THE CAUSAL RELATIONSHIPS BETWEEN CULTURAL INTELLIGENCE AND GLOBAL MINDSET AMONG HR PRACTITIONERS IN THAILAND

Rundee Eiadkaew

A Dissertation Submitted in Partial
Fulfillment of the Requirements for the Degree of
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ABSTRACT

Title of Dissertation	The Causal Relationships between Cultural Intelligence and Global Mindset among HR Practitioners in Thailand
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This research mainly explored the causal relationships between two constructs; cultural Intelligence (CQ) and global Mindset (GM) that are important for individual and organization success in this globalized era. Besides the causal relationships between the two constructs which is the first research question, the second research questions was; "what is the CQ level of HR practitioners in Thailand?", and the third research question was "how do age and gender influence the CQ level among HR practitioners in Thailand?".

The research was conducted among 598 HR practitioners in Thailand who worked in the organizations that were the members of the Personnel Management Association of Thailand (PMAT), by employing the quantitative method; survey questionnaires to collect data. The two measurements, cultural intelligence scale (CQS) for the CQ and global mindset scale for the GM, were applied. Construct validity was confirmed by exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). Reliability test by Cronbach alpha was applied and showed a Cronbach alpha of CQ at the level of $\alpha = .940$ and GM at the level of $\alpha = .969$.

In order to answer the first research question, the causal relationships between CQ and GM were analyzed by structural equation modeling (SEM) using LISREL program and found that there was a causal relationship between CQ and GM of the HR practitioners in Thailand. CQ had a positive direct effect on GM with a path

coefficient of 0.35, on the other hand, GM had a positive direct effect on CQ at 0.51. Squared multiple correlation for the structural equations (R^2) revealed that CQ explained approximately 39 percent of the variation in GM while GM explained approximately 48 percent of the variation in CQ.

In order to answer the second research question concerning the CQ level of HR practitioners in Thailand, the descriptive statistics run using the SPSS program was applied. The means of each dimension of CQ and total CQ were analyzed to reveal the level of the CQ of the HR practitioners. The result of the second research question revealed that the Thai HR practitioners' CQ level was moderate to fairly high, by comparing the mean of each CQ dimension with the highest rank of the Likert scale at 7 points. Overall, the means of CQ of HR practitioners in Thailand in this research was 4.972.

For the third research question concerning how age and gender influence the CQ level among HR practitioners in Thailand, this research question was separated into two parts. The first part was the influence between age and CQ, and the second part was the influence between gender and CQ. One-way ANOVA was utilized for age and CQ relationship analysis, while a t -test was applied to investigate whether the difference in gender had an effect on CQ. The finding revealed that age has influence only on metacognitive CQ, but gender does not have any influence on any dimension of CQ. Discussion, practical implication, limitation as well as recommendation for the future research are also presented in this paper.

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Rundee Eiadkaew

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CHAPTER 1

INTRODUCTION

"HR, are you ready for the AEC?" This was the question raised by the Personnel Management Association of Thailand in People magazine in 2011. Finally, after a long period of 48 years since the four founder members—Indonesia, Malaysia, the Philippines, Singapore and Thailand—initially agreed for the AEC establishment, the ASEAN Economic Community (AEC) came formally into being on Dec 31, 2015. The AEC is an economic community comprised of ten member countries of ASEAN (the Association of Southeast Asian Nations): Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Singapore, Thailand, the Philippines, and Vietnam (ASEAN Secretariat, 2011, p. viii). Integration of the AEC, as one market and one production base, is for the end goal of the economic interest among its member countries (ASEAN Secretariat, 2008). Are the human resource practitioners in Thailand ready for this change and challenge?

The AEC has been working on a mutual recognition arrangement (MRAs) to support the skilled human resource movement across borders among its member countries in order to enhance greater mobility of the skilled workers in ASEAN. Due to these MRAs, eight groups of professionals—accountants, architects, dentists, engineers, medical doctors, nurses, surveyors, and the latest one, tourism professionals—will be allowed to move across borders and freely flow among the ten countries of the AEC for their careers (ASEAN Secretariat, 2011). Cultural diversity will become more crucial in organizations, caused by the free flow of personnel from the different cultures aforementioned.

The free flow of these eight professions and the cultural diversity in organizations will affect human resource functions and policies (e.g., HR strategies, HR service, compensation and benefits, employee relations, learning and development, career development, and succession management). Human resource (HR) practitioners

in Thailand will face new challenge regarding this upcoming cultural diversity and globalization (Sutummanon, 2011).

Research conducted by Chiraprapha Akaraborworn (2011) concerning HR trends in Thailand in 2010-2011 revealed that the majority of the workforce diversity studied in Thailand concerned mainly generational diversity (e.g., baby boomers, generation Y, generation X), while Daft's (2008) study suggested that diversity included 14 dimensions in the workplace setting (e.g., age, race, ethnicity, gender, physical abilities/ qualities, sexual/affection orientation, work background, income, marital status, military experience, religious beliefs, geographic location, parental status, and education).

The ability to adjust effectively to a new culture, called by Earley and Ang (2003, p. 9) "cultural intelligence (CQ)," is an important construct that supports achievement regarding working in culturally diverse settings (Ang, Van Dyne, Koh, Ng, Templer, Tay, and Chandrasekar, 2007). "Global mindset" (GM) is another essential "ability to scan the world from a broad perspective" for achievement (Rhinesmith (1995, p. 24). These two competencies will be increasingly important in the age of the AEC and is very interesting to be studied.

In congruence with Daft's workforce diversity (2008), there is an interesting point regarding gender of HR practitioners in Thailand. By counting from the 2011 annual report of the PMAT, the representatives of each organization appointed to coordinate with PMAT, as its members, were almost sixty percent females, while about forty percent were males. This finding reflects some interesting points to further study the role of gender in Thai HR practitioners' cultural intelligence, especially regarding a mixture of diverse team members for the upcoming diversity of the AEC.

Together with cultural diversity, CQ or the ability to adjust effectively to a new culture will become more crucial in terms of being aware of the harmonizing of a workforce that comes from various cultures (Earley & Ang, 2003; Earley & Mosakowski, 2004; Earley & Peterson, 2004). Ang and her associates have pointed out that CQ is an important construct that supports achievement regarding working in culturally diverse settings (Ang et al., 2007). Furthermore, many researchers have agreed that CQ is one of the most essential construct in creating successful adaptation, team achievement, and negotiation achievement in multi-cultural organizations (Earley

& Mosakowski, 2004; Earley & Peterson, 2004; Bhaskar-Shrinivas, Harrison, Shaffer, & Luk, 2005; Brislin, Worthley, & Macnab, 2006; Janssens & Brett, 2006; Ng & Earley, 2006; Shaffer, Harrison, Gregersen, Black, & Ferzandi, 2006; Triandis, 2006; Gelfand, Imai, & Fehr, 2008; Van Dyne & Ang, 2009; Imai & Gelfand, 2010).

As Thailand is one of the leading countries among the ten AEC members (ASEAN Secretariat, 2011), Thais need to be well prepared for the start of the AEC and the increasing cultural diversity caused by the free flow of skilled labor mentioned above. The AEC, including Thailand, has been attractive for investment by ASEAN and foreign corporations worldwide. Investors had been looking forward to the AEC even before its real existing in Dec 2015. They realize and expect to utilize the benefits gained from the economic integration of ASEAN to improve their competitiveness and strengthen their regional production networks (AIR, 2013-2014).

Moreover, FDI developments in ASEAN essentially increased in 2013 with inflows exceeding $122 billion. The inward FDI stock rapidly rose to $1.6 trillion (AIR, 2013-2014). Besides the rapid increase of FDI developments in ASEAN, merger and acquisition (M&A) sales in ASEAN increased about 75%, from 23 billion to 40.3 billion in 2013, and about 63.3% from the average of four years of sales in 2009-2012, from 24.5 billion to 40 billion, revealed in figure 1.1. Figure 1.1 reveals the increasing M&A sales among AEC member countries in 2013. Singapore ($14.9 billion) is the first rank, followed by Thailand ($12.5 billion) and Malaysia ($5.7 billion) respectively. The figure also reveals that more than 80% of the M&A sales among AEC countries were accounted by these three mentioned countries: Singapore, Thailand and Malaysia. For Thailand, one of key factors that drive Thai companies to regionalize is the emergence of the AEC (AIR, 2013-2014).

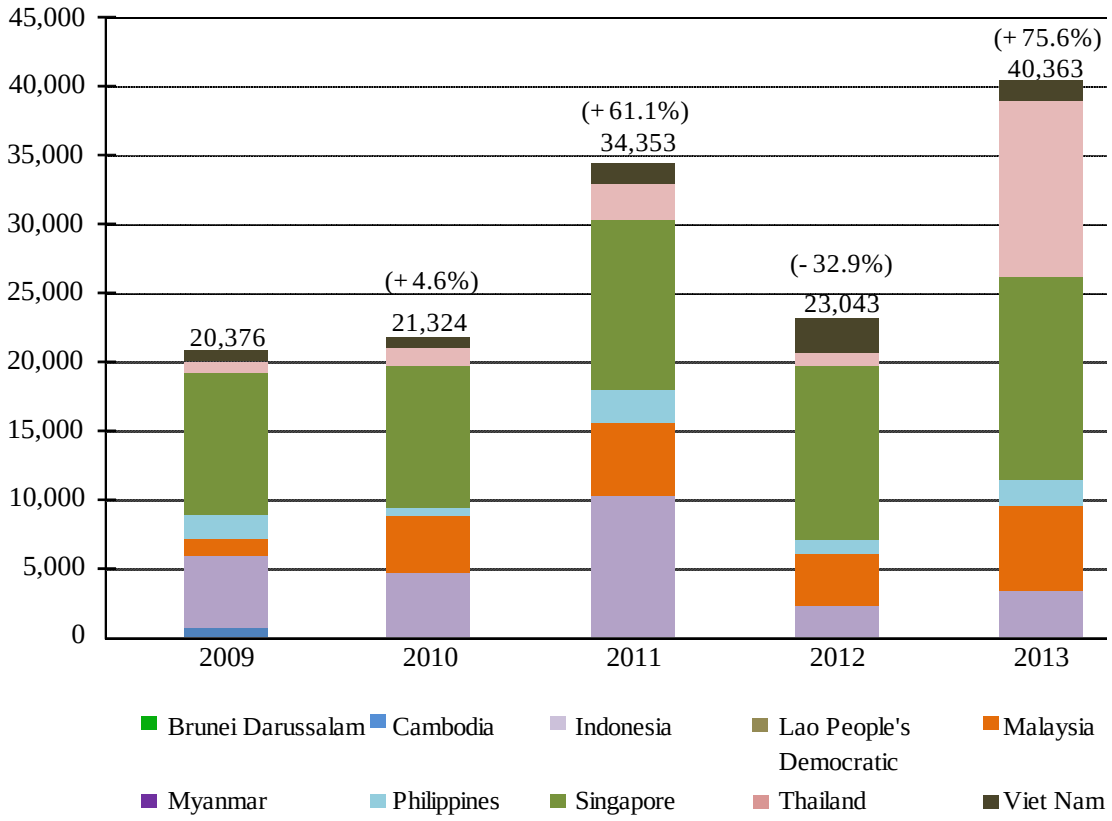

Figure 1.1 Merger and Acquisition (M&A) sales in ASEAN in 2013 (Millions of Dollars)

Source: Adapted from AIR, 2013-2014, p. 25.

In addition, Thailand was seen as a growing source of intraregional investment in 2013. Table 1.1 reveals that Thai companies are increasingly using the M&A channel to internationalize and regionalize in ASEAN.

Table 1.1 Thai Companies: ASEAN Players of Merger and Acquisition Sales (Millions of Dollars; Percent)

Thai M&A in the world and ASAEN	2009	2010	2011	2012	2013	Increase 2012 to 2013 (%)
Thai M&A purchases in the world (millions of dollars)	1027	3272	6655	10468	22868	118.5
M&A acquisitions by Thai companies in ASAEN (millions of dollars)	154	595	972	4745	13312	180.5
Percentage of Thai M&A purchases in ASEAN (%)	15.0	18.2	14.6	45.3	58.2	-

Source: Adapted from AIR, 2014, p. 25.

As shown in figure 1.2 below, the developing-country host regions in South-East Asia and Asia have been ranked by transnational corporations (TNCs) as highly attractive destinations. It was stated in the World Investment Prospects Survey 2014-2016 by United Nations Conference on Trade and Development (2014) concerning the FDI trends that developing Asia attracts the highest interest from investors; in particular, South-East Asia has been mentioned by 77 per cent of respondents as a possible destination of FDI in the next years, followed by 56 per cent of East Asia, as shown in figure 1.2 (UNCTAD, 2014).

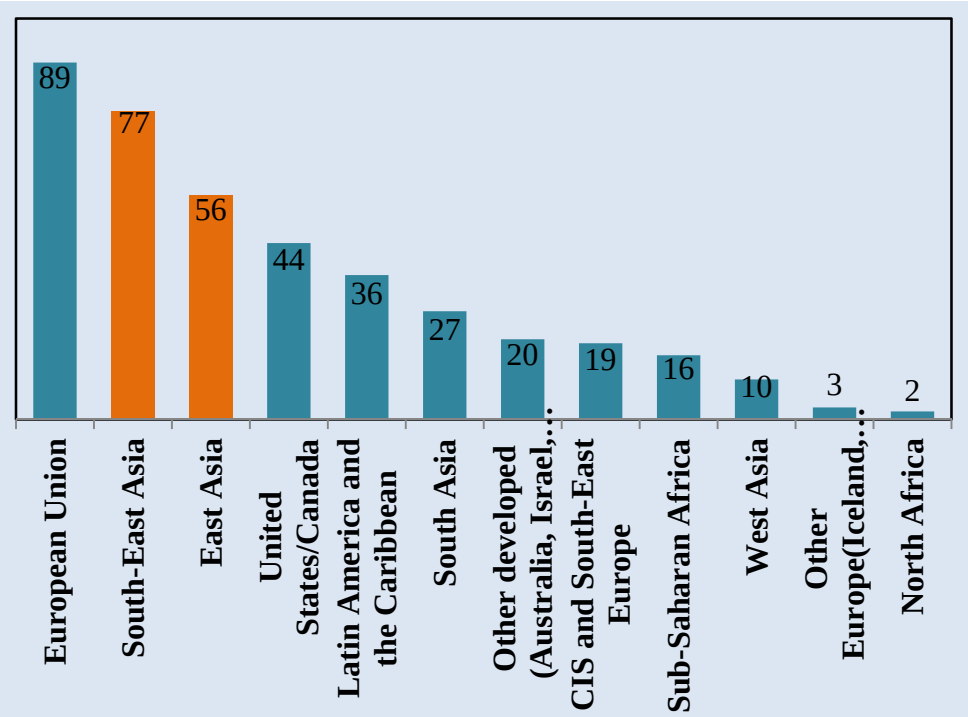

Figure 1.2 Developing Asia Attracts the Most: Importance of Host Regions to TNCs
Source: Adapted from UNCTAD, 2014, p. 13.

According to all information above, human resource functions will become more crucial in organizations in supporting various business objectives that require higher qualification employees with suitable competency. HR practitioners need to be aware of and prepared for this impact of cultural diversity, cultural intelligence and global mindset in order to handle the essential coming diversity (Stening, 2006). Awareness and understanding of the importance of cultural diversity, cultural intelligence, and the global mindset will be crucial to support Thailand's role as one of the leaders in this region.

Moreover, as already mentioned above concerning the HR practitioners' gender in order to utilize both males and females in the AEC era, study about gender and CQ is an interesting topic for research. Besides gender, age is also very interesting factor to study as Thailand is becoming an aging society now (United Nations. Department of Economic and Social Affairs. Population Division 2013; Obi, Auffret & Iwasaki, 2013).

1.1 Purpose of the Study

There are four purpose of this study. First, the main purpose is to investigate the relationship between CQ level and the global mindset (GM) level among HR practitioners in Thailand. The second purpose is to examine how the cultural intelligence scale (CQS) reveals the level of cultural intelligence among the Thai HR practitioners. Besides the first two purposes, the influence of age on CQ is the third purpose, and the influence of gender on CQ is the fourth.

In order to discover the relationship between GM and CQ level of Thai HR practitioners, as well as the level of CQ among Thai HR practitioners, is essential for Thai organizations, especially in response to the context of the AEC. Moreover, to study the influence of age and gender on the CQ level of Thai HR practitioners is also very interesting in term of understanding the relation of gender and CQ, as well as age and CQ which might be very benefitial for a country becoming an aging society like Thailand (United Nations, 2013).

1.2 Research Questions

The following are the research questions of this study:

1) Is there a causal relationship between the global mindset level and CQ level of HR practitioners in Thailand? If there is, what is the relationship?

2) What is the CQ level of HR practitioners in Thailand?

3) How do age and gender influence the CQ level among HR practitioners in Thailand?

1.3 Statement of the Problem

In Thailand, studies of multiple facets of intelligence (Gardner, 1999), e.g., intelligence quotient (IQ) and emotional quotient (EQ), generally can be found. However, research studies about CQ and other related constructs, such as global mindset, can hardly be seen in Thailand. Many researchers have found that both CQ and GM are important competencies among leaders in the globalization world

(Murtha, Lenway, & Bagozzi, 1998; Arora, Jaju, Kefalas, & Perenich, 2004; Early, Murnieks, & Mosakowski, 2007; Ransom, 2007). Therefore, I aim to examine the CQ level and to investigate the relationship between CQ level and the GM level among the Thai human resource practitioners in order to fill this gap as HR practitioners are the key persons that handle and lead the development of all human resources in organizations.

1.4 Significance of the Research

Essentially, this study will contribute to human resource and organization development (HROD) in Thailand in five fundamental ways. First, through better understanding of CQ, GM, the relationship between them, as well as influence of age and gender on CQ, suitable training and development or interventions will be better prepared. Second, this study can possibly guide academics and practitioners in the development of Thai human resource competencies for a more diverse society in the near future. Third, the importance of CQ and GM raised by this study can guide academics and practitioners in preparation for the free flow of skilled labors according to AEC agreements. Fourth, a modified and validated scale can be a useful tool for CQ and GM assessment in the Thai context in the future. Finally, this study can assist executives in improving their organizational policies regarding HR roles through a better understanding of CQ and GM.

1.5 Definition of Key Terms

The following definitions provide an idea of the scope of the phenomena being studied.

1.5.1 Culture

Culture is “the patterned ways in which people think, feel, and react to various situations and actions, and that are acquired and shared among people through the use of symbols and artifacts” (Early, Ang, &Tan, 2006, p. 20).

1.5.2 Cultural Diversity

Cultural diversity is “the variation of social and cultural identities among people existing together in a defined employment or market setting” (Cox, 2001, p. 3).

1.5.3 Cultural Intelligence (CQ)

Cultural intelligence (CQ) is defined as an individual’s ability to function effectively in situations of various cultures or a person’s ability to adapt effectively to different cultural environments (Earley & Ang, 2003). It is an extension of Gardner's (1983, 1999) multiple facets of intelligence (Ang & Van Dyne, 2008). CQ comprises four important factors as explained in the following (Van Dyne, Ang, & Koh, 2009, p. 18-19):

1) Meta-cognitive CQ is defined as “an individual’s capability for consciousness during intercultural interaction”.

2) Cognitive component of CQ: relates to “an individual’s knowledge of specific norms, practices, and conventions in new cultural settings”.

3) Motivational CQ is defined as “a person’s capability to direct attention and energy toward learning and functioning in intercultural situation”.

4) Behavioral CQ is conceptualized as “the individual’s capability to exhibit appropriate verbal and nonverbal actions when interacting with people from different cultural background”.

1.5.4 Global Mindset (GM)

GM is a way of approaching the world and “the ability to scanning the world from a broad perspective” (Rhinesmith, 1995, p. 24). It is “the cognitive ability that helps individuals figure out how to best understand and influence individuals, groups, and organizations from diverse socio/cultural systems” (Clapp-Smith, Luthans, & Avolio, 2007, p. 110). Murtha et al. (1998, p. 97) stated that GM at the individual level is the “cognitive processes that balance competing country, business, and functional concerns”.

1.5.5 HR Practitioners

The human resource practitioner or HR practitioner is a performer or specialist in the field of human resources (HR) that has the responsibility/duties to handle the function of HRD, HRM and/ or HR info systems in organizations as a career (McLagan, 1989).

1.6 The Author's Background Related to This Topic

It is essential for the author to reveal the history, family background, and important experience in work and motivation that may have an impact on the research. Following is a brief discussion of my background related to this topic.

I was born in Thailand, in the southern province of Nakornsrithammaraj. I am ethnically Thai on both sides of the family. My father is a soldier and my mother is an owner of a small business. I grew up in a family with three children. I am the eldest daughter.

Beginning when I was young, I liked reading and had an opportunity to read Abraham Lincoln's story of success, and that made me have a high internal drive to be a successful person and to see the wide world. This motive drove me to try my best to learn to speak English. I made the decision to study English by long distance studying. Books and the cassettes were sent to me every month from Bangkok, from an English language school. I followed the instructions in the books and cassettes and practice English by myself. It was one of the best things that I have done for my life. Therefore, having an interest in the English language and the desire to see the wide world made me start thinking about working in an international organization in Bangkok, using English, having some interaction with native-speakers, and having an opportunity to understand more about other cultures and the world.

After my high school, I continued my study at Prince of Songkla University in Hadyai, Songkla province in the south of Thailand. Then, after graduating with a bachelor degree with second-class honors in personnel management, I made the decision to look for a job in Bangkok. Thus far I have had 30 years of experience in the HR practitioner field. During this time, I have worked at nine companies: Thai, U.S. American, and Japanese.

I have seen differences in the culture and working styles of people from different nations and races. For example, Americans who do not focus much on seniority but mainly focus on ability and performance, while Japanese respect seniority and long term employment. When people from different cultures work together, cultural clashes often happen and things go from small problems to bigger problems because of misunderstandings caused by different backgrounds of culture. Many times I have seen a highly capable person facing problems and giving up because of an incorrect interpretation concerning the different cultures.

I personally like travelling, and even though I do not have much time or money, I have had an opportunity to travel to twelve countries as a tourist: to Australia, Singapore, Malaysia, Indonesia, Korea, Switzerland, Vietnam, Myanmar, China, Austria, Egypt and Turkey. Additionally, I also was sent for one month training to the Philippines when I was about 25. I think these experiences helped me to understand the world and created my motivation to see and learn more, as well as opened me up to different cultures and traditions.

As I finished my master degree in Public Administration at NIDA, I made the decision to continue studying for a doctoral degree at NIDA. I knew that the School of HRD had just opened for the first batch of Ph. D. students in the International Program in Human Resource and Organization Development. I have planned to work as a lecturer or as a consultant after Ph.D. graduation.

Working at nine companies with different cultures and having had some opportunity to travel have made me very interested in culture diversity and other people living in the world, and after first hearing the phrase “cultural intelligence” from Assistant Professor Dr. Oranuch Pruetipibultham, who is my advisor now, together with some reading about cultural intelligence, I felt very interested in this topic.

1.7 Summary

This study mainly focuses on CQ and GM that are critical constructs in this era of globalization. According to the AEC that just came formally into being at the end of 2015, cultural diversity and globalization among the AEC members will be increasingly critical more and more after 2015.

As in Thailand the research on CQ and GM can hardly be found, this research aims to fill this gap and contribute to human resource and organization development (HROD) in Thailand. The main purpose of this study is to investigate the relationship between CQ level and GM level among HR practitioners in Thailand, as well as to explore the CQ level of HR practitioners. Besides the relationship with GM, this study aims to investigate the influence of age and gender on CQ as well. The five significance of this research, definition of key terms, as well as the author's background related to this topic have been explained in this chapter.

CHAPTER 2

REVIEW OF LITERATURE

Literature review is an essential part of the research process as good judgments and evaluations of each piece of work are required, and valuable findings and ideas from the review are organized. In order to measure the CQ level of Thai HR practitioners and investigate the relationship between GM level and CQ level among HR practitioners in Thailand, the related body of literature is reviewed. This chapter begins by highlighting the content of culture and cultural diversity. As the main focus of this research is the relationship between CQ and GM of HR practitioners in Thailand, the literature regarding CQ, GM, and the relationship between CQ and GM are reviewed. Then, literature concerning Thailand, human resources issues and trends, the HR community in Thailand, as well as HR practitioners and CQ are examined. Age, gender, and their relations with CQ are also reviewed in this chapter. Finally, the conceptual framework of the research and three hypotheses according to the reviewed literature are presented.

2.1 Culture and Cultural Diversity

To understand what culture is and its dimensions, then, understanding cultural diversity in order to connect to CQ is essential as follows:

2.1.1 Culture and Cultural Dimensions

It is important to define what culture is in order to explore the impact of culture on the workplace setting, particularly in the globalized and AEC context. Culture has been explained by anthropologists and other behavioral scientists as the full range of learned human behavior patterns. Kluckhohn and Kelly (1945, p. 78) described culture as "all those historically created designs for living, explicit and implicit, rational,

irrational, and non rational,which exist at any given time as potential guides for the behavior of men." One of the very interesting definitions of culture that I would like to mention here is offered by Early et al. (2006, p. 20), who have discussed the important role of CQ and have described culture as "the patterned ways in which people think, feel, and react to various situations and actions, and that are acquired and shared among people through the use of symbols and artifacts."

One of the most interesting frameworks on culture is the one proposed by Hofstede (1993). Hofstede is one of the most famous researchers on the national cultures and organizational cultures. Hofstede (1993); G. Hofstede, G. J. Hofstede, and Minkov (2010) concluded their research with the famous framework of six dimensions of culture. This framework describes that national cultures are different and can be classified as six cultural dimensions. Hofstede's (1993) framework provides insights into other cultures and can support managers and leaders to have better understanding and aware of national culture differences when interacting with people from different countries. The six cultural dimensions (Hofstede, 1993, pp. 89-90) can be briefly explained as follows:

1) Power distance is the "degree of inequity among people which they consider as normal."

2) Collectivism versus individualism is "the degree to which people prefers to act as individuals rather than as members of their primary groups."

3) Masculinity and femininity is "the degree to which values like assertiveness, success and competition prevail over values like quality of life, maintaining warm personal relationships, service, care for the weak, and solidarity."

4) Uncertainty avoidance can be explained as "the degree to which people prefer structured over unstructured situations."

5) Long-term orientation which is "the degree to which people values "future" such as thrift and perseverance, as opposed to "present and past" as in respect for tradition and fulfilling the social obligations."

6) Indulgence and restraint, the sixth dimension, is related to "the gratification versus control of basic human desires related to enjoying Life" (Hofstede, 2011, p. 8).

Alternative value-based frameworks also exist. Seven cultural dimensions were proposed as an alternative set of values-based frameworks by Trompenaars and Hampden-Turner, (1997)–1) universalism/particularism, 2) collectivism/ individualism, 3) affective/neutral relationships, 4) specificity/diffuseness, 5) achievement/ascription, 6) orientation toward time, and 7) internal/external control.

Both Hofstede (1993, 2011) and Trompenaars and Hampden-Turner (1997) explained national level cultural differences through their initiated cultural dimensions. The cultural dimensions explained by Hofstede (1993, 2011) and Trompenaars and Hampden-Turner (1997) can be applied as basic knowledge required to understand the national cultural differences, which later will be explained in the CQ section, as the first attribute of CQ is the knowledge of culture.

There is an interesting research example that can be raised to provide a clear understanding of cultural dimensions and CQ. It was a study about the CQ of expatriate leaders based on the various cultural dimensions of the respondents from different nations: "A Qualitative Evaluation on the Role of Cultural Intelligence in Cross-Cultural Leadership Effectiveness" by Deng and Gibson (2008). This study aimed to investigate the roles of CQ in expatriates' leaders who come from different nations and different cultural dimensions, western national culture and Chinese national culture. Based upon the in-depth interviews of 32 managers from western national cultures and 19 local Chinese managers in Australian corporation located in Shanghai and Beijing, Deng and Gibson (2008) argued the following:

> Merely understanding cultural differences is far from achieving leadership effectiveness in cross-cultural social contexts. Hence, there is a challenge in seeking the best way to understand and implement the dimension approach to cross-cultural management, which also can be applied to the leadership domain. As a consequence, researchers (Earley & Ang, 2003; Peterson, 2004; Thomas & Inkson, 2004) have begun to present a new perspective in effectively managing cross-cultural differences: the perspective of CQ (p. 183).

Deng and Gibson (2008) also stated that their research finding supported their assumption at the beginning of the research, that "an understanding of cultural

differences and cultural dimensions in a general sense is not enough on its own to achieve expatriate leadership effectiveness" (p. 193). Deng and Gibson continued to explain:

> As stated by Earley et al. (2006), culture and country are somehow not necessarily identical. Many subcultures may exist within an overarching culture in one single country. Furthermore, people within the same subculture do not necessarily see the world in the same way (p. 193).

As a conclusion, cultural dimensions are frameworks to describe the differences between national cultures that are important for understanding cultural diversity. Awareness and understanding of these cultural matters can enable individuals to perform well in culturally diverse situations happening more and more worldwide. However, only having knowledge and understanding of cultural dimensions is not enough in this complex era of cultural diversity.

2.1.2 Cultural Diversity

According to the meaning of culture discussed above, cultural diversity normally happens when people from different cultures have interactions. In 2001, Taylor Cox, a remarkable scholar in diversity theory, explained his definition of cultural diversity as "the variation of social and cultural identities among people existing together in a defined employment or market setting" (Cox, 2001, p. 3).

In the book "New Era of Management", written by Richard L. Daft in 2008, he presented14 dimensions of workforce diversity comprised of the following: 1) the primary dimensions which are age, gender, sexual orientation, race, ethnicity, and physical ability; and 2) the secondary dimensions which are education, religious beliefs, military experience, geographic location, income, work background, parental status, and marital status (Daft, 2008). Cultural diversity can be considered as the mixture of some of these 14 dimensions based on Daft's (2008) study.

Today's world economy has been critically influenced by the increasing globalization, and the cross-cultural business operations are also increasingly important more and more. Diversity of workforce in business organizations are existing here and

there worldwide (Daft, 2008). Ang et al. (2006) mentioned that individuals in this globalization era always have to relate and interact with people from various countries, cultures and backgrounds. Individuals and organizations that concerns with people from different cultures always have difficulty in working.

Based on the existing ASEAN Economic Community (AEC) which is the economic integration among the ten countries—Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Singapore, Thailand, the Philippines, and Vietnam—since December 2015, the mixture of people from the ten countries of the ASEAN Community has been an important source of cultural diversity for the AEC members, including Thailand. The workplace is becoming more culturally diverse. The consequences of an increasing diversification of groups in organizations are critical to study, especially in terms of how the mixture of cultures impacts employee well-being, and the productivity of team members and organizational performance.

This diversity and globalization are the reasons why Earley (2002) conceptualized a multifactor concept of CQ. According to the cultural diversity explained above, organizations are facing a need to have managers “who quickly adjust to multiple cultures and work well in multinational teams” (Early & Peterson, 2004, p. 100). Culture, cultural diversity, and cultural intelligence are among the most interesting challenges for ASEAN organizations in the AEC age, just as for other organizations around the world. Cultural diversity is the main reason that an impressive body of research has been conducted on cultural intelligence.

2.2 Cultural Intelligence (CQ)

CQ was first introduced in 2002 by P. Christopher Earley (Earley, 2002). Even though the term CQ has been focused recently by scholars after its introduction in 2002, its prototype has been discussed for several decades. CQ is developed based on Gardner's (1983, 1999) multiple facets of intelligence (Ang & Van Dyne, 2008, p. 16). Some researchers have used the phrase "real world" intelligence, which includes some interesting intelligence, i.e., social intelligence (Thorndike, 1920, p. 228), and emotional intelligence (Salovey & Mayer, 1990, p. 189). These forms of intelligence are recent

intelligence conceptualizations that are relevant for understanding CQ (Ang & Van Dyne, 2008).

2.2.1 Theoretical Underpinning of CQ

In the present era of globalization and diversity, CQ is an increasingly important construct (Earley & Ang 2003). It is anchored in Sternberg and Detterman's contemporary theories of intelligence or multidimensional model of intelligence (Sternberg & Detterman 1986). These authors proposed that intelligence is an integrative framework of mental intelligence which comprises metacognitive and cognitive capabilities, motivational intelligence, and behavioral intelligence. Similarly, the multidimensional components of CQ also comprise four dimensions—metacognitive, cognitive, motivational, and behavioral CQ (Earley & Ang, 2003; Ang & Van Dyne, 2008).

