

The Role of Cross Culture Knowledge at Work

Yi Ying, Mei Rianto Chandra, Jureynolds, Putri Mustika Susilo, Juniana

Chinese Department, Faculty of Humanities,
Bina Nusantara University
Jakarta, Indonesia, 11480

yi_ying@binus.edu; mei.rianto@binus.ac.id; jureynolds@binus.edu;
putri.susilo@binus.edu; juniana@binus.ac.id;

Abstract

An understanding of cross-culture provides an overview of communication between different cultures. There are often inhibiting factors in the process of learning and understanding intercultural communication. Barriers to intercultural communication may occur because of cultural differences between communicators and communicants. Provision of cross-cultural knowledge to students needs to be done before students enter the workforce. So that they can adapt according to the field of work they are engaged in. This study discusses the role of cross-cultural knowledge in the field of work. The respondents are 99 alumni from three universities in Indonesia who work in various fields. The fields of work studied are admin, manager, trainer, translator. This research was conducted using a quantitative method, the results of the analysis of ANOVA testing (post-hoc analysis) using the Bonferroni method. The results of the test of the significance of the difference in the mean of the four groups of verbal ability rating scores obtained from the four sample clusters, namely the rating scores of admin, manager, trainer, and translator, showed significant test results. This is indicated by the value of $F = 3.149$ at $\alpha = 0.05$ and $\alpha = 0.01$ which is indicated by the value of $-p = 0.29$. The results of the research show that the order of work that requires cross-cultural knowledge is translator, manager, admin and trainer. This research is expected to be a reference for higher education providers to prepare human resources who have cross-cultural knowledge. In addition, it is hoped that further research can provide a model of cross-cultural knowledge to management in higher education.

Keywords

cross-cultural communication, alumni, work, ANOVA

1. Introduction

Kanungo, R. (2006) stated that culture is the key to people's way of life. So that by studying culture, we can also understand how to act and behave in society. Understanding cultural differences is one of the most important skills for companies to thrive, to have a competitive advantage in international business, that's why the study is focusing on how to remove barriers in cross-cultural communication. Cross-cultural communication often refers to the notion of intercultural communication. It has an important function, especially when one begins to establish bilateral, trilateral, or multilateral correlations. Cross-cultural communication serves to reduce the uncertainty of communication between people, between tribes, and between nations who do not share the same culture. Cross-cultural communication is very crucial, especially to those who want to achieve mutually beneficial cooperative relationships.

The importance of cross-cultural communication for harmonious international relations. Cross-cultural communication is a communication process carried out by two or more cultures. The goal is to reduce the level of misunderstanding and minimize conflicts. Basically, every communication process almost always involves culture. Because communication is a means of transmitting culture, and culture is a form, process, technique, and social method in human life that continues to be entrenched. By updating and adjusting the relationship between communicators and communicants, the process of cross-cultural communication can be successful and effective. The effectiveness of cross-cultural communication will create peace and be able to reduce conflicts that may occur between communities. Barriers to intercultural communication can occur because of

cultural differences between communicators and communicants. Understanding cultural diversity is the key to effective cross-cultural communication. Cross-cultural communication yields good opportunities to promote global peace and prosperity. Improving the cross-cultural competence of employees through cross-cultural knowledge training and emphasizing on mutually beneficial policies which are a win-win situation for the cross-cultural population in the workplace. (Jenifer and Raman, 2015).

Cross-cultural communication is very important especially in the business world. With the ability to understand cultural differences, businesspeople will have the opportunity to succeed in developing a business relationship with potential partners from a different cultural background and be able to make products that suit the conditions of the targeted regions and cultures. In addition to the business side, it is also important for employees who work in foreign companies with different cultures to master intercultural communication. By knowing the culture of the company where he works, an employee can also find it is easier to adapt to his working environment. For the purpose of cross-cultural communication to be achieved its ideal goals, each individual in the community group should strive to develop competencies or skills. These competencies including personality strength, communication skills, psychological adjustment, and cultural awareness.

Cultural communication skills are inseparable from language skills. For foreign language learners, intercultural communication skills also need to be studied, because language and culture are an inseparable unit. (Ying, 2014). So that in the foreign language learning curriculum, it is also necessary to include cross-cultural knowledge. (Ying et al: 2018). Likewise, in learning Mandarin, it is necessary to provide cross-cultural knowledge to prepare students who will enter the world of work. Even though the world of work does not have a direct impact on the teaching and learning process, it is necessary to prepare students the ability to communicate in a working environment of different cultures, which also is different from the culture in the school environment. (Akbar, Z: 2021).

