

Chapter 1

Introduction

In the 21st century leaders have realized the importance of globalization, due to the changing workforce. Nowadays, leaders have become aware of the need for cross-cultural understanding, so that people can work positively whether locally or globally. Recently, the competitive global business environment, and human resource development (HRD) practitioners have become more international in orientation and facing frequent challenges, which require high levels of competencies (Wheelen & Hunger, 2004). Further, Daft (2008, p.332) acknowledged that, “employees with global experience and cultural sensitivity are in high demand in many industries, and almost every employee is dealing with a wider range of cultures than ever before”. Furthermore, cross-cultural management is not solely seen as the management of cultural differences, but also cross-cultural managers are seen as collaborative knowledge workers in a global organization. Thus, cross-cultural knowledge will become even more important in our era of globalization. Additionally, decision makers have started to wonder how HRD concepts contribute to a better understanding of intercultural perspectives in their businesses and practices, and whether their investments into cultural management training have been worthwhile. It is helpful to ensure that everyone in the organization fully understands how cultural differences can influence the management and organizational practices, either positively or negatively. Kenworthy (2003 cited in Sun & Shi, 2007) recommended looking at competence as a description of what people do and how people do it, however, Hager and Gonczi (1996 cited in Han, 2004) argued that when describing competency, the focus should not be only on task description. They emphasized that competency cannot be directly observed. On the other hand, Park (2003 cited in Han, 2004) defined competency as if it only contributes to high job performance. Accordingly, competency is a difficult concept and encompasses attitudes, values, knowledge, and some other factors which lead to an incredible job performance. Moreover, new competencies take place according to changing needs and individual demands.

Therefore, globalization make leaders committed to difficult tasks to compete and make their development sustainable. Most importantly, Jackson and Schuler (2003) demonstrated that the workforce diversity term, is a sweeping statement, and implies to people from different backgrounds in today's world. Moreover, Gomez-Mejia, Balkin and Cardy (2004) interpreted that our businesses can utilize human resource strategies to gain the desired outcomes. In short, businesses need to undertake a global perspective and the threats that might face it to survive in the 21st century.

The sea of information about other cultures is insufficient to make people more efficient, effective, and motivated in their intercultural workplace. Another important issue is that companies have realized that culture is a significant issue. Hence, they can only succeed with people who have an international mindset. Following this line of thought, the role of HRD as a facilitator becomes critical. Cultural diversity can produce several advantages to businesses; however, others stated that many obstacles have arisen in multicultural organizations (Jonkeren & Brinkmann, 2003). Human resource has an important role to provide managers with more insights about how to improve the human resource function. Consequently, management practices will have to be integrated with cultural diversity. For instance, it is important to consider family occasions and important festivals for people from different cultures in order to avoid clashes between company meetings and important cultural occasions. Ultimately, the author viewed that the lack of intercultural competencies might be a barrier in multicultural organizations in Thailand, as well as to those who have the potential to become global.

The three main purposes of this textbook are: (1) To identify the competencies required for managers of intercultural consultancy services in order to optimize the effects of cultural diversity in Thai international automotive companies;

(2) To investigate ways which allow diversity to work effectively; and (3) To identify barriers confronted by different cultures in international companies. Hence, it was fundamental to raise the following questions: What are the competencies required for the manager who provides intercultural consultancy services, and how to utilize the competencies to work in Thailand?

What are the most needed competencies for the manager who provides intercultural consultancy services? What are some ways that allow diversity to work effectively?