Sternberg (2003), in his "Contemporary theories of intelligence," reviewed the classical and contemporary theories of intelligence and stated that the theory of multiple intelligences by Gardner (1993, 1999) is one of the contemporary theories of intelligence, among other intelligences in the group of systems theory, e.g. successful intelligence and emotional intelligence (Sternberg, 2003). Ang and Van Dyne (2008) also explained that CQ has its root idea in the intelligence quotient (IQ) and emotional intelligence (EQ) as it is built on these earlier concepts of intelligence: IQ and EQ (Ang & Van Dyne 2008).

Thus, Howard Gardner's theory of multiple intelligences and some important contemporary intelligence theories were explained as the theoretical underpinning and related theories of CQ.

2.2.1.1 The Theory of Multiple intelligences

Gardner (1983) published his important book "Frame of Mind," which introduces the theory of multiple intelligences. At that time this theory challenged educators and professionals to adopt new approach toward intelligence, as most theories about intelligence at that time proposed that humans have a general capacity for logical reasoning. Gardner (1983) challenged the traditional notion of IQ and questioned the idea of using IQ and other similar assessment instruments to measure

intelligence. He stated that individuals needed to have different skills and abilities in order to perform different roles in different cultures.

Gardner (1999) argued that the “theory of multiple intelligences suggested that learners possess unique abilities and gifts across a spectrum of intelligences that can be mobilized at home, at work, or on the street” (Gardner, 1999, p. 4). At least seven types of intelligences, that are human capacities and abilities, exist for human daily life. The seven intelligences as defined by Gardner (1999) can be briefly explained as follows:

1) Linguistic intelligence concerns sensitiveness to sound, the meaning of words, and the function of language.

2) Logical/mathematical intelligence concerns the ability to discern logical or numerical patterns and symbols and handling long chains of reasoning.

3) Spatial/visual intelligence concerns the capability to accurately perceive the visual-spatial world and to make transformations based on perceptions.

4) Bodily/kinesthetic intelligence concerns the ability to control body movements and to handle objects skillfully.

5) Musical intelligence concerns the ability to produce and appreciate rhythm, pitch, and various forms of musical expression.

6) Interpersonal intelligence concerns the sensitiveness and responsiveness to the moods, temperaments, motivations, and desires of others.

7) Intrapersonal intelligence is the ability to perceive and make distinctions regarding the intentions, motivations, and feelings of others. This includes being sensitive to voice inflections, facial expressions, and body language.

In conclusion, Gardner (1983, 1993, 1999) argued that there are several kinds of human abilities which may not necessarily correlate together. However, the abilities almost never operate completely independently. Finally, Gardner concluded that intelligence is built on social and cultural concepts (Gardner, 1999).

To understand clearly the background of CQ, besides the multiple theories of intelligence, some close relative intelligences are described in the next section.

2.2.1.2 The Intelligences Closest to CQ

According to Ang and Van Dyne (2008), the two closest intelligences to CQ are social intelligence and emotional intelligence. Thus, 1) social intelligence, 2) emotional intelligence, and 3) the relations of these two intelligences and CQ are explained below.

1) Social intelligence (SI)

While Gardner (1983, 1993, 1999) argued for his multiple intelligence theory, scholars found that IQ is not the most important factor in human life for success (Goleman, 1997).Thus, they began to investigate other factors and intelligences that can explain life success besides IQ (Goleman, 1997).

Social intelligence has emerged and was introduced in the 1920's by Thorndike (1920). Thorndike (1920) defined social intelligence as "the ability to understand and manage men and women, boys and girls—to act wisely in human relations" (p. 228). Salovey and Mayer (1990, p. 187) defined social intelligence as "the ability to perceive one's own and others' internal states, motives, and behaviors, and to act toward them optimally on the basis of that information."

Thorndike considered SI as the ability to accomplish tasks concerning interpersonal relations (Thorndike, 1920). Marlowe (1986) described social intelligence as "the ability to understand the feelings, thoughts, and behaviors of persons including oneself, in inter-personal situations and to act appropriately upon That understanding" (Marlowe, 1986, p. 52). Salovey and Mayer (1990, p. 187) defined social intelligence as "the ability to perceive one's own and others' internal states, motives, and behaviors, and to act toward them optimally on the basis of that information." Silvera, Martinussen, and Dahl (2001) argued that SI is comprised three components, i.e., social information processing, social skills, and social awareness. Sternberg and Grigorenko (2006) believed that when comparing the cognitive facet of intelligence and SI, SI may have the same or even more importance than the cognitive facet of intelligence.

According to Gardner (1999), SI is similar to his two personal intelligences, interpersonal and intrapersonal intelligences. He said that these intelligences explain knowledge about oneself and others. Gardner saw that

interpersonal and intrapersonal intelligences are two constructs that are closely linked, similar to SI, and that can lead to success in life (Gardner, 1999).

Gardner's (1999) explanation revealed that the key components of social intelligence include both interpersonal and intrapersonal aspects (Gardner, 1993) that are critical facets of emotional intelligence (Goleman, 1997) and cultural intelligence (Ang & Van Dyne, 2008). To support this argument, Crowne (2009) also stated in her research that emotional intelligence and cultural intelligence are a subset of social intelligence.

2) Emotional Intelligence

Emotional intelligence (EQ or EI) is a construct created by Peter Salavoy and John Mayer in 1990 (Salovey & Mayer, 1990; Ciarrochi et al., 2000; Brackett & Mayer, 2003), and popularized by Denial Goleman in 1995 (Goleman, 1997). Since that time Goleman's 1995 theory of emotional intelligence has been criticized within the scientific community. EQ became more popular in both academic and non-academic society and the research broadened (Mayer, 2001). Gardner's research on multiple intelligences was said to be a facet of the foundation for EQ (Mayer 2001). Many have stated that both EQ and CQ are grounded in multiple intelligence theory (Salovey & Mayer, 1990; Wong & Law 2002; Earley & Ang, 2003; Ang, Van Dyne, Koh, & Ng, 2004; Alon & Higgins, 2005). As the originator of the construct, Mayer and Salovey (1997) defined emotional intelligence in the following way:

> Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (p. 10).

Goleman, who made the term popular, defined EQ as "being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope" (Goleman 1997, p. 34).

EQ refers to an individuals' ability to understand and control their emotions, to motivate and understand emotions in others, and to manage relationships with others (Salovey & Mayer, 1990; Goleman, 1995). Ward, Fischer, Lam and Hall (2009) strongly criticized and questioned whether EQ and CQ were clear separated as two kind of intelligences (Ward et al., 2009), while Crowne (2009) stated these two constructs are clearly distinct intelligences, and also subsets of social intelligence or SI.

3) Relation of CQ and Social and Emotional Intelligence

Ang and Van Dyne (2008, p. 291) explained the two kinds of intelligence, stating that "social intelligence and the emotional intelligence are the closest to CQ among other types of intelligences." Sternberg mentioned that "individuals considered intelligent in one culture may be considered as unintelligent in another culture" (Sternberg, 1984, p. 271). When we talk about individuals that have emotional intelligence and/or social intelligence, this can be described as the required abilities to function in their own culture. Therefore, SI and EQ are developed based up on the specific culture and limited to the culture in which they were developed (Thomas, 2006). CQ differs from these two intelligences in the way in which the two intelligences are based on the basic principle of interactions in the same cultural environment. In other words, CQ is "the ability to interact effectively with people from different cultures" (Earley & Ang, 2003, p. 9).

CQ is the necessary intelligence that are concerned with more sensitive and complex cognitive, motivational, and behavioral facets under varied culturally environments, while SI and EQ are less concerned with or related to one's cognition, motivation, and behavior in culturally-diverse situations (Earley & Ang, 2003). In homogeneous cultural situations, SI and EQ may be more suitable for making accurate judgments than CQ, as CQ is not critical in homogeneous cultural situations compared with social and emotional intelligence. CQ is the critical intelligence that is most valuable for individuals who are in different cultural situations of their own. In sum, CQ is most related to cultural diversity in relation to the other two closest intelligences, as aforementioned (Earley & Ang, 2003).

2.2.2 The Four-Factor Model of Cultural Intelligence: The Multidimensional Construct

Earley and Ang (2003), based on Stenberg and Detterman's model (1986), conceptualized CQ as a multidimensional construct with mental (metacognitive and cognitive), motivational, and behavioral components. Based on the framework first proposed by Earley and Ang (2003), the framework of CQ was continuously studied and developed by Ang and Van Dyne (2008). Finally, metacognitive CQ and cognitive CQ were separated clearly, and the parsimonious framework of CQ comprises four capabilities, which are metacognitive CQ, cognitive CQ, motivational CQ, and behavioral CQ (Ang & Van Dyne, 2008). This framework has been adopted in this study and is explained as follows.

Metacognitive CQ is the "mental processes that individuals use to acquire and understand cultural knowledge" (Ang and Van Dyne, 2008, p. 5). Metacognitive CQ can control their "thought processes" related to the cultural setting (Ang & Van Dyne, 2008, p. 5). It concerns the abilities include "planning, monitoring, and revising mental models of cultural norms of cultural norms for countries or groups of people" (Ang & Van Dyne, 2008, p. 5). Individuals with high metacognitive CQ are always consciously aware of others' cultural preferences, which might be different from theirs, before and during interactions with other people from different cultural settings (Ang & Van Dyne, 2008).

Ang and Van Dyne (2008, p. 5) explained that metacognitive CQ is "a critical component of CQ." They also provided three important reasons which are:

> First, it promotes active thinking about people and situations in different cultural settings; second, it triggers active challenges to rigid reliance on culturally bounded thinking and assumptions; and third, it drives individuals to adapt and revise their strategies so that they are more culturally appropriate and more likely to achieve desired outcomes in cross-cultural encounters (p. 5).

Livermore (2010, p. 25) in his book "Leading with Cultural Intelligence: The new secret to success," called metacognitive CQ the "CQ strategy."

Cognitive CQ is based on the individual's educational and personal experiences.

This kind of CQ is developed from “knowledge of norms, practices, and conventions in different cultures (Ang & Van Dyne, 2008, p. 5).” Knowledge of tradition, art, legal, ceremonies and social system of other cultures are this kind of CQ (Ang &Van Dyne, 2008). Ang and Van Dyne (2008, p. 6) explained that cognitive CQ “is a critical component of CQ, because knowledge of culture influences people’s thoughts and behaviors.” Livermore (2010, p. 25) called cognitive CQ “CQ knowledge.”

Motivational CQ is a critical component that “reflects the capability to direct attention and energy toward learning about and functioning in situations characterized by cultural differences” (Ang & Van Dyne, 2008, p. 6). They also explained that motivational CQ is “a source of drive” for the individuals in culturally-diverse situations (Ang & Van Dyne, 2008, p. 6). Livermore (2010, p. 25) called motivational the “CQ drive.”

Behavioral CQ: Ang and Van Dyne (2008) explained that this dimension of CQ concerning with “appropriate verbal and non-verbal actions when interacting with people from different cultures” (Ang & Van Dyne, 2008, pp. 6-7). It refers to “the extent to which an individual acts appropriately (both verbally and non-verbally) in cross-cultural situations.” Behavioral CQ is also a critical component of CQ because it is the most “salient feature” when individuals engage in social interactions, with both verbal and non-verbal expressions (Ang & Van Dyne, 2008, pp. 6-7). This behavioral CQ was called by Livermore (2010, p. 25) “CQ action.”

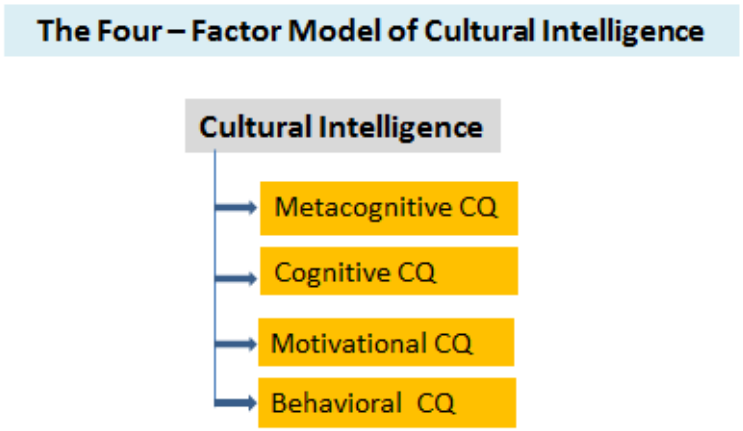

Figure 2.1 The Four-Factor Model of CQ

Source: Adapted from Livermore, 2010, p. 25.

Together, the mentioned four factors are different factors that integrated, with and without correlation, as the overall CQ (Earley & Ang, 2003). In sum, the overall CQ represents an "aggregate multidimensional construct" of these four capabilities (Ang & Van Dyne, 2008, p. 7).

The empirical research on the four- factor model CQ has been advanced by many researches. Many researchers have conducted academic research on the relationships between CQ and other critical factors, e.g. research regarding the positive relations between CQ and the big five personality theory (Ang et al., 2006), global team collaboration and decision making (Janssens & Brett, 2006), and cross-cultural adjustment (Templer, Tay, & Chandrasekar, 2006). Ang et al. (2007) found that meta-cognitive CQ and behavioral CQ predicted task performance in culturally-diverse settings. Imai and Gelfand (2010) studied and found the impact of CQ on intercultural negotiation effectiveness. Ng, Van Dyne, & Ang (2009) found that CQ was a moderator that enhances individual learning based on the experiential model (Kolb (1994). Overall, the CQ literature includes a growing number of empirical studies that examine task performance in culturally-diverse settings.

2.2.3 Other Views of CQ

Besides Earley and Ang (2003), Ang and Van Dyne (2008) and their associates, other views of CQ have been investigated.

2.2.3.1 View of CQ by Plum (2007)

In 2007, Elisabeth Plum (2007, p. 1) developed a different view of cultural intelligence based on her qualitative research "Cultural Intelligence—A concept for bridging and benefiting from cultural differences." Plum calls her cultural intelligence "CI" and argued that her version of cultural intelligence is a further development of a US concept, based on her Scandinavian concept, which comes from ideas of emotional intelligence (Goleman, 1997) and multiple intelligences (Gardner,1999).

According to Plum (2011, p. 1), "CI is the ability to bridge and benefit from the cultural complexity of people with different nationalities, work areas, professional backgrounds, personalities, and organizational cultures." She also explained that "CI combines the emotional, the cognitive, and the practical dimensions of cross-cultural encounters and provides a more effective and fulfilling cross-cultural

collaboration" (Plum, 2011, p. 1). Plum also has a different perspective concerning the dimensions of CI compared to Ang and her associates. According to Plum, CI is "the ability to make oneself understood and the ability to create a fruitful collaboration in situations where cultural differences play a role" (Plum, 2007, p. 1). She explained CI as comprised of "three dimensions that correspond to the classical division between emotion, understanding, and action" (Plum, 2007, p. 1). The three dimensions are: intercultural engagement, cultural understanding, and intercultural communication. Plum stated that "this tripartite dimension follows the classic division into emotion, cognition and practice—or heart, mind, and muscle" (Plum, 2007, p. 1).

Plum mentioned that individuals that have high CI keep developing their cultural knowledge and understanding in order to prepare themselves for appropriate actions in different cultural interactions. This preparedness and the appropriate actions can create "a shared bridge-building" for their connection (Plum, 2007, p. 1). Plum's CI is the synthesis of all three dimensions mentioned above. The three dimensions of CI are displayed below in figure 2.2:

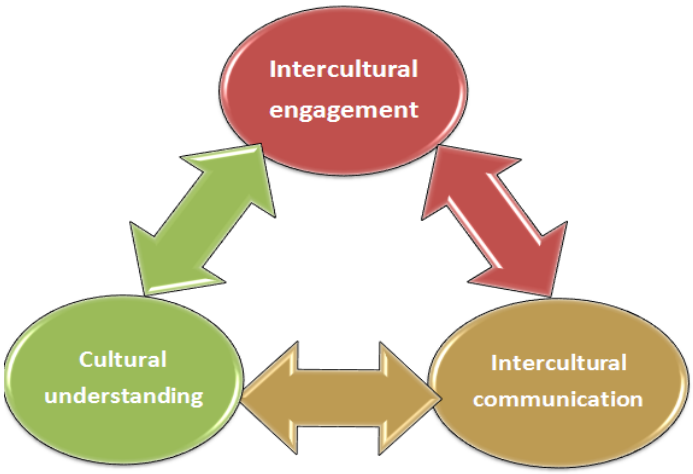

Figure 2.2 Three Dimensions of CI

Source: Adapted from Plum, 2007, p. 3.

There are many interesting different points between CQ and CI that can be seen in table 2.1

Table 2.1 Differences between CQ and CI

CQ and CI Difference		
Topic	**Earley, Ang and Tan's Concept (CQ)**	**Elisabeth Plum's(CI)**
Understanding of culture	Descriptive concept (culture as an essence)	A complex concept (culture as a process)
Propose of using one's intelligence	That a person may cope well in a new culture	To act appropriately in cultural encounters and contribute to better mutual understanding
Goal	Overcoming barriers between cultures	To generate a shared bridge-building culture between several cultures (with focus on both differences and similarities between several cultures)
Focus	Predominantly national cultures	All kinds of culture identities
Who can have this intelligence?	Individuals	Individuals, groups and organizations
View of human nature/psychological theory	People's views and reactions can be predicted	People's views and reactions must be experienced and explored in the situation
The culturally intelligent person in a cultural encounter	A skilled actor that imitates the person from another culture	Is himself, but can turn off his own culture autopilot
Development and use of cultural intelligence	CQ can be measured by a test	CI is assessed while it is being developed

Source: Plum, 2008, p. 50-51.

2.2.3.2 View of CQ by David Thomas (2006)

Thomas (2006) defined CQ consistent with the definition of Early and Ang (2003) as “the ability to interact effectively with people who are culturally different” (Thomas, 2006, p. 80). However, according to Thomas (2006), CQ has different components from Earley and Ang’s (2003) three multi-dimensions. Thomas (2006) stated that his three components of CQ “are presented as an interrelated system” (Thomas, 2006, p. 80). The three components which are: “knowledge”, “mindfulness” and “behavior skill”, combine to “produce the ability to interact effectively across cultures” (Thomas, 2006, p. 80). Having these three abilities is an important foundation so that one can have a high level of CQ (Thomas, 2006). Below are the three components of CQ and a circle diagram that is presented in figure 2.3.

1) Knowledge refers to knowledge for understanding cross-cultural phenomena.

2) Mindfulness refers to mindfulness to observe and interpret situations.

3) Behavioral skills refer to adapting one’s behavior to act appropriately in culturally-different situations.

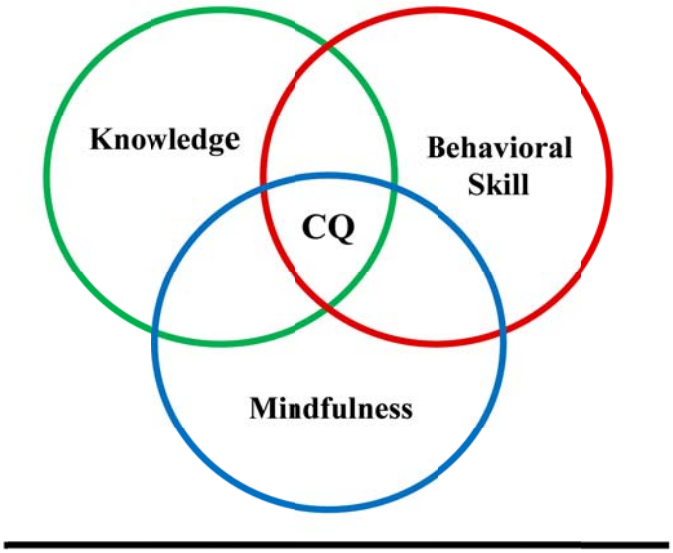

Figure 2.3 Three Circle Diagram of CQ

Source: Thomas, 2006, p. 81.

Even though different views of CQ have been discussed, the framework first proposed by Earley and Ang (2003) and continuously studied and developed by Ang and Van Dyne (2008) was adopted in this study since their researchs are welknown and the most referred to by other scholars (Livermore, 2010).

2.2.4 Measuring CQ level: the Cultural Intelligence Scale (CQS).

In order to measure the CQ level of individuals, the CQS, a 20-item scale developed by Ang et al. (2007) and Van Dyne et al. (2009) can be used.

The CQS was created by Ang, Van Dyne, Koh, and Ng (2004), started with 53 items, 13-14 items per each of the four dimensions, then the 40-item initial CQ questionnaire at first. After that the strongest of the psychometric properties of the 20-item CQ questionnaire were retained. Finally, the CQS, with the breakdown of "positively-worded question items" (Van Dyne et al., 2009, p. 238), was four metacognitive CQs, six cognitive CQs, five motivational CQs, and five behavior CQs (Van Dyne, et al., 2009, p. 240). At the first stage, five studies to confirm the validity and reliability of the scale were done in order to announce the scale to the academic world (Van Dyne et al., 2009). High and low levels of CQ were determined according to the results of this measurement tool.

Even though CQ was a recent construct started discussion by scholars in 2003, the CQS has been applied in many researches that reveal empirical evidence for its validity and reliability (Van Dyne et al., 2009). Thus, the CQS was applied in this study and needed to be modified and validated to be used appropriately in the Thai context. Measurement was done in the form of a Likert scale, from 1= strongly disagree to 7= strongly agree. The 20-item CQS in original version can be found at website of "Cultural Intelligence Center", http://culturalq.com (Cultural Intelligence Center, 2005).

2.2.5 Some Criticism and Disagreement about CQ

Despite its promise, two important concerns about CQ are associated with its viability as intelligence, and the other one is its measurement.

2.2.5.1 Criticism and Discussion of CQ's Viability

The viability of CQ has been raised with fairly severe critiques by Berry and Ward (2006) in "Commentary on redefining interactions across cultures and organizations." In their view, intelligence is normally variable from culture to culture. Based on Early and Ang (2003), CQ had its root from culture and its development and assessment were all concerning with cultural contexts, and therefore Berry and Ward (2006) argued that "a single concept such as cultural intelligence (CQ) is unlikely to be culturally appropriate in all sociocultural settings" (Berry &Ward, 2006, p. 64). As there is no "culture-free behavior", thus, there is no "culture-free CQ" as well (Berry & Ward, 2006, p. 70). In their opinion, "what is considered to be culturally intelligent in one culture may well be different in another culture" (Berry & Ward, 2006, p. 70). Moreover, Ward et al., (2009) studied and compared CQ and EQ and found that CQ and EQ had very high shared variance (67.2%) that brings to the question concerning the clear separation and distinction of these two intelligences (Ward et al., 2009).

From a different point of view, Hampden-Turner and Trompenaars (2006) and also Triandis (2006) have stated their opinions on the viability of CQ. They argued that CQ is a viable and necessary construct for individuals' achievement in the era of globalization. Hampden-Turner and Trompenaars (2006) supported Early and Ang (2003) regarding the existence of a culture-free intelligence construct in their statement about three qualifications that an individual who has high CQ level should possess. They explained that CQ emphasize the ability to integrate varied values of different cultures, the ability to treat opposing values as complementary, and the ability to understand the presence of and the influence between dominant and latent values within a culture (Hampden-Turner and Trompenaars, 2006). All of the mentioned abilities express that CQ supports individuals from cultural backgrounds by synergizing of contrasting value from diverse cultures, rather than focusing on Western or Eastern views.

Triandis (2006) stated that CQ support individuals to delay their judgment regarding suitable behavior, among people from different cultures, until having enough information for appropriate decision making. Moreover, Templer et al. (2006) explained that CQ is an essential antecedent of cross-cultural adaptation, thus, individuals that have high levels of CQ should have effective adaptation skill to various cultural situation (Templer et al., 2006). Thus, CQ is an essential form of intelligence concerning the ability to consider, adjust and behave effectively in varied cultural setting (Ang et al., 2007; Hampden-Turner and Trompenaars, 2006). Obviously, these researchers argued for CQ's viability differently from that of Berry and Ward (2006).

2.2.5.2 Criticism and Discussion on CQ's Measurement

Berry and Ward (2006) also stated that rigorous empirical validation still needs to confirm the validation of the Cultural Intelligence Scale, as the scale at that time was very new and need more development. They raised the question about how Earley and Ang's (2003) measurement of CQ differed from other assessment tools, e.g. in the field of cultural adaptation and personality (Berry & Ward, 2006). Ward et al. (2009) studied CQ assessment and stated that "not only does the culture-general nature of the measure adversely affect the scale's capacity to tap the essence of the CQ construct, but also the self-report format is a cause for concern" (p. 102). Nevertheless, Ward et al. (2009, p. 86) stated in their research that "the only available assessment of CQ to date is the self-report measure called CQS constructed and validated by Ang, Van Dyne, Koh, and Ng (2004)".

However, from 2004, many researchers have continuously contributed to the CQS development. After CQS was constructed by Ang et al. (2004), Ang and colleagues (2006) extendedly studied the CQS and found that CQ had correlation with the famous theory: the Big Five personality factors. Ang and associates in 2007 developed and also confirmed the reliability and validity of the CQS by application of the CQS together with three important intercultural qualifications. Those were cultural judgment and decision making, cultural adaptation and task performance in varied culturally environments, and the results of the study showed the great promise of CQS validity (Ang, et al. (2007). In addition, Templer et al. (2006) emphasized that the motivational CQ scale demonstrated predictive validity of cross-cultural

adjustment.

More evidence for the construct validity of the CQS has been provided by several studies. The studies concerned different groups of respondents (i.e. undergraduate business students from Singapore (Ang et al., 2006), undergraduate business students from U.S. and Singapore (Ang et al., 2007), a multicultural foreign professionals (Ang et al., 2007), full-time employees (Imai & Gelfand, 2010), expatriates in manufacturing firm in Taiwan (Lee & Sukoco, 2010), undergraduate students from Korea (Moon, 2010), employees from the Philippines(Chen, Lin, & Sawangpattanakul, 2011), organizational leaders and their team members (Groves & Feyerherm, 2011), undergraduate and graduate students in Iran (Khodadady & Ghahari, 2011), and real estate agents in U.S. (Chen, Liu, & Portnoy, 2012).

The literature indicates that the CQS exhibits solid reliabilities, cross-cultural equivalence, and discriminant validity.

As a conclusion concerning the critiques and discussions of CQ, not all of the critiques of CQ can be clarified, and still some critiques are going to take place now and in the future. In my view, CQ is one of the most interesting constructs that has been discussed among researchers around the world, as other relative intelligences such as social intelligence and emotional intelligence.

All in all, CQ has received increasing importance around the world, and another construct, global mindset (GM), has also been seen to be increasingly important based on the immense globalization and international marketing taking place. The literature of GM and its relationships with CQ is reviewed in the next section.

2.3 Global Mindset (GM)

The concept of global mindset was firstly introduced in the business literature by Perlmutter in 1969. Permutter's (1969) developmental theory of managers' cognitive orientations serves as the theoretical underpinning of GM. Thus, the origin of GM began in the cognitive orientation literature (Perlmutter, 1969).

As a unique characteristic of effective global leadership and a key construct of long-term competitiveness in the worldwide market in this increasing diversity era (Murtha et al., 1998; Levy, Beecher, Taylor & Boyacigiller, 2007; Story, 2010), GM is increasingly more and more important construct in this age.

Rhinesmith (1995) stated that a global mindset is:

> a way of being rather than a set of skills. It is an orientation of the world that allows one to see certain things that other do not. A global mindset means the ability to scan the world from a broad perspective, always looking for unexpected trends and opportunities that may constitute a threat or an opportunity to achieve personal, professional or organizational objectives (p. 24).

Murtha et al. (1998) explained GM at the individual level in terms of managers' cognition of international strategy. They proposed to measure GM by separating it into three dimensions: "integration", "responsiveness", and "coordination" (p. 101), and argued that managers that achieve a global mindset cognitively "balance competing country, business, and functional concerns" (Murtha et al. (1998, p. 97). Clapp-Smith et al. (2007, p. 110) defined GM as "the cognitive ability that helps individuals figure out how to best understand and influence individuals, groups, and organizations from diverse socio/cultural systems." Govindarajan and Gupta (1998, p. 2) recommended that "[s]uccess is all in the [global] mindset."

Govindarajan and Gupta (1998) defined GM as the cognitive filter. According to them, GM shapes perceptions, so GM directly affects individual and firm level decisions and actions. Govindarajan and Gupta (1998, p. 2) pointed out that "openness to difference" is main idea of GM. Gupta and Govindarajan (2002) argued that GM consists of awareness and openness of the cultural and market diversity as well as the capability of diversity integration. Kedia and Mukherji (1999) and Srinivas (1995) stated that two elements that comprise GM are knowledge and skills. Thus, in combining knowledge with the appropriate skills, managers develop GM. Levy et al. (2007, p. 234), in their article "What we talk about when we talk about Global Mindset," concluded from their extensive literature review the following about GM:

> Global mindset has come to stand for everything that is supposedly global or transnational, from individual attitudes, skills, competencies and behaviors, to organizational orientations, structures and strategies, to policies and practices. In short, the diversity of perspectives and the pervasive use of the concept "global mindset" have resulted in conceptual ambiguities, as well as contradictory empirical findings (p. 234).

Many academics and practitioners have stated that the GM of managers and leaders is a critical success factor that affects organizational performance (Murtha et al., 1998; Harveston, Kedia, & Davis, 2000; Jeannet, 2000; Gupta and Govindarajan, 2002; Levy, 2005; Levy, et al., 2007; Cohen, 2010). However, based on the essential varied definitions and explanations of GM, one conclusion that we can make about GM is that GM is a very critical construct necessary for global leaders and the achievement of organizations in the present world diversity of cultures and markets.

2.3.1 Perspectives of Global Mindset

Perspective of GM has been discussed among scholars and at least two groups of different perspectives were identified: 1) psychological and structural perspective; and 2) cultural, strategic, and multidimensional perspective.

1) Psychological and Structural Perspective

According to the literature review, some academics have mentioned that two distinct perspectives of GM can be identified. One is the psychological perspective, which is grounded in intercultural development theory, and the other is the structural perspective, which incorporates the strategic dimensions of the organization (Murtha et al., 1998; Jeannet, 2000; Gupta and Govindarajan, 2002; Levy, 2005). Govindarajan and Gupta (2001) identified the difference between the psychological and structural perspective by addressing the individual and organizational level conceptions of GM (Govindarajan & Gupta, 2001).

2) Cultural, Strategic, and Multidimensional Perspective

Levy et al. (2007) posited that, after their review of common themes of GM across the literature, most of GM studies "fall into one of three research perspectives: cultural, strategic, and multidimensional" (Levy et al., 2007, p. 2). They also identified "two constructs from the social sciences that underlie the perspectives found in the literature: cosmopolitanism and cognitive complexity" (Levy et al., 2007, p. 2). Cosmopolitanism is the underlying dimension of the cultural perspective and cognitive complexity is the underlying dimension of the strategic perspective (Levy et al., 2007).

First, the cultural perspective focuses on the aspects of "cultural diversity and cultural distance associated with worldwide operations and markets" (Levy et al., 2007, p. 5). The cultural perspective of GM is concerned about how to manage across "cultural and national boundaries" (Levy et al., 2007, p. 5). Levy et al. (2007) also mentioned that "cosmopolitanism, and the attitudinal stance associated with cosmopolitanism, serves as an underlying theme of the cultural approach to global mindset" (Levy et al., 2007, p. 5).

The second one is the strategic perspective. This stream of work, developed based on the international management stream, focuses on the aspects of "environmental complexity and strategic variety stemming from globalization" (Levy et al., 2007, p. 5). This approach draws on the concept of Prahalad and Doz, (1987), and mainly concerns "managing complex operations and integrating Geographically distant and strategically diverse businesses while simultaneously responding to local conditions" (Levy et al., 2007, p. 5), and this strategic stream of GM is associated with cognitive complexity and capabilities (Levy et al., 2007; Prahalad & Doz, 1987).

