accept to work as a team, and they just follow their bosses, but never accept anything from the Thais. This behavior makes us always have problems in our organization. Additionally, the Japanese always look at the Thais as people who are very low, they consider that the Europeans are the first level, the second level is the Japanese, and the lowest levels are the Thais. This is may be bias, but you can ask other people and you might get the same knowledge. You know? This makes me eager to compete with them. I want to say to all the Thais to struggle and make foreigners accept us more than now. I want to say to all the Thais to develop themselves, for not making the others think that we are lower than others. But you know? Nowadays, the Thais work on the sufficient

economy, which make us not fighting, not competitive, and not even thinking. We just work for taking salaries, we are not thinking about our future, so how can we survive? Our country maybe will have foreigners, if we are sleeping and not doing anything, “just let it go”. Therefore, I always say that I want to make CSR (Corporate Social Responsibility) to develop ourselves, to be steadfast and proud in our country.

Appendix B

Sample for Data Analysis for one of the participants of the Study

R2 = Respondent 2

L = Line number

C = Categories

CE = Category in Educating foreigners the others' cultures

CM1 = Category in Managers' characteristics

CT = Category in Team Building

CB = Category in Barriers

CC = Category in Communication issues

CM2 = Category in Management issues

CF = Category in Foreigners' cultures

CA = Category in Adaptability

CS = Category in Successful Intercultural Environment

R2, L. 69- 77, L. 84- 99, L. 180- 188, L. 225- 227, educating foreigners the others' cultures

In my opinion, people who live and work together, should respect each other and respect the others' cultures. But you know? In general, when we live in another country or another place, we should respect their own culture. For instance, if we work in Thailand, we should respect the Thais' culture, or if we work in Japan, we should respect the Japanese culture. Another important thing you should know is, that you should learn everything about the others' cultures (R2, L. 69- 77, CE).

You should learn about the Thais' culture or the culture of the country you are working and living, in order to know what you can do and what you can not do. Additionally, if the foreigner does not want to learn about the Thais' culture, so the Thais may teach foreigners, and tell them about the Thais' culture. You know? My boss used to ask me about the King, he was really surprised and wonder why the Thais love the king so much? And why the Thais wear yellow T-shirts every Monday in 2008? I said to him, that the King always helps us on everything, and whatever will happen, he will be next to all of us and solve any problem appears in Thailand. So, we can teach foreigners these kinds of knowledge, and you know the result? The Japanese followed us and wear the yellow T-shirt, which means that they can adapt themselves to the Thais' culture (R2, L. 84- 99, CE).

What we want from foreigners is to look at our environment, see what is possible and what is impossible to exist. I understand that in their country (Japan) they can say exactly what time they will reach their offices, because of the mass transportation system in Japan is wonderful. On the other hand, in Thailand we face a lot of traffic jam. So, we should be flexible and ask for reasons before we punish the employees (R2, L. 180-188, CE).

I said to the Japanese, that they cannot make their culture a standard, and they should apply what is appropriate or suitable to the Thais' culture (R2, L. 225-227, CE).

R2, L. 22- 28, L. 36- 45, L. 51- 54, L. 57- 66, managers' characteristics

I think that the competencies required for our managers must be a lot, because they are expected to drive our organizations. For example, a manager should have an open mind, world wide vision, accept others' thinking or opinions and do not follow the Japanese culture which says "Boss is Boss" with people in Thailand (R2, L. 22-28, CM1).

Moreover, I believe that managers, who can lead an organization, should be specialists in their work. Additionally, managers need to follow everything with the employees, and not just orders. Another important thing to drive an organization successfully is to know the level of all managers. Managers should know how to control their subordinates, have some knowledge about psychology, as well as to know how to apply this knowledge at work, to know how to deal with others, and to know how to plan for work (R2, L. 36-45, CM1).

The most important competencies are leadership skills, and HR. Managers should have human resource concepts in their minds, and the best thing is human resource development (R2, L. 51-54, CM1).