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

1.1 Significance of the Book

First, human resource managers or managers who provide intercultural competencies, and intercultural consultants, should have interpersonal skills, knowing their own values, attitudes, purposes, as well as integrity to behave in good manners while providing help to their employees or clients. Accordingly, those managers should serve as role models, and act in ways that are credible to organization members. Second, this comprehension may 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. Third, as organizations expand globally, their challenges get involved in adapting structures, coordinating processes, and human resource practices to worldwide operations. As such, there are vast tomes of literature about cultural diversity, and its impact on organizational and management practices. However, studies in planned change processes in cross-cultural settings still have their own uniqueness; therefore, the outcome of this text may be helpful for increasing concentration on globalization. In other

words, there is high potential for organizations to become global in the 21st century. According to Marshall and Rossman (1999) there is no project without limitations. Also, limitations help readers to know how they should read and interpret the researcher's work (Glesne & Peshkin, 1992). Therefore, the author made a decision to limit this study to four international automotive companies in the Eastern seaboard of Thailand, to learn how diversity works best to those who have the potential to become global, as well as to compete globally in the twenty-first century. Moreover, the purpose of this literature was not to find a definite answer to what competencies are required, but to develop an understanding of cultural diversity to managers in multicultural organizations.

For the purposes of this book, these terms and definitions were used to gain the most possibilities of understanding the following:

Multiculturalism: the state of working with different cultures with the respect of diversity.

Workforce Diversity: a workforce made up of individuals with different human qualities or is belonging to various cultural groups. From the perspective of individuals, workforce diversity is used to describe the composition of a workforce in terms of difference among workers in gender, age, race, ethnic culture, religious affiliation, and sexual orientation.

Diversity: refers to differences among people in terms of dimensions, such as age, ethnicity, gender, race, or physical ability.

Ethnocentrism: is the tendency to see one's culture as superior to others.

Cross-cultural: the term cross-cultural is used by different ways in this book with many other terms. However, it possesses the same meaning as multicultural, intercultural, and global were also encompassed in order to notice the most

possibilities that cover the term cross-cultural.

Competency: the characteristics that an individual needs to implement their present role(s) effectively. It is a mix of knowledge, skills, and attitudes required for a job, which result in a continuous success within the framework of the organizational values.

1.2 Conclusion

In the expanding global economy, cultural awareness is helping to facilitate organizational practices, so that leaders around the world can realize the importance of sharing and learning from one another. As Hofstede (2001, p.138) stated, “Disregard of other cultures is a luxury only the strong can afford”. The author of this book used some terms and definitions through this study (e.g. multiculturalism, workforce diversity, diversity, culture, and ethnocentrism) to gain the most possibilities of understanding the meaning of a culture. Moreover, managing diversity is the most crucial objective of this text; therefore, the author believes that managing diversity is both a personal and organizational challenge. Additionally, the author will attempt to explore what factors could strengthen organizations, the importance of valuing diversity, and establishing multicultural organizations that support and respect everyone. In other words, to find out ways, which allow diversity to work positively, and help creating high performing organizations. Finally, the author will try to gain an understanding of the interpersonal skills of managers, which provide intercultural competencies, as well as planned change processes in cross-cultural settings. In the following section, the author will present a review of related literature, which consists of four parts: the concept of competency; the impact of culture on intercultural teams; cross-cultural competencies; and studies related to cross-cultural competencies.

1.3 Review of Related Literature

In designing this literature review study, several searches were conducted to gain the most possibilities of understanding the following terms: Intercultural, Competencies, and Cross-cultural competencies.

This literature review was conducted to emerge a better understanding in how to deal with cultural diversity in the workplace through compiling the following issues. Thus, this literature review is presented in four parts, as follows:

1. The Concept of Competency;
2. The Effect or the Impact of Culture on Intercultural Teams;
 - The Pros and Cons in Building Intercultural Teams, and General Criteria of Effective Teams
 - Theoretical Models of Cultural Diversity
 - Some of the Challenges in Facing Global Teams
3. Cross Cultural Competencies; and
4. The studies Related to Cross-Cultural Competencies.