The third and final approach is the multidimensional perspective. Levy et al. (2007) mentioned that this stream was developed as an integrative stream. The multidimensional perspective of GM is created by utilizing both cultural and strategic approaches (Levy et al., 2007).

Literature review indicated that GM has been studied at multiple levels of analysis: individual, group, and organization. One interesting study of GM is Murtha et al.'s (1998). Murtha et al. (1998, p. 97) explained GM, at the individual level, as the "cognitive processes that balance competing country, business, and functional

concerns." In their study, GM focused individual expectations that separated into three dimensions: 1) integration dimension, 2) responsiveness dimension, and 3) coordination dimension, regarding the impact of globalization and the international strategic process on diverse circumstances (Murtha et al., 1998). Murtha et al. (1998) examined the relationship between GM and the cognitive shift of managers in a US-based diversified MNC and found that global strategy changes resulted in a cognitive shift toward a more GM across all managers in the US-based organization.

2.3.2 Measurement of the Global Mindset

The literature review revealed that GM has been conceptualized and measured both as a unidimensional (Kobrin, 1994; Gupta & Govindarajan, 2002) and a multidimensional construct (Levy et al., 2007). The unidimensional construct mainly focuses on the cross cultural aspect, while the multidimensional construct focuses on strategy, especially on how managers/leaders apply globaliazation or localization for international success (Levy et al., 2007).

Essentially, GM has been studied at multiple levels of analysis and operationalized by using diverse measures and data souces (Murtha et al., 1998; Harveston et al., 2000; Jeannet, 2000; Arora et al., 2004; Nummela, Saarenketo, & Puumalainen, 2004; Levy, 2005; Levy et al., 2007). Among all the measures reviewed, Levy et al. (2007) classified the measures into two primary measurements of GM: self-evaluated measurement focused on attitudes and preferences (Gupta & Govindarajan, 2002; Arora et al., 2004) and important expectations regarding the MNC's global strategy (Murtha et al.,1998).

As this study is based on the individual level of HR practitioners, not the group or organization level, the GM measure at the individual level was applied. Moreover, as this study focuses on culture and diversity, the GM perspective of culture, strategies, and multidimensionality was applied. I considered measuring the global mindset in the form of expectations regarding global strategy, as GM is a new construct for the Thai academic society. Therefore, Murtha et al.'s (1998) global mindset scale was applied in this study to measure the HR practitioners' expectations regarding the global strategy in their organizations (Murtha et al., 1998).

2.4 CQ and GM

CQ and GM constructs have been described in the previous parts of this research for their important roles in the culturally-diverse and globalized world. In this section, the academic studies concerning the relations between GM and CQ that were essential for this research are explained.

2.4.1 Comparison of General Characteristics of CQ and GM

Both CQ and GM were formed based upon the construct of culture (Early et al., 2007). Earley and Masokowski (2004) mentioned that CQ focuses on individuals' ability to adapt to new cultural environments. GM, however, is a mental framework that allows individuals to manage situations from within their matrix of experiences (Ransom, 2007). Earley et al. (2007) compared CQ and GM and identified the overlap areas as well as the areas of disconnect between the two constructs. They found two overlapping areas of CQ and GM: those were the area of cognitive structure and motivation or openness. Earley et al. (2007) explained that both GM and CQ consisted of cognitive complexity and openness to diversity and these are the overlapping areas. On the other hand, CQ and GM are different in that CQ mainly focuses on metacognition or the ability to move beyond to rethink and to adapt for individuals' appropriate actions for different cultural situations (Ang & Van Dyne, 2008). Differently, GM does not entail such a metacognitive aspect (Earley et al., 2007). CQ focuses on self-efficacy and the motivation of cultural diversity, while GM emphasizes the "concepts of commitment and willingness to engage" (Early et al., 2007, p. 75-76). Early, Murnieks, and Mosakowski also argued in their article that CQ goes beyond the global mindset's attention to implement organization policies to a cultural setting by expressing suitable behavioral ability for that cultural situation (Early et al, 2007). Early et al. (2007) stated that CQ focuses on and incorporates actual behavior, while GM is more limited to what is in the individual's mind and to commitment and the willingness to engage. Clapp-Smith et al. (2007) also agreed with Earley et al. (2007), that GM does not represent behavioral manifestations, and stated that that was not such a disadvantage.

2.4.2 Relationship between CQ and GM

Besides the general characteristic of CQ and GM, the relationships between CQ and GM have been reviewed. The relationships between CQ and GM can be separated into two parts. First, it is the influence of CQ on GM; on the other hand, the second part is the influence of GM on CQ.

1) CQ as an Antecedent of GM

The literature indicated that CQ has an influence on GM as an antecedent of GM. One evidence was the research by Clapp-Smith (2009), who in her research "Global Mindset Development during Cultural Transitions" empirically found that cognitive CQ had significant relations with GM, and the cognitive CQ was one factor in the development of GM (Clapp-Smith, 2009). As mentioned above, Early et al. (2007) compared CQ and GM on the basis that both were two different constructs. From a different point of view, Clapp-Smith (2009) argued that "cultural intelligence is an integral part in the development of global mindset" (Clapp-Smith, 2009, p. 41). Clapp-Smith (2009) found that cultural self-awareness, cognitive complexity, and cognitive cultural intelligence were the constructs that contribute to GM development. Therefore, based upon the finding of Clapp-Smith (2009), it can be concluded that CQ is an antecedent of GM.

Additional evidence that mentioned the relations between CQ and GM was the article by Lovvorn and Chen (2011) "Developing a Global Mindset: The Relationship between an International Assignment and Cultural Intelligence." Lovvorn and Chen (2011) developed a model explaining the relations among international experience, CQ, and GM development. They stated that both international experience and CQ were the antecedents of GM. In their explanation, international assignments were essentially critical strategies in developing GM, but this "does not necessarily lead to a global mindset" (Lovvorn & Chen, 2011, p. 275). They argued that international experience needs CQ to "act as the moderator of the international experience transforming the information gained during the overseas assignment into knowledge and ultimately into a global mindset" (Lovvorn & Chen, 2011, p. 279). Thus, Lovvorn and Chen's research (2011) also indicated that CQ is an antecedent of GM, as revealed in figure 2.5 below.

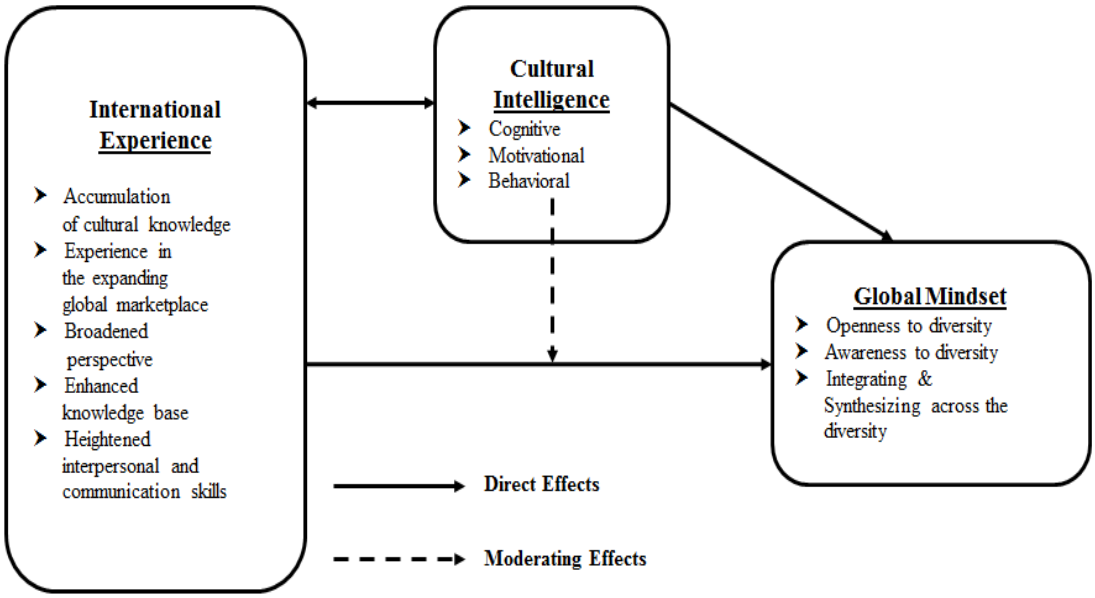

Figure 2.4 Cultural Intelligence as Antecedent of Global Mindset
Source: Adapted from Lovvorn and Chen, 2011, p. 283.

2) GM as an antecedent of CQ

In Ng, Tan and Ang's (2011) "The impact of global mindset and organizational routines on developing cultural intelligence and international experiences in organizations" discussed the relations among GM, international experience, and CQ. They proposed a model concerning "global cultural capital to explain why some firms is more effective in developing cosmopolitan human capital" (Ng et al., 2011, p. 97). They reported that they "provided an expanded conceptualization of cosmopolitan human capital to include international experiences and cultural intelligence capabilities" (Ng et al., 2011, p. 100). Based on their explanation, global cultural capital construct comprises two major elements: 1) "organization values of a global mindset" and 2) "organizational routines" (Ng et al., 2011, p. 110). Ng et al. (2011) presented the links between firm-level global cultural capital (global mindset values and organizational routines) and cosmopolitan human capital (international experiences and cultural intelligence) in the organization. According to their model, global mindset values and organizational routines are critical antecedents of cosmopolitan human (Ng et al., 2011). Their conceptual model

and explanation revealed that GM is an antecedent of CQ, as shown in figure 2.6 below.

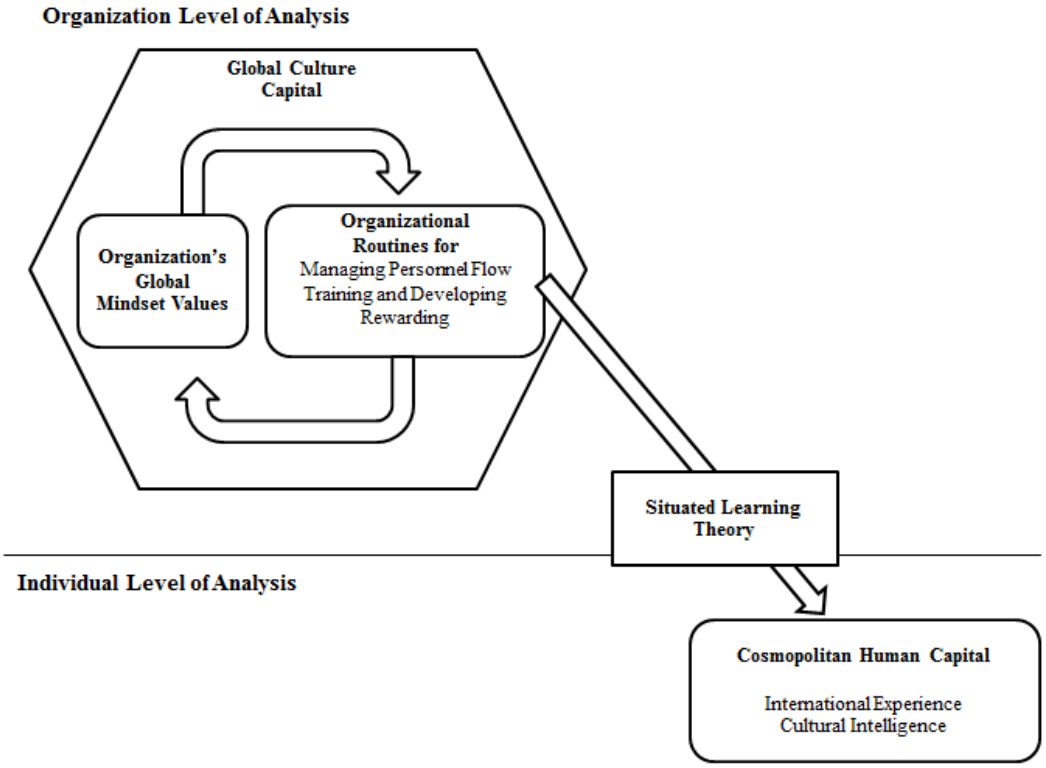

Figure 2.5 Conceptual Model of Global Cultural Capital and Cosmopolitan Human Capital

Source: Adapted from Ng, Tan and Ang, 2011, p. 98.

An important linkage can be concluded from the above studies—that GM and CQ have quite an interesting relationship. However, in Thailand, there is little research about CQ and GM, and I could not find any research that studied their relations in the Thai context. As such, a study focusing on the relations between these two constructs in the Thai context, especially among members of the HR society that have the main responsibility for human resource management and human resource development in organizations, may contribute considerably to both the academic and practical fields.

In the next section, the literature about Thailand and the human resource society in Thailand is discussed.

2.5 Thailand, Human Resources (HR) Situations, and Trends

To study the HR CQ level in order to prepare for the cultural diversity and competitiveness in the AEC age, which is a critical challenge for organizations in Thailand, a basic understanding of Thailand is appropriate.

2.5.1 Thailand

Thailand is a democratic country situated in Southeast Asia on the area of approximately 513,000 km2, bordering by the ASEAN Economic Community (AEC) neighbor countries: Burma, Malaysia, Laos, and Cambodia. The Kingdom of Thailand is headed by the ninth king of the Chakri house. Thailand is one of the important members among the ten member countries of the AEC (ASEAN secretariat 2009). The total population in Thailand was last reported at 68,200,824 in 2016 (Central Intelligence Agency, 2016). The capital city of Thailand is Bangkok, which is the hub of politics and commercial. Majority of the population is ethnically Thai about 95.9%, included Thai-Chinese origin, Burmese 2%, other 1.3% (i.e. Mons, Khmers, and various hill tribes), and unspecified 0.9%. The country's official language is Thai and the primary religion is Buddhism (Central Intelligence Agency, 2016).

2.5.2 Thailand’s Politics

After several rounds of political turmoil in 2006, Prime Minister Thaksin Shinawat was removed and ousted from Thailand. In 2011, Thaksin 's sister, Yingluck Shinawat, led the Puea Thai party to an electoral win and became the Prime Minister of Thailand according to the results of the election. The new government policies, especially concerning the minimum wage, which became effective on April 1, 2012, are important issues for organizations and regarding the Thai economy. The impact of these policies is an important issue which affects the HR policies of organizations in Thailand. In late 2011, the historic flooding in Thailand, which most of the country were under water, was the critical challenge of Yingluck’s government. In Nov 2013,

several anti-government protests happened, and in 2014 Yingluck was removed from office by the Constitutional Court. Finally, in order to stop the worst political fighting among Thais, Royal Thai Army, led by Gen. Prayuth Chan-ocha, declared martial law and took over as prime minister in August 2014. The national peace center was set up in order to take the country back to the happiness and peacefulness under the control of the army. Elections were tentatively set for mid-2017 for Thailand's democracy (Central Intelligence Agency, 2016).

2.5.3 Thailand's Economy

Thailand is a mixed economy country: a capitalist economy plus government intervention, a well-developed infrastructure, a pro-investment policies and attractive and strong tourism industries (Central Intelligence Agency, 2016). In 2008-2009, Thailand's strong export growth was seriously reduced because of the global financial crisis. However, in 2010, Thailand met its fastest pace as the expansion rate increased to 7.8%. This is because of the recovering of exports from the crisis in 2009. Thailand's strong export growth was seriously reduced because of the global financial crisis in 2008-2009. (Central Intelligence Agency, 2016).The flooding in the October 2011 interrupted the growth of 4% during the first three quarters of 2011.This historic flooding created huge losses in the important seven industrial estates in Ayutthaya and Pathumthani, north of Bangkok, making the growth rate only 0.1% in 2011. Even though, the industrial recovered from the second quarter of 2012 onward, with result of its politic problems, Thailand's economy in 2014 expanded only 0.9 percent. However, Thailand economy is expected, based upon the potential future election in 2017, to pick up slightly in 2016-2017 (World Bank Group, 2015).

2.5.4 Thai Characteristics Compared with Some Other Southeast Asians

Thais are ethnocentric and homogeneous compared with neighboring countries in ASEAN. Fisher and Hartel (2003) performed a cultural study that revealed an interesting fact about certain characteristics of Thai managers compared to managers from other Asia-Pacific countries. Because of Thailand is the only country in Southeast Asians that has never been ruled by other major Western or Asian countries, Fisher and Hartel (2003) contended that this uniqueness of Thais is the major cause of ethnocentrism and

homogeneity rather than it having a culturally-relative perspective and heterogeneity. Many of the Thai respondents in their research indicated that Burmese, Cambodian, and Lao workers tended to have difficulty operating with Thai managers because of the Thai managers' perception that these people, from neighboring countries, are from unskilled backgrounds (Fisher & Hartel, 2003).

This ethnocentric mindset of Thai people still occurs according to the fact that there are many migrants of low-skilled workers from these neighboring countries flowing to work in Thailand, both legally and illegally. These migrations reflect the inequity that continuously causes ethnocentricity between Thai and neighboring people (Martin, 2009).

Ethnocentrism and homogeneity can still be seen in the daily life of Thais. A study concerning Thai expatriates in Lao and Indonesia by Oranuch Pruetipibultham (Pruetipibultham, 2010) found that at the individual level, socio-biographical characteristic greatly influence the intercultural communication and intercultural effectiveness of expatriates. The ethnocentrism and homogeneity characteristics of Thais can cause problems in general (Pruetipibultham, 2010), and also it may cause a problem in the multicultural interactions which are happening from the integration of the AEC. This kind of perspective needs to be improved in order to have harmony in working with a diverse workforce from neighboring ASEAN countries.

2.5.5 Human Resources Situation and Trend under the AEC

The challenge for international organizations or organizations in multicultural environments is how best to prepare their teams to be effective in these environments and with globalization. Preparing a team of competent personnel is mostly the function of HR, as the top management strategic partner (Dessler, Sutherland, & Cole, 2005; Stening, 2006).

Considering the HR trend in Thailand in the AEC age with the free flow of skilled labor of the eight professional types (i.e. accountants, architects, dentists, engineers, medical doctors, nurses, surveyors, and tourism professionals) under the MRAs of the AEC, the economic cooperation in the ASEAN region may lead to some problems as well as some opportunities for organizations. The problems and opportunities mostly concern human resources, including HR duties, as follows:

1) The brain drain problem from the free flow of skilled labor in the AEC

The economic cooperation in the ASEAN region provides an opportunity for Thai labor, particularly high-competency manpower, to seek higher pay and career growth in other AEC member countries, especially in Singapore and Malaysia. This might lead to the “brain drain” phenomenon as talented workers might go to Singapore and Malaysia for work (Chanabutra, 2011).

2) Opportunity and problems in hiring skilled labor from the other AEC countries

From the perspective of cost management, it is an opportunity for businesses in Thailand in hiring competent skilled employees among the eight professions from other ASEAN countries (e g. Cambodia, Indonesia, Lao PDR, Myanmar, the Philippines, and Vietnam). On the other hand, this free flow of skilled labor in the AEC might become a big problem for Thai workers that lack English literacy and knowledge of other the important languages used in ASEAN (e g. Chinese) (Fredrickson, 2016). Obviously, this problem regarding English literacy also applies to Thai HR practitioners This problem is an important issue for HR practitioners in Thailand and it is critical for improvement. Thailand must prepare to manage its internal supply and demand of human resources so as not to cause displacement of local talent and reduce local earning. (Asia Pacific Federation of Human Resource Management, 2013a).

3) Workforce diversity from the AEC

The challenge of workplace diversity and diversity management will be a critical problem for the workforce in Thailand. Richard L. Daft’s (2008) study suggests that diversity may include 14 dimensions in the workplace setting, which are age, gender, sexual orientation, race, ethnicity, and physical ability, as the primary dimensions, and education, religious beliefs, military experience, geographic location, income, work background, parental status, and marital status, as the secondary dimensions (Daft, 2008). This workplace diversity, especially from the existing AEC since the end of 2015, will have a large influence on HR practitioners in terms of adapting and learning how to survive effectively. Recently in Thailand, there has been a trend to pay attention to the diversity of generations together with problems from the generation gap. The problems that arise from generational differences are just some of a

multitude of problems related to the upcoming workplace diversity (Akaraborworn, 2011).

4) HR gap in competencies and HRD

There is a gap of Thai HR practitioners that needed to be filled in order to step up to be international HR for the AEC. As HRD is an important component of the functions of HR (McLagan, 1989), there is one of very interesting definition of HRD offered by McLean and McLean (2001) as follows:

> any process or activity that, either initially or over the long term, has the potential to develop adults' work-based knowledge, expertise, productivity and satisfaction, whether for personal or group/team gain, or for the benefits of an organization, community, nation or, ultimately, the whole of humanity (p. 322).

According to this definition, HR practitioners should pay high attention to developing their competencies to support not only their organizations, community, or national benefits, but also for the benefit of the region, i.e. the AEC, and for the benefits of the whole of humanity. For Thai HR practitioners, this gap in competencies needs to be identified, diagnosed, and recognized, and filling these gaps has to be done efficiently and effectively, and in a limited time in order to change from local HR in Thailand to international HR for the existing AEC. One of the most important competencies, except for the literacy in another language (e g. English), is the capability of cross cultural management due to the upcoming cultural diversity (Stening, 2006). All of these activities need the cooperation from the HR community in Thailand as well as academic support.

2.6 HR Community: Personnel Management Association of Thailand (PMAT)

The main organization for HR in Thailand is the Personnel Management Association of Thailand (PMAT) (Asia Pacific Federation of Human Resource Management, 2013a). The PMAT is the center of HRM and HRD professional associations at all levels of HR professionals in Thailand. The following is its intention

and objective mentioned in “Thailand country report” Asia Pacific Federation of Human Resource Management, 2013b):

> Personnel Management Association of Thailand (PMAT) was founded on November 17th, 1965 with the intention to modernize the principles and practices of human resource management, human resource development, and industrial relations in Thailand, to provide academic knowledge and training to leverage competence, and to offer assistantship in the human resource area, which will finally result in the proper utilization of human resource practices and industrial relations.

As abovementioned, the PMAT is the center of HRM and HRD professional associations in Thailand. Essential function of PMAT is to share knowledge and experience as well as provide academic and practical assistance to its members through several public trainings and seminars conducted every year. Suggestions and consultations also take care by the PMAT-HR experts in order to support and level up its members in Thailand. Additionally, the association coordinates and cooperates with other professional organizations to promote sound understanding between employers and employees. The PMAT members include both organizations and individuals with about 1900 members in 2012 (Personnel Management Association of Thailand, 2012).

The PMAT plays an important role as leader of the HR community in Thailand, and its magazine “People” has been issued quarterly for knowledge sharing among HR practitioners. In 2011, four issues of “People” magazine all had a theme related to the AEC, and the necessary competencies for HR in the AEC age were highlighted to raise awareness among HR practitioners (e g. knowledge concerning AEC, HR competencies, English literacy, cultural adaptation ability, workforce diversity, and diversity management) (Personnel Management Association of Thailand, 2012).This knowledge sharing and encouragement is still going on. HR experts share knowledge through their articles in the magazines, and the objective is to encourage members to be aware of and prepare for the free flow of skilled labor in ASEAN countries. Presently, the PMAT has promoted an important activity in the HR community in Thailand—HR accreditation—which includes activities for helping HR practitioners to have suitable competencies in

order to “level up” the HR practitioner to be a professional (Asia Pacific Federation of Human Resource Management, 2013a).

2.7 The HR Practitioners and CQ

Stening (2006) mentioned in his article “Cultural Intelligence: Put it (High) on the Asian HRM Agenda” that many organizations in Asia still had not enough awareness and recognition the CQ importance, and that this is very dangerous for an organization's performance. Human resource managers are active, important persons and have essential participation in these matters, starting from the selection, training, and development of employees, retaining competent employees, and other functions. Stening (2006) suggested that cultures are becoming even more important than previously believed. It is not only IQ or EQ that the HR managers or practitioners need to recognize as the essential intelligence in work. Stening said that another type of intelligence that has increasingly become notable and that affects the roles of human resource managers/practitioners is CQ (Stening, 2006).

As mentioned, Earley and Ang (2003, p. 9) stated that CQ is “A person’s capability for successful adaptation to new cultural settings.” Thomas and Inkson (2004) also stated that individual that is high in CQ will be equipped with three qualifications: first, knowledge about cultures and fundamental understanding in varied cultural interactions; second, mindfulness to observe, interpret and understand what is going on in the intercultural interactions; and third, having a repertoire of behavioral skills in order to respond appropriately to varied cultural situations.

Thus, it is important for HR managers/practitioners to evaluate and understand how to acquire the employees with the effective CQ for their organizations, such as by effective recruitment and selection or by appropriate interventions and developments. Stening (2006) emphasized that “the need for high levels of CQ in organizations operating in Asia has never been greater” (p. 85). Besides the challenge of acquiring the employees with the effective CQ for organizations**,** retaining the phenomenon in the organizations is all an essential challenge for all HR practitioners as well.

2.8 Age, Gender, and CQ

There is an interesting research conducted by Fakhreidin (2011) with the title "The effect of cultural intelligence on employee performance in international hospitality industries: A case from the hotel sector in Egypt". This research not only studied the relations between CQ and performance, but also examined the effect of age and gender on CQ. Fakhreidin (2011) found that age does affect the CQ of employees, while there was no relation found between the gender and the employees' CQ. Clapp-Smith (2009) had different findings in her research—that women ended up having higher cognitive CQ level than men. However, in the same research, Clapp-Smith (2009) found that age did not contribute any significance to the same model.

Apparently, a number of researchers have shown their interest and studied age and gender, as well as their relations with CQ. In this study, I consider that studying the relations between age and CQ level, as well as, gender and CQ level of Thai HR practitioners, is quite interesting and will be useful for the Thai society. Especially, it is essential to know whether there are any relations between age and CQ of the elderly citizens, as the Thai society is moving toward an aging society (Obi, Auffret, & Iwasaki, 2013; UN, 2013).

2.9 Conceptual Framework

From the theoretical background and the review of the literature, the following framework has emerged.

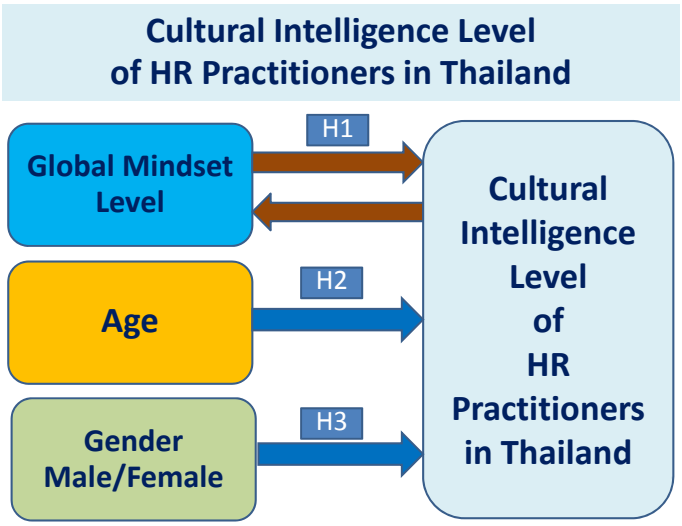

Figure 2.6 Conceptual Framework of This Study

1) Research Questions

(1) Is there a causal relationship between the global mindset level and CQ level of HR practitioners in Thailand? If there is, what is the relationship?

(2) What is the CQ level of HR practitioners in Thailand?

(3) How do age and gender influence the CQ level among HR practitioners in Thailand?

2) Research Hypotheses

The hypotheses suggested by the conceptual framework can be laid out as follows:

H1 There is a causal relationship between the global mindset and cultural intelligence of HR practitioners in Thailand.

H2 HR practitioners with different ages will have different levels of cultural intelligence.

H2.1 HR practitioners with different ages will have different levels of metacognitive cultural intelligence.

H2.2 HR practitioners with different ages will have different levels of cognitive cultural intelligence.

H2.3 HR practitioners with different ages will have different levels of motivational cultural intelligence.

H2.4 HR practitioners with different ages will have different levels of behavioral cultural intelligence.

H3 HR practitioners of different genders will have different levels of cultural intelligence.

H3.1 HR practitioners of different genders will have different levels of metacognitive cultural intelligence.

H3.2 HR practitioners of different genders will have different levels of cognitive cultural intelligence.

H3.3 HR practitioners of different genders will have different levels of motivational cultural intelligence.

H3.4 HR practitioners of different genders will have different levels of behavioral cultural intelligence.

2.10 Summary

In this chapter 2, the important literature was extensively reviewed. As the main focus of this research was to study the relationship between GM and CQ level of HR practitioners in Thailand, the literature regarding CQ, GM, and the relationship between CQ and GM were reviewed. Then, literature on Thailand, human resource issues and trends, the HR community in Thailand, as well as HR practitioners and CQ were examined. Age, gender, and their relations with the CQ were also reviewed in this chapter. Finally, the conceptual framework of the research and three hypotheses according to the reviewed literature were presented.

CHAPTER 3

RESEARCH DESIGN AND METHODS

This chapter presents the research methodology and methods used in this study. The following components are discussed in this chapter: l) the methodology and justification, 2) the research design, 3) the population and sample, 4) the instrumentation, 5) the data collection and 6) the data analyses.

The method for this study was guided by three research questions:

1) Is there a causal relationship between the global mindset level and CQ level of the HR practitioners in Thailand? If there is, what is the relationship?

2) What is the CQ level of HR practitioners in Thailand?

3) How do age and gender influence the CQ level among HR practitioners in Thailand?

3.1 Methodology and Justification

Brigham (2010) explained that quantitative research techniques are very well suited to the specific purposes for which they were developed. The techniques and tools developed to support quantitative research emphasize quantitative counting and measuring. The quantitative research is a type of research that explains the specific phenomena by using numerical data and statistics to analyze the particular phenomenon. In accomplishing the purposes and answering the above research questions, this study was conducted based on the philosophy of positivism by employing the quantitative method, using a survey research method that applies scientific sampling and a questionnaire to measure the population characteristics.

Kraemer (1991) described three characteristics of survey research: first, survey research is applied to describe specific characteristics of a given population which involves the relationships investigation among variables; second, the data are collected

from a selected portion of the population to study based upon the survey research objectives; finally, the survey research findings based on the selected portion of population can later be generalized to the population.

3.2 Research Design

The main purpose of this study was to investigate the causal relationships between CQ level and GM level among HR practitioners in Thailand. The second purpose was to examine how the cultural intelligence scale (CQS) (Ang et al., 2007) reveals the level of cultural intelligence among Thai HR practitioners. In addition, this study was designed to study the influence of age and gender on the CQ level of Thai HR practitioners.

The translated and back-translated CQS created by Ang et al. (2007) and the global mindset measurement created by Murtha et al. (1998) were used for measuring the HR practitioners' CQ level and GM level. The validation needed for both scales was also carried out in the Thai context. Confirmatory factor analysis (CFA) was used to confirm the factors of the CQS and the global mindset scale as a measurement test. Finally, structural equation modeling (SEM)-path Analysis was applied to analyze the relationships between CQ and GM. Then, based upon positivism using the quantitative method, the generalization of the research outcome can be utilized for future research.

3.3 Population and Sample

In the next section the population and sample of this study are explained.

3.3.1 Population

For Thailand, the main organization for the HR profession is the Personnel Management Association of Thailand (PMAT). The PMAT is the center for HR practitioners where the major objective is to "level up" or strengthen the profession of HR in Thailand in order to have higher competency to support the organization's vision and mission (Asia Pacific Federation of Human Resource Management, 2013a).

The members of the PMAT, which are mostly modern organizations hiring Thai HR practitioners, represented the population of this study; this population had worked at 1,518 organizations as members of the PMAT and 376 other individual members, as listed in the annual report of the PMAT in 2012 (Personnel Management Association of Thailand, 2012).

3.3.2 Sample

Sample size is always an important consideration in quantitative research. As the statistics used in this research were the structural equation modeling, it is suggested in the context of SEM that the subjects per one estimated parameter existing in the research be 10:1 (Mueller, 1996; Kline, 2005). Hair, William, Barry, and Rolph (2010) mentioned that the sample of about 10-20 samples per one parameter are appropriate for research analyzed using SEM. In this study, according to Hair et al. (2010) and the conceptual framework/proposed model of SEM, there was a total of 24 parameters: two endogenous variables and their errors, and ten observed variables and their errors; therefore, 240 to 480 samples were needed for this study. Simple random sampling of HR practitioners that were PMAT members was applied by collecting data from HR practitioners' associations or seminars where the PMAT members had a high potential to join.