Also, when I said leadership competencies, I think I can cover all competencies required, because we can not specify which leadership style. So, any leader should have leadership competencies, in order to know how to lead and how to control and work effectively and efficiently with the subordinates. Also, leaders should have a strong background of their organizations, and a background of their subordinates, and possess strong skills to lead in the right

direction and effectively (R2, L. 57-66, CM1).

R2, L. 136- 151, L. 156- 162, team Building

To build group cohesion in an intercultural team, I should let the employees have activities together. For example, last year I let them have a walk rally. All Japanese and all Thais went together, ate and stayed together for 2-3 days, and you know? In this period, they all had good relationships with each other. They shared the troubles, the happiness and everything, in order to make good things for our social, and to feel that they are one hand in the environment. For example, we went to a school in Chaiyaphum province, to give food for students, build new classrooms for them, and water the plants to grow vegetables for them, etc. We called this project “from heart to heart” this project made everyone; either Thais or Japanese felt that we did something valuable together. Also, this made the Japanese feel proud of themselves and that they can do a good thing for Thailand (R2, L. 136-151, CT).

I want to tell you something, you know? When you want to see a cohesive team in any workplace, you should think of something they can do out of work to let them stick together, because at work we are bosses and subordinates. Meanwhile, if we are out of our workplace, we will talk about things which make us know each other more (R2, L. 156-162, CT).

R2, L. 28- 34, L. 34- 36, L. 77- 84, L. 162- 166, L. 205- 211, L. 227- 239, L. 249- 271, L. 279- 289, L. 290- 295, L. 306- 315, barriers

In my point of view, the competencies of the Japanese managers are not excellent, and they are not better than the Thais. However, the Japanese have more chances than the Thais, because the Japanese are the owners of our organization. As such, they let the Japanese come and control the Thais in our

organization, which is a big problem (R2, L. 28-34, CB).

Also, the Japanese never accept to be less than the Thais at work, but if they think for a little bit and open their minds, we can work together effectively (R2, L. 34-36, CB).

Moreover, when you have knowledge about the others' cultures, you should bear in mind that there are some things you cannot do it if you are staying in a foreign country. I'm saying so, because my boss is Japanese, and when he gets upset or mad at something, he used to kick everything in front of him. So, Japanese should learn about the Thais' culture, because this is not the Thais' behavior (R2, L. 77-84, CB).

Furthermore, we feel serious with the Japanese bosses because they like to do things straightforward, according to their rules and regulations. However, they should think of the environment in Thailand, it is not the same as Japan (R2, L. 162-166, CB).

The barriers, first the foreigners' disciplines in my company. They do not look for the truth, and they are not reasonable. Second, the foreigners manage our organization by their own system. For example, in Japan, they have steps or rules for the salary's system, but in Thailand we do not have the same system. In other words, they try to put their systems in our organization (R2, L. 205-211, CB).

Moreover, you know? What I suffer from the Japanese system, is that they let us (Thais) follow a system called "SOP", these letters stand for (Standard Operating Procedures). In my opinion, this system blocks our thinking, because we must follow "SOP" on everything, we cannot create and we cannot think out of this "SOP". I know that it is a wonderful system, because it standardized the system, but it is not suitable for the Thais, because the Thais like to be out of any

control. We can find the way to make us work effectively together, if we can solve these problems, but the Japanese want the Thais just to follow what is written in their rules and make the Thais work like robots (R2, L. 227-239, CB).

The problem is when you work for an organization which is not sincere with the employees; this might be a big problem. For example, when you are working until 50 years, they might ask you to do an early retirement because they do not want to pay a big salary for elderly Thais. Another thing is considered a barrier, you know, now we get an order from Japan to let our organization all over the world follow the CSR system to be global. However, our company got this order, and we did not make it. We have problems with the labors. You know? It is because our managing director does not listen to anyone, he always thinks by himself, and when I ask for the reason, he cannot answer me. This makes many problems in our company. Also, what I see is that the Japanese like to appear wonderful, and any mistake they hide it for not making people see how much they are bad. It is not only for not making people see them bad, but also for not making the head quarter knows anything bad on them. This is a very bad habit in our top management. You know? When I first came to work in this company, I appreciated the Japanese, but when I worked with them for 12 years, I found that they are not clear. I'm really sad to know this (R2, L. 249-271, CB).