1.3.1 The Concept of Competency

In this section of the reviewed literature, the author will look at the term competency. A fundamental question will arise of ‘what competency is’. Interestingly, (HRD) practitioners took over the meaning of competency and examine the validity of its expectations because many corporations restructure their businesses as global competitors by identifying employees’ individual competency as an essential part to achieve their goals (Gomez-Mejia, Balkin &

Cardy, 2004). Since then, competency models have taken place. Losey (1999 cited in Chao, Huang & Chuang, 2005) noted that emerging competence is a combination of education, experience, interest, and ethics. Interestingly, competency can be perceived differently depending on who interprets the term, and what they expect from it (An & Choe, 2003 cited in Han, 2004). The author found the most frequent competencies required or relevant for businesses, through searching and reviewing a large amount of articles. The following are some of these competencies:

- The open minded character and the assurance against contingencies;
- Being able to respond quickly to a variety of situations and achieving the target properly;
- Using the most relevant strategies according to the tasks, and the interaction with others in a friendly manner;
- The ability to deal with complexity without any sort of anxiety and demonstrate what has been done in reports or assessments;
- The acceptance of the others, trust and encouragement are the best policies to motivate others;
- The ability to lead as a relationship builder by motivating and empowering;
- Problem solving and the ability to interpret the system and procedures for data analyses; and
- Lastly, the experience in viewing the customer value, as well as satisfaction.

Further, Van Der Zee and Van Oudenhoven (2000 cited in Jonkeren & Brinkmann, 2003) showed significant elements to an intercultural competence approach, and they have been able to test the practicality or the validity of these competencies with various organizations. The following terms in table 1.1 will

illustrate this information.

Table 1.1 *Four Intercultural Competencies.*

Intercultural Sensitivity	The ability to recognize multiple perspectives on an event or behavior, to recognize one’s own cultural values and those of others, and to pick up on verbal and nonverbal signals
Managing Uncertainty	The ability to manage the greater uncertainty of intercultural situations
Intercultural Communication	The ability to emphasize with the feelings, thoughts, and behavior of members from different cultural groups
Building Commitment	The ability to stimulate interaction and cooperation, and take the lead while keeping others on board. Involves sensitivity to the dynamics within larger groups of people inside and outside the organization, an understanding of these dynamics and the ability to benefit from them

Source: Adopted from Van Der Zee and Van Oudenhoven (2000). The Multicultural Personality Questionnaire.

For each competence, they developed specific training that can be mixed in different ways, depending on the individual needs or the group. For managerial functions, for instance, building commitment should be the key, while for non-managerial functions, intercultural communication will take place. Managing uncertainty depends on the cultural group involved on the task. Finally, intercultural sensitivity should always be trained but it depends on whether we are dealing with an existing multicultural group or with individuals who are not working as a team. This section can be clarified into two important aspects, one of which is the most frequent competency required or that which is relevant for businesses. Another aspect is the significant elements to an intercultural competence developed by Van Der Zee and Van Oudenhoven (2000).

1.3.2 The Effect or the Impact of Culture on Intercultural Teams

One of the most interesting issues is that intercultural teams should confront a variety of sources of human resources. Therefore, diversity would bring good things and ironically, bad impacts to the building of intercultural teams. Further,

culture is an important concept that should be perceived to gain the insight or the vision of managerial practices and specifically, intercultural teams that consist of several cultural backgrounds (Yang, 2003). Accordingly, managerial styles vary culture by culture; however, there are different managerial styles, and each country has its own style. Chesla (2000 cited in Woo, 2003) mentioned that cultural diversity causes different managerial styles, such as rules, relationships among individuals, and communication styles, which bring several problems to the workplace (e.g. stereotyping, mistrust, and stress among team members). Therefore, cultural diversity is the salient point that intercultural teams should face to be effective. In short, managing differences well, and being aware of cultural diversity in the workplace, will allow individuals to perform better than single culture teams (Adler, 2002).