3.4 Instrumentation Validity and Reliability

Instruments are essentially important for quantitative research. The quality of instruments is confirmed through validity and reliability tests. The following section explains the instrument development, validity, and reliability.

3.4.1 Instrument Permission

The cultural intelligence scale, developed by Ang et al. (2007), was used in this study to measure the CQ level of the HR practitioners. Permission to use the CQS and reproduce this instrument was granted by Professor Linn Van Dyne and Professor Soon Ang. Moreover, permission was extended by the cultural intelligence center to use the scale for academic research. For the global mindset level, the global mindset scale

originated by Murtha et al. (1998) was applied with their permission.

3.4.2 Translation and Back-Translation

Based upon the philosophy of positivism, this study employed the survey questionnaire as the tool for the data collection. The questionnaire for this study was separated into three parts. The first part comprised the respondent's demographic data. The second part was the scales to measure CQ level. The final part was the scale measuring GM level. As the original CQS (Ang et al., 2007) and global mindset measurement (Murtha et al., 1998) are in English and needed to be validated in Thailand, translation into Thai was needed (Brislin, 1970).

Details of the translation and back-translation are explained as follows:

1) The original CQS and global mindset measurement in the English language were translated into Thai by a Thai Ph.D. candidate in human resource and organization development (HROD) at NIDA and a professional translator at the Jarean Thai translation center.

2) I discussed the questionnaire to verify the accuracy of the translation with the two translators.

3) I revised the questionnaire, the Thai version, after the discussion with the two translators.

4) The Thai version of the CQS and the global mindset measurement were translated back into English by another Thai Ph.D. candidate in human resource and organization development (HROD) at NIDA, and two professional translators working at the Bangkok Translation center and the Siam Translation center.

5) I discussed the English version of the CQS and global mindset measurement translated by the three translators to verify the accuracy of the translation.

6) Comparison of the translated CQS and global mindset measurement (English version) with the original ones was done by me. Discrepancies between the translations were discussed in detail. I rewrote the CQS and global mindset measurement (Thai version) items and exhibited problems. Then, the corrected items were retranslated into English after the discussion with the three translators.

Finally, I concluded the set of the Thai version questionnaires to proceed to the stage of validation. The Thai version CQS, which measured four dimensions of the CQ,

used a scale of 1-7, 1 being "strongly disagree" and 7 being "strongly agree," to indicate the extent to which the respondents agreed or disagreed with each statement. The Thai version of the global mindset, which measured six factors of the GM, also used a scale of 1-7, 1 being "strongly disagree" and 7 being "strongly agree," to indicate the extent to which the respondents agreed or disagreed with each statement.

3.4.3 Validity and Reliability of the Instruments

One of the most important steps is testing for the validity and reliability of the instruments in order to confirm that the instument can be trusted for data collection. The following section explains research validity and reliability.

3.4.3.1 Content Validity/Face Validity

Haynes, Richard, and Kubany (1995, p. 238) defined content validity as " the degree to which elements of an assessment instrument are relevant to and representative of the targeted construct for particular assessment purpose."

According to Best and Kahn (1986), content validity can be determined by subject matter experts' careful examination of a questionnaire. For this study, the CQS and global mindset scale Thai versions were sent to five Thai HR experts in order to verify the face validity. Two of the experts were professors at the school of HRD at NIDA and have taught in the human resource and organization development international program at NIDA. They are experts with many years of experience in this field: Professor Dr. Busaya Virakul and Assistant Professor Dr. Wasita Boonsathorn. The other three experts were HR managers that have worked in the HR field in Thailand, both in Thai and multinational firms, for more than twenty years. The five experts were asked to review the CQS and GM scale, Thai version. The clarity and the accepted meaning of the questions used in the Thai culture, as well as general suggestions for refinement of the questionnaire, were examined. In addition, three main questions were asked: 1) is there anything that should be added to the questionnaire; 2) is there anything in the questionnaire that should be left out; and 3) how can the questionnaire be improved?

3.4.3.2 Pilot Study

A pilot, or feasibility study, is a small test designed for the pretesting or trying out of research instruments to gather information from a small group of

respondents called pilot group prior to a larger study in order that it might give advanced warning about where the main research project could fail or if the instruments are inappropriate. Baker (1994) stated that the pilot study is the tool used to identify the potential problems prior to the real survey to refine the quality of the instrument. In this study, the pilot study was performed by distributing a pilot questionnaire to forty-three Ph.D. and master degree students in the school of HRD, NIDA. This small investigation was organized after revising the instrument based on the recommendation of the five Thai HR experts, at the face validity stage. The forty-three students were not a part of the actual survey. They were selected from different demographics and were asked individually to complete the questionnaire. An explanation of the research objective and questionnaires was provided for the participants before filling out the questionnaire. The purposes were to identify any items that were unclear and to notice how long it took for the participants to finish the test.

Based on the findings from the HR experts, the pilot study, and comments from my advisor, the questionnaire was revised and finalized.

3.4.3.3 Construct Validity by Factor Analysis

Factor analysis is considered as an advance research technique. Yang (2005) stated that "factor analysis is preferred as the common term representing several related statistical procedures that explain a set of observed variables in terms of a small number of hypothetical variables, called factor…Factor analysis is particularly useful research tool in developing and/or validating measurement instruments and in assessing theories on which instruments are established" (Yang, 2005, p. 182).

There are two types of factor analysis commonly used in the research field: exploratory factor analysis (EFA) and confirmatory factor analysis (CFA).Yang (2005) explained that "EFA is the statistic used in discovering a set of small number of talent constructs (i.e., factors) for a given number of observed variables, whereas CFA is more appropriate for confirming a predetermined factor structure based on theory or prior research" (Yang, 2005, p. 182). Yang (2005) also stated that the strongest form of validity for any measurement nowadays is construct validity by using confirmatory factor analysis. Moreover, CFA has also been mentioned as "a second generation method for approaching construct validity" (Bagozzi, Yi, & Phillips, 1991, p. 429).

The CQS (Ang et al., 2007) and global mindset scales (Murtha et al., 1998) used in this study were developed based on research done in another context and had never been tested in Thailand. Moreover, in this research, some modifications were conducted on both measurements by revising some of the questions to suit the Thai culture. Thus, EFA was applied to discover the factors or dimensions that affected the CQ and GM construct, while CFA was utilized to confirm the factors that affected the CQ and GM and to assess the construct validity of the CQS and GM measurements.

One important requirement in running factor analysis is the sample sufficiency (Yang, 2005). Varying opinions, and several guiding rules of thumb, have been cited. Hair et al. (2010) suggested that sample sizes for factor analysis should be 100 or greater. Comrey (1973) guided about sample sizes that: 100 as poor, 200 as fair, 300 as good, 500 as very good, and 1000 or more as excellent. As the total sample size of this study was 598 respondents, the sample size was sufficient enough to run the factor analysis, both EFA and CFA separately. Thus, I randomly divided the respondents in half and used the first half of the 300 respondents for running the EFA. Then, based on the results of the EFA, CFA was run on the second half of the 300 respondents.

Before proceeding to the factor analysis process, KMO and Bartlett's Test of Sphericity was applied to confirm the sufficiency of the 300 samples and the appropriateness of the factor analysis. SPSS was used to run the KMO and Bartlett's Test of Sphericity of both set of the samples.

1) KMO and Bartlett's Test of Sphericity Results for CQ and GM

KMO is a measure that examines sample sufficiency and its interpretive meaning are: ≥ 0.90's as excellent, ≥ 0.80's as very good, ≥ 0.70's as good, ≥ 0.60's as ordinary, ≥ 0.50's as poor, and below 0.50 as unacceptable (Hair et al., 2010). Bartlett's test of sphericity is a test that is applied to test a hypothesis in order to confirm that the correlation matrix is an identity matrix, meaning that all of the variables are uncorrelated. The null hypothesis is rejected if the test result has a sig value less than the alpha level ($p<.05$).

For this study, the KMO .925 and the Sig. value .000 in Table 3.1 for CQS and the KMO .945 and the Sig. value .000 in Table 3.2 for the GM measurement revealed an excellent level of sample sufficiency and led to rejecting the

null hypothesis and accepting the alternative hypothesis (Hair et al., 2010). It was concluded that there were correlations in the variables that were appropriate for the factor analysis. The results of the KMO and Bartlett's Test of Sphericity for CQ are shown in Table 3.1 and for GM are shown in Table 3.2.

Table 3.1 KMO and Bartlett's Test of CQ

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.925
Bartlett's Test of Sphericity	Approx. Chi-Square	5152.444
	df	253
	Sig.	0.00

Table 3.2 KMO and Bartlett's Test of GM

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.945
Bartlett's Test of Sphericity	Approx. Chi-Square	8969.719
	df	435
	Sig.	.000

2) Exploratory Factor Analysis

At this point, EFA using SPSS was applied with the first half of 300 respondents to determine the independent variables that have common underlying dimensions called "factors". The variables studied were summarized and described by grouping variables that were correlated with each other (Yang, 2005). The results of the EFA of both CQ and GM are explained as follows.

3) Exploratory Factor Analysis for the CQ Construct

For the CQ construct, EFA confirmed the four factors or dimensions similar to those of the original CQS by Ang et al., 2007, which were: metacognitive CQ, cognitive CQ, motivational CQ and behavioral CQ, as explained

in Table 3.3 and 3.4. The information presented a clear 4-factor eigenvalue, good factor loading, and a high variance explanation.

Table 3.3 Total Variance Explained of CQ

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.869	47.257	47.257	10.526	45.767	45.767	5.114	22.237	22.237
2	2.193	9.534	56.791	1.825	7.936	53.704	3.979	17.302	39.538
3	1.470	6.393	63.185	1.111	4.830	58.534	2.695	11.716	51.254
4	1.338	5.818	69.003	1.004	4.363	62.897	2.678	11.643	62.897
5	.903	3.926	72.929						
6	.791	3.441	76.370						
7	.560	2.434	78.804						
8	.528	2.295	81.099						
9	.510	2.216	83.315						
10	.498	2.164	85.480						
11	.451	1.962	87.441						
12	.394	1.715	89.156						
13	.340	1.480	90.636						
14	.325	1.414	92.051						
15	.291	1.264	93.314						
16	.259	1.124	94.439						
17	.253	1.101	95.540						
18	.229	.997	96.537						
19	.205	.890	97.427						
20	.183	.795	98.222						
21	.156	.680	98.903						
22	.143	.622	99.524						
23	.109	.476	100.000						

Note: Extraction Method: Principal Axis Factoring

Table 3.4 Rotated Factor Matrix[a] of CQ

	Factor			
	1	**2**	**3**	**4**
cog4	.790	.272	.106	.144
cog5	.788	.224	.147	.146
cog7	.729	.151	.164	.184
cog6	.718	.292	.244	.173
cog9	.711	.201	.139	.241
cog8	.693	.244	.163	.179
cog2	.673	.193	.119	.056
cog1	.550	.137	.115	.124
cog3	.408	.290	.153	.175
mot2	.306	.804	.223	.202
mot4	.334	.752	.206	.192
mot3	.302	.727	.329	.263
mot5	.273	.724	.221	.275
mot1	.346	.673	.219	.156
beh1	.301	.525	.225	.402
mc2	.149	.170	.760	.122
mc3	.145	.210	.750	.201
mc1	.194	.231	.667	.188
mc4	.268	.224	.614	.195
beh4	.210	.301	.199	.808
beh3	.264	.387	.216	.653
beh5	.207	.304	.259	.648
beh2	.156	.063	.122	.629

Note: Extraction method: principal axis factoring

Rotation method: varimax with Kaiser normalization

a. Rotation converged in 6 iterations

4) Exploratory Factor Analysis for the GM Construct

For the GM construct, EFA confirmed the six factors or dimensions of GM that were identified as global human resource cross country (GHRC), global human resource (GHR), global learning (GL), global network (GN), responsiveness expectations (RE), and coordination expectations (CE), as explained in Table 3.5 and 3.6: The information revealed a clear 6-factor eigen value, good factor loading, and a high variance explanation.

Table 3.5 Total Variance Explained of GM

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	15.323	51.076	51.076	15.056	50.188	50.188	6.127	20.424	20.424
2	2.962	9.873	60.949	2.697	8.989	59.177	4.577	15.255	35.679
3	1.679	5.595	66.545	1.435	4.784	63.961	4.070	13.566	49.246
4	1.144	3.813	70.358	.889	2.962	66.923	2.666	8.888	58.134
5	1.087	3.622	73.980	.824	2.747	69.670	2.302	7.673	65.807
6	1.072	3.573	77.552	.803	2.678	72.348	1.962	6.540	72.348
7	.929	3.097	80.649						
8	.643	2.144	82.793						
9	.518	1.728	84.521						
10	.447	1.488	86.009						
11	.395	1.316	87.326						
12	.367	1.223	88.549						
13	.346	1.154	89.702						
14	.341	1.138	90.841						
15	.297	.988	91.829						
16	.278	.925	92.755						
17	.251	.837	93.592						
18	.228	.759	94.351						
19	.223	.745	95.095						
20	.194	.648	95.743						
21	.185	.618	96.361						
22	.178	.595	96.956						
23	.157	.523	97.479						

Table 3.5 (Continued)

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
24	.143	.477	97.956						
25	.132	.440	98.396						
26	.124	.415	98.811						
27	.115	.384	99.195						
28	.107	.358	99.552						
29	.088	.292	99.844						
30	.047	.156	100.00						

Note: Extraction Method: Principal Axis Factoring

Table 3.6 Rotated Factor Matrix[a] of GM

	Factor					
	1	2	3	4	5	6
ce7	.846	.24	.187	.121	.036	.135
ce8	.815	.257	.202	.142	.041	.169
ce9	.800	.198	.179	.159	.086	.060
ce6	.786	.231	.173	.191	.051	.182
ce5	.732	.247	.136	.270	.141	.168
ce4	.677	.241	.21	.271	.247	.062
ce2	.581	.048	.132	.207	.336	.009
ce3	.562	.125	.245	.350	.283	.010
ce1	.501	.097	.234	.334	.277	-.005
gl6	.322	.782	.292	.120	.193	.144
gl4	.236	.780	.303	.177	.152	.141
gl5	.325	.764	.294	.142	.189	.151
gl2	.218	.706	.320	.208	.173	.096
gl1	.225	.598	.250	.298	.193	.131

Table 3.6 (Continued)

	Factor					
	1	**2**	**3**	**4**	**5**	**6**
gl3	.164	.597	.266	.244	.194	.009
ghr4	.250	.334	.735	.149	.151	.168
ghr5	.197	.388	.692	.162	.179	.029
ghr2	.194	.265	.688	.188	.212	.280
ghr1	.194	.269	.661	.123	.138	.287
ghr6	.254	.369	.651	.171	.229	.145
ghr3	.216	.175	.57	.045	.247	.127
re1	.312	.231	.206	.724	.138	.071
re4	.469	.202	.111	.658	-.013	.132
re2	.428	.332	.123	.648	.055	.073
re3	.489	.324	.169	.586	.066	.093
gn2	.193	.295	.285	.044	.72	.222
gn3	.209	.317	.315	.096	.669	.257
gn1	.173	.288	.342	.089	.641	.205
ghrc1	.192	.174	.243	.080	.188	.839
ghrc2	.157	.132	.325	.111	.256	.795

Note: Extraction method: principal axis factoring

Rotation method: varimax with Kaiser normalization

a. Rotation converged in 8 iterations

5) Confirmatory Factor Analysis of the CQS and Global Mindset Measurement

Based on the EFA results, CFA was utilized to confirm the factors that affected CQ and GM and to assess the construct validity of the instruments, before the process of the SEM-path analysis.

As mentioned in the EFA section, the second half of the sample of the 300 respondents was utilized to run the CFA, using LISREL, based on the

factor confirmed by the EFA. In order to identify the poorness or goodness-of-fit of the tested model, the indices for goodness-of-fits are shown in Table 3.7 below. In this table, some important and popular indices for goodness-of-fits are explained. These same indices were also utilized for the path analysis identification for the poorness or goodness-of-fits of the SEM in chapter 4 as well.

Table 3.7 Indices for Goodness-of-Fits

Indices		Definition	Fit Criteria
χ^2	Chi-square	The assessment of fit of a specific model as well as the comparison between two models	The smaller the better fit χ^2/ df < 2
RMSEA	Root Mean Square Error of Approximation	A statistics that measures how well the model would fit the populations covariance matrix	< .05: good fit .05 - .08: reasonable .08 - .10: mediocre > .10: poor fit
GFI	Goodness of Fit Index	A measure of fit between the hypothesized model and the populations covariance matrix	>.90
AGFI	Adjusted Goodness of Fit Index	The adjusted goodness of fit index that corrects the GFI, which is affected by the number of indicators of each latent variable.	>.90
NFI	Normed-Fit Index	A fit index that assesses the model by comparing the χ^2 value of the model to the χ^2 value of the null model.	>.90
TLI or NNFI	Tucker-Lewis or Non Norm Fit Index	A relative-fit index that compares the model being tested to a baseline model (null model), taking into account the degree of freedom	>.90
IFI	Incremental-Fit Index	An incremental-fit index that determine the improvement in fit between a model compared with the baseline model and whether any meaningful information remains unexplained by the model	>.90

Source: Olobatuyi, 2006; Hooper, Coughlan, and Mullen, 2008.

After the KMO and Bartlett's Test of Sphericity of the two measurements were tested and accepted, CFA was run using the LISREL program to confirm that the two constructs, CQ and GM, were properly measured with good construct validity, and the results of the CFA are explained as follows.

6) CFA of Global Mindset Measurement

In Figure 3.1, LISREL revealed that the results of initial CFA of the global mindset scale, based on the results of the EFA, before modifications, poorly fit: Chi-square = 170.94, df =14, $\chi 2$/ df = 12.21, p = 0.000, RMSEA = 0.194, GFI = 0.840, AGFI = 0.760, NFI = 0.904, TLI = 0.906 and IFI = 0.912.

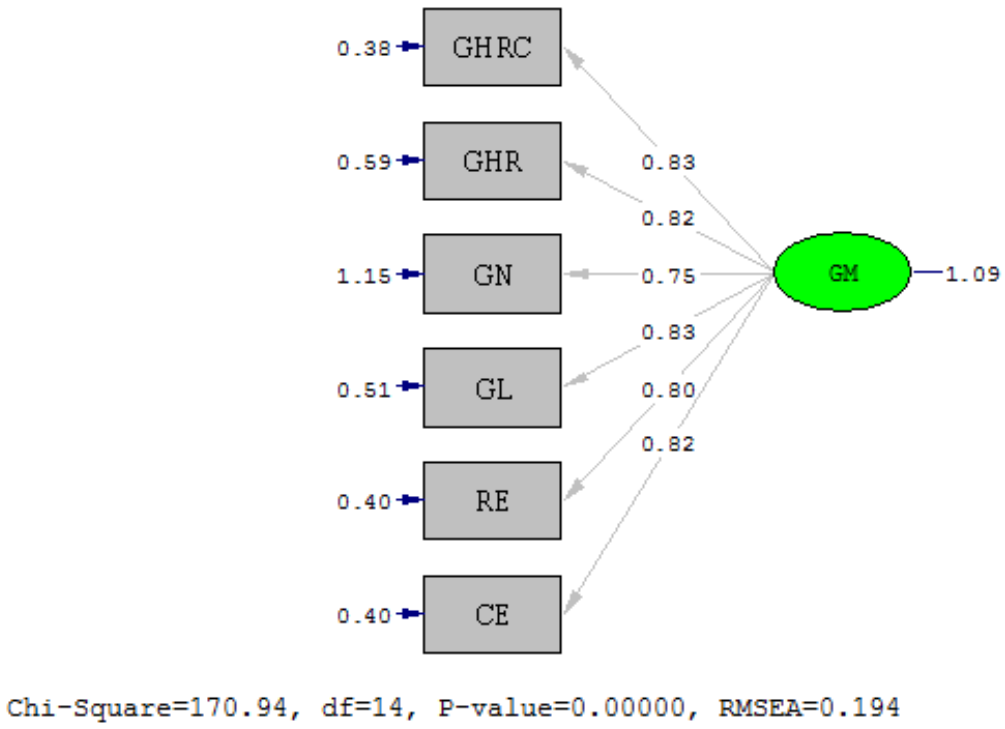

Figure 3.1 Confirmatory Factor Analysis of the Global Mindset Measurement before Modification

As a consequence, model modification was applied to search for appropriate revisions of the measurement model (Jöreskog & Sörbom, 1996). Based upon the modification indices using LISREL, some modifications were done for the global mindset measurement.

In Figure 3.2, LISREL revealed the results of the CFA of global mindset scale, after some modifications. Some fixed parameters were modified to be free using the modification index (MI) and the t-ratio: TD 3 2, TD 4 2, TD 4 3, TD 6 1 and TD 6 3. After modification, the measurement was seen to firmly fit: Chi-square = 13.72, df = 9, $\chi 2$/ df = 1.524 (< 2), p = 0.13247, RMSEA = 0.042, GFI = 0.985, AGFI = 0.965, NFI = 0.991, TLI = 0.995 and IFI = 0.997.

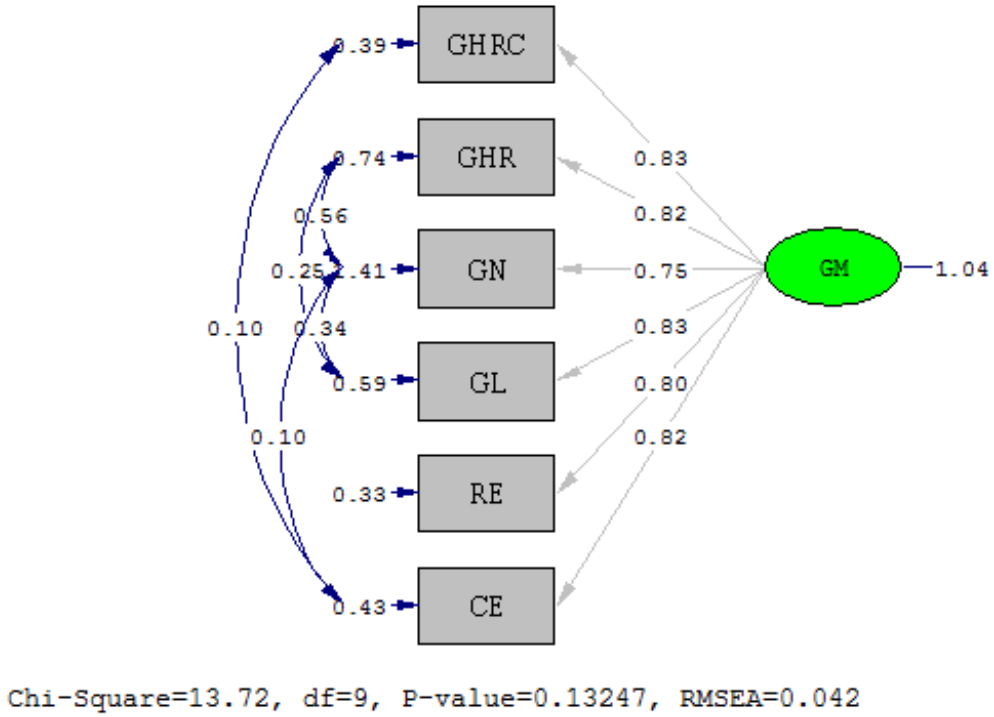

Figure 3.2 Confirmatory Factor Analysis of the Global Mindset Measurement after Modification

7) CFA of the Cultural Intelligence Scale

In Figure 3.3, LISREL revealed that the results of the initial CFA of the CQS, based on the result of the EFA, before modifications, poorly fit: Chi-square = 15.15, df = 5, $\chi 2$/ df = 3.03, p = 0.00973, RMSEA = 0.082, GFI= 0.975, AGFI = 0.951, NFI = 0.969, TLI = 0.973 and IFI = 0.962.

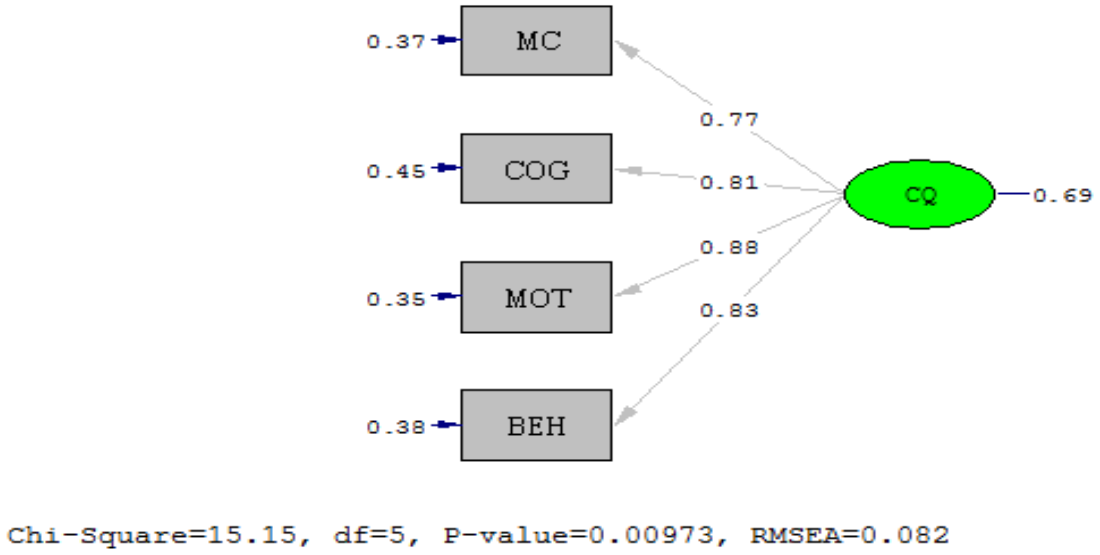

Figure 3.3 Confirmatory Factor Analysis of the Cultural Intelligence Scale before Modification

Based upon the modification indices using LISREL, some modifications were done for the CQS. In Figure 3.4, LISREL revealed the results of the CFA of CQS after some modifications. Some fixed parameters were modified to be free using the modification index (MI): TD 3 2 and TD 2 1. After the modification, the measurement was seen to firmly fit: Chi-square = 3.54, df = 3, $\chi 2$/ df = 1.18, p = 0.315 RMSEA = 0.025, GFI = 0.994, AGFI = 0.980, NFI = 0.993, TLI = 0.998 and IFI = 0.999. These indices expressed a very good fit as the criteria referred to in Table 3.7.

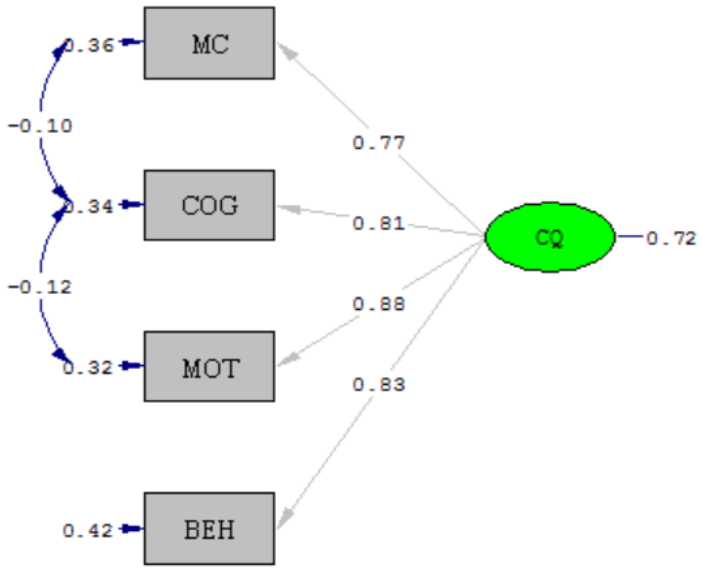

Figure 3.4 Confirmatory Factor Analysis of the Cultural Intelligence Scale after Modification

As a consequence, the CFA of both CQ and GM revealed strong construct validity and goodness-of-fit after some modification for appropriate revisions (Jöreskog & Sörbom, 1996).

3.4.3.4 Reliability

Internal consistency reliability expresses the degree to which all items in an instrument measure the same construct or inter-item consistency (Streiner, 2003). In order to examine the reliability of these modified instruments after the pilot test, coefficient alphas were employed. The reliability coefficients of the two modified scales showed a Cronbach alpha of CQ at the level of α =.940 and a Cronbach alpha of GM at the level of α = .969. The Cronbach alpha level of both CQ and GM were considered very high and confirmed the reliability of both instruments.

3.5 Data Collection

Once the face validity and the reliability test based on the pilot test results were accepted, the data collection process was begun. As the population of this study was HR practitioners that were members of the PMAT, the data collection was conducted at training/seminar courses where PMAT members had registered to join. Simple random sampling was applied to collect samples through three sources: a) the training and seminar courses conducted by the PMAT; b) monthly HR community meeting; and c) HR seminars conducted by the School of Human Resource Development at NIDA. For the distribution of the questionnaires, a cover letter introducing the research objectives and a statement about the protection of human subjects was discussed clearly.

In order to collect the data from the PMAT trainings and seminars, permission from the PMAT was asked and permitted regarding data collection from its members. Using simple random sampling, the questionnaires were distributed to the HR practitioners that had joined the PMAT seminars, based upon the permission and support from the PMAT. I joined three training courses and seminars conducted by the PMAT in 2013. The data collection was done by distributing 150-250 survey questionnaires per time and in total 540 sets of questionnaire were distributed at the three PMAT seminars. Finally, a total of 384 respondents filled out the questionnaires for this research. The response rate was about 71.11%.

In order to collect the data from the HR community, letters asking for permission to join the monthly meeting were sent to four HR communities. However, permission was received from only one community: the Ayutthaya Personnel Management Group. Permission to collect the data from the HR practitioners that participated in the monthly meeting/seminar was received from the chairman of the group. I distributed 120 sets of questionnaires and received in total 108 sets of responses. The response rate was approximately 90%.

For the HR seminar at the HRD school at NIDA, the data were collected from two seminars conducted there. There were 230 questionnaires distributed and 144 sets were returned. The response rate was about 62.60%.

Besides the paper questionnaires, I also developed an online questionnaire to collect the data from the alumni from the HRD school. However, I found that the response rate from this group was critically low. The main reason was that almost 70% of the email addresses were not up to date, and this resulted in failed e-mails. Only about 10% of the respondents were obtained from this online survey, and some of them were not HR practitioners. Moreover, some were not PMAT members and some answered very few questions. Considering that the number of failed emails and unqualified returned questionnaires were about 95%, I made a decision to not include these few online survey respondents in my research. The online survey then was not part of the total of 636 respondents for this study.

3.6 Data Analysis

In addition to the preliminary descriptive statistics of the sample's demographics and characteristics, suitable statistical tests were employed in this study in order to answer the three research questions. The confidence interval used in this study was 95%.

3.6.1 Research Question One

The first research question was "Is there a causal relationship between the global mindset level and CQ level of the HR practitioners in Thailand? If there is, what is the relationship?"

In order to answer this research question, structural equation modeling using LISREL 8.72 was applied. SEM is a statistical procedure developed for testing a conceptual or theoretical model concerning the causal links among variables. SEM has become increasingly popular among social and behavioral researchers (Anderson & Gerbing, 1998; Burnette & Williams, 2005).

SEM can be conceptualized as the analysis of two hypothetically distinct models: the measurement model, which defines latent variables using one or more observed variable, and the structural regression model, which links the latent variables (Jöreskog & Sörbom, 1996; Burnette & Williams, 2005). The measurement model is a confirmatory factor analysis model that identifies the

relationship between the observed variables and the latent variables or the constructs that were focused to study (Anderson & Gerbing, 1988). The structural model is used to analyze the causal relationship between constructs based on a theoretical conceptualization (Anderson & Gerbing, 1988).

In this study CFA was used to test the construct validity of the two measurement models, CQS and GM, while path analysis was applied to test the path analysis or structural model concerning the relationship between CQ and GM. Model modification was utilized to improve the goodness-of-fits between the initial model and the empirical data (Jöreskog & Sörbom, 1996).