To be honesty, a few Japanese have trainings because they are thinking that it is unnecessary for them, they think that they know more than the Thais. Furthermore, I used to provide training which is mixed for the Thais and Japanese and it is about how to have QC. Also, I designed for them walk rally program, and what I wanted from them is to have a good relationship with each other, but I did not succeed. The Japanese came just for 5-10 minutes, and then they are gone. They did not appreciate what I did; they were laughing and looking at me and the Thais, as silly people without seeing the output or the result from this training

(R2, L. 279-289, CB).

As a result, I was very sad. I can say to you that, I really have no idea about training people from different cultures, especially for Japanese because they never feel pleased from the Thais. The Japanese consider the Thais, low level, low education, and everything they believe that they are better than the Thais (R2, L. 290-295, CB).

Moreover, I want to say to you, that when we have a meeting, if the managing director ordered something; then, someone argued or discussed with him, the MD is thinking that the one who is talking disobeys him. So, this is not a right way to build an intercultural team. You should not think that “Boss is Boss”. The Japanese do not accept to work as a team, and they just follow their bosses, but never accept anything from the Thais. This behavior makes us always have problems in our organization (R2, L. 306-315, CB).

R2, L. 151- 156, L. 274- 278, communication issues

We have another activity to make the Thais and the Japanese work in a cohesive team; such as, communication’s party. Every four months, Thais and Japanese make a party and invite their leaders from each department in our company to communicate together (R2, L. 151-156, CC).

The training which is suitable for an intercultural team, in my opinion, first, you should separate the training course, because when we have training mixed to all Thais and Japanese, we let the translator translates from Thai language to Japanese language (R2, L. 274-278, CC).

R2, L. 14- 22, L. 54- 57, L. 298- 303, management issues

If I’m going to talk about the Japanese competencies, although they are in the

top management, their levels of competencies are very low. I think the Japanese who are working in the top management in our company, were chosen by their teams in Japan. For example, our financial director (FD) is very young and he has no experiences. When he worked in Japan, his position was just a supervisor and not in the top management like his position in Thailand (R2, L. 14-22, CM2).

I think in my company, the top management should develop themselves, as well as develop our organization to be more successful and gain more outcome (R2, L. 54-57, CM2).

I just want to send a message to the Japanese. I want to say, that when they want their people come to work in Thailand, they should choose the right one, or “Put the right man in the right job”. It is not just let the Japanese come to work in Thailand, and give them the power in order to control the Thais, without having any experience (R2, L. 298-303, CM2).

R2, L. 9- 14, L. 315-320, L. 321-333, foreigners’ cultures

Speaking of the Japanese culture, in my opinion, they just listen and perceive any order or command from their bosses only. In other words, when a Japanese leader orders something, the employee just follows and implements what he/she was told immediately. Thus, it seems like that the employees should block their thinking (R2, L. 9-14, CF).

The Japanese always look at the Thais as people who are very low, they consider that the Europeans are the first level, the second level is the Japanese, and the lowest levels are the Thais. This is may be bias, but you can ask other people and you might get the same knowledge (R2, L. 315-320, CF).

I want to say to all the Thais to struggle and make foreigners accept us more than now. I want to say to all the Thais to develop themselves, for not making the

others think that we are lower than others. But you know? Nowadays, the Thais work on the sufficient economy, which make us not fighting, not competitive, and not even thinking. We just work for taking salaries, we are not thinking about our future, so how can we survive? Our country maybe will have foreigners, if we are sleeping and not doing anything, “just let it go”. Therefore, I always say that I want to make CSR (Corporate Social Responsibility) to develop ourselves, to be steadfast and proud in our country (R2, L. 321-333, CF).

R2, L. 99- 104, adaptability

Most importantly, there is something called CSR (Corporate Social Responsibility) a way to adapt yourself with people from different background. For example, when I went to Japan, I knew what people like and dislike, and after that I knew that I should follow and adapt myself to the social there (R2, L. 99-104, CA).