(A) The Pros and Cons with Building Intercultural Teams and General Criteria of Effective Teams

An important point is found when reviewed the literature, pros and cons in building intercultural teams by (Hofstede & Hofstede, 2005). They noted that the more an organization is globalized, the more diversity exists, and global business practices based on building intercultural teams. As such, the study of Marquardt and Horvath (2001 cited in Woo, 2003) found that there are several advantages of intercultural teams, as follows:

- Ability to reduce costs and gain economies of scope;
- Ability to get specialized talent from anywhere in the organization or outside;
- Ability to solve the complexity in twenty-first century problems;
- Ability to make the organization a global company;

- Ability to increase speed of operations;
- Greater understanding of local customers;
- Development of future global leaders for the organization;
- Increased access to knowledge and information;
- More opportunities to form alliances; and
- Increased ability to become a global learning organization.

Also, their studies demonstrated that there are general criteria of intercultural teams or effective teams. Some of which are technical task activities, some are supportive environmental factors, and others are related to social relations among individuals. On the other hand, it was found that group cohesion is not easy to achieve in intercultural teams. In other words, in global business, people bring their own values to the workplace and team as well, so this cultural diversity would cause lack of cohesion. Therefore, Adler (2002) noted the disadvantages in building intercultural teams, as follows: mistrust, miscommunication, and stress. First, Marquardt and Horvath (2001) interpreted that mistrust brings lower attractiveness, reinforcement, and inaccurate stereotypes. While, Levi (2001) illustrated that miscommunication causes slower speech because of language barriers. Finally, Adler (2002) commented that stress causes tension and disagreement on content. Hence, Patricia, Erwan, and Susan (2003) noticed that these factors mentioned above, produce conflicts and unacceptable behavior among individuals. Adler (2002), Marquardt and Horvath (2001) similarly concluded that this lack of cohesion, causes the difficulty to gain consensus on decisions, and taking positive actions whenever needed, which ultimately results an ineffective, and inefficient intercultural teams. However, Patricia, Erwan, and Susan (2003) critically stated that, most studies emphasized visible and diversity types (e.g. gender, age, and ethnic group); therefore, they underline cultural

diversity (e.g. values, beliefs, and attitudes) because these factors have the most influence on teams' behavior.

In conclusion, building an intercultural team is a considerable challenge because it brings advantages and disadvantages to the workplace; however, global business practices are based on building intercultural teams. Therefore, there are various factors that need to be considered, as mentioned above in driving an intercultural team.

(B) Theoretical Models of Cultural Diversity

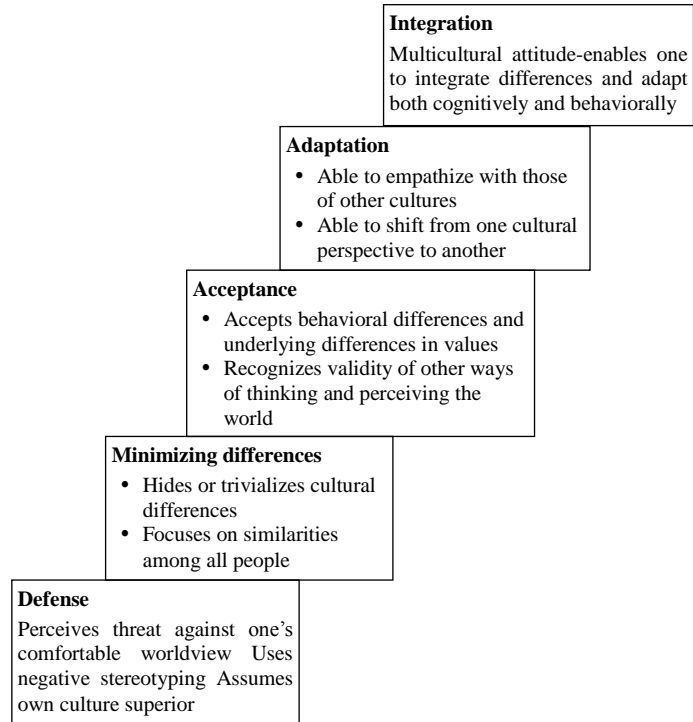
Table 1.2 *Five Dimensions of Personality as Being Relevant for Adjustment and Performance of Expatriates.*