Statistical indices for the goodness-of-fits—Chi-square, Degree of Freedom, P-value, Root Mean Square Error of Approximation (RMSEA), Non-normed Fit Index (NFI), Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), Tucker-Lewis (TL) Incremental Fit Index (IFI)—were applied for analysis of the goodness-of-fits between the hypothesized data and empirical data (Olobatuyi, 2006; Hooper, et al., 2008).

3.6.2 Research Question Two

The second research question was "What is the CQ level of HR practitioners in Thailand?" This research question was answered by the descriptive statistics run using the SPSS program. The means of each dimension for CQ and total CQ were analyzed to reveal the level of the CQ of the HR practitioners. The results are explained in detail in chapter 4.

3.6.3 Research Question Three

The third research question was "How do age and gender influence the CQ level among HR practitioners in Thailand?" For this research question, I separated the question into two parts. The first part was the influence between age and CQ, and the second part was the influence between gender and CQ.

The first part concerned the independent variables of age and the dependent variable of CQ. Age was the independent variable that was separated into five groups, as shown in the questionnaire: 21-29, 30-39, 40-49, 50-59 and 60 and up, while CQ was the dependent variable.

In order to investigate whether differences in age had an effect on CQ level, statistics for comparison of the means of the two variables were applied. As the independent variable "age" was separated into five groups, one way analysis of variance (One-way ANOVA) was the most appropriate statistics in this case.

One-way ANOVA is a kind of statistics used to compare means. Howell (2012) explained that the objective of One-way ANOVA is to investigate the significant differences between the means of two or more independent groups in the study by comparing the means between the groups focused and identify whether any of those means are significantly different from each other.

The second part of the third research question concerned gender and CQ. Gender was the nominal independent variable and it was separated into two groups: male and female. The *t*-test was the statistic considered to be appropriate for comparing the means of the two groups of independent variables: gender, on one dependent variable in this study: CQ level. Therefore, in order to investigate whether the difference in gender had an effect on CQ, a *t*-test was considered the most appropriate statistic to be applied.

3.7 Demographic Data of the Respondents

The first aspect of the data presentation involved the respondents' demographic data, including gender, age, experience as HR practitioners, and the position level of the respondents in the organizations, which were collected in order to provide a more extensive understanding of the samples. Table 3.8-3.14 provides a more detailed description of the samples' demographic data and characteristics**.** They reflect the frequency and percentage of the respondents that responded to each item.

Table 3.8 Respondents by Gender

Gender	N	Percentage
Male	145	24.2
Female	451	75.4
Total	596	99.7
Missing	2	0.3
Total	**598**	**100**

Table 3.9 Respondents by Age

Age	N	Percentage
20-29	98	16.4
30-39	245	41
40-49	169	28.3
50 and up	85	14.2
Total	597	99.8
Missing	1	0.2
Grand Total	**598**	**100**

As already mentioned (in item 3.6.3), the categorization of respondents by age was separated into five groups: 20-29, 30-39, 40-49, 50-59 and 60 and up. However, there was only one person in the group of 60 and up. Therefore, adjustment was done in order to reset the age into four groups, instead of five groups: 20-29, 30-39, 40-49 and 50 and up, and the one person was included in the group of 50 and up. All of the statistical analysis about age was performed based upon these adjusted categories.

Table 3.10 Respondents by Education

Education	N	Percent
Diploma	14	2.3
Bachelor	288	48.2
Master	284	47.5
Ph.D.	9	1.5
Other	1	0.2
Total	596	99.7
Missing	2	0.3
Total	**598**	**100**

Table 3.11 Respondents by Experience as HR Practitioners

Experience	N	Percent
1-5 years	175	29.3
6-10 years	158	26.4
11-15 years	103	17.2
16-20 years	80	13.4
21 years and up	80	13.4
Total	596	99.7
Missing	2	3
Total	**598**	**100**

Table 3.12 Respondents with Working Experience as HR Practitioners in Organization with Headquarters outside Thailand

Experience as HR practitioners in organization with headquarters outside Thailand	**N**	**Percent**
No Experience	297	49.7
With Experience		
less than 1 year	27	4.5
1-3 year	74	12.4
4-6 year	61	10.2
7 year and up	133	22.2
Total	295	49.3
Missing	6	1
Grand Total	**598**	**100**

Table 3.13 Respondents by Experience in Working with Foreigners or Being Familiar with People from Different Cultures

Experience with People from different Cultures	**N**	**Percent**
No Experience	197	32.94
With Experience		
less than 1 year	32	5.35
1-3 year	112	18.73
4-6 year	67	11.2
7 year and up	140	23.41
Total	351	58.7
Missing	50	8.36
Grand Total	**598**	**100**

Table 3.14 Respondents by Position Level in Organization

Position Level	N	Percent
Supervisor	198	33.1
Middle management	179	29.9
Senior management	79	13.2
Other	131	21.9
Total	587	98.2
Missing	11	1.8
Total	**598**	**100**

The preceding summaries reflect the frequency and percentage of the respondents that responded to each item. Table 3.8 displays the respondents by gender; the vast majority of the respondents were female (75.7%). Table 3.9 revealed the results by age; the first largest category of age was 30-39 (41%), and the second category was 40-49 (28.3%). The respondents by education are reported in Table 3.10; the respondents with a bachelor's degree were the majority (48.3%), followed closely by master's degree (47.7%). Concerning the experience as HR practitioners, Table 3.11 shows the majority of respondents at 1-5 years (29.4%), and the second category was 6-10 years (26.5%). Table 3.12 reveals interesting statistics about the respondents that had work experience as HR practitioners in organizations with headquarters outside Thailand. Almost half had work experience in an organization with headquarters outside Thailand (49.3%) and half did not have the experience (49.7%). Among the 49.3% (295) of the respondents that had this experience, four categories were classified: less than 1 year (4.5%), 1-3 years (12.4%), 4-6 years (10.2%) and 7 years and up (22.2%). The category of experience of 7 years and up was the majority 22.2%), followed by the category of 1-3 years (12.4%). Table 3.13 reveals the preliminary statistics about the respondents that had experience working with foreigners or getting used to foreigners from a different culture. Most of the respondents had experience with people from a different culture 58.70 % (351). The respondents with no experience with people from a different culture were 32.94% (197). Among the 58.70% (351) of the respondents that had this experience, the categories were separated into four: less than 1 year (5.35%), 1-

3 years (18.73%), 4-6 years (11.20%) and 7 years and up (23.41%). The majority was the category of 7 years and up (23.41%), and the second category was the group with 1-3 years (18.73%). Finally, Table 3.14 displays the position levels of the respondents that were mostly at the level of supervisor (33.7), followed by middle management (30.5%).

3.8 Summary

This chapter explains the research design and method that were used in this study. In order to validate the CQS by Ang et al. (2007) and the global mindset scale by Murtha et al. (1998), and to utilize them for HR practitioners in Thailand, translation and back-translation were carried out to ensure the equivalence between the Thai and English versions of both measurements. Face validity was done by the HR experts, and a pilot test was applied for pretesting and trying out the research instruments prior to the larger study. Suitable statistics for validation and the reliability test were applied for both scales.

As the Personnel Management Association of Thailand is the most famous association/center of HR professionals in Thailand, the population and samples of this study consisted of HR practitioners that were members of the PMAT that worked in 1,518 organizations and 376 other individual members.

Samples of 240 to 480 were needed for this study, based upon the number of parameters in the hypothesize model. Simple random sampling was designed for the data collection from the HR practitioners' trainings, seminars, and meetings joined by the PMAT members. A total of 636 questionnaires were returned as the respondents for this research, from the total of 890 questionnaires distributed, at a percentage of 71.46. Finally, 598 respondents were utilized for statistical analysis in this study.

There were three research questions in this study concerning four variables: CQ, GM, age, and gender. For the first research question, structural equation modeling was applied to test the causal relationships of CQ and GM. For the second research question concerning the level of HR practitioners' CQ, descriptive statistics using SPSS was applied to investigate the level of each dimension of CQ. Finally, the third research question was separated into two parts (i.e., age and CQ, and gender and CQ),

and one-way ANOVA was applied to test the influence of age on CQ and a *t*-test was applied to test the influence of gender on CQ.

Demographic data to explain the characteristics of the participants in this study also presented in this chapter 3.

CHAPTER 4

FINDINGS

Again, the three research questions of this study are as follows:

1) Is there a causal relationship between the global mindset level and CQ level of the HR practitioners in Thailand? If there is, what is the relationship?

2) What is the CQ level of HR practitioners in Thailand?

3) How do age and gender influence the CQ level among HR practitioners in Thailand?

This chapter reports the results of the study and answers the above research questions. SEM-path analysis was utilized to analyze the causal relationship between CQ and GM in order to answer the first research question. First, both exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were applied to confirm the validity of the two measurements: the cultural intelligence scale and the global mindset scale. Then, path analysis was applied to the causal relationships test. For the second research question, descriptive statistics were applied to investigate the level of CQ of Thai HR practitioners. Finally, for the third research question, one-way ANOVA was applied to analyze the influence of age and CQ, while a *t*-test was applied to analyze the relationship between gender and CQ.

Before answering any of the research questions, first, some interesting statistical finding based on the deeply investigated on the preliminary demographic data explained in chapter 3, are presented in Table 4.1-4.7 to highlight some of the important analyses of all respondents in this research.

4.1 Findings and Analysis about CQ and GM Level of the Respondents

Table 4.1 CQ Level by Age

		Metacognitive CQ		Cognitive CQ		Motivational CQ		Behavioral CQ		Total CQ	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Age	20-29	5.20	.90	4.50	.89	5.38	.94	4.91	.93	5.02	.68
	30-39	5.12	.91	4.37	.98	5.19	1.07	4.78	1.04	4.88	.82
	40-49	5.34	.84	4.40	.97	5.28	1.02	5.02	.96	5.02	.75
	50 and up	5.43	.83	4.59	.90	5.46	.90	4.99	.96	5.10	.75

Mean of each dimension of CQ could be utilized to explain the CQ levels of the Thai HR practitioners. For the CQ level by age in table 4.1, the statistics revealed that the highest CQ level was at the motivational CQ in the age category of 50 and up (5.46), followed by the metacognitive CQ level in the age category of 50 and up (5.43). The lowest one was the cognitive CQ in the age category of 30-39 (4.37). Interestingly, all of the lowest CQ level of the respondents was at the age category of 30-39 (i.e. metacognitive CQ level = 5.12), cognitive CQ level = 4.37, motivational CQ level = 5.19, behavioral CQ level = 4.48 and total CQ level = 4.88).

Table 4.2 CQ Level by Education

Education Level	Metacognitive CQ		Cognitive CQ		Motivational CQ		Behavioral CQ		Total CQ	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Diploma	4.91	.69	4.29	.93	4.60	.85	4.83	1.13	4.66	.70
Bachelor	5.15	.95	4.33	.99	5.22	1.03	4.86	1.02	4.91	.80
Master	5.34	.81	4.52	.92	5.37	1.00	4.94	.96	5.04	.74
Ph.D.	5.36	.71	5.31	.30	5.89	.78	5.23	.86	5.43	.52

Table 4.2 reveals the statistics concerning the education level and CQ level of the respondents. The highest mean of CQ was in the group of respondents with a Ph.D.

(i.e. metacognitive CQ = 5.36, cognitive CQ = 5.31, motivational CQ = 5.89, behavioral CQ = 5.23, and total CQ = 5.43). The second group was the respondents with a master's degree (i.e. metacognitive CQ = 5.34, cognitive CQ = 4.52, motivational CQ = 5.37, behavioral CQ = 4.94, and total CQ = 5.04), followed by the group with a bachelor's degree and the lowest group at the diploma level.

Table 4.3 GM Level by Education

Education Level	GHRC		GHR		GN		GL		RE		CE		Total GM	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Diploma	4.68	1.48	5.08	1.04	4.86	1.36	5.31	1.30	5.39	.82	5.05	.81	5.11	.93
Bachelor	4.40	1.62	5.21	1.19	4.92	1.38	5.45	1.13	5.38	1.02	5.19	1.07	5.19	.96
Master	4.40	1.83	5.18	1.13	4.84	1.45	5.43	1.13	5.32	1.03	5.26	.99	5.19	.93
Ph.D.	3.17	1.73	5.31	.84	4.26	1.99	5.85	.91	5.53	.85	5.33	.81	5.21	.69

Table 4.3 reveals the statistics concerning the education level and GM level of the respondents. GM level according to the education of the respondents in this study revealed that the total GM at the Ph.D. level was the highest among all (5.21), followed by the master's degree level (5.19) as the second. The bachelor's degree group had a GM level similar to the master's degree group (5.19). The lowest one was the diploma group at 5.11. However, by analyzing the details of each facet of GM, the highest mean of global human resource cross Country (GHRC) and global network (GN) was not at the PhD. group but the diploma level, while the highest mean of the other four facets of GM (i.e., global human resource (GHR), global learning (GL), responsiveness expectations (RE) and coordination expectations (CE) was, as expected, at the Ph.D. level, followed by the master's degree, the bachelor's degree, and the diploma level.

Table 4.4 CQ Level of 295 HR Practitioners that Have Had Experience in an Organization with Headquarters outside Thailand

Categories of experience in organization with headquaters outside Thailand	Metacognitive CQ		Cognitive CQ		Motivational CQ		Behavioral CQ		Total CQ	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
less than 1 year	5.20	.75	4.10	.94	5.08	1.08	4.71	.87	4.79	.82
1-3 years	5.21	.96	4.39	1.00	5.22	1.07	4.88	.98	4.95	.79
4-6 years	5.15	.89	4.47	.73	5.47	.92	4.90	.98	4.98	.70
7 years and up	5.34	.82	4.55	.95	5.33	.93	5.00	.87	5.06	.72

Refer to Table 3.12 in chapter 3 that revealed about the respondents who had work experience as HR practitioners in organizations with headquarters outside Thailand. There were 295 respondents (49.3%) who had the work experience in organization with headquarters outside Thailand and 297 respondents (49.7%) who did not have the experience. In this chapter, Table 4.4 reveals the statistics concerning CQ level of the 295 HR practitioners with the mentioned experience. This table reveals that the group with 7 years' experience and up reported the highest CQ in all dimensions and total CQ (i.e. metacognitive CQ = 5.34, cognitive CQ = 4.55, motivational CQ = 5.33, behavioral CQ = 5.00, and total CQ = 5.06). The second was the group of 4-6 years' experience (i.e. metacognitive CQ = 5.15, cognitive CQ = 4.47, motivational CQ = 5.47, behavioral CQ = 4.90, and total CQ = 4.98), followed by the group of 1-3 years and less than 1 year.

Table 4.5 CQ Level of 351 HR Practitioners that Have Had Experience in Working with Foreigners or Being Familiar with People from Different Cultures

Experience with people from different cultures	Metacognitive CQ		Cognitive CQ		Motivational CQ		Behavioral CQ		Total CQ	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
less than 1 year	5.19	0.96	4.48	1.07	5.37	1.08	4.95	1.09	5.02	0.86
1-3 years	5.10	0.92	4.37	1.04	5.17	1.07	4.70	1.03	4.84	0.87
4-6 years	5.22	0.79	4.49	0.79	5.50	0.90	4.96	0.92	5.01	0.69
7 years and up	5.45	0.78	4.63	0.91	5.48	0.88	5.16	0.94	5.17	0.72

Table 4.5 is the extension of table 3.13 in chapter 3 that explained the number of respondents who have experience in working with foreigners or being familiar with peoples from different cultures. This Table 4.5 reveals the CQ level of 351 HR practitioners who have the mentioned experience. Among the four groups, the group with the highest CQ level is the group of those who had experience with people from different culture 7 years and up (i.e. metacognitive CQ = 5.45, cognitive CQ = 4.63, motivational CQ = 5.48, behavioral CQ = 5.16, and total CQ = 5.17) and the second is the group with those experience 4-6 years (i.e. metacognitive CQ = 5.22, cognitive CQ = 4.49, motivational CQ = 5.50, behavioral CQ = 4.96, and total CQ = 5.01.

Besides the finding about CQ and GM level of respondents in table 4.1-4.5, Table 4.6 and 4.7 reveals means and standard deviation of the ten observed variables in this research. The means and standard deviation of the four observed variables of CQ are presented in Table 4.6, and the means and standard deviation of the six observed variables of GM are presented in Table 4.7.

Table 4.6 Means and Standard Deviation of the Four Observed Variables of CQ

CQ Dimensions and Items	Mean and SD of Each Item		Mean and SD of Each Dimension	
	Mean	**SD**	**Mean**	**SD**
Metacognitive CQ			5.238	0.885
mc1	5.333	1.136		
mc2	5.355	1.013		
mc3	5.272	1.005		
mc4	4.983	1.089		
Cognitive CQ			4.430	0.954
cog 1	3.757	1.324		
cog2	4.089	1.223		
cog 3	5.035	1.430		
cog 4	4.496	1.215		
cog 5	4.575	1.252		
cog 6	4.848	1.188		
cog 7	4.301	1.385		
cog 8	4.416	1.284		
cog 9	4.369	1.275		

Table 4.6 (Continued)

CQ Dimensions and Items	Mean and SD of Each Item		Mean and SD of Each Dimension	
	Mean	**SD**	**Mean**	**SD**
Motivational CQ			5.284	1.015
mot1	5.318	1.196		
mot2	5.316	1.142		
mot3	5.257	1.100		
mot4	5.237	1.175		
mot5	5.290	1.120		
Behavioral CQ			4.901	0.992
beh1	4.880	1.277		
beh2	4.794	1.275		
beh3	4.806	1.212		
beh4	4.953	1.138		
beh5	4.996	1.188		
Total CQ			**4.972**	**0.770**

For CQ, the highest mean was the mean of motivational CQ at 5.284. The second was the mean of metacognitive CQ at 5.238, and the lowest one was the mean of cognitive CQ at 4.430. Among the 23 sub-factors/questions of CQ, mc2 (5.355) exhibited the highest mean, followed by mc1 (5.333) as the second, while the lowest one was cog1 (3.757).

Table 4.7 Means and Standard Deviation of the Six Observed Variables of GM

GM Dimensions and Items	Mean and SD of Each Item		Mean and SD of Each Dimension	
	Mean	**SD**	**Mean**	**SD**
Global HR Cross Country			4.394	1.724
GHRC1	4.376	1.796		
GHRC2	4.413	1.745		
Global HR			5.195	1.152
GHR1	5.348	1.339		

Table 4.7 (Continued)

GM Dimensions and Items	Mean and SD of Each Item		Mean and SD of Each Dimension	
	Mean	**SD**	**Mean**	**SD**
GHR2	5.154	1.373		
GHR3	4.940	1.439		
GHR4	5.294	1.287		
GHR5	5.287	1.327		
GHR6	5.147	1.347		
Global Network			4.869	1.423
GN1	4.763	1.561		
GN2	4.846	1.543		
GN3	4.999	1.488		
Global Learning			5.443	1.129
GL1	5.831	1.179		
GL2	5.495	1.259		
GL3	5.355	1.263		
GL4	5.399	1.255		
GL5	5.273	1.358		
GL6	5.308	1.349		
Responsiveness Expectations			5.350	1.018
RE1	5.334	1.156		
RE2	5.305	1.117		
RE3	5.349	1.147		
RE4	5.410	1.122		
Coordination Expectations			5.225	1.019
CE1	5.243	1.177		
CE2	4.860	1.318		
CE3	5.254	1.165		
CE4	5.298	1.195		
CE5	5.285	1.203		
CE6	5.323	1.207		
CE7	5.226	1.255		
CE8	5.301	1.206		
CE9	5.236	1.218		
Total GM			**5.188**	**.944**

Note: N=598

For GM, the highest mean was the mean of global learning at 5.443, and the lowest one was the mean of global HR cross country at 4.394. Among the 30 sub-factors/questions of GM, GL1 (5.831) had the highest mean, followed by GL2 (5.495) with the second highest, while the lowest one was GHRC1 (4.376) among all 30 questions regarding GM.

The following are the findings for each research question's statistical results and answers, beginning with the first research question.

4.2 Findings for the First Research Question

Beginning with the first research question, "Is there a causal relationship between the global mindset level and CQ level of the HR practitioners in Thailand? If there is, what is the relationship?

Hypothesis H1: There is a causal relationship between the global mindset and cultural intelligence of HR practitioners in Thailand.

In order to answer the second research question, structural equation modeling (SEM) with LISREL 8.72 was applied. First, factor analysis was utilized to confirm the construct validity of the measurements before moving on to the SEM step. For this, the EFA and CFA results revealed strong construct validity for the two measurements, as mentioned in chapter 3. Then, path analysis was utilized in order to find if there was a causal relationship between the GM and CQ levels of the HR practitioners.

Before moving to the SEM section, the correlation, means and standard deviation of all observed variables concerned were explained in Table 4.8 as preliminary data for SEM.

Table 4.8 Correlation Matrix, Means, and Standard Deviations for the Ten Observe Variables

Variables	MC	COG	MOT	BEH	GHRC	GHR	GN	GL	RE	CE
Metacognitive CQ	1	.461**	.560**	.544**	.156**	.340**	.227**	.409**	.335**	.396**
Cognitive CQ	.461**	1	.572**	.557**	.249**	.366**	.299**	.345**	.339**	.365**
Motivational CQ	.560**	.572**	1	.648**	.226**	.371**	.236**	.423**	.399**	.413**
Behavioral CQ	.544**	.557**	.648**	1	.248**	.450**	.315**	.440**	.441**	.453**
Global HR Cross Country	.156**	.249**	.226**	.248**	1	.584**	.587**	.436**	.338**	.410**
Global HR	.340**	.366**	.371**	.450**	.584**	1	.696**	.699**	.539**	.608**
Global Network	.227**	.299**	.236**	.315**	.587**	.696**	1	.610**	.419**	.520**
Global Learning	.409**	.345**	.423**	.440**	.436**	.699**	.610**	1	.624**	.652**
Responsiveness Expectations	.335**	.339**	.399**	.441**	.338**	.539**	.419**	.624**	1	.754**
Coordination Expectations	.396**	.365**	.413**	.453**	.410**	.608**	.520**	.652**	.754**	1
Means	5.238	4.430	5.284	4.901	4.394	5.195	4.869	5.443	5.350	5.225
SD	0.885	0.954	1.015	0.992	1.724	1.152	1.423	1.129	1.018	1.019

Note: ** Correlation is significant at the 0.01level (2 –tailed)

Researchers' opinions vary on what should be the accepted levels of a correlation; however, there seems to be a consensus that a correlation above.70 can be considered strong or high correlation among variables (Jaccard & Turrisi, 2003).

Regarding the correlation of the ten observed variables in Table 4.8, among the four factors of CQ, the correlation coefficient indicated the highest strength of relations between behavioral CQ and motivational CQ at .648, which was considered to be at a moderate level, followed by the relationship between motivational CQ and cognitive CQ (.572). Among the six dimensions of GM, the highest relationship was between RE and CE, based on the highest correlation coefficient at.754, which was considered to be at a high level, followed by the relations between GHR and GL,

which was also considered a high level (.699). The relations between GHRC and RE were the lowest among the six factors (.338) and were considered low for correlation. These were the correlations among the four dimensions of CQ and the six dimensions of GM that were the endogenous variables of this study.

In order to explore the hypothesis concerning causal relationship between the global mindset and cultural intelligence of HR practitioners in Thailand, structural equation modeling (SEM) with LISREL was employed for this study. Referring to the two-step approach proposed by Andersen and Gerbing in 1988, it is necessary to first apply CFA to confirm the construct validity of the measurement models, result already explained in chapter 3. Then, the second step is to evaluate whether the structural relationships are supported and provide an appropriate model fit.

4.2.1 SEM-Path Analysis

The structural modeling analysis is applied in this stage to investigate whether the theoretical relationships hypothesized at the conceptualization stage are supported by the empirical data (Diamantopoulos & Siguaw, 2000).

Based upon the first research question and its hypothesis concerning the causal relationship between GM and CQ of HR practitioners in Thailand, SEM-path analysis with LISREL (PAL) was employed to analyze the causal relationships between these two variables.

In order to identify the poorness or goodness-of-fits of the path analysis models, the indices for goodness-of-fits are shown again in Table 4.11, as that shown in Table 3.7 in chapter 3 for CFA.

Table 4.9 Indices for Goodness-of-Fits

Indices		Definition	Fit Criteria
χ^2	Chi-square	The assessment of fit of a specific model as well as the comparison between two models	The smaller the better fit χ^2/ df < 2
RMSEA	Root Mean Square Error of Approximation	A statistics that measures how well the model would fit the populations covariance matrix	< .05: good fit .05 - .08: reasonable .08 - .10: mediocre > .10: poor fit
GFI	Goodness of Fit Index	A measure of fit between the hypothesized model and the populations covariance matrix	>.90
AGFI	Adjusted Goodness of Fit Index	The adjusted goodness of fit index that corrects the GFI, which is affected by the number of indicators of each latent variable.	>.90
NFI	Normed-Fit Index	A fit index that assesses the model by comparing the χ^2 value of the model to the χ^2 value of the null model.	>.90
TLI or NNFI	Tucker-Lewis or Non Norm Fit Index	A relative-fit index that compares the model being tested to a baseline model (null model), taking into account the degree of freedom	>.90
IFI	Incremental-Fit Index	An incremental-fit index that determine the improvement in fit between a model compared with the baseline model and whether any meaningful information remains unexplained by the model	>.90

Note: Olobatuyi, 2006; Hooper, Coughlan, & Mullen, 2008.

4.2.1.1 The Initial Model

Figure 4.1 below shows the results of the path analysis that displayed the poor goodness- of-fit of the initial model when compared with the reference indices in Table 4.11: chi-square = 442.42, df = 35, χ^2/df = 12.640, p = 0.000, RMSEA = 0.140. The initial model had a very poor fit with the empirical data; thus the model was

rejected. As a consequence, model modification was applied to search for appropriate revisions for the model (Jöreskog & Sörbom, 1996).

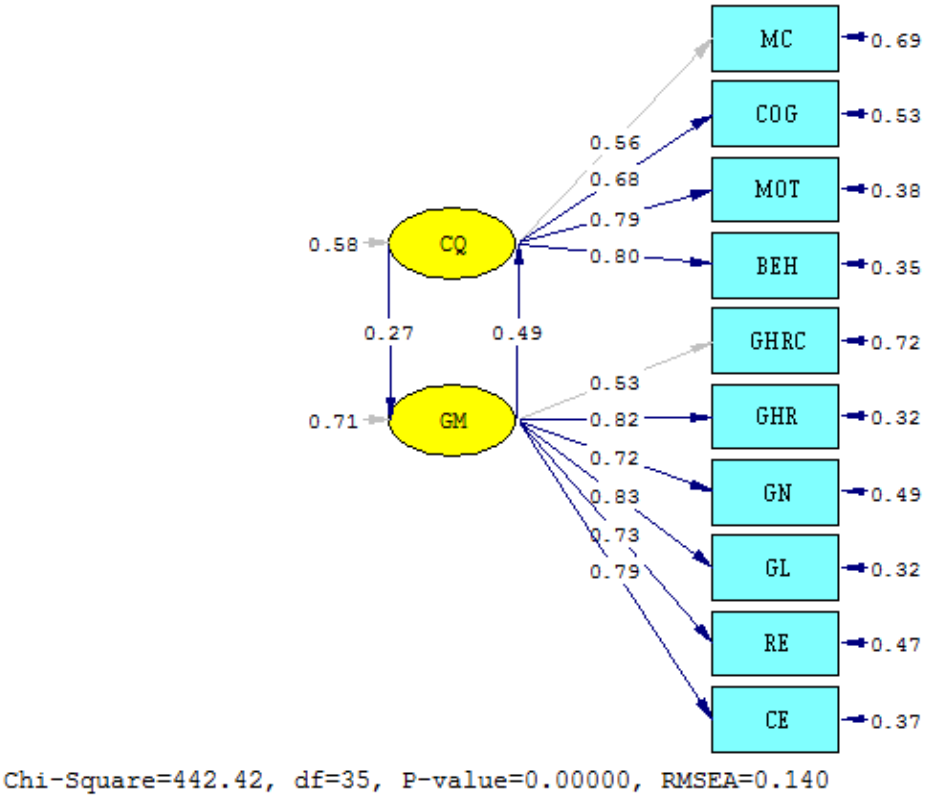

Figure 4.1 Poor Path Coefficients of the Initial Model

4.2.1.2 Model Modification

As mentioned earlier, the results in figure 4.1, LISREL showed a poor fit of the initial model, and therefore model modification was conducted based upon the recommendation by Jöreskog and Sörbom (1996), who recommended that the researcher can use the model generating technique by repeatedly modifying the initial model until acquiring some level of fit. SEM enters into an exploratory mode when the researcher tries to re-specify an initial model after the poor fit is revealed. Entering the exploratory mode is the stage opening for the researcher in searching for revisions of the model. Fixed parameters are usually freed or added, using the modification index (MI) and the t-ratio.

In order to achieve better overall goodness-of-fit, the researcher needs to decrease the chi-square value and increase the p-value. The modification indices (MI) were used to identify whether to free or add some suitable parameters to acquire a better model fit (Jöreskog & Sörbom, 1996; Marcoulides & Hershberger, 1997).

Figure 4.2 below shows the results of the final model after modification. Some of the fixed parameters, THETA-EPS (TE), were modified following the modification indices and the expected changes, mentioned in the LISREL output. The modification was repeatedly done until achieving goodness-of-fit between the adjusted model and the empirical data. The final results after modification reflected stronger significance and overall goodness-of-fit, as the chi-square was decreased, p-value was > 0.05 and RMSEA was < 0.05 (chi-square = 19.59, df = 12, p-value = 0.07526 and RMSEA = 0.033). This final model was considered as the most appropriate result of the modification based on the goodness-of- fit indices, estimated parameter and parsimony principle.

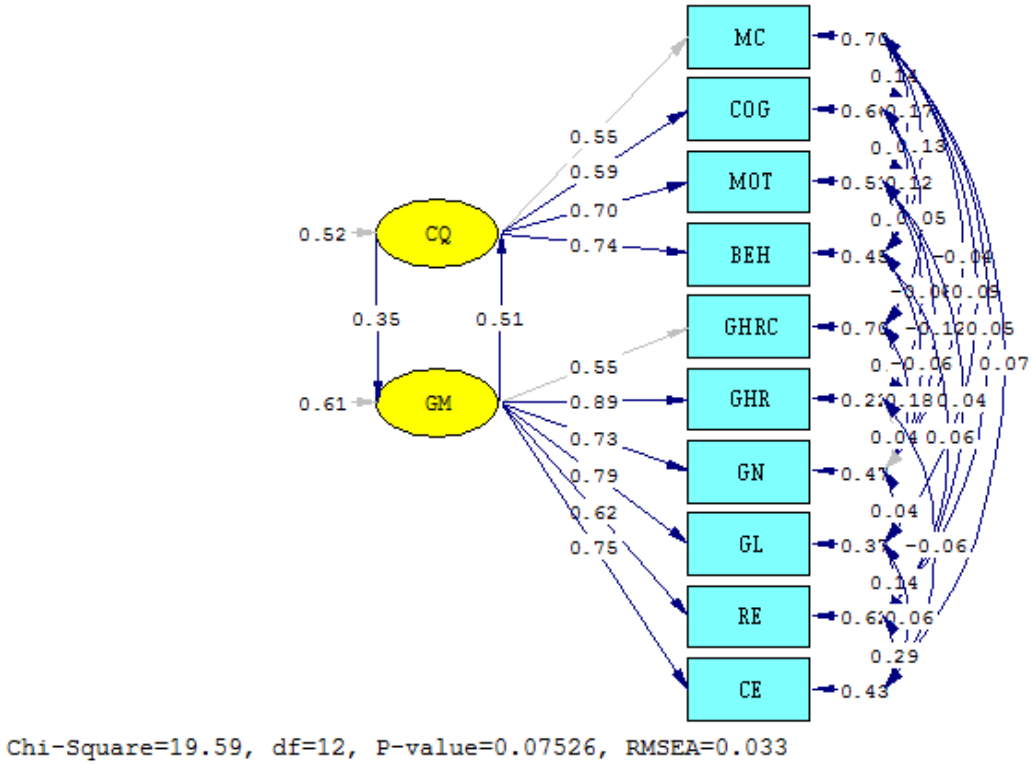

Figure 4.2 Path Coefficients for the Final Modified Model

4.2.1.3 Model Fit after Modification

The output of the path analysis shown in Figure 4.1 and Figure 4.2 reflected that some important indices were developed after modification with the better goodness-of- fit based upon the criteria in Table 4.9. As revealed below, Table 4.10 explains the comparison of the goodness-of-fit of the initial model and the final model.