This research, the study is trying to find out what kind of work profession requires more cross-cultural communication for Chinese Literature alumni who are already working in companies. In this case, alumni who are already working as administrative staff, managers, trainers, and translators. This is felt to be very important so that the world of higher education begins to prepare its students as early as possible before entering the world of work. In addition, it is also expected that students also have an overview of the needs at work that they will be involved in according to the type of work they will be engaged in.

1.1 Objectives

The purpose of this study is to analyze the relationship between cross-cultural understanding in the working field occupied by alumni of Chinese Literature graduates. The cross-cultural understanding that is of concern in this study is how to work in foreign companies, habits of working in foreign companies, rules of foreign companies, work ethics in foreign companies and how to get along with foreign colleagues. By understanding cross-cultural communication, it will help alumni who are now working in international companies, help them to reduce the inhibiting factors in intercultural communication in their workplace. In addition, it also provides an overview to the students, before they enter the work environment, they would learn what cross-cultural knowledge is needed with the field of work they will be engaged in, so that they can be more prepared before graduating, so that in the future it is easier for them to adapt to the work environment.

2. Literature Review

Cross-cultural understanding is also very important in learning. Gilleard J (2002) argues that as the number of students who study abroad increases, somehow the academics are not always aware of the problems faced by students, especially regarding cross-cultural issues, academics may not always be aware of the difference in the cultural background, values, and belief systems of the students, hence lecturers might be not aware of the barriers they create during teaching. and understand. Apart from that, Walumbwa (2007) also states that learning about individual differences may help explain how leaders operate in different cultural environments. Social skills are socially constructed abilities, in relation to other people, which are learned by observing, communicating and practicing (Izabela Grabowska: 2017).

Within the workplace, Schnurr, S. (2009) states that the workplace is influenced by several layers of culture: in addition to the relational work expectations and norms that apply to the macro context (i.e., the wider society in which the workplace is located), the workplace is very important for consider the specific ways in which

these expectations and norms are enforced and responded to at the micro level. At the same time, Jenifer, R (2015) suggests that cross-cultural competence of employees through cross-cultural knowledge training and on mutually beneficial policies is a win-win situation for cross-cultural populations in the workplace. Meanwhile, Ward A.K (2016) through cross-cultural impression management (CCIM) observed how international employees can practice CCIM to reduce the impact of cross culture, thereby building status in the eyes of the majority of others and leading to positions of influence and creating competitive advantages for the company.

The work environment is also inseparable from collaborative relationships between companies, through positive collaboration by companies it can be an effort to better understand the communities in which they work, including a clearer understanding of local, regional and national social factors needed to improve product development programs, marketing strategy, and corporate CSR strategy (Dorien: 2017). This is certainly different from the traditional one-way communication style, according to Richard Mead (2017) such working conditions tend to have greater difficulties in adapting to complex and non-routine tasks. In this case, a theoretical framework of cross-cultural work stress is presented to help inform educators and business practitioners about the influence of national culture on work stress processes (Morgan S: (2018). In addition, supervisor trust moderates the indirect effect of workplace learning on organizational commitment). through cross-cultural adjustment (Van Thac Dang et.all: 2021).

For the students, when entering the world of work, students will deal with a diversity of different colleagues and customers, here they must learn how to adapt to the job requirements using the available technology and their own expertise (Bauman, A: 2018). Marina Iskhakova (2020) states that working in diverse teams can influence the development of team-level cultural intelligence (CQ) and how team-level CQ affects performance. This is in line with cultural intelligence which has a significant effect on employees' innovative work behavior (Bilal Afsar et.all: 2021). It is different with career satisfaction, which is influenced by career fit, career sacrifice, type of international workplace (domestic-headquartered companies versus globally headquartered companies) and cross-cultural job readjustment (Nga Thi Thuy Ho et.all: 2022).

In terms of learning, Steers, R. (2017) states that in the field of cross-cultural, motivation requires a significant increase in rigorous, comprehensive, and theory-based studies that can advance systematic and predictable understanding of behavioral phenomena in organizations around the world. In addition, Ying, Y (2018) explains that textbooks must include cultural knowledge and understanding; matters relating to International Relations; formal and informal language; grammatical structure and Chinese characters. In terms of the individual itself, Cheryl (2018) states that there are different individuals depending on personal experience and cultural background and use different ways to navigate and manage language differences in the workplace. James (2018) The results show that cross-cultural communication competence is very important for the functioning of Western expatriates in sub-Saharan Africa. The findings also establish a large number of cross-cultural communication skills that are critical to successful adaptation and work outcomes of Western expatriates in Africa.