Cultural Empathy	Empathize with the feelings, thoughts and behavior of members from different backgrounds
Flexibility	The ability to move from a strategy to another, and never fear from the unknown with the acceptance of unknown situations
Open-mindedness	Being open and fair with all the workforce diversity
Social initiative	Being inclined to actively approach social situations and to take the initiative
Emotional Stability	Controlling your anger and remaining calm in stressful situations

Source: Modified from Van Der Zee and Van Oudenhoven (2000).

These five dimensions were developed by two researchers from the University of Groningen in the Netherlands, Van Der Zee and Van Oudenhoven (2000) for analyzing the success factors of one of the most challenging intercultural work environments. They demonstrated these five dimensions of personality for adjustment and performance of expatriates. However, Wiersinga (2003 cited in Jonkren & Brinkmann, 2003) argued that the five personality dimensions may not have the same importance; it will be depending on where the assignment takes place.

Highest Level of Awareness



Lowest Level of Awareness

Figure 1.1 Stages of Personal Diversity Awareness,
Adopted from Bennett, M. J. (1986).

As mentioned earlier, global organizations’ potential is to achieve or provide equal opportunities for all their workforces. As such, leaders can manage diversity, where all individuals are valued and supported. For its most basic, leaders are different; therefore, the model above illustrated five stages of personal diversity awareness. People at stage 1, cannot maintain good relationships with other cultures and leaders at this stage see themselves successful if their record is good, also, these leaders promote some people to executive level jobs to meet legal requirements. At stage 2, people tried to minimize differences and look at similarities among all people, and leaders at this stage do not pay attention to the challenges in the organization. At stage 3, people accept cultural differences and

openness to other cultures, attitudes, values, and leaders at this stage are aware of gender issues, race, which is needed for the health of the workplace. At stage 4, people are more comfortable with those who are different from them, and leaders here develop policies and practices, as well as to ensure that everyone is given equal opportunities. At stage 5, of diversity awareness, none feels discriminated, people's skills and abilities from different backgrounds are supported by the company's system, there are no stereotypes here, and people are able to adapt themselves. Hence, we can conclude that the last stage is the goal; any organization is struggling to achieve it, although it may see incredible or hard to reach.

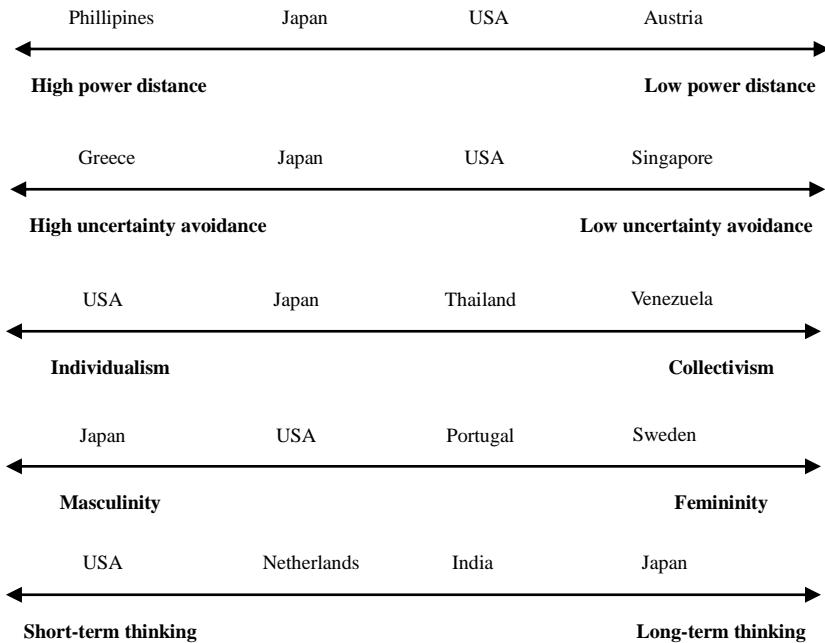


Figure 1.2 How Countries Compare on Hofstede's Dimensions of National Culture. (Dorfman and Howell, 2002).