Table 4.10 Indices for the Goodness-of-Fits of the Initial and the Final Modifications

	Important Indices	**Criteria**	**The Initial Model**	**Result**	**The Final Revised Model**	**Result**
χ^2	Chi-square		442.42		19.59	
df	Degree of Freedom		35		12	
χ^2/df	Chi-square/ Degree of Freedom	< 2	442.42/35= 12.640	Not Pass	19.59/12= 1.633	Pass
p-value of **χ^2**	P-value of **χ^2**	> 0.05	0.000	Not Pass	0.07526	Pass
RMSEA	Root Mean Square Error of Approximation	< 0.05	0.140	Not Pass	0.033	Pass
GFI	Goodness of Fit Index	>0.90	0.874	Not Pass	0.993	Pass
AGFI	Adjusted Goodness of Fit Index	>0.90	0.803	Not Pass	0.970	Pass
NFI	Normed-Fit Index	>0.90	0.936	Pass	0.997	Pass
TLI / NNFI	Non-Normed Fit Index (NNFI)	>0.90	0.924	Pass	0.995	Pass
IFI	Incremental Fit Index	>0.90	0.941	Pass	0.999	Pass

Based on Table 4.10, all of the data revealed that the modified model had strong goodness-of- fit with the empirical data and all of the indices of goodness-of- fit passed the criteria as seen in Table 4.9.

4.2.1.4 Causal Relationship Analysis

However, in order to answer the first research question to explore the causal relationship between CQ and GM, not only was the goodness-of- fit between the model and empirical data required, but also the causal relationship between CQ and GM needed to be investigated. Therefore, the part of the relationship output from LISREL was explained in the next step. The relevant statistics of the ten observed variables are reported below in Table 4.11.

Table 4.11 Relevant Statistics of all Observed Variables

Factor	b	B	SE	t	R^2
CQ					
MC	1.00	0.55	--	--	0.30
COG	1.16	0.59	0.13	8.77*	0.34
MOT	1.47	0.70	0.15	9.57*	0.49
BEH	1.52	0.74	0.15	10.01*	0.55
GM					
GHRC	1.00	0.55	--	--	0.30
GHR	1.09	0.89	0.08	14.06*	0.78
GN	1.10	0.73	0.08	13.43*	0.53
GL	0.95	0.79	0.08	12.15*	0.63
RE	0.67	0.62	0.06	10.77*	0.38
CE	0.82	0.75	0.07	11.63*	0.57
Chi-square = 19.59, df = 12, p = 0.07526 GFI = 0.993, RMSEA = 0.033, SRMR = 0.024					

As the factor loading of the observed variables is an indicator of understanding which dimensions or factors have a high or low relation with the studied latent variables (Hair et al., 2010), all factor loadings are explained in Table 4.11. According to Table 4.11, the factor loading of all dimensions of CQ and GM were positive with the significant level of 0.05, based on the t-value, which was ≥ 1.96. The factor loading for each dimension of CQ ranged from 0.55- 0.74, indicating a moderate to

high loading level on CQ (Hair et al., 2010). Metacognitive CQ had the lowest factor loading at 0.55, and behavioral CQ had the highest factor loading at 0.74. Cognitive CQ had the factor loading at 0.59, and motivational CQ had the factor loading at 0.70. These factors loadings essentially indicated that the highest relation factor of CQ was behavioral CQ.

For GM, the factor loading ranged from 0.55- 0.89, also indicating a moderate to high factor loading level (Hair et al., 2010). Global Human Resource (GHR) was the highest factor loading at 0.89. The second was global learning (GL) with the factor loading of 0.79. The third was coordination expectations (CE) with a factor loading at 0.75. The fourth one was global network (GN) at the level of 0.73. The next one was responsiveness expectations (RE) at the level of 0.62, and the last and lowest one was global HR cross country (GHRC) at the level of 0.55. These factor loadings indicated that the most important factor in terms of relationship with GM was global human resource (GHR), followed by the global learning (GL).

For the R^2 (the squared multiple correlation for Y-variables) of the measurement models, R^2 of four factors of CQ in Table 4.11 ranged from 0.30- 0.55. The highest one was the R^2 of behavioral CQ at 0.55, meaning that 55 % of the total variance of CQ could be explained by behavioral CQ. For GM, the R^2 of the six factors of GM ranged from 0.30-0.78. The highest one was the R^2 of GHR (0.78), meaning that 78% of the total variance of GM could be explained by GHR.

The important statistics for the two endogenous or latent variables, based on the path analysis model, are also shown in table 4.12, displaying the factor loading between CQ and GM, and the correlation and causal relationships between CQ and GM.

Table 4.12 Statistics of Latent Variables: CQ and GM

Latent variable	Latent variable								R^2
	CQ				GM				
	b	B	SE	t	b	B	SE	t	
CQ	--	--	--	--	0.26	0.51	0.08	3.28	0.48
GM	0.68	0.35	0.29	2.32	--	--	--	--	0.39
Correlation		CQ				GM			
CQ		1							
GM		0.73				1			

In Table 4.12, the path coefficient or effect between CQ and GM, and causal relationship between CQ and GM, are revealed using Squared Multiple Correlation for the Structural Equations (R^2) and their correlation is explained as follows:

Path coefficient or effect of the two latent/endogenous variables was mentioned in Table 4.12. The statistics indicated that CQ and GM had an influence on each other, as a causal relationship. CQ had a positive direct effect on GM with a path coefficient of 0.35, while GM had a positive direct effect on CQ at 0.51. This means that GM 1 unit can contributes or causes to CQ 0.51unit, while CQ 1 unit can contributes or causes to CQ 0.35 unit.

The squared multiple correlation for the structural equations (R^2) investigated by the LISREL is also revealed in Table 4.12. The statistics indicated that CQ explained approximately 39 percent of the variation in GM while approximately 48 percent of the variation in CQ was accounted for by GM.

As for the correlation between the two variables, there seems to be a consensus among several researchers that a correlation above 0.70 should be considered as a strong or high correlation (Allison & Zelikow, 1999; Jaccard & Turrisi, 2003); the correlation coefficient in Table 4.12 indicated the strength of relations between CQ and GM at 0.73, which is a high level.

Based on the statistics revealed in Table 4.12, H1 (there is a causal relationship between the global mindset and cultural intelligence of HR practitioners in Thailand) was accepted, and the null hypothesis was rejected. The conclusion for the first

research question was that there is a causal relationship between GM and CQ of the HR practitioners in Thailand. CQ had a positive direct effect on GM with a path coefficient equal to 0.35, while GM had a positive direct effect on CQ at 0.51. CQ explained approximately 39 percent of the variation in GM, while GM explained approximately 48 percent of the variation in CQ. These two variables also had a correlation between each other at 0.73.

4.3 Findings for the Second Research Question

For the second research question, concerning the CQ level of HR practitioners in Thailand, the descriptive statistics for the four dimension of CQ are shown in Table 4.13. This table presents the means and standard deviation of each dimension of CQ (i.e. metacognitive CQ, cognitive CQ, motivational CQ and behavioral CQ) and also total CQ, as well as each dimension level when compared to the standardized score.

Table 4.13 Descriptive Statistics: CQ Means and Level of HR Practitioners in Thailand

CQ Dimensions and Items	Mean and SD of Each Item		Mean and SD of Each Dimension		Level of CQ
	Mean	**SD**	**Mean**	**SD**	
Metacognitive CQ					
mc1	5.333	1.136			
mc2	5.355	1.013	5.238	0.885	Moderate to Fairly High
mc3	5.272	1.005			
mc4	4.983	1.089			
Cognitive CQ					
cog 1	3.757	1.324			
cog 2	4.089	1.223	4.430	0.954	Moderate to Fairly High
cog 3	5.035	1.430			
cog 4	4.496	1.215			

Table 4.13 (Continued)

CQ Dimensions and Items	Mean and SD of Each item		Mean and SD of Each Dimension		Level of CQ
	Mean	**SD**	**Mean**	**SD**	
cog 5	4.575	1.252			
cog 6	4.848	1.188			
cog 7	4.301	1.385			
cog 8	4.416	1.284			
cog 9	4.369	1.275			
Motivational CQ					
mot1	5.318	1.195			
mot2	5.316	1.142	5.284	1.015	Moderate to
mot3	5.257	1.100			Fairly High
mot4	5.237	1.175			
mot5	5.290	1.120			
Behavioral CQ					
beh1	4.880	1.277			
beh2	4.794	1.275	4.901	0.992	Moderate to
beh3	4.806	1.212			Fairly High
beh4	4.953	1.138			
beh5	4.996	1.188			
Total CQ			**4.972**	**0.770**	**Moderate to Fairly High**

Note: N=598

Among the means, the highest was the mean of motivational CQ (5.284). The second one was metacognitive CQ (5.238), followed by behavioral CQ (4.901). The final and the lowest one was cognitive CQ (4.430). In addition, the data in Table 4.13 also reveals that the means of overall CQ of HR practitioners in Thailand were at 4.972. Means of each dimension of CQ shown in Table 4.13 could be utilized to

explain the CQ levels of the Thai HR practitioners. All four dimensions and the total CQ could be considered as moderate to fairly high, compared with the Likert scale rank at 1-7 points.

Therefore, the findings for the descriptive statistics reflected the CQ level of HR practitioners in Thailand at a moderate to fairly high level, as the answer for the second research question.

4.4 Finding Concerning the Third Research Question

In order to answer research question number three about how age and gender influence the CQ level among HR practitioners in Thailand, two hypotheses, H2 and H3, and their sub-hypothesis, needed to be tested.

H2 HR practitioners with different ages will have different levels of cultural intelligence.

H2.1 HR practitioners with different ages will have different levels of metacognitive cultural intelligence.

H2.2 HR practitioners with different ages will have different levels of cognitive cultural intelligence.

H2.3 HR practitioners with different ages will have different levels of motivational cultural intelligence.

H2.4 HR practitioners with different ages will have different levels of behavioral cultural intelligence.

H3 HR practitioners of different genders will have different levels of cultural intelligence.

H3.1 HR practitioners of different genders will have different levels of metacognitive cultural intelligence.

H3.2 HR practitioners of different genders will have different levels of cognitive cultural intelligence.

H3.3 HR practitioners of different genders will have different levels of motivational cultural intelligence.

H3.4 HR practitioners of different genders will have different levels of behavioral cultural intelligence.

For hypothesis H2 concerning influence of age on CQ, the descriptive statistics for age and CQ are shown in Table 4.14. One-way ANOVA was used to compare the means of age, which were separated into four groups, and CQ. The results of the one-way ANOVA are explained in Table 4.15 and Table 4.16.

Table 4.14 Descriptive Statistics of Age and CQ

CQ	Age	N	Mean	S.D.
	20-29	98	5.204	0.903
	30-39	245	5.110	0.913
MC	40-49	169	5.336	0.842
	50 up	85	5.426	0.834
	Total	597	5.238	0.886
	20-29	98	4.496	0.889
	30-39	245	4.370	0.985
COG	40-49	169	4.399	0.971
	50 up	85	4.587	0.903
	Total	597	4.430	0.955
	20-29	98	5.376	0.937
	30-39	245	5.193	1.074
MOT	40-49	169	5.278	1.018
	50 up	85	5.456	0.902
	Total	597	5.285	1.015
	20-29	98	4.911	0.933
	30-39	245	4.781	1.038
BEH	40-49	169	5.024	0.963
	50 up	85	4.986	0.962
	Total	597	4.900	0.993

Table 4.14 above reveals the descriptive statistics for age and CQ. For all dimensions of CQ, among the total respondents (597), the majority of the respondents was on the age in category of 30-39 (245 respondents), followed by 40-49 (169 respondents). For metacognitive CQ, the highest means was for the category of 50 and

up (5.426), followed by the category of 40-49 (5.336). For cognitive CQ, the highest means was for the category of 50 and up (4.587), followed by the category of 20-29 (4.496). The highest means for motivational CQ was for the age category of 50 and up (5.456), followed by the category of 20-29 (5.376). For the last dimension, the highest means of behavioral CQ was for the age category of 40-49 (5.024), followed by the category of 50 and up (4.986).

Before proceeding to the step of the one-way ANOVA, homogeneity of variance was tested. The significance of all dimensions of CQ displayed in Table 4.15 were higher than 0.05, meaning that the homogeneity of variance was accepted and one-way ANOVA could be continued to be applied.

Table 4.15 Test of Homogeneity of Variance

	Levene Statistic	**df1**	**df2**	**Sig.**
MC	1.025	3	593	0.381
COG	0.700	3	593	0.552
MOT	0.765	3	593	0.514
BEH	0.423	3	593	0.736

The results of the one-way ANOVA in Table 4.16 below reveal that every CQ dimension, except the meta-cognitive dimension (*p*-value = .014), had significant levels higher than 0.05. This statistical data indicated that age had no influence on the other three dimensions of CQ of the HR practitioners: cognitive, motivational and behavioral CQ, while age did have an influence on metacognitive CQ.

Table 4.16 ANOVA Results of Age on CQ

		Sum of Squares	Degree of Freedom	Mean Squared	F	Sig.
MC	Between Groups	8.258	3	2.753	3.552	.014
	Within Groups	459.590	593	0.775		
	Total	467.848	596			
COG	Between Groups	3.573	3	1.191	1.307	.271
	Within Groups	540.185	593	0.911		
	Total	543.758	596			
MOT	Between Groups	5.399	3	1.800	1.752	.155
	Within Groups	609.162	593	1.027		
	Total	614.561	596			
BEH	Between Groups	6.680	3	2.227	2.274	.079
	Within Groups	580.56	593	0.979		
	Total	587.24	596			

Therefore, H2 and H2.2-H2.4 were rejected and the null hypotheses were accepted, while for H2.1, the null hypotheses were rejected and H2.1 was accepted. The conclusion can be made that while differences in age did have an effect on the level of metacognitive CQ, age had no effect at all on the other three dimensions of CQ.

In order to investigate deeply which categories of age had an effect on the level of metacognitive CQ, one-way ANOVA: Post Hoc Multiple Comparisons was applied. Table 4.17 below reveals the results of the Post Hoc Multiple Comparisons in order to obtain a deeper understanding of age and metacognitive CQ.

Table 4.17 Result of Post Hoc Multiple Comparisons of Age and Metacognitive CQ

Age (1)	Age (2)	Mean Difference (1-2)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
20-29	30-39	0.08577	0.10522	1.000	-0.1928	0.3643
	40-49	-0.13175	0.11178	1.000	-0.4276	0.1641
	50 up	-0.22235	0.13049	0.533	-0.5678	0.1231
30-39	20-29	-0.08577	0.10522	1.000	-0.3643	0.1928
	40-49	-0.21752	0.08803	0.083	-0.4505	0.0155
	50 up	-.30812*	0.11082	0.034	-0.6015	-0.0148
40-49	20-29	0.13175	0.11178	1.000	-0.1641	0.4276
	30-39	0.21752	0.08803	0.083	-0.0155	0.4505
	50 up	-0.0906	0.11706	1.000	-0.4005	0.2193
50 up	20-29	0.22235	0.13049	0.533	-0.1231	0.5678
	30-39	.30812*	0.11082	0.034	0.0148	0.6015
	40-49	0.0906	0.11706	1.000	-0.2193	0.4005

Note: *. The mean difference is significant at the 0.05 level.

Based on the results of the Post Hoc Multiple Comparisons in Table 4.17, it was found that the age in the category of 50 and up affected a higher level of metacognitive CQ when compared with age in the category of 30-39, while there were no significant differences of CQ in other categories of ages.

In order to answer H3 (HR practitioners of different genders will have different levels of cultural intelligence.), a *t*-test was applied. Table 4.18 below displays the statistics concerning the respondents' relationships between gender and CQ level.

Table 4.18 CQ Separated by Gender

CQ	Gender	N	Mean	Std. Deviation	Std. Error Mean
MC	Male	145	5.291	0.852	0.071
	Female	451	5.222	0.896	0.042
COG	Male	145	4.491	0.926	0.077
	Female	451	4.417	0.957	0.045
MOT	Male	145	5.399	0.997	0.083
	Female	451	5.247	1.017	0.048
BEH	Male	145	4.839	0.941	0.078
	Female	451	4.921	1.008	0.047

In Table 4.18 the statistics of CQ separated by gender revealed that females were the major respondents of this study (451). However, the means of each CQ dimension of males were reported a bit higher than those of females, except the means for behavioral CQ.

The result of the *t*-test of gender and each dimension of CQ are shown in Table 4.19 below.

Table 4.19 Results of t-test

CQ		Levene's Test for Equality of Variances		*t*-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
MC	Equal variances assumed	1.505	0.22	0.814	594	0.416
	Equal variances not assumed			0.834	254.093	0.405
COG	Equal variances assumed	0.206	0.65	0.82	594	0.412
	Equal variances not assumed			0.834	250.546	0.405

Table 4.19 (Continued)

CQ		Levene's Test for Equality of Variances		*t*-test for Equality of Means		
		F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**
MOT	Equal variances assumed	0.253	0.615	1.577	594	0.115
	Equal variances not assumed			1.593	247.527	0.112
BEH	Equal variances assumed	0.63	0.428	-0.858	594	0.391
	Equal variances not assumed			-0.889	258.573	0.375

According to Table 4.19, all significant levels were higher than 0.05, meaning that there was no difference in the means of the data. These statistical data indicated that gender had no influence on the CQ level of the Thai HR practitioners. Therefore, hypotheses H3 and H3.1-H3.4, which hypothesized that HR practitioners of different genders have different levels of metacognitive CQ, cognitive CQ, motivational CQ, and behavioral CQ, were rejected and the null hypothesis was accepted.

4.5 Summary

This chapter describes the findings and the answers to the three research questions. As for the first research question, which focuses on the relationships between GM and CQ, the structural equation model (SEM) using LISREL was applied to find the answer. The initial proposed model revealed a very poor fit when compared with the empirical data. As a sequence, modification was conducted in order to improve the fitness of the model. The modification was done based upon the modification indices, the estimated parameters, and the parsimony principle. SEM analysis revealed that there was a causal relationship between the CQ and GM of the HR practitioners in Thailand. CQ had a positive direct effect on GM with a path coefficient of 0.35, while GM had a positive direct effect on CQ at 0.51. CQ explained approximately 39 percent of the variation in GM, while GM explained approximately

48 percent of the variation in CQ.

For the second research question, the results showed that all four dimensions of the CQ level of Thai HR practitioners were moderate to fairly high, compared with the Likert scale rank at 1-7 points. The highest one was the level of motivational CQ (5.284), and the lowest was the level of cognitive CQ (4.429). Overall, the mean of the CQ of HR practitioners in Thailand was 4.972.

The last research question concerns the influence of age and gender on CQ. First, the results of the one-way ANOVA revealed there was no difference for any of the dimensions of CQ and age, except for the metacognitive CQ dimension. Likewise, by using a *t*-test to analyze the influence of gender on CQ, the results revealed that there was no difference for any of the dimensions of CQ caused by differences in gender.

CHAPTER 5

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

This chapter aims to summarize the research, and discusses the findings as well as the research limitations. First, the method, instruments, data analysis, and results of the data analyses are briefly discussed in this chapter. The findings are then discussed, compared, and argued considering the relevant literature. Important implications for practitioners are emphasized, and recommendations are made to enhance future research in the field of HRD, CQ, and GM.

5.1 Summary

The purpose of this study was to explore the three research questions. The first one concerned the causal relationships between GM and CQ; the second one concerned the CQ level of HR practitioner in Thailand; and the final question was related to the influence of age and gender on CQ. Based on the increasing importance of GM and CQ (Murtha et al., 1998; Arora et al., 2004; Ang et al., 2006; Early et al., 2007; Levy et al., 2007; Ransom, 2007; Clapp-Smith, 2009; Story, 2010; Lovvorn & Chen, 2011; Ng et al., 2011; Mattes, 2012), discovering the relationships between GM and CQ and the level of CQ among Thai HR practitioners is quite essential for the individual practitioners and their organizations, especially in response to the context of the AEC. The study of the influence of age and gender on the CQ level of the Thai HR practitioners, in addition, is also beneficial because there has been almost no research in the Thai context that studied these three variables together. Moreover, it is essential to know whether there are any relations between age and CQ, especially for elderly groups, as the Thai society is moving to an aging society (UN, 2013).

This study contributes to human resource and organization development (HROD) in Thailand in five fundamental ways. First, suitable training and

development or interventions will be better prepared through better understanding of CQ, GM, and the relationship between them, as well as the influence of age and gender on CQ. Second, academics and practitioners can apply this study's finding as a guideline in the development of Thai human resource competencies for a more diverse society in the near future. Third, the importance of CQ and GM raised by this study can guide academics and practitioners in preparation for the skilled labor competencies for the free movement across the borders of the AEC member countries based on the MRAs agreements. Fourth, modified and validated measurements of CQ and GM can be a useful tool for CQ and GM assessment in the Thai context in the future. Finally, for organizations and executives, this study can assist the executives in improving their organizational policies regarding HR roles through a better understanding of CQ and GM.

This research studied the HR practitioners that have worked in organizations that were members of the PMAT and the HR practitioners that were members of the PMAT as individuals. The survey questionnaire was applied to collect the data from the target groups based on the philosophy of positivism as the quantitative method was essentially employed.

5.1.1 Research Questions

The research questions and hypothesis were as follows:

1) Is there a causal relationship between the global mindset level and CQ level of HR practitioners in Thailand? If there is, what is the relationship?

2) What is the CQ level of HR practitioners in Thailand?

3) How do age and gender influence the CQ level among HR practitioners in Thailand?

5.1.2 Research Hypotheses

The hypotheses suggested by the conceptual framework can be laid out as follows:

H1 There is a causal relationship between the global mindset and cultural intelligence of HR practitioners in Thailand.

H2 HR practitioners with different ages will have different levels of cultural intelligence.

H2.1 HR practitioners with different ages will have different levels of metacognitive cultural intelligence.

H2.2 HR practitioners with different ages will have different levels of cognitive cultural intelligence.

H2.3 HR practitioners with different ages will have different levels of motivational cultural intelligence.

H2.4 HR practitioners with different ages will have different levels of behavioral cultural intelligence.

H3 HR practitioners of different genders will have different levels of cultural intelligence.

H3.1 HR practitioners of different genders will have different levels of metacognitive cultural intelligence.

H3.2 HR practitioners of different genders will have different levels of cognitive cultural intelligence.

H3.3 HR practitioners of different genders will have different levels of motivational cultural intelligence.

H3.4 HR practitioners of different genders will have different levels of behavioral cultural intelligence.

5.1.3 Method

A summary of this study concerning the research method, including: 1) participant selection, 2) instruments, 3) data collection, and 4) data analysis

5.1.3.1 Participant Selection

The population of this study was HR practitioners that had worked at the 1,518 organizations as members of the PMAT and 376 other individual members, as listed in the annual report of the PMAT in the end of 2012. Thus, based on the simple random sampling, the questionnaires were distributed to this group of participants for this research.

5.1.3.2 Instrumentations

Two measurements, CQS (Ang et al., 2007) and the global mindset scale (Murtha et al., 1998), were applied in this study with permission from their originators. Translation and back translation were done by HROD Ph.D. students and professional translators, and face validity was confirmed by concerned experts. Then, the pilot study was organized after revising the instrument based on the recommendation during the face validity stage in order to evaluate the questionnaires for improvement before the actual data collection.

1) Reliability

In order to examine the reliability of the two modified instruments, coefficient alphas were employed. The reliability coefficients of the two modified scales showed a Cronbach alpha of CQ at the level of $\alpha = .940$ and a Cronbach alpha of GM at the level of $\alpha = .969$. The Cronbach alpha level of both CQ and GM were considered very high and confirmed the reliability of both instruments.

2) Construct Validity

Yang (2005, p. 182) explained that "factor analysis is particularly useful research tool in developing and/or validating measurement instruments and in assessing theories on which instruments are established". EFA was applied to discover the factors or dimensions that affected the CQ and GM construct, while CFA was utilized to confirm the factors that affected CQ and GM and to assess the construct validity of the CQS and GM measurements. In this research, the results of the factors confirmed by EFA were utilized for CFA of both CQ and GM. By using LISREL to conduct CFA, the CFA results of both CQ and GM after some modification revealed strong construct validity and goodness-of-fit.

5.1.3.3 Data Collection

As the population of this study was the HR practitioners that were members of the PMAT, the data collection was conducted at training /seminar courses where PMAT members were registered to join. Simple random sampling was applied to collect samples through three sources: a) the training and seminar courses conducted by the PMAT; b) monthly HR community meetings; and c) HR seminars conducted by the School of Human Resource Development (HRD) at NIDA. For the

three sources, the total questionnaires distributed in this study were 890 sets, and the total respondents were 636 sets. The response rate was 71.46 percent.

5.1.3.4 Data Analysis

The statistics applied in this study depended on each research question. For the first research question about the causal relationship between CQ level and GM level, mainly two important statistics were applied. First, CFA was used to confirm the two measurement models, CQ and GM. Then, SEM was applied to investigate the path analysis model in order to understand the causal relationships between the two variables. For the second research question concerning the CQ level of HR practitioners, descriptive statistics were utilized. For the third research question that has two parts, the influence of age on CQ and the influence of gender on CQ, two kinds of statistics used for means comparisons were applied. One-way ANOVA was utilized for the influence of age on CQ and a t-test was utilized for the influence of gender on CQ.

5.2 Discussion

5.2.1 Discussion of the First Research Question Results

Based upon the first research question, which aimed to investigate the causal relationship between CQ and GM, it was found that there was a causal relationship between GM and CQ of HR practitioners in Thailand. Figure 5.1 below reveals the relationships of all the latent and observed variables after modification. The final results after modification reflected the stronger significance overall of goodness-of-fit (chi-square = 19.59, df =12, p-value = 0.07526 and RMSEA = 0.033). This final model revealed the goodness-of-fit that were considered as the most appropriate results of the modification following the goodness-of- fit indices, estimated parameter and parsimony principle.

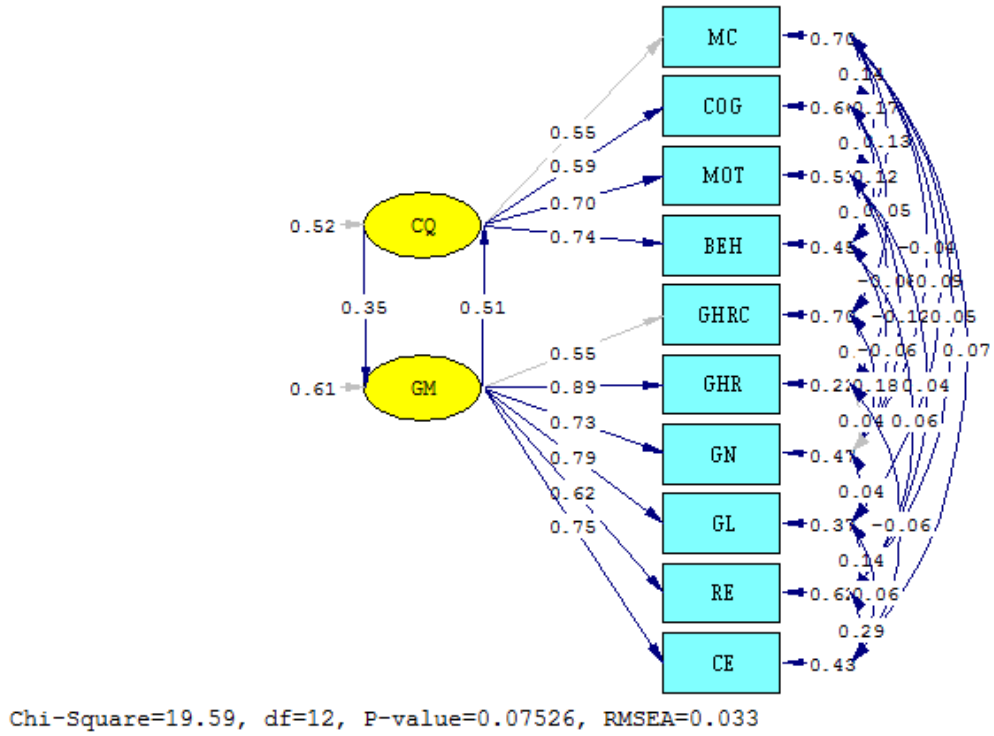

Figure 5.1 Path Coefficients of the Final Model

The section below discusses the issues based on the causal relationships between GM and CQ.

Causal Relationships between GM and CQ

Concerning the causal relationships between the GM and CQ of the HR practitioners, the findings revealed, by SEM analysis, that there was a causal relationship between the CQ and GM of the HR practitioners in Thailand. CQ had a positive direct effect on GM with a path coefficient of 0.35, while GM had a positive direct effect on CQ at 0.51. CQ explained approximately 39 percent of the variation in GM while GM explained approximately 48 percent of the variation in CQ.

It is interesting to understand the reasons that support the findings of the causal relationships between GM and CQ in the literature. That the literature supports the causal relationship between GM and CQ can be explained as follows.

First, the literature that supports this research finding regarding the causal relationships between GM and CQ concerns their common interests and close relationship was the literature by Earley et al. (2007). They considered CQ and GM as

two separate constructs, both of which are formed based upon the same construct of culture. While CQ focuses on the individuals' ability to adapt to a new cultural environment (Earley & Masokowski, 2004), GM is *a mental framework* that allows individuals to manage situations from within their matrix of experiences (Ransom, 2007). Earley et al. (2007), in their article "Cultural Intelligence and The Global Mindset", argued for common interests in the four facets of CQ (i.e. cognitive, metacognitive, motivation, and behavior CQ) and GM. They explained that CQ goes beyond GM's mental framework concerning organizational policy implementation to cultural diversity "by also focusing on the behavioral ability to interact interpersonally" (Earley et al., 2007, p. 76).

Earley et al. (2007) compared CQ and GM and identified the areas of overlap as well as the areas of disconnect between the two constructs. Earley et al. (2007) stated that the two areas of overlap are cognitive structure and motivational or openness structure, and the areas of disconnect are metacognitive and behavioral structure. They explained that both GM and CQ consist of cognitive complexity and openness to diversity, which are the overlapping areas. On the other hand, CQ and GM are different in that CQ mainly focuses on metacognition or the ability to " move beyond" for rethinking appropriate actions for different cultural situations (Ang & Van Dyne, 2008), while GM does not entail such a metacognitive framework (Earley et al., 2007). In the other words, CQ goes beyond the global mindset's attention to implementing organizational policies by expressing suitable behavior base on the metacognitive ability (Earley et al., 2007). Earley et al. (2007) also explained that "CQ explicitly posits the need to think about how information is processed and combined, while GM focuses more on making sure different types of information are represented and processed" (p. 95).

Thus, CQ is a "broader construct" than GM as CQ pays attention to the metacognitive process in order to produce suitable behavior in interaction across culture, while GM is a "psychological construct capturing a frame of reference used when interacting with people from geographically distant regions" (Earley et al., 2007, p. 99).

The work of Earley et al. (2007) can support this research finding concerning the causal relationships between CQ and GM on the point that CQ and GM are formed

based upon the same construct of culture in order to manage cultural diversity, and that they have some common interests and close relationships between each other. That is the reason why these two constructs have an influence on each other.

Besides the close relationships between CQ and GM, an interesting study by Clapp-Smith (2009), "Global Mindset Development during Cultural Transitions," also supports this research finding, mainly on the point that cognitive cultural intelligence is an antecedent of GM (Clapp-Smith, 2009).