Archana Shrivastava (2018) concludes that cultural teaching taught in the classroom through lectures and audiovisual materials are also connected with connectivist learning experiences that can strengthen students' knowledge base. In terms of student learning satisfaction, Jonna Koponen (2019) through the Flipped Classroom (FC) course, stated that FC is a very fun way to learn cross-cultural communication. And in line with that, Denys Lifintsev (2019) proves that digital technology can simplify cross-cultural communication. This is another testament to the importance of digital information and communication skills.

Zhongling Wu et.all (2019) in his research used three PLBS factors (Competency Motivation, Learning Strategies, and Attention/Persistence) as used in the Chinese cultural context, and with minor adaptations to assess individual learning behavior. Gay, E(2020) in a cross-cultural study with a lesson plan study which states that Lesson Plans are positive results that can be used to encourage teachers in terms of their own development. Setti, I.et.all (2022) stated that the positive relationship between motivational cultural intelligence and cross-cultural adjustment in the workplace was stronger when cultural distance was low, when expatriates were at the start of a new international assignment, and when they had less experience. Sumeet Kour (2022) revealed that cultural intelligence mediates cross-cultural training and cross-cultural adjustment relationships.

So that it can be said that cross-cultural knowledge is not limited only to the workspace and study of learning theory, but also to how the role and function of cultural recognition on the influence of the work environment.

3. Methodology

This research is evaluation research. The focus of evaluation in this study consists of four, namely: 1. program evaluation; 2. process evaluation; 3. Evaluation of results or outputs; 4. impact evaluation. This research focuses on impact evaluation, which is an evaluation that focuses on the long-term impact of the implementation of a program. In connection with research on the relevance of the curriculum of the Chinese Literature department to the demands of the related world of work, researchers need feedback from alumni and the world of work on the competencies expected by companies for Chinese Literature graduates. Feedback from alumni and companies becomes the input for curriculum evaluation and curriculum revision. It is hoped that the revised curriculum will later become a model for the Chinese Literature graduate curriculum. The selection of companies is based on the distribution of alumni who have worked in related companies as well as Chinese companies investing in Indonesia that need workers with Chinese Literature graduates.

Respondents in this study were 99 alumni of Chinese Literature graduates who have Mandarin language skills from three private universities in Indonesia and work in various fields. The respondent's field of work is divided into four fields, namely administrative staff, manager, trainer, and translator. This research was conducted using quantitative methods, the results of the analysis of ANOVA testing (post-hoc analysis) using the Bonferroni method. The results of the significance test of the four groups of verbal ability assessment scores were obtained from the four sample clusters, namely the scores of admin, manager, trainer, and translator assessments. For this study, the authors use the Mini Delfi Technique, which to utilize activities such as survey studies, namely distributing questionnaires to a sample of respondents.

Questionnaires were distributed to a limited number of expert samples and the assessment and analysis were carried out through a panel of experts. The benefit of this technique is to get feedback from stakeholders on the competence of graduates of the Chinese literature study program in this global era. The scope of the survey is related to 1) types of employment; 2) required competencies. The main objectives of survey research are 1) to obtain a comprehensive explanation of a particular phenomenon; 2) to be used as a basis for evaluating the curriculum; 3) to be used as the basis for developing a curriculum according to the needs of the global market. In survey research, the analysis carried out can also lead to the discovery of an explanation of the causal relationship, namely whether the emergence of a variable (stakeholder needs) is the cause for the emergence of other variables (competence), either in a direct relationship or through intervening variables. The majority of the research respondents were female alumni, as many as 80 people (80.8%) and the fewest were male as many as 19 people (19.2%). (Table 1)

Table 1. Description of Data by Gender

		Jenis Kelamin			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Laki-laki	19	19.2	19.2	19.2
	Wanita	80	80.8	80.8	100.0
Total		99	100.0	100.0	

The most research respondents were as administrators as many as 45 people (45.5%) and the least respondents as translators were 11 people (11.1%). (Table 2)

Table 2. Description of Current Task/Job Data

		Pekerjaan			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administrator	45	45.5	45.5	45.5
	Manajer	22	22.2	22.2	67.7
	Trainer	21	21.2	21.2	88.9
	Translator	11	11.1	11.1	100.0
	Total	99	100.0	100.0	

The majority of research respondents were alumni with an undergraduate education background as many as 87 people (87.9%) and the least respondents with a master's education background were 12 people (12.1%). (Table 3)