- Power distance: the degree or the extent to which a community decides the unequal distribution of power in the workplace and institutions of society.

- Uncertainty avoidance: the degree or the extent to which a society is opened to risk and situational uncertainties.
- Individualism- collectivism: the degree to which a society focus on individual efforts and achievement, versus collective accomplishments.
- Masculinity-femininity: the extent to which a society values assertiveness and material success, versus feelings and concern for relationships.
- Time orientation: the degree to which a society emphasizes short term considerations versus greater concern for the future.

In conclusion, in this section the author presented some theoretical models published in different venues, which consist of: (a) five dimensions of personality as being relevant for adjustment and performance of expatriates, developed by two Dutch scholars for analyzing the success factors of one of the most challenging intercultural work environments; and (b) stages of personal diversity awareness, and it is followed by how countries compare on Hofstede's dimensions of national culture.

(C) Some of the Challenges in Facing Global Teams

This book presents the competencies of intercultural consultants, the nature and the environment needed or expected to lead global businesses to success and get their work performed effectively and efficiently. There is more research needed to develop a better understanding of one's self as well as the flexibility and tolerance of ambiguity. Also, this literature contributes to knowledge in organization development with the aim of compiling challenges, and critical analysis for consultants who work across cultures to improve their skills, ethics, and processes. Gibson (1998 cited in Cseh & Coningham, 2004) suggested the following for consultants:

- The willingness to monitor your own ethnocentrism;
- The ability to adapt yourself to different cultures; and
- The flexibility in a variety of intervention techniques and tools according to the business culture.

Additionally, Gibson recommended strategies for international consultation in order to recognize suitable interventions, such as,

- Develop a network with professionals working in the culture you exist;
- The need for research to measure a particular intervention and its success; and
- Use organization insiders and consult them when choosing the best tools.

Also, Hyde (2004) identified consultants' competence as one of the important factors to lead businesses to success. Hyde mentioned several suggestions for international consultants. First, ensure that consultants have the required competencies for the multicultural organization. Second, ensure the consultants' propensity to spend time with the client organization before choosing the best tools to develop them. Finally, Hyde recommended that consultants have to develop clear ground rules and be unambiguous.

Moreover, Zakaria, Amelinckx, and Wilemon (2004) looked at social relations for intercultural teams' challenges. However, they presented the following for human challenges in implementing global teams:

- Creating effective team leadership;
- Dealing and managing conflicts among global teams;
- Developing relationships and trust;

- Awareness of cross-cultural differences; and
- Emerging intercultural communication competence.

Similarly, Marquardt and Horvath (2001) noted challenges for global teams such as:

- Maintaining teamness;
- Maintaining communication;
- Handling coordination issues;
- Managing cultural differences, and diversity; and
- Be aware of geographic distances.

Importantly, Greenberg (2005) recommended some factors considered challenges of cross-cultural communication:

- Different words are perceived differently to different people;
- Different cultures have different cultural norms when using some words; and
- Cross-cultural communication is made difficult, because in different languages one word possesses several meanings (e.g., in Thailand).

Moreover, Smith (1995 cited in Cseh & Coningham, 2004) concluded some obstacles faced by international consulting such as, the potential to find our behavior accepted and others unacceptable, the trouble or effort to see how our culture influences our behavior, and lastly, Smith found a number of cultural differences between the East and the West that he collected and analyzed from experience, and ensured that techniques for consulting internationally are different from one another. He suggested the following:

- The awareness in literature of the society where you reside;
- Get acquainted with people's behavior with whom you will work;
- The readiness for unexpected behavior due to culture shock;
- Understanding that culture changes; and
- Emerge, adjust or be flexible in the values between your culture and those whom you work with.