R2, L. 107- 114, L. 114-125, L. 127-133, L. 193-201, successful intercultural environment

We can strengthen an organization, first, by taking technology and innovation from different countries, different nationalities and different cultures. Second, is to brainstorming, or we take a lot of technology and innovations, then we can discuss and brainstorm together. Third, we can take the result from the brainstorming sessions, and implement what have been discussed to strengthen our organization (R2, L. 107-114, CS).

We learned about the QC in our organization. As a result, all of us in the organization learnt from this system, how to analyze any problem we face.

Another system is called Kaizen, is a wonderful system for any organization. Also, some of the Japanese behavior are really great, such as alertness. The

Japanese never be quiet, they are always alert on everything. I will give you an example, if today they do something good, tomorrow they will make it better and better. They will not stop developing, and this is the greatest behavior on them. When we take this behavior from the Japanese and adopt it with the Thais, it will help us a lot in our organization (R2, L. 114-125, CS).

Our organization provides high salaries for everyone, even the Thais, they get high salaries compared to salaries in other companies, and I m sure about that. I will tell you about the salary system in my organization. There is a difference between salary and welfare. Besides the salary, they will look at your position, rent, how much you are working hard, for lunch, for night shifts and bonus (R2, L. 127-133, CS).

The success factors for an intercultural environment are, being reasonable, not only rules, not only regulations, but also everything should be reasonable. Another thing might be good for an intercultural work environment, is the good discipline from foreigners. Good discipline from foreigners might be a good thing we can get from them. Moreover, taking innovations or new technologies and experiences from foreigners are considered some of the success factors as well (R2, L. 193-201, CS).

Index

- Adler, N. J., 15, 16, 101, 103, 109
Amelinckx, A., 20, 99, 108
An, H., 13
Baiche, B., 51
Balkin, D. B., 9, 13, 109
Beale, R., 22
Bennett, M. J., 17, 107
Berg, B. L., 31, 41, 44, 51, 52, 55
Biklen, S. K., 47
Bodgan, R. C., 47
Boone, L. E., 23
Bohlander, G., 23
Borg, W. R., 52, 54
Brinkmann, U., 10, 17
Bryant, M. T., 53
Cardy, R. L., 9, 13, 109
Chao, M., 13
Choe, E., 13
Chesla, E., 15, 100, 109
Chuang, M., 13
Clark, V. L., 52
Colignon, R., 110
Coningham, B., 19, 20, 21, 97, 104
Cox, J., 22
Cox, T., 23, 105, 106
Crabtree, B. F., 28, 30, 31, 32, 38, 40, 41, 42, 43, 47, 49, 56
Crandall, R., 52
Creswell, J. W., 28, 29, 30, 34, 36, 39, 42, 43, 45, 47, 49, 50, 52, 54
Crotty, M., 27
Cseh, M., 19, 20, 21, 97, 104
Daft, R. L., 9, 17
David, M., 30, 32, 33, 34, 35, 36, 37, 40, 42, 44, 46, 50, 54, 56, 57, 96
Denzin, N. K., 30, 31, 51, 53, 54
DeSimone, L. R., 22
Diener, E., 52
Dobbert, M. L., 43
Dorfman, P. W., 19
Drewry, A. W., 22, 102
Erwan, B., 16, 101
Gadamer, H. G., 28
Gall, M. D., 52, 54
Gibson, M., 19, 23, 97, 107
Glatthorn, A. A., 29, 111
Glesne, C., 11, 30, 38, 40, 44, 47, 49, 52, 53, 55
Gomez-Mejia, L. R., 9, 13, 109
Gonczy, A., 9
Greenberg, J., 20, 101, 108
Guba, E. G., 27, 28, 41
Han, H. Y., 9, 13
Hager, P., 9
Harris, M. J., 31, 50, 52, 53, 54, 55, 57
Hewapathirana, G. I., 22, 101, 104
Hobbs, D., 47, 48
Hofstede, G., 11, 15, 19, 21, 23, 24, 103, 106
Holden, N., 22, 101, 107
Holliday, A., 32, 39, 40, 56, 97
Hong, S., 23, 105
Horvath, L., 15, 16, 20, 99, 101, 103,