Clapp-Smith (2009) expressed a different opinion from Earley et al.'s (2007) concerning the CQ and GM relationship in her research. While Earley et al. (2007) considered CQ and GM and compared them as two different constructs, Clapp-Smith (2009) argued differently, that "cultural intelligence is an integral part in the development of global mindset" Clapp-Smith (2009, p. 41).This essential research finding by Clapp-Smith (2009) can be explained in more detail. Empirical finding in her research confirmed that cultural self-awareness had a relationship with cognitive complexity, which in turn had a positive relationship with cognitive cultural intelligence. Then, the cognitive cultural intelligence predicted culturally-appropriate behavior. Finally the relationship between culturally-appropriate behavior and cultural self-awareness was settled. Thus, cognitive CQ is an antecedent of GM, as confirmed by Clapp-Smith's empirical study (Clapp-Smith, 2009).

Besides Clapp-Smith's (2009) research, an article by Lovvorn and Chen (2011) also mentioned that CQ is an antecedent of GM. The model developed by Lovvorn and Chen (2011) explained the relation of international experience, CQ, and GM development that both international experience and CQ are antecedents of GM. They stated that CQ was necessary, as the moderator, to support the transforming of the international experience that individuals gained during their overseas assignment into a global mindset (Lovvorn & Chen, 2011). Thus, besides Clapp-Smith's (2009) research, the research of Lovvorn and Chen (2011) also indicated that CQ is an antecedent of GM.

As such, Clapp-Smith's (2009) and Lovvorn and Chen's (2011) findings can lead to the conclusion that cultural intelligence is an antecedent of GM.

Another study that is quite interesting in terms of its support of the causal relationship findings in this study is an article by Ng et al. (2011), which revealed that

GM is an antecedent of CQ. Ng et al. (2011) discussed in their chapter "The effects of global mindset and organization routines on cultural intelligence & international experiences" the relations of GM, international experience, and CQ. They proposed a model to explain how "global cultural capital impacts on employees' cosmopolitan human capital" (Ng et al., 2011, p. 98). Based on their expanding conceptualization, the cosmopolitan human capital construct comprises "international experiences and cultural intelligence capabilities" (Ng et al., 2011, p. 100), while the global culture capital construct comprises two major elements: "global mindset values" and "organizational routines" (Ng et al., 2011, p. 110). Based upon this model by Ng and her associates, GM values and organizational routines are critical antecedents of cosmopolitan human capital (international experiences and CQ) (Ng et al., 2011). Their conceptual model is consistent with the finding in this research concerning the way that GM has an influence on CQ. Moreover, the finding in this research concerning the causal or reciprocal relationship between GM and CQ is helpful in extending the development of a global mindset and CQ model or the conceptual framework of Ng et al. (2011).

The final and the most interesting studies are literature that indicated that CQ is a part of GM.

GM is different from CQ as there is no single definition that is generally accepted and commonly used among scholars. Many researchers have offered various definitions of GM. Clapp-Smith et al. (2007) explained that the "global mindset can be characterized as a worldview or capacity for sense making that takes multiple, diverse perspectives into account in formulating attitudes, opinions, judgments, decisions and other actions and behaviors" (Clapp-Smith et al., 2007, pp. 106-107). Some researchers defined global mindset as a combination of global intellectual capital, global psychological capital, and global social capital (Beechler & Javidan, 2007; Swain, 2007; Danuser, 2009). Ransom (2007) defined the global mindset based on the original study of Murtha et al. (1989) as integration, coordination, and responsiveness in globalization.

Interestingly, some researchers have stated that CQ is one component of GM. Story (2010) defined the global mindset in terms of global business orientation and cultural intelligence. Konyu-Fogel (2011) defined the global mindset based on

intelligence theory as intellectual intelligence and cultural intelligence, in which cultural intelligence is comprised of four components: openness to learning, emotional sensibility, behavioral flexibility and cross-cultural understanding. Matthes (2012) in his dissertation "Antecedents of Global Mindset" defined the global mindset in a way similar to Story (2010), as "global business acumen and cultural intelligence," in which cultural intelligence is comprised of only three components: metacognitive CQ, cognitive CQ, and motivational CQ, except behavioral CQ (Matthes, 2012 p. 14). Thus, the mentioned definitions of GM can explain the close relationship between GM and CQ, and can reflect the causal relationship of GM and CQ as the findings show in this study.

All of the literature discussed above was essentially important for the present study, as it could critically support the findings concerning the causal relationship between CQ and GM.

5.2.2 Discussion of the Second Research Question Results

The findings for the second research question revealed that the Thai HR practitioners' CQ level was moderate to fairly high, by comparing the mean of each CQ dimension with the highest rank of the Likert scale at 7 points. Among the means of all dimensions, the highest one was the mean of motivational CQ (5.284). The second one was metacognitive CQ (5.238), followed by behavioral CQ (4.901). The final and the lowest one was cognitive CQ (4.430). Overall, the mean of the CQ of the HR practitioners in Thailand was 4.972. Apparently, this suggests a moderate to fairly high CQ level.

It is interesting to understand the reasons that support this finding through the literature. The reason explaining the moderate to fairly high CQ level of Thai HR practitioners can be classified as follows: 1) the educational level of respondents; 2) experience in working with foreigners; and 3) Thai characteristics and culture.

1) Educational Level of the Respondents

One of the explanations why the Thai HR professionals appeared to have a moderate to high CQ level is their educational background. Based on the preliminary statistics about the educational background of the respondents, I found that the

respondents' education level in this study (Table 3.10, chapter 3) was quite high; mainly 48.2% received a bachelor's degree, followed closely by a master's degree at 47.5%, and another 1.5 percent had a Ph.D. This means that total, 97.2% of the respondents, in this study had attained a high educational level—from a bachelor's degree up to a Ph.D., and those that received a master's degree and Ph.D. accounted for 49.0%.

In order to support this finding in the literature, a study concerning the education and intelligence relationship by Rindermann (2008), "Relevance of education and intelligence at the national level for the economic welfare of people," indicated that "international differences in cognitive abilities correlate with differences in educational levels" (p. 137). Rindermann (2008) stated that "education itself probably depends mainly on cultural factors, less on economic" (p. 137). He continue to explain that "the education–intelligence relationship is presumably reciprocal: schooling raises intelligence, and intelligent people realize the advantages to be gained through a better education" (p. 137).

Previous research about education and CQ by Crown (2008) stated that educational level influences the facet of behavioral CQ. Crown (2008) found in her research that individuals with higher education level resulted in a higher score on behavioral CQ. These researchers' arguments can essentially support the high level of CQ that appeared among the HR participants in this study.

However, the most interesting and supportive reason for the relatively high CQ level in this study concerned the actual statistics concerning the education level and CQ level of the respondents. Besides the demographic statistics on the educational background of the respondents, the deeper analysis of education level and CQ (Table 4.2, chapter 4) revealed that the highest mean of CQ was found in the group of respondents with a Ph.D. (i.e. metacognitive CQ = 5.36, cognitive CQ = 5.31, motivational CQ = 5.89, behavioral CQ = 5.23, and total CQ = 5.43). The next group was the respondents with a master's degree (i.e. metacognitive CQ = 5.34, cognitive CQ = 4.52, motivational CQ =5.37, behavioral CQ = 4.94, and total CQ = 5.04), followed by the group with a bachelor's degree and diploma. These actual statistics could explain very well the moderate to fairly high level of CQ in this study.

Likewise, Rhinesmith (1992) and Javidan and Teagarden (2011) argued that developing a global mindset is supported by education in general; the higher the level of education, the better the global mindset a person can have. GM level according to the education of the respondents in this study (Table 4.3, chapter 4) revealed that, although not significantly different, the total GM of the Ph.D. level was the highest among all (5.21). The second was the master's degree level (5.19), similar to that of the bachelor's degree level. The lowest one was the diploma level at 5.11. However, by analyzing the details of each facet of GM, it was seen that the highest means of global human resource cross country (GHRC) and global network (GN) were at the diploma level, while the highest means of the other four facets of GM (i.e., global human resource (GHR), global learning (GL), responsiveness expectations (RE) and coordination expectations (CE) were at the Ph.D. level, followed by the master's degree, the bachelor's degree, and the diploma level.

Thus, the findings concerning the moderate to fairly high level of CQ can be explained by the education level of the respondents, as supported by all of the displayed statistics in chapter 4 and in the previous literature.

2) Experience in Working or Being Familiar with People from Different Cultures

Apart from education, the other reason why HR professionals reported a moderate to high CQ level was their experience in working with foreigners or being familiar with people from different cultures. Two set of descriptive statistics concerning these kinds of experience of the respondents (i.e. experience as HR practitioners in organizations with the headquarters outside Thailand and experience as HR practitioners that had experience being with or working with people from different cultures) were applied.

The first set of demographic statistics (Table 3.12 in chapter 3) explained the respondents that had had work experience in organizations with headquarters outside Thailand. The descriptive statistics showed that there was 49.3% (295) of such respondents. Nevertheless, 49.7% (297) of the respondents did not have work experience in foreign organizations. Among the 49.3% (295) of the respondents that had this experience, four groups were classified: less than 1 year (4.5%), 1-3 years (12.4%), 4-6 years (10.2%) and 7 years and up (22.2%). The category with 7 years of

experience and up was the majority (22.2%), followed by the category of 1-3 years (12.4%). This explains that the HR practitioners that had opportunity to work in organizations with headquarters in other countries were likely to have opportunity to develop a higher level of CQ through the interaction and association with foreign colleagues and superiors, as well as the organizational culture influenced by the mother companies.

Besides the demographic statistics of the 295 respondents with work experience in organizations with headquarters in other countries (table 3.12 chapter 3), another interesting supporting reason was the statistics concerning the CQ level of the 295 HR practitioners with the mentioned experience. The analysis of the experience and CQ level (Table 4.4, chapter 4) revealed that the group with 7 years' experience and up reported the highest CQ in all dimensions and total CQ (i.e. metacognitive CQ = 5.34, cognitive CQ = 4.55, motivational CQ = 5.33, behavioral CQ = 5.00, and total CQ = 5.06). Next was the group of 4-6 years' experience (i.e. metacognitive CQ = 5.15, cognitive CQ = 4.47, motivational CQ = 5.47, behavioral CQ = 4.90, and total CQ = 4.98), followed by the group of 1-3 years and less than 1 year respectively.

The other set of demographic statistics (Table 3.13 in chapter 3) showed that 58.70 % (351) of the respondents had experience being with or working with people from different cultures. Thirty-two point nine four percent (197) of the respondents had no experience with people from the different cultures. Regardless of the 8.36% missing value, 64.05% (351) of the respondents had experience working with or that were familiar with people from different cultures. The finding also revealed that 351 respondents comprised four groups: those that had experience less than 1 year (5.35%), 1-3 years (18.73%), 4-6 years (11.20%) and 7 years and up (23.41%). This means that the more experience they had in working, staying, or in being familiar with foreigners, the better they could develop their CQ levels.

Besides the preliminary statistics about the 351 respondents that had experience with people from different cultures, the most interesting data were the statistics concerning the CQ level of the 351 respondents (Table 4.5, chapter 4). The statistics revealed that among the four groups, the group with the highest CQ level was the group of those that had experience with people from a different culture of 7 years and up (i.e. metacognitive CQ = 5.45, cognitive CQ = 4.63, motivational CQ = 5.48,

behavioral CQ = 5.16, and total CQ = 5.17). The second was the group with experience of 4-6 years (i.e. metacognitive CQ = 5.22, cognitive CQ = 4.49, motivational CQ = 5.50, behavioral CQ = 4.96, and total CQ = 5.01). Surprisingly, the lowest group was not the group of people with less than 1 year of experience but the group with 1-3 years' experience (i.e. metacognitive CQ = 5.10, cognitive CQ = 4.37, motivational CQ = 5.17, behavioral CQ = 4.70, and total CQ = 4.84).

To support the above notions, a review of the literature indicated that, Matthes (2012) empirically found in his research that working with foreign nationals domestically can "expose an individual to international experience without leaving his or her home country" and affect global mindset development (Matthes, 2012, p. 13). Matthes (2012) explained that even the factor of working with foreigners domestically is quite different from working abroad, but it helps to the individuals learn and adapt themselves day by day as they connect to their foreign colleagues. Besides the factor of working with foreigners domestically, Matthes (2012) also mentioned in his research that "foreign friends" are one of the important factors that influence the development of a global mindset (Matthes, 2012, p. 172).

In the research by Moynihan, Peterson, and Earley (2006), "Cultural intelligence and the multinational team experience: Does the experience of working in a multinational team improve cultural intelligence?", they made some interesting points about the relations between cultural intelligence and the multinational team experience that may support this research finding. Working in a multinational team always have the important challenges that is the difficulty concerning the difference of national culture, organizational culture and/or team members' personality and background.

Cultural intelligence was described, in Moynihan et al.'s (2006) research, as the ability to disentangle these kinds of problems. Moynihan et al. (2006) explained that experience from working in a multinational team gained through various interactions among team members will enhance team members' cultural intelligence for several reasons. First, team members must try to understand the others' perspectives and identify the priorities of work. Second, team members are motivated to work with each one on their team and their experiences will enhance the confidence in dealing with others. Finally, the interactions among the members within the team

support the team members to learn and understand the different cultures and adjust themselves to have appropriate behaviors for the diverse cultures of the team. Moynihan et al. (2006, p. 312) concluded that “experience in highly diverse multinational teams provides the context and opportunity to build cultural intelligence.”

Although this finding does not reveal the numbers of respondents that had work experience in multinational team settings, it is likely that the HR practitioners may have gained more or less experience in international team work, as 49.3% of the respondents have worked as HR practitioners in organizations that have their headquarters outside Thailand. Thus, Moynihan et al.’s (2006) research likely supports this research finding.

3) The Thai Culture and Characteristics

Finally the other interesting reason that explains the moderate to fairly high CQ level of the Thai HR practitioners is the Thai culture and Thai characteristics. The personality of Thais is another important factor that is helpful for developing and expressing CQ effectively.

A nation-wide survey conducted by Komin (1995) reported that Thais are different compared with other collectivistic nations. Komin (1995) argued that there are nine common values that the Thai people normally subscribe to that make them different from other collectivistic people (Hofstede, 1993). Among the nine common values suggested by Komin (1995) are: ego orientation, grateful relationship orientation, smooth interpersonal relationship orientation, flexibility and adjustment orientation, religion-psychical orientation, education and competence orientation, interdependence orientation, fun-pleasure orientation, and achievement-task orientation. The two values, smooth interpersonal relationship orientation and flexibility and adjustment orientation were outstanding for me to support the finding of my research.

First, regarding the smooth interpersonal relationship orientation, Komin (1991) called this "social smoothing." As Thais are non-assertive, polite, and humble and always appear as relaxed individuals with a smiling and “friendly” manner, this was labeled the "social smoothing" value. Komin (1995) stated that Thai people prefer to maintain harmony. Boonsathorn (2007, p. 202) explained that “Thais prefer to avoid conflict if they can as Thais consider the conflict as a negative phenomenon

that may cause others to lose face" (i.e. displays of anger, overt disagreement, and embarrassment of others). Knutson (1994) studied and compared Thai and U.S. American cultural values and stated the following:

> The Thai ego-orientation and the quest for grateful and smooth interpersonal relationships combine to develop a caring and considerate interpersonal style, or kreng jai. Suppressing a desire to criticize and acknowledging another's kindness creates a pleasant atmosphere, soothing to all parties concerned. For the Thais, the expression of emotion, especially negative emotion, is considered unwise, uncouth, and a jeopardy of the smooth interpersonal rapport considered so important (pp. 19-20).

Regarding the second and the last one, flexibility and adjustment orientation, Komin (1995) stated that Thais are flexible and situation-oriented. There is nothing so serious for Thais, as every problem always can be solved. Komin (1995) explained that when Thais are faced with some deviation from rules, they always make it easy and react as that is a small matter that always can be solved. Thais always have some common words for flexibility and tolerance to release the problems, for example: "Mai pen rai, rueng lek" (It is not a big problem, just a small matter, let it go) (Komin, 1995). Triandis (2004) also mentioned this characteristic of Thais in the following:

> Thailand is a loose culture. When people do not do what they are supposed to do, other people may just smile and let it go. Thailand is not at all isolated, since it is sandwiched between the major cultures of China and India. People have different points of view about "correct" behavior, so there is much tolerance when others do not behave "appropriately. (p. 92)

Knutson, Komolsevin, Chatiketu, and Smith (2003) mentioned in their study, "A cross-cultural comparison of Thai and US American rhetorical sensitivity: implications for intercultural communication effectiveness," after explaining about Thais' culture and characteristics, that "the Thai propensity for pleasant and

harmonious discourse may provide an important insight to the development of intercultural relationships" (p. 74).

Therefore, it can be concluded that the Thai characteristics described above may support the moderate to high CQ level of the HR practitioners in Thailand.

5.2.3 Discussion of the Third Research Question Results

The third research question concerns how age and gender influence the CQ levels of HR practitioners in Thailand. The results of the one-way ANOVA found that age had an influence on the dimension of metacognitive CQ but had no influence on the other three dimensions. Likewise, by using a t-test to analyze the influence of gender on CQ, the results revealed that there was no difference for any of the dimensions of CQ that were caused by differences in gender.

Clapp-smith (2009) explained in her research studies "Global Mindset Development during Cultural Transitions," that, besides the relation of cognitive cultural intelligence and the global mindset, she also studied relations between gender and cognitive cultural itelligence. She found that females tended to have higher levels of cognitive cultural intelligennce compared to males. However, she did not find any significant influence of age on cognitive cultural intelligence (Clapp-Smith, 2009). Nevertheless, another research by Fakhreidin (2011), "The effect of Cultural Intelligence on employee performance in international hospitality industries: A case from the hotel sector in Egypt," found that gender did not affect the CQ of employees, while age did effect the CQ of employees at a significance level of 0.05.

This research found that age had an influence only on metacognitive CQ, but gender did not have any influence on any dimension of CQ. Therefore, the study by Fakhreidin (2011) can partly support this research finding. The results of this study and those of Fakhreidin (2011) are in line in the sense that there is no influence of gender on CQ. Concerning age and CQ, Fakhreidin (2011) revealed that age affected CQ, but this study revealed a different finding—that the influence of age was only on a metacognitive facet of CQ. Therefore, further investigation was done and found that the age in the category of 50 and up affected the higher level of metacognitive CQ when compared with age in the category of 30-39 with the significance of the mean difference at the 0.05 level (Table 4.17, chapter 4), while there were no significant

differences of CQ regarding the other categories of age. Nevertheless, the study of Clapp-Smith (2009) concerning age and CQ did align with this study. Clapp-Smith (2009) found that age does not have any relationship with cognitive cultural intelligence and confirmed that gender has no effect on CQ. Thus, the finding for the third research question was supported and disagreed by both the studies of Clapp-Smith (2009) and Fakhreidin (2011).

In addition, in order to explain why the respondents aged 50 and up exhibited a higher level of metacognitive CQ than the younger respondents (the category of 30-39), the literature on metacognition and age by some scholars can explain this finding. Schneider (2010) argued that metacognitive attitude develops with age, and also the relationship between metacognitive knowledge and its application to the completion of tasks develops with age, as confirmed by the fact that the correlation between specific metacognitive knowledge and cognitive behavior increases with age. Thus, the literature mentioned partly explained the finding in this research. However, Weil, Fleming, Domontheil, Kilford, Weil, Rees, Dolan, and Blackmore (2013) in their article "The development of metacognitive ability in adolescence" stated that "metacognitive ability improved significantly with age during adolescence, was highest in late adolescence and plateaued going into adulthood" (p. 264). Thus, this study had a different finding from that of Weil et al. (2013). Moreover, there were interesting supporting data concerning CQ level by age when studying more deeply the descriptive statistics of the respondents in this study. The statistics (table 4.1 in chapter 4), revealed that the highest metacognitive CQ level (mean = 5.43) was found with the respondents in the age category of 50 and up, while the lowest metacognitive CQ level (mean = 5.12) was with the respondents in the age category of 30-39. This likely can explain the finding that the respondents aged 50 and up significantly affected the higher level of metacognitive CQ than the 30-39 age category).

5.3 Implication and Recommendations

The results of this dissertation have important implications for both academicians and practitioners. This section first describes the theoretical and research implications of the findings, and then offers practical implications for HR

practitioners/professionals, and for management, specifically, for HR managers of multinational organizations and those that interact in cross-cultural situations. Finally, recommendations are made for enhancing future research in the field of CQ and GM.

This study contributes to theory in the following ways: 1) it addresses the research gap and, according to my knowledge, there has been no research on the CQ of Thai HR practitioners, specifically the relationship between CQ and GM in Thailand; 2) it provides an integrative study of CQ and the study of GM, two constructs that are so critical and necessary in this present globalization; 3) it discovered an interesting model of the causal/reciprocal relationships between CQ and GM; 4) it highlights the relationship between age and metacognitive CQ; and finally 5) a modified and validated scale from this study may be a useful tool for CQ and GM assessment in the Thai context in the future.

1) Addressing the research gap. Based on my intensive literature review, it was very difficult to find research concerning CQ or GM in the Thai context. The importance of CQ and GM has been increasing during the rapid globalization of the world, for HR and all other professions. Stening (2006) mentioned that many organizations in Asia are vastly underestimating the importance of CQ among their local workforces, and that this is very dangerous for an organization's performance. In Thailand, only a few CQ studies were found and there was nothing concerning CQ and HR practitioners. Thus, this dissertation helps to address not only the CQ research gap, but also the gap concerning GM research as well.

2) Integrative study of CQ and GM. Even though there are a number of studies that have investigated CQ and GM around the world (Earley et al. (2007; Clapp-Smith, 2009; Story, 2010; Lovvorn & Chen, 2011; Ng et al., 2011; Mattes, 2012), there has been no research in Thailand that has addressed the relationships between these two important constructs together, to my knowledge. Thus, this research has contributed to such integrative study in Thailand.

3) Interesting model of the causal/reciprocal relationships between CQ and GM. The research findings have contributed to the literature stream, indicating that there are causal relationships between CQ and GM for Thai HR practitioners, and these findings can be a starting point for more research about CQ and GM in Thailand, and for the ASEAN member countries.

4) The relationship between age and metacognitive CQ is highlighted by this study. As the aging workforce has become increasingly important among people in many Asian nations, including Thailand (Palmore, 1975; Knutson, Hwang, & Deng, 2000; Chen & Chung, 2002), the findings in this study should be benefitial for these countries. As Thailand and some countries in the AEC/ASIA are entering the full stage of being an aging society in the near future (UN, 2013), to understand and recognize the ability of the elder population will be quite essential for these countries, especially regarding cultural ability and knowledge about globalization.

5) A modified and validated scale. In this study, based on the original measures of CQ (Ang et al., 2007) and GM (Murtha et al., 1988), both measures were modified in order to fit the Thai context well, through the standard academic procedure of translation and back translation, face validation by experts, use of a pilot study, exploration factor analysis, confirmation factor analysis, together with a reliability test, and then they became the fit measures for the two constructs in the Thai context. The reliability coefficients of the two modified scales showed a Cronbach alpha of CQ at the level of $\alpha = .940$ and a Cronbach alpha of GM at the level of $\alpha = .969$. The Cronbach alpha level of both CQ and GM was considered very high and confirmed the reliability of both instruments. In addition, the CFA of CQ confirmed the firmly fit for the CQ measure, after some modifications; Chi-square = 3.54, df = 3, $\chi 2/$ df = 1.18, p = 0.315 RMSEA = 0.025, GFI = 0.994, AGFI = 0.980, NFI = 0.993, TLI = 0.998 and IFI = 0.999, for CFA of GM, after some modifications, also confirmed the firm fit of the measurement: chi-square = 13.72, df = 9, $\chi 2/$ df = 1.524 (< 2), p = 0.13247, RMSEA = 0.042, GFI = 0.985, AGFI = 0.965, NFI = 0.991, TLI = 0.995 and IFI = 0.997. These two measurement modifications for the Thai context were a contribution of this research.

Practical Implications is explained in the following section.

This study contributes to practice by focusing on: CQ and GM development and training interventions, based on the main findings of this study concerning the causal or the reciprocal relationships between CQ and GM. In addition, another interesting finding was the influence of age in the category of 50 and up that affected the higher level of metacognitive CQ when compared with age in the category of 30-39. This latter finding is interesting and useful in terms of CQ development based on

the capability of the older population, especially for Thailand, which is now entering the aging society (UN, 2013). These two important findings can be applied to practice as follows:

First, as the main finding of this study was the causal or the reciprocal relationships between CQ and GM; thus, GM can be developed based on CQ development, while CQ can also be developed based on GM development. Therefore, practitioners could apply this finding by implementation of suitable training interventions that can develop CQ for HR practitioners, key personnel, management, or expatriates in order to also affect to GM development. On the other hand, suitable training interventions and activities that can develop GM can also affect in CQ development as well.

Moreover, working or being familiar with foreigners domestically is recommended for practitioners and academicians by trying to provide opportunity for individuals to associate with foreigners, as often as they can. For example, in a MNC or Thai owned business with the international orientation, individuals could be assigned to work with foreign colleagues, multicultural team work, foreign supervisors, or visiting professors in academic society in order to have experience and learning to develop CQ and GM. Working with foreign nationals domestically is quite different and provides no opportunity to understand deeply the real foreign surroundings, compared with working abroad. However, the experience empirically contributes to the individuals' learning of and adaptation to different working styles, the thought embodied in other cultures, as the individuals always connect with their foreign colleagues in their everyday work life.

Second, as another finding suggested that those that were 50 and up had a higher level of metacognitive CQ when compared with those in the categories of 30-39; we can take benefit of this finding in CQ development. In developing CQ in organizations with various age groups, we can create an atmosphere to promote metacognitive CQ development by mixing the team of trainees with senior persons (preferably with 50 and up in age) in order to let them share experiences and practices. We also can utilize the elder members to be mentors for CQ training during suitable opportunities.

All of the abovementioned recommendations will be beneficial for practitioners and academicians as practical implication.

5.4 Limitations of This Research

One important limitation of this research concerns the scarce resources and literature about CQ and GM studies in Thailand. Although there have been quite a number of cross-cultural studies conducted in the Thai context, it was extremely difficult to find literature specifically related to CQ or GM in the Thai organizations, let alone study about the causal relationship between GM and CQ. This research may be considered as the first empirical study about the relationships between these two constructs in Thailand. The finding concerning the causal relationship between CQ and GM is an essential one, as it could provide benefits for scholars and academicians and enhance their understanding for the development of CQ and GM within the Thai context and hopefully also the ASEAN context.

5.5 Recommendations for Future Research

Based on the main finding about the causal relationships between CQ and GM together with the increasing importance of GM and CQ constructs among all HR practitioners in the AEC, the first recommendation is that similar studies may be conducted in other AEC countries to support the HR professionals in handling globalization and diversity management. This is in order to strengthen the competency of HR professionals among the ten member countries: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Singapore, Thailand, the Philippines, and Vietnam (ASEAN Secretariat, 2011). Regarding the second recommendation, the future research may also study deeply the details concerning which component of CQ affects GM more in order to develop greater understanding of the specific facets of CQ for GM development. For the third and final recommendation, future research could study CQ and GM in terms of career progression among people of the eight professions that will be able to freely move to work within ASEAN.

These potential researches are beneficial for both academics and practitioners as CQ and GM are obviously increasingly necessary qualifications for manpower and leaders in the present and future world.

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APPENDICES

Appendix A

Expert List of Face Validity

Expert List of Face Validity		
1	Professor Dr. Busaya Virakul	School of HRD, National Institute of Development Administration
2	Assistant Professor Dr. Wasita Boonsathorn	School of HRD, National Institute of Development Administration
3	Mr. Prakal Pantapalangkura	Managing Director Think People Consulting Co., Ltd.
4	Ms. Yupin Sitthirangsrinapa	Sr. Human Resource Manager Giffarine Skyline Laboratory & Health Care Co., Ltd
5	Ms. Natcharikan Thubtrongchai	Human Resources Manager Furukawa Precision (Thailand) Co., Ltd.

Appendix B

Survey Introduction Letter

แบบสอบถามสำหรับการวิจัย
ความฉลาดเรื่องวัฒนธรรม ของนักบริหารทรัพยากรบุคคลในประเทศไทย*

คำชี้แจงในการตอบแบบสอบถาม

แบบสอบถามนี้ เป็นส่วนหนึ่ง ของการวิจัยระดับดุษฎีนิพนธ์ ในการศึกษาระดับปริญญาเอก คณะพัฒนาทรัพยากรมนุษย์ โปรแกรมการศึกษานานาชาติ หลักสูตรทรัพยากรมนุษย์และการพัฒนาองค์กร (Doctor of Philosophy degree in Human Resource and Organization Development) สถาบันบัณฑิตพัฒนบริหารศาสตร์

การวิจัยนี้มีวัตถุประสงค์ที่จะศึกษา ความฉลาดเรื่องวัฒนธรรมของนักบริหารทรัพยากรบุคคลในประเทศไทย “Cultural Intelligence Level of HR Practitioners in Thailand” เพื่อสำรวจค้นให้ทราบถึงระดับความฉลาดเรื่องวัฒนธรรม ของนักบริหารงานบุคคลในประเทศไทย

ความฉลาดเรื่องวัฒนธรรมนี้ หมายถึงความสามารถของปัจเจกบุคคลในการปรับตัวให้เข้ากับสถานการณ์ต่างวัฒนธรรมได้ดี อาทิ ในสถานการณ์ที่ต้องร่วมงานกับผู้คนที่แตกต่างกัน ทางเชื้อชาติ ศาสนา ความเชื่อ การแสดงออกทางสังคม เป็นต้น อันจะนำสู่ผลสำเร็จในการปฏิบัติงานสู่เป้าหมายขององค์กร โดยเฉพาะอย่างยิ่งในการวิจัยนี้ ศึกษาถึงความสัมพันธ์กับแนวคิดสู่ระดับโลก (Global Mindset) ร่วมด้วย ถือว่าเป็นการศึกษาข้อมูลเพื่อเตรียมการด้านคุณสมบัติที่สำคัญจำเป็นประการหนึ่ง สำหรับนักบริหารทรัพยากรบุคคลชาวไทย ในการประสบความสำเร็จในยุคปัจจุบันที่มีความหลากหลายทางวัฒนธรรมอย่างยิ่ง โดยเฉพาะเพื่อเตรียมการสำหรับเข้าสู่การเป็นประชาคมเศรษฐกิจอาเซียน (ASEAN Economic Community: AEC) ที่กำลังจะมาถึงในปี 2558 นี้

การตอบแบบสอบถามในครั้งนี้ มีความสำคัญยิ่งในการทำวิจัย และจะได้มาซึ่งข้อมูลที่อาจจะเป็นประโยชน์ในการพัฒนาศักยภาพของนักบริหารงานบุคคลชาวไทยในอนาคต จึงใคร่ขอความกรุณาจากท่านผู้ตอบแบบสอบถาม ทุกท่าน โปรดตอบแบบสอบถามตามความเป็นจริง เพื่อให้ได้ข้อมูลที่ถูกต้อง และส่งผลให้การวิจัยสำเร็จได้ตามเป้าหมายที่วางไว้

เนื้อหาของแบบสอบถามแบ่งออกเป็น 3 ตอน รวมจำนวนทั้งหมด 4 หน้า ดังนี้

ตอนที่ 1: แบบสอบถามเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถาม 1 หน้า

ตอนที่ 2: แบบสอบถามเกี่ยวกับความฉลาดเรื่องวัฒนธรรม 1 หน้า

ตอนที่ 3: แบบสอบถามเกี่ยวกับแนวคิดสู่ระดับโลก 2 หน้า

คำตอบที่ได้รับจะไม่มีผลกระทบ หรือทำให้ท่านเสียหายแต่อย่างใด และจะไม่ถูกเปิดเผยในที่ใด การวิเคราะห์ข้อมูลจะนำเสนอในภาพรวม ไม่แยกนำเสนอหรือวิเคราะห์เป็นรายบุคคล

งานวิจัยในครั้งนี้ จะสำเร็จลงไม่ได้ ถ้าไม่ได้รับความอนุเคราะห์จากทุกท่าน ผู้วิจัยจึงขอขอบคุณทุกท่านอย่างสูงในความร่วมมือในการตอบแบบสอบถามมา ณ โอกาสนี้

ขอแสดงความนับถืออย่างสูง

(นางสาวรันดร์ดี เอียดแก้ว)

นักศึกษาระดับปริญญาเอก หลักสูตรทรัพยากรมนุษย์และการพัฒนาองค์กร

คณะพัฒนาทรัพยากรมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์

Appendix C

Final Questionnaire English Version

Questionnaire: Cultural Intelligence Level of HR Practitioners in Thailand*
เลขที่.....