According to Jaeger (2001 cited in Cseh & Coningham, 2004) it was recommended, to test in practice the organization development (OD) values of consultants, and see if they are suitable in a variety of situations and environments, since OD values were an essential part in U.S. literature. Briefly, the author would like to present some challenges for international management, as follows:

- Global managers are expected to be aware of international developments, and be able to compete in working with people from different backgrounds;
- International management should have a deep understanding of the global economy, which makes the diverse countries of the world increasingly interdependent, regarding product markets, and business competition;
- The awareness of cultures and how does it relate to global diversity;
- Management and global businesses are influenced by differences in national cultures, according to Hofstede's dimensions; and
- Global operations or businesses are driven by local cultures and situations.

In conclusion, this part reported consultants' competence as one of the fundamental factors that can lead businesses to success, as well as human

challenges in implementing global teams. Then, it was important to mention some obstacles faced by international consulting, and finally challenges for international management.

1.3.3 Cross Cultural Competencies

During the process of reviewing the literature related to intercultural competence, the author realized that, in order to fully understand this issue, it was essential to understand the concepts of cross-cultural competencies. Therefore, the literature related to cross-cultural competencies is reviewed. Cross-cultural competencies are learning processes, which result in reacting positively or effectively to barriers and challenges consumed by cultural diversity in an organization (Cox & Beale, 1997). According to Holden (2002) there were common challenges to international cross-cultural management, such as ‘ethnocentrism’, cultural diversity, the differences among people which varied, and its noticeable effect. Moreover, he suggested some solutions to these problems (e.g. adaptation, reacting positively, and developing the required skills through some interventions). However, Holden (2002, p.31) noticed that, “...trends in global business and major shifts in the nature of management work and perceived competencies. On the other hand, there is among management scholars a growing skepticism when it comes to the usefulness of the prevailing essential culture concept”. Alongside, workforce diversity has been increased; thus, managing diversity effectively has become significant in organizations (Werner & DeSimone, 2006). Another important issue, is that the lack of training in cross-cultural issues made organizations strive to evaluate how much training has been successfully conveyed to employees’ performance (Drewry & Stout, 2003). Further, addressing differences among people does not illustrate why or how conflicts arise; though, perceiving everyone as the same might be a step for conflict among people from different cultures (Worchel, 2005). However,

Worchel (2005, p.743) reported that, “large gaps in understanding intercultural conflict still exists. In order to bridge these gaps, social science needs to develop new paradigms for research and new perspectives to define the issues”. Furthermore, Hewapathirana and Pruetipibultham (2006) synthesized some factors to successful engagement in international companies, as follows:

- Skilled workforce;
- Developing global business surrounding;
- Encouraging foreign investments;
- Cooperation and flexibility when dealing with other countries; and
- Positive feedback from the customer about services or quality.

In contrast, they concluded that there are some other challenges, such as an unknowledgeable workforce about cultures and foreign markets, differences in theoretical models and practices, and different management styles. In conclusion, cross-cultural competencies as defined earlier are learning processes that enhance skills in dealing with cultural diversity in a workplace. The challenges of cross-cultural management and solutions to overcome obstacles are confronted by differences among people or cultural diversity. It was found that lack of training in cross-cultural issues has a great impact on organizations’ evaluation of the job performance. Thus, the author focused on cross-cultural issues in this study, to gain an insight and understanding of intercultural competence need of managers in international companies.