Table 3. Description of Data Based on Educational Background

		Pendidikan			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	S1	87	87.9	87.9	87.9
	S2	12	12.1	12.1	100.0
	Total	99	100.0	100.0	

The majority of research respondents from the group whose business status comes from Chinese investment are 36 people (36.4%) and the least investment is from Taiwan as many as 6 people (6.1%). (Table 4)

Table 4. Description of Data Based on Business Status

		Status_Usaha			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	China	36	36.4	36.4	36.4
	Taiwan	6	6.1	6.1	42.4
	Join China-Indonesia	14	14.1	14.1	56.6
	Indonesia	34	34.3	34.3	90.9
	Join Indonesia & Asing	9	9.1	9.1	100.0
	Lain				
	Total	99	100.0	100.0	

Most of the research respondents came from employees who had worked for <2 years as many as 60 people (60.6%) and the least from those who had worked for >5 years, namely 10 people (10.1%). (Table 5)

Table 5. Description of Data Based on Length of Work

		Lama_Kerja			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<2 tahun	60	60.6	60.6	60.6
	2-5 tahun	29	29.3	29.3	89.9
	>5 tahun	10	10.1	10.1	100.0
	Total	99	100.0	100.0	

4. Result and Discussion

Cultural ability (cross-cultural understanding) includes five skills, namely understanding how to work in foreign companies, understanding the habits of working in foreign companies, understanding the rules of working in foreign companies, and how to get along with foreigners. Data on the relevance of learning outcomes for Chinese Literature graduates obtained from various universities that were sampled for this study indicate that in general, alumni who work in various professional fields, namely administrative staff, which includes the cultural skills they have acquired while studying in the department, are relevant with their field of work. This is indicated by the total mean of 3.76 which means the relevance level is high. The standard deviation obtained is 1.04, which means that Culture skills are needed by alumni who work in the field of work. 95% confidence interval can be interpreted 95% reliable. The 95% confidence range (95% confidence interval for means) can be interpreted as 95% reliable, that the score range is between 3.54 and 3.97. The raw data shows that the scale score range is at the limit of 1 and limit of 3.2, by looking at the standard deviation, it means that the assessment results of the sample subjects from the four clusters are relatively heterogeneous (see Table 6).

Table 6. Descriptive Statistics of Culture Capability with its Implementation Related to the Field of Work

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
culture (5)	Admin	46	3.90	0.93	0.14	3.62	4.18	1.00	5.00
	Manager	11	4.16	0.61	0.18	3.75	4.57	3.20	5.00
	Trainer	30	3.31	1.25	0.23	2.84	3.77	1.00	5.00
	Translator	7	4.09	0.77	0.29	3.37	4.80	2.80	5.00
	Total	94	3.76	1.04	0.11	3.54	3.97	1.00	5.00

Source: Data processing 2018

In addition, on the cultural aspect using ANOVA, we find that the results of the significance test of the four groups of verbal ability rating scores obtained from the four sample clusters, namely admin, manager, trainer and translator rating scores, showed significant test results. This is indicated by the value of $F = 3.149$ at $\alpha = 0.05$ and $\alpha = 0.01$ which is indicated by the value of $-p = 0.29$. This means that the mean scores of the four clusters are significantly different. To track the mean scores of the sample clusters that differ significantly, the results of the ANOVA test analysis (post-hoc analysis) used the Bonferroni method. The results of the significance test for each type of work can be seen in Tables 7 & 8.

Table 7. ANOVA One Factor Culture Aspect

		Sum of Squares	df	Mean Square	F	Sig.
culture	Between Groups	9.600	3	3.200	3.149	.029
	Within Groups	91.453	90	1.016		
	Total	101.052	93			

Table 8. Post-hoc Analysis of Culture Capability

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
culture	Admin	Manager	-0.26	0.34	.438	-0.94	0.41
		Trainer	.5933333*	0.24	.014	0.12	1.06
		Translator	-0.19	0.41	.651	-1.00	0.63
	Manager	Admin	0.26	0.34	.438	-0.41	0.94
		Trainer	.8569697*	0.36	.018	0.15	1.56
		Translator	0.08	0.49	.873	-0.89	1.05
	Trainer	Admin	-.5933333*	0.24	.014	-1.06	-0.12
		Manager	-.8569697*	0.36	.018	-1.56	-0.15
		Translator	-0.78	0.42	.069	-1.62	0.06
	Translator	Admin	0.19	0.41	.651	-0.63	1.00
		Manager	-0.08	0.49	.873	-1.05	0.89
		Trainer	0.78	0.42	.069	-0.06	1.62