Section 1: General Question about status of respondents

Section 2: Cultural Intelligence Questionnaire

Section 3: Global Mindset Questionnaire

Section 1 Your response is very important for this research

Please ✓ and fill up your answer

1. Gender ☐ 1) Male ☐ 2) Female

2. Age ☐ 1) 20-29 years ☐ 2) 30-39 years

☐ 3) 40-49 years ☐ 4) 50-59 year s ☐ 5) 60 and up

3. Education ☐ 1) High Vocational ☐ 2) Bachelor Degree ☐ 3) Master Degree

☐ 4) Doctoral Degree ☐ 5 Other

(Please Specify).....

4. Experience as HR practitioner ☐ No Have ☐ Have Please specify

☐ 1) 1-5 years ☐ 2) 6-10 years ☐ 3) 11-15 years

☐ 4) 16-20 years ☐ 5) 21 years and up

5. Your organization is member of Personnel Management Association of Thailand (PMAT)

☐ No ☐ Yes

6. Do you have experience working as HR practitioners in organization with headquarter outside Thailand? ☐ No ☐ Yes Please specify

☐ 1) Less than 1 year ☐ 2) 1-3 years ☐ 3) 4-6 years ☐ 4) 7 years and up

7. Do you have experience in working with foreigners or being familiar with people from different cultures, now or in the past?

☐ No ☐ Yes please specify…….

☐ 1) Less than 1 y ☐ 2) 1-3 y ☐ 3) 4-6 y ☐ 4) 7 y up

8. Please specify your working level in your organization

☐ 1) Supervisor ☐ 2 Middle Management

☐ 3) Senior Management ☐ 4) Other (Please ……

*The dissertation committee advised the researcher to change the title from "The Cultural Intelligence Level of HR Practitioners in Thailand" (ความฉลาดเรื่องวัฒนธรรม ของนักบริหารทรัพยากรบุคคลในประเทศไทย) to "The Causal Relationships between Cultural Intelligence and Global Mindset among HR Practitioners in Thailand" (ความสัมพันธ์เชิงสาเหตุระหว่างความฉลาดทางวัฒนธรรมและ แนวคิดสู่ความเป็นสากลในกลุ่มนักบริหารทรัพยากรมนุษย์ในประเทศไทย) at the stage of the final defense. Thus, the questionnaire distributed to the target groups at the data collection stage used the old dissertation title, as shown in the survey introduction letter and the questionnaire.

Cultural Intelligence Scale (CQS)								
Please read each statement then select the point from 1 to 7 (1=Strongly disagree; 2= Disagree; 3= Slightly disagree; 4 =Neutral; 5= Slightly agree; 6= Agree;7= Extremely agree) for the best describes your ability, **as you really are**								
Remark : Please mark under the figure 1-7 in the table on the right of each statement								
CQ Factor	**Questionnaire**	**Score**						
		1	**2**	**3**	**4**	**5**	**6**	**7**
Cultural Intelligence (CQ) on meta-cognition								
MC 1	When interacting with people of different cultural background, I realize the cultural knowledge that I utilize.							
MC 2	I adapt my cultural knowledge while I interact with people from different cultures that I am not familiar with.							
MC 3	I realize about the cultural knowledge that I apply to my cross-cultural interactions.							
MC 4	I check the correctness of my cultural knowledge while I interact with people from different cultures.							
Cultural Intelligence (CQ) on cognition								
COG 1	I know about law of other cultures.							
COG 2	I know about economic system of other cultures.							
COG 3	I know another one languages besides Thai languages							
COG 4	I know cultural values of other cultures.							
COG 5	I know religious beliefs of other cultures.							
COG 6	I know how to dress appropriately in other cultures.							
COG 7	I know important ceremony of others cultures: for example marriage, funeral, etc.							
COG 8	I know the well-known arts and handicrafts of other cultures.							
COG 9	I know the rules regarding non-verbal behavioral expression of other cultures.							

Cultural Intelligence in motive level								
MOT 1	I enjoy interacting with people from different cultures							
MOT 2	I am confident that I can socialize with people in different local areas where I am not familiar with their cultures.							
MOT 3	I am confident that I can handle stresses of adjusting to a new culture to me.							
MOT 4	I enjoy living in different cultures where I am not familiar.							
MOT 5	I am confident that I can adapt myself to different conditions in shopping in different cultures.							
Cultural Intelligence in behavioral level								
BEH 1	I can adapt my verbal behavior (such as accent, tone) when it is necessary for cross-cultural interaction.							
BEH 2	I differently use silence and standstill to be suitable for cross-cultural situations.							
BEH 3	I alter the rate of my speech when it is necessary to do in the cross-cultural situations.							
BEH 4	I change my non-verbal behaviors when it is necessary in cross-cultural situations.							
BEH 5	I alter my facial expression when it is necessary in cross-cultural situations							
Modified from Ang, et al. (2007) and Van Dyne et al. (2009)								

GLOBAL MINDSET SCALE*								
Please use 7- point Likert scales to evaluate your expectation towards Company's globalization in Section 1 and 2 1=Not at all important 2=not very important 3=not important 4=neutral 5=somewhat important 6=important 7=critical important Please mark O around number 1 to 7 on the right table of each message								
Section 1: Globalizing Human Resource: What is important?								
This section will examine your beliefs about the globalization expressed in human resources practices of the company.								
How important is it for the company's businesses to:		**Score**						
GHR 1	Have responsibility in human resource management for at least one country besides your own country	**1**	**2**	**3**	**4**	**5**	**6**	**7**
GHR 2	Plan for Human Resource for implementation in at least one country besides your own country	**1**	**2**	**3**	**4**	**5**	**6**	**7**
GHR 3	Develop Human Resource management in Thailand to go global	**1**	**2**	**3**	**4**	**5**	**6**	**7**
GHR 4	Have an important role in developing strategies for Human Resource Management to go global	**1**	**2**	**3**	**4**	**5**	**6**	**7**
GHR 5	Select the best individuals for the job regardless of the work location or where such persons currently work in the world.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
GHR 6	Support the development of a global career	**1**	**2**	**3**	**4**	**5**	**6**	**7**
GHR 7	Develop business leaders to be culturally skilled	**1**	**2**	**3**	**4**	**5**	**6**	**7**
GHR 8	Associate individual rewards with performance in a global context.	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Section 2: Global Network: What is important?								
This section will examine the importance of relationships across sectors and country in order to be successful in achieving strategic goals.								
In your company, how important is it for global strategy to:		**Score**						
GN 1	Support the effort for building teams outside of your headquarters country where the organization is located	**1**	**2**	**3**	**4**	**5**	**6**	**7**
GN 2	Reward contributions an individual made for the team existing in various countries in which the organizations located	**1**	**2**	**3**	**4**	**5**	**6**	**7**
GN 3	Help build good relationships with people across different regions outside of your headquarters country where the organization is located	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Section 3: Global Learning across organization								
Please use 7- point Likert scales to evaluate your expectation towards Company's globalization in Section 3 1=Strongly Disagree 2=Disagree 3=Somewhat Disagree 4=Neither Agree nor Disagree 5=Somewhat Agree 6=Agree 7= Strongly Agree								
This section will examine your perceptions about global learning opportunities within your organization.								
How much DO you THINK that globalization will help you…		**Score**						
GL 1	Create learning opportunities for you	**1**	**2**	**3**	**4**	**5**	**6**	**7**
GL 2	Help you learn from the company's employees in other parts of the world	**1**	**2**	**3**	**4**	**5**	**6**	**7**
GL 3	Establish A variety of standards where the company operates its business in different cultures	**1**	**2**	**3**	**4**	**5**	**6**	**7**
GL 4	Help you think about how the expertise developed in your country can benefit your organization in other countries worldwide.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
GL 5	Help you coordinate with colleagues worldwide to accelerate the development of new products	**1**	**2**	**3**	**4**	**5**	**6**	**7**
GL 6	Help you coordinate with colleagues worldwide to accelerate the development of new services	**1**	**2**	**3**	**4**	**5**	**6**	**7**

Global Mindset*								
Please use 7- point Likert scales to evaluate your expectation towards Company's globalization 1=Extremely Unlikely 2= Unlikely 3= somewhat unlikely 4= neutral 5= somewhat likely 6= likely 7= Extremely Likely Please mark O around number 1 to 7 on the right table of each message								
Section 4: Globalizing Operation: What's Important?								
4.1 Responsiveness Expectations								
As the company globalizes, I believe that the country operations most familiar to me will:		**Score**						
RE 1	Clearly demonstrate benefits to the local economy	**1**	**2**	**3**	**4**	**5**	**6**	**7**
RE 2	Provide flexibility to respond to local conditions	**1**	**2**	**3**	**4**	**5**	**6**	**7**
RE 3	Harmonize Human Resource activities of the company with the national policy of the government in each country in which your company is located	**1**	**2**	**3**	**4**	**5**	**6**	**7**
RE 4	Modify the existing Human Resource Policies to suit the local markets	**1**	**2**	**3**	**4**	**5**	**6**	**7**
4.2 Country coordination expectations								
As the company globalizes, I believe that the country operations most familiar to me will:		**Score**						
CCE 1	Provide an early warning signal about threats in global competition	**1**	**2**	**3**	**4**	**5**	**6**	**7**
CCE 2	Focus on the global goal rather than country results	**1**	**2**	**3**	**4**	**5**	**6**	**7**
CCE 3	Point out local business opportunities with global potential	**1**	**2**	**3**	**4**	**5**	**6**	**7**
CCE 4	Learn from the operations of the company when operating in various countries	**1**	**2**	**3**	**4**	**5**	**6**	**7**
4.3 Divisional coordination expectations								
As the company globalizes, I believe that the country operations most familiar to me will:		**Score**						
DCE 1	Synchronize strategy on the basis of global business.	**1**	**2**	**3**	**4**	**5**	**6**	**7**
DCE 2	Utilize information from several countries to develop Human Resource Policies	**1**	**2**	**3**	**4**	**5**	**6**	**7**
DCE 3	Cooperate with various countries for reasonable human resource management practice	**1**	**2**	**3**	**4**	**5**	**6**	**7**
DCE 4	Anticipate the needs of different countries for human resource development	**1**	**2**	**3**	**4**	**5**	**6**	**7**
DCE 5	Respond quickly to requests of different countries about human resource activities	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Modified from Murtha, et al (1998)								

*As the EFA was conducted after the data collection stage, the result of EFA of global mindset identified the six factors (see table below) that were different from what mentioned in the questionnaire at the beginning. EFA confirmed the six factors or dimensions of GM that were identified as global human resource cross-country (GHRC), global human resource (GHR), global learning (GL), global network (GN), responsiveness expectations (RE), and coordination expectations (CE).

No.	Beginning Factors	After Confirmation with EFA- 300 respondents	Justification	Final Factors based on EFA	
				No	Factors
1	GHR 1-8	GHR 1-2 will be called "Global Human Resource Cross Country" (GHRC) GHR 3-8 will be called "Global Human Resource" (GHR)	GHR 1-2 are different from GHR 3-8, as these two questions asked about HR function in other countries besides Thailand.	1	GHRC 1-2
				2	GHR 3-8
2	GL 1-6	Global Learning (GL)1-6		3	GL 1-6
3	GN 1-3	Global Learning (GN)1-3		4	GN 1-3
4	RE 1-4	Responsiveness Expectations (RE) 1-4		5	RE 1-4
5	CCE 1-4	Country Coordination Expectations (CCE) 1-4 and Divisional Coordination Expectations (DCE) 1-5 (together) will be called "Coordination Expectations (CE)"	All CCE and DCE are about Coordination Expectations.	6	CE 1-9
6	DCE 1-5				

Appendix D

Final Questionnaire Thai Version

Questionnaire: Cultural Intelligence Level of HR Practitioners in Thailand เลขที่.....

แบบสอบถามความฉลาดเรื่องวัฒนธรรม ของนักบริหารทรัพยากรบุคคลในประเทศไทย

ตอนที่ 1: แบบสอบถามเกี่ยวกับสถานภาพของผู้ตอบแบบสอบถาม

ตอนที่ 2: แบบสอบถามเกี่ยวกับความฉลาดเรื่องวัฒนธรรม

ตอนที่ 3: แบบสอบถามเกี่ยวกับแนวคิดสู่ระดับโลก

ตอนที่ 1 ข้อมูลที่ท่านกรุณากรอก ตามความเป็นจริง มีความสำคัญต่อผลงานวิจัยอย่างยิ่ง

โปรดทำเครื่องหมาย ✓ และเติมข้อความลงในช่องว่าง

1. เพศ ☐ 1) ชาย ☐ 2) หญิง

2. อายุ ☐ 1) 20-29 ปี ☐ 2) 30-39 ปี

☐ 3) 40-49 ปี ☐ 4) 50-59 ปี ☐ 5) ตั้งแต่ 60 ปี ขึ้นไป

3. ระดับการศึกษา ☐ 1) อนุปริญญา ☐ 2) ปริญญาตรี ☐ 3) ปริญญาโท

☐ 4) ปริญญาเอก ☐ 5 อื่น ๆ (โปรดระบุ).....

4. ท่านมีประสบการณ์การทำงานในฐานะนักบริหารทรัพยากรบุคคล ☐ ไม่มี ☐ มี โปรดระบุจำนวนปี

☐ 1) 1-5 ปี ☐ 2) 6-10 ปี ☐ 3) 11-15 ปี

☐ 4) 16-20 ปี ☐ 5) ตั้งแต่ 21 ปี ขึ้นไป

5. องค์กรของท่านเป็นสมาชิกสมาคมการจัดการงานบุคคลแห่งประเทศไทย (PMAT) หรือไม่

☐ ไม่เป็น ☐ เป็น

6. ท่านมีประสบการณ์ทำงานในฐานะนักบริหารทรัพยากรบุคคล ในองค์กรที่บริษัทแม่มีสัญชาติเป็นต่างประเทศหรือไม่ ☐ ไม่มี ☐ มี โปรดระบุจำนวนปี

☐ 1) น้อยกว่า 1 ปี ☐ 2) 1-3 ปี ☐ 3) 4-6 ปี ☐ 4) 7 ปี ขึ้นไป

7. ท่านมีประสบการณ์ทำงานหรือใช้ชีวิตคุ้นเคยอยู่กับคนต่างชาติต่างวัฒนธรรมไม่ว่าปัจจุบันหรือในอดีตบ้างหรือหรือไม่ ☐ ไม่มี ☐ มี โปรดระบุจำนวนปี

☐ 1) น้อยกว่า 1 ปี ☐ 2) 1-3 ปี ☐ 3) 4-6 ปี ☐ 4) 7 ปี ขึ้นไป

8.โปรดระบุระดับตำแหน่งหน้าที่ของท่านในองค์กร

☐ 1) ผู้บังคับบัญชาระดับต้น (Supervisory) ☐ 2) ผู้บริหารระดับกลาง (Middle Management)

☐ 3) ผู้บริหารระดับสูง (Senior Management) ☐ 4) อื่นๆ (โปรดระบุ).....

ตอนที่ 2: แบบประเมินความชาญฉลาดเรื่องวัฒนธรรม (Cultural Intelligence Scale)

จากข้อความด้านล่าง กรุณาเลือกให้คะแนน ที่อธิบายตัวท่านได้ตรงกับความเป็นจริงที่สุด โดยให้คะแนนระหว่าง 1 ถึง 7

1=ไม่เห็นด้วยอย่างยิ่ง; 2 = ไม่เห็นด้วย; 3=ไม่เห็นด้วยเล็กน้อย; 4 =ไม่แน่ใจ; 5=เห็นด้วยเล็กน้อย; 6=เห็นด้วย; 7=เห็นด้วยอย่างยิ่ง

กรุณาทำเครื่องหมาย O รอบตัวเลข 1 ถึง 7 ในตารางทางขวามือของแต่ละข้อความ

ข้อที่ตาม CQ	ข้อสอบถาม	คะแนน						
	ความชาญฉลาดเรื่องวัฒนธรรม (CQ) ในระดับตระหนักรู้คิดควบคุมตนเอง (อภิปัญญา)							
MC 1	ฉันรู้ตัวเสมอเกี่ยวกับความรู้เรื่องวัฒนธรรมที่ฉันใช้ เมื่อพบปะพูดคุยกับผู้คนที่มีมาจากต่างวัฒนธรรมกัน	1	2	3	4	5	6	7
MC 2	ฉันปรับใช้ความรู้เรื่องวัฒนธรรมของฉันได้ เมื่อพบปะพูดคุยกับผู้คนที่มาจากวัฒนธรรมอื่นที่ฉันไม่คุ้นเคย	1	2	3	4	5	6	7
MC 3	ฉันรู้ตัวว่า ฉันปรับประยุกต์ใช้ความรู้ทางวัฒนธรรมเรื่องใด เมื่อพบปะพูดคุยกับผู้คนที่มีมาจากต่างวัฒนธรรม	1	2	3	4	5	6	7
MC 4	ฉันตรวจสอบความถูกต้องเกี่ยวกับความรู้เรื่องวัฒนธรรมที่ฉันใช้ เมื่อพบปะพูดคุยกับผู้คนจากต่างวัฒนธรรม	1	2	3	4	5	6	7
	ความชาญฉลาดเรื่องวัฒนธรรม (CQ)ในระดับความรู้ความเข้าใจ	คะแนน						
COG 1	ฉันรู้ระบบกฎหมายของวัฒนธรรมอื่นๆ	1	2	3	4	5	6	7
COG 2	ฉันรู้ระบบเศรษฐกิจของวัฒนธรรมอื่นๆ	1	2	3	4	5	6	7
COG 3	ฉันรู้ภาษาอื่นอีกหนึ่งภาษา นอกเหนือจากภาษาไทย	1	2	3	4	5	6	7
COG 4	ฉันรู้ค่านิยมของวัฒนธรรมอื่นๆ	1	2	3	4	5	6	7
COG 5	ฉันรู้ความเชื่อทางศาสนาของวัฒนธรรมอื่นๆ	1	2	3	4	5	6	7
COG 6	ฉันรู้เกี่ยวกับการแต่งกายที่เหมาะสมของวัฒนธรรมอื่นๆ	1	2	3	4	5	6	7
COG 7	ฉันรู้พิธีการที่สำคัญของวัฒนธรรมอื่นๆ อาทิ พิธีแต่งงาน พิธีฌาปนกิจศพ เป็นต้น	1	2	3	4	5	6	7
COG 8	ฉันรู้จักศิลปที่มีชื่อเสียงของวัฒนธรรมอื่นๆ	1	2	3	4	5	6	7
COG 9	ฉันรู้กฎเกณฑ์ในการแสดงออกที่ไม่ใช้คำพูด ที่ใช้อยู่ในวัฒนธรรมอื่นๆ	1	2	3	4	5	6	7
	ความชาญฉลาดเรื่องวัฒนธรรม (CQ) ในระดับแรงจูงใจ	คะแนน						
MOT 1	ฉันรู้สึกสนุกสนานที่ได้พบปะพูดคุยกับผู้คนจากต่างวัฒนธรรม	1	2	3	4	5	6	7
MOT 2	ฉันมั่นใจว่า ฉันสามารถเข้าสังคมกับผู้คนในท้องถิ่นต่างๆ ที่มีวัฒนธรรมที่ฉันไม่คุ้นเคยได้	1	2	3	4	5	6	7
MOT 3	ฉันมั่นใจว่าฉันสามารถจัดการกับความเครียดในการปรับตัวให้เข้ากับวัฒนธรรมที่ใหม่สำหรับฉันได้	1	2	3	4	5	6	7
MOT 4	ฉันรู้สึกสนุกสนานที่ได้ใช้ชีวิตอยู่ในวัฒนธรรมต่างๆ ที่ฉันไม่คุ้นเคย	1	2	3	4	5	6	7
MOT 5	ฉันมั่นใจว่า ฉันสามารถปรับตัวให้คุ้นเคยกับเงื่อนไขต่างๆในการจับจ่ายซื้อของ เมื่ออยู่ในวัฒนธรรมที่แตกต่างได้	1	2	3	4	5	6	7
	ความชาญฉลาดเรื่องวัฒนธรรม (CQ) ในระดับพฤติกรรมการแสดงออก	คะแนน						
BEH 1	ฉันปรับเปลี่ยนพฤติกรรมด้านภาษาพูดของฉัน (อาทิ สำเนียง โทนเสียง) ได้เมื่อต้องทำ เมื่อพบปะพูดคุยกับ	1	2	3	4	5	6	7
	ผู้คนที่มีมาจากวัฒนธรรมอื่น							
BEH 2	ฉันใช้การหยุดนิ่งและความเงียบ อย่างแตกต่างกัน เพื่อให้เหมาะสมกับสถานการณ์ที่มีวัฒนธรรมต่างกัน	1	2	3	4	5	6	7
BEH 3	ฉันปรับเปลี่ยนความเร็วในการพูดของฉันได้ เมื่อต้องทำในสถานการณ์ของวัฒนธรรมที่แตกต่าง	1	2	3	4	5	6	7
BEH 4	ฉันเปลี่ยนพฤติกรรมการแสดงออกที่ไม่ใช้คำพูดของฉัน เมื่อต้องทำในสถานการณ์ต่างวัฒนธรรม	1	2	3	4	5	6	7
BEH 5	ฉันเปลี่ยนแปลงการแสดงออกทางสีหน้าได้ เมื่อต้องทำในการพบปะพูดคุยกับผู้คนที่มีวัฒนธรรมต่างกัน	1	2	3	4	5	6	7

ตอนที่ 3: แนวคิดสู่ระดับโลก

โปรดใช้เกณฑ์ประเมิน 7 ระดับ เพื่อประเมินความเชื่อของท่านต่อความเป็นโลกาภิวัฒน์ขององค์กร ที่ท่านทำงานอยู่

1= ไม่สำคัญเลย 2=ไม่สำคัญมาก 3=ไม่สำคัญ 4=กลางๆ 5= ค่อนข้างสำคัญ 6=สำคัญ 7=สำคัญมาก

กรุณาทำเครื่องหมาย O รอบตัวเลข 1 ถึง 7 ในตารางทางขวามือของแต่ละข้อความ

ส่วนที่ 1: สิ่งที่สำคัญในการจัดการทรัพยากรบุคคลในยุคโลกาภิวัฒน์ คืออะไร

ในส่วนนี้จะตรวจสอบความเชื่อของท่านในเรื่องโลกาภิวัฒน์ ที่ปรากฏอยู่ในการปฏิบัติงานด้านทรัพยากรบุคคลในองค์กรของท่าน

เรื่องต่อไปนี้สำคัญอย่างไรสำหรับธุรกิจขององค์กรท่าน:		คะแนน						
CHR 1	รับผิดชอบงานบริหารทรัพยากรบุคคล อย่างน้อยในอีกหนึ่งประเทศนอกเหนือจากประเทศของท่าน (ปท.ไทย)	1	2	3	4	5	6	7
CHR 2	วางแผนงานบริหารทรัพยากรบุคคล ที่จะใช้ปฏิบัติ ในอย่างน้อยอีกหนึ่งประเทศ นอกเหนือจากประเทศ	1	2	3	4	5	6	7
	ของท่าน (ปท.ไทย)							
CHR 3	พัฒนาการบริหารทรัพยากรบุคคลภายในประเทศ เพื่อก้าวสู่ระดับโลก	1	2	3	4	5	6	7
CHR 4	มีบทบาทสำคัญในการพัฒนากลยุทธ์เพื่อก้าวสู่การบริหารทรัพยากรบุคคลระดับโลก	1	2	3	4	5	6	7
CHR 5	เลือกสรรบุคลากรที่ดีที่สุดเพื่องาน โดยไม่คำนึงว่าจะไปทำงานที่ใด หรือว่าปัจจุบันบุคคลนั้นทำงานอยู่ที่ไหนในโลก	1	2	3	4	5	6	7
CHR 6	สนับสนุนการพัฒนาความก้าวหน้าในอาชีพสู่ระดับโลก	1	2	3	4	5	6	7
CHR 7	พัฒนาผู้นำทางธุรกิจให้มีทักษะที่หลากหลายด้านวัฒนธรรม	1	2	3	4	5	6	7
CHR 8	ผูกโยงผลประโยชน์ตอบแทนต่างๆเข้ากับผลการปฏิบัติงานระดับโลก	1	2	3	4	5	6	7

ส่วนที่ 2: เครือข่ายทั่วโลก สิ่งที่สำคัญคืออะไร

ในส่วนนี้จะตรวจสอบความสำคัญของความสัมพันธ์ข้ามภาคส่วนงานข้ามประเทศเพื่อความสำเร็จในการบรรลุเป้าหมายกลยุทธ์ต่างๆ

กลยุทธ์ระดับโลกสำคัญต่อองค์กรมาก-น้อยอย่างไรในการที่จะ:		คะแนน						
GN 1	สนับสนุนความพยายามในการสร้างทีมนอกประเทศที่สำนักงานใหญ่ตั้งอยู่	1	2	3	4	5	6	7
GN 2	ให้รางวัลตอบแทนผลงานบุคคลที่ทำเพื่อทีมขององค์กรที่มีอยู่ในประเทศอื่นนอกเหนือจากประเทศของท่าน	1	2	3	4	5	6	7
GN 3	ช่วยท่านสร้างความสัมพันธ์ที่ดีกับบุคลากรข้ามภูมิภาคต่างๆนอกประเทศที่สำนักงานใหญ่ตั้งอยู่	1	2	3	4	5	6	7

ส่วนที่ 3 การเรียนรู้ระดับโลกในองค์กร

โปรดใช้เกณฑ์ประเมิน 7 ระดับ-ข้างล่างนี้ เพื่อประเมินความเชื่อของท่านต่อความเป็นสากลขององค์กรของท่าน

1= ไม่เห็นด้วยอย่างยิ่ง 2=ไม่เห็นด้วยบ้าง 3= ไม่เห็นด้วย 4=เฉยๆ 5= เห็นด้วยบ้าง 6=เห็นด้วย 7= เห็นด้วยอย่างยิ่ง

ในส่วนนี้จะตรวจสอบการรับรู้ของท่านเกี่ยวกับโอกาสในการเรียนรู้ภายในองค์กรของท่าน

ท่านเห็นด้วยมาก-น้อยว่าโลกาภิวัฒน์จะช่วยให้ท่าน...		คะแนน						
GL 1	สร้างโอกาสการเรียนรู้ให้ท่าน	1	2	3	4	5	6	7
GL 2	ช่วยท่านเรียนรู้จากพนักงานขององค์กร ที่อยู่ในส่วนอื่นๆทั่วโลก	1	2	3	4	5	6	7
GL 3	สร้างมาตรฐานที่หลากหลาย ในที่ซึ่งองค์กรดำเนินธุรกิจอยู่ในวัฒนธรรมที่แตกต่างกัน	1	2	3	4	5	6	7
GL 4	ช่วยให้ท่านคิดว่าจะทำให้ความเชี่ยวชาญ ที่ถูกพัฒนาขึ้นในประเทศของท่าน เป็นประโยชน์ต่อองค์กรของท่าน	1	2	3	4	5	6	7
	ในประเทศอื่นๆทั่วโลกได้อย่างไร							
GL 5	ช่วยท่านประสานงานกับเพื่อนร่วมงานในสาขาทั่วโลก เพื่อเร่งการพัฒนาผลิตภัณฑ์ใหม่ๆ	1	2	3	4	5	6	7
GL 6	ช่วยท่านประสานงานกับเพื่อนร่วมงานในสาขาทั่วโลก เพื่อเร่งการพัฒนาบริการใหม่ๆ	1	2	3	4	5	6	7

	แนวคิดสู่ระดับโลก							
โปรดใช้เกณฑ์ 7 ระดับ เพื่อประเมินความคาดหวังของท่านต่อการก้าวสู่ระดับโลกขององค์กรที่ท่านทำงานอยู่ ว่ามีความเป็นไปได้มากน้อยเพียงใด 1=เป็นไปไม่ได้เลย; 2 = เป็นไปไม่ได้; 3=เป็นไปไม่ได้บ้าง; 4 =ไม่แน่ใจ; 5=เป็นไปได้บ้าง; 6=เป็นไปได้; 7=เป็นไปได้อย่างยิ่ง กรุณาทำเครื่องหมาย O รอบตัวเลข 1 ถึง 7 ในตารางทางขวามือของแต่ละข้อความ								
ส่วนที่ 4 สิ่งที่สำคัญสำหรับการดำเนินธุรกิจสู่ระดับโลกคืออะไร								
4.1 ความคาดหวังด้านการตอบสนอง เมื่อองค์กรก้าวสู่ระดับโลก ฉันเชื่อว่าการดำเนินธุรกิจของบริษัท ที่ฉันคุ้นเคย กำลังจะ:		คะแนน						
RE 1	แสดงให้เห็นถึงผลประโยชน์ ที่มีต่อเศรษฐกิจในท้องถิ่นนั้นอย่างชัดเจน	1	2	3	4	5	6	7
RE 2	มีความยืดหยุ่นในการตอบสนองต่อเงื่อนไขต่างๆของท้องถิ่นที่ธุรกิจดำเนินการอยู่	1	2	3	4	5	6	7
RE 3	ผสมผสานกิจกรรมการบริหารทรัพยากรบุคคลต่างๆขององค์กรให้เข้ากับนโยบาย	1	2	3	4	5	6	7
	ระดับชาติ ของรัฐบาล ในแต่ละประเทศที่ซึ่งองค์กรไปตั้งอยู่							
RE 4	ดัดแปลงนโยบายการบริหารทรัพยากรบุคคลต่างๆที่มีอยู่ ให้เข้ากับท้องถิ่นนั้น	1	2	3	4	5	6	7
4.2 ความคาดหวังด้านความร่วมมือระดับประเทศ เมื่อองค์กรก้าวสู่ระดับโลก ฉันเชื่อว่าการดำเนินธุรกิจของบริษัท ที่ฉันคุ้นเคย กำลังจะ:		คะแนน						
CCE 1	ให้สัญญาณเตือนล่วงหน้า เกี่ยวกับข้อคุกคามที่ควรระวังในการแข่งขันระดับโลก	1	2	3	4	5	6	7
CCE 2	ให้ความสำคัญกับเป้าหมายในระดับโลก มากกว่าผลลัพธ์ในระดับประเทศ	1	2	3	4	5	6	7
CCE 3	ชี้ให้เห็นโอกาสทางธุรกิจระดับท้องถิ่นที่มีศักยภาพระดับโลก	1	2	3	4	5	6	7
CCE 4	เรียนรู้จากการดำเนินการของบริษัทที่ได้ดำเนินการอยู่ในหลากหลายประเทศ	1	2	3	4	5	6	7
4.3 ความคาดหวังด้านความร่วมมือระดับฝ่าย เมื่อองค์กรก้าวสู่ระดับโลก ฉันเชื่อว่าการดำเนินธุรกิจของบริษัท ที่ฉันคุ้นเคย กำลังจะ:		คะแนน						
DCE 1	ประสานกลยุทธ์บนพื้นฐานของธุรกิจระดับโลก	1	2	3	4	5	6	7
DCE 2	ใช้ข้อมูลจากหลายประเทศเพื่อพัฒนานโยบายการบริหารทรัพยากรบุคคล	1	2	3	4	5	6	7
DCE 3	ร่วมมือกับหลายประเทศเพื่อการปฏิบัติงานทรัพยากรบุคคลอย่างสมเหตุผล	1	2	3	4	5	6	7
DCE 4	คาดการณ์ถึงความต้องการเพื่อพัฒนาบุคคลากรของประเทศต่างๆ	1	2	3	4	5	6	7
DCE 5	ตอบสนองอย่างรวดเร็วต่อคำร้องขอที่มีความจำเป็นทางด้านทรัพยากรบุคคล	1	2	3	4	5	6	7
	ของประเทศต่างๆ							
Modified from Murtha, et al (1998)								

ขอขอบพระคุณอย่างสูงที่ท่านกรุณาสละเวลาตอบแบบสอบถาม

BIOGRAPHY

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ACADEMIC BACKGROUND	Bachelor's Degree with a Major in Personnel Management from Prince of Songkla University, Hadyai, Songkla, Thailand in 1985 and in Master's Degree in Public Administration from National Institute of Development Administration, Bangkok, Thailand in 1999
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