1.3.4 Studies Related to Cross-Cultural Competencies

Yaeger (2001) conducted a study to understand what are the factors which drive global OD consultants to success, and how they can overcome cross

cultural complexities such as, language barriers and gender issues. Park (2003 cited in You, 2004) found that there is an urgent need for HRD professionals with English fluency in Thailand and Southeast Asian region, and those professionals will assist in developing the local workers in their English skills or levels. Gibson (1998) urged on the significance of selecting interventions according to cultural variations, which might assist in driving an effective intervention. A large number of studies have demonstrated that cultural diversity in a workplace can foster a variety of perspectives and experiences to encourage or promote innovation and creativity, which lead to the desired outcome in organizations. Cox (1991 cited in Paek & Hong, 2005) identified how ethnic differences influenced cooperative and competitive behavior on group activities. They concluded that, workers from collectivist cultures have the tendency to be more cooperative, whereas, those from individualistic cultures were more competitive. Yoo (2000 cited in Paek & Hong, 2005) conducted a survey on twenty secretaries who were working with foreign supervisors. The results demonstrated that the Korean secretaries preferred to work with foreigners having efficient and systematic work procedures; even though all the interviewees expressed some sort of cultural differences in their workplace, the majority accepted their situation as a chance to learn and understand other cultures (Bohlander & Snell, 2004; Boone & Kurtz, 2003). Ivancevich and Matteson (1999 cited in Huang, 2005) noted that Microsoft of Redmon, Washington believes that people from different backgrounds and different talents add to the effectiveness of the organization; hence, it produces products suitable to all types of consumers because a diverse organization would better be able to market to a diverse world.

In addition, Hofstede (1993 cited in Huang, 2005) conducted a survey of cultural differences among managers in fifty-three countries and developed five dimensions to ensure that we fully understand problems of managing in the diverse culture. These cultural dimensions consist of: MF= masculinity-

femininity; IC= individualism- collectivism; UA= uncertainty avoidance; PD = power distance. His research showed that various “national” cultures of the world score differently on these dimensions. However, a new framework arises of OUI (Openness, Uncertainty avoidance, Individuality) model was emerged by Moon (2004) as a response to Hofstede’s model. Therefore, instead of ‘Power Distance’ and ‘Masculinity’ in Hofstede’s model, Moon combined those into ‘Openness’ dimension. Briefly, the author can conclude that OUI model by Moon, showed the start of autonomous efforts of regional experts to measure and understand the cultural competitiveness, as well as complementing Hofstede’s model. Ultimately, most of the reviewed literatures suggested that consultants/OD practitioners should bear in mind cultural differences and construct the relevant interventions, frameworks, and models accordingly.

1.4 Conclusion

In conclusion, it was apparent that specifically intercultural teams are very essential for successful global organizations because they bring various experiences, but also the effective communication and trust were critical points in teamwork. However, it is found that it is crucial to urge all HRD professionals and experts, who have experience in working across cultures, to provide aids for those who cannot recognize cultures’ differences. It was crystal clear that these professionals should keep on developing the required knowledge, competencies, and positive mindsets; since HRD had a significant role in the Asian region to obtain a strong economy. Thus, the author can conclude that culture remains a hot topic in management circles. Also, researchers emphasized the significance of leaders’ development, and advancement to keep their organizations healthy. Hence, they urged that leaders must commit to valuing diversity and providing equal opportunities for everyone to prevent lots of barriers. One major point is

that diversity is an important topic in today's world, and leaders can play a very significant role to establish change in organizations to keep their successes. Another important issue involves leaders' level of awareness of the impact of cultures, and how diversity can help organizations develop employees' potential. Further, it is found that leaders should first develop their personal characteristics to be able to manage and support diversity to benefit from diversity as it is desired. Undoubtedly, leaders in the twenty-first century have several challenges, most important of which is to succeed in making their organizations as integrated or cohesive communities, where all people commit and undertake certain and common purposes to achieve a sustainable development. Finally, this review of literature can contribute to enrich HRD research and to help HRD researchers explore cross cultural aspects through theoretical diagnosis and scientific contributions. In chapter two, the author will describe the methods used to collect, analyze, and organize the comprehension provided in this book.