- 108
Howell, J. P., 19
Hoyle, C., 31, 50, 52, 53, 54, 55, 57
Huang, Y. M., 10, 13, 23, 105
Huberman, A. M., 47
Hunger, D. J., 9
Hyde, C., 20
Ivancevich, J. M., 23, 105
Jackson, S. E., 9
Jaeger, A., 21
Jonkeren, S., 10, 13, 17
Joyner, R. L., 29, 111
Judd, M., 31, 50, 52, 53, 54, 55, 57
Jupp, V., 42, 46, 49, 51, 56
Kenworthy, J. W., 9
Kerbo, H., 110
Kurtz, D. L., 23
Kuzel, A. J., 28, 41
Kvale, S., 43, 51, 55
Levi, D., 16, 101
Lincoln, Y. S., 27, 28, 30, 31, 41, 51, 53, 54
Locke, L. F., 30, 31, 51, 53, 57
Losey, M. R., 13
Marquardt, M. J., 15, 16, 20, 99, 101, 103, 108
Marshall, C., 11, 32, 37, 39, 41, 42, 45, 51, 57
Matteson, M. T., 23, 105
May, T., 47, 52
Merriam, S. B., 29, 32, 33, 34, 35, 36, 37, 41, 42, 43, 44, 45, 46
Mertens, D. M., 27
Miles, M. B., 47
Miller, W. L., 28, 30, 31, 32, 38, 40, 41, 42, 43, 47, 49, 56
Moon, E., 24
Morse, J. M., 29, 44, 45, 46, 52, 53
Neuman, W. L., 27
Paek, J., 23, 105
Park, R. J., 9, 23, 99
Patricia, G., 16, 101
Peshkin, A., 11, 30, 38, 40, 44, 47, 49, 52, 53, 55
Pruetipibultham, O. J., 22, 101, 104
Richards, L., 29, 44, 45, 46, 52, 53
Rossman, G. B., 11, 32, 37, 39, 41, 42, 45, 51, 57
Sapsford, R., 42, 46, 49, 51, 56
Schuler, R. S., 9
Schwandt, T., 27
Shi, K., 9
Silverman, S. J., 30, 31, 50, 51, 53, 57
Slagter, R., 110
Smith, R. C., 104, 107
Snell, S., 23
Spirduso, W. W., 30, 31, 51, 53, 57
Stake, R. E., 34, 36, 37, 39, 42, 43, 48, 49, 50
Stout, V. J., 22, 102
Sun, L., 9
Susan, C. S., 16, 101
Usui, C., 110
Van Der Zee, K. I., 13, 14, 16, 17, 100, 102, 108, 109
Van Oudenhoven, J. P., 13, 14, 16, 17, 100, 102, 108, 109
Walliman, N., 47, 51, 56
Werner, J. M., 22
Wheelen, T. L., 9
Wiersinga, W., 17, 103
Wilemon, D., 20, 99, 108

Wolcott, H. F., 47

Woo, C. S., 15

Worchel, S., 22, 101

Wright, R., 47, 48

Yang, R. T., 15, 109

Yaeger, T. F., 23

Yin, R. K., 29, 34, 35, 43, 45, 46, 50

Yoo, K., 23

You, K., 23, 99

Zakaria, N., 20, 99, 108

Brief Introduction to the Book

The sea of information about different cultures is insufficient to make people more effective, efficient, and motivated in their intercultural workplace. Management practices have to be integrated with cultural diversity to avoid barriers experienced by competing cultures. This book builds on the insights, experiences, visions, and researches of many people. Apparently, it is not always easy to understand and appreciate the actions of people from diverse cultural backgrounds. Hence, this book is designed to identify the competencies required for managers of intercultural consultancy services to optimize the effects of cultural diversity in Thai automotive companies; to investigate ways that allow diversity to work effectively; and to recognize barriers confronted by different cultures in international corporations. This book may be used in cross-cultural management courses for both graduate and undergraduate students. This book may also help in providing general knowledge to those who work or manage diversity in the workplace, with the aim of turning diversity into a competitive advantage.

To order additional copies of this book, please contact:
Science Publishing Group
book@sciencepublishinggroup.com
www.sciencepublishinggroup.com

ISBN 978-1-940366-45-6



Price: US \$86