From the results of the test of the significance of the difference in the average rating score, the average rating score of admin and manager is not significant at = -0.26 with a value of -p = 0.438. The results of the test are significant the difference between the average admin and trainer rating scores is significant at = 0.59 with a value of -p = 0.14. The results of the significance test of the difference between the average rating scores of admin and translators are not significant at = -0.19 with a value of -p = 0.65. The results of the test are significant the difference between the average rating scores of managers and admins is significant at = 0.26 with a value of -p = 0.438. The results of the test are significant the difference between the average score of manager and trainer ratings is significant at = 0.86 with a value of -p = 0.018. The result of the test is that the significant difference between the average rating scores of managers and translators is significant at = 0.08 with a value of -p = 0.873. The results of the significant test the difference between the average trainer and admin rating scores was not significant at = -0.59 with a value of -p = 0.18. The result of the test is that the significant difference between the average trainer and manager rating scores is significant at = 0.86 with a value of -p = 0.18. The result of the significant test is that the difference between the average trainer and

translator rating scores is not significant at = -0.78 with a value of $-p = 0.069$. The results of the test are significant, the difference between the average rating scores of translators and admins is significant at = 0.19 with a value of $-p = 0.65$. The results of the significant test the difference between the mean score of rating translators and managers was not significant at = 0.59 with a value of $-p = 0.87$. The results of the test are significant the difference between the mean score of rating translator and trainer is significant at = 0.78 with a value of $-p = 0.69$. The results of the significant test of the difference between the average rating scores of the four types of work can be seen from Figure 1.

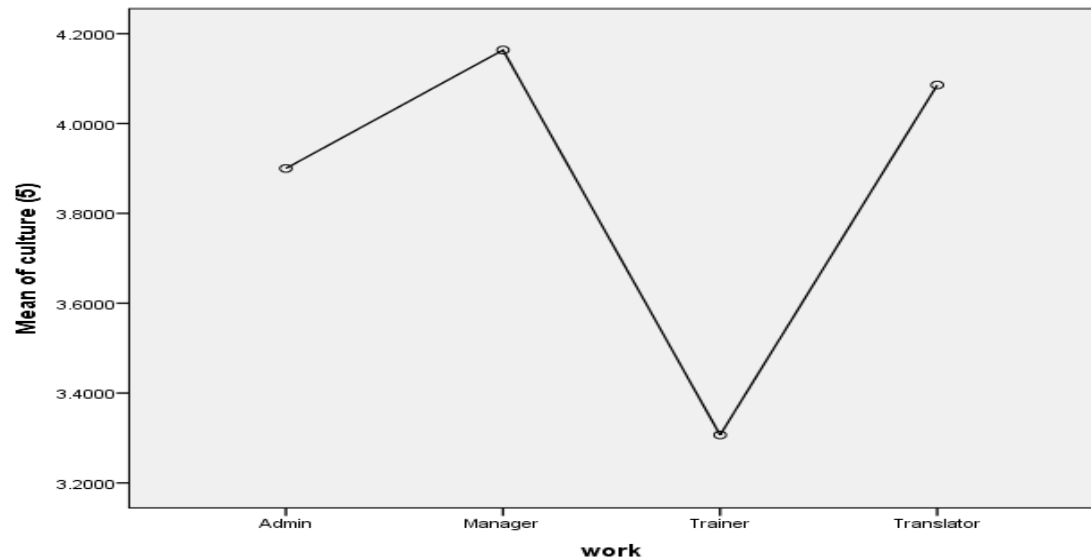


Figure 1. Culture Capability Curves for 4 Types of Jobs

From the above, the average manager rating score is the highest and is followed by translators. Admin is in third place while the lowest order is trainer. Thus, to work as a manager and translator cultural skills are needed. Cultural ability in this case is to understand how to work, work habits, work rules and work ethics in foreign companies. It also understands how to get along with strangers. Managers and translators are people who often deal with foreigners and communicate intensely with their colleagues or partners or customers. Thus, cultural skills are needed so that communication and work run smoothly. While administrators usually work behind a desk. However, it also requires cultural knowledge to adapt to the work environment and co-workers who are foreign nationals. Trainers rarely interact with foreigners because their main task is to deliver teaching materials or materials. So, it doesn't really need cultural skills to communicate with foreigners. Thus, the need for cultural skills is also the lowest among other fields of work.

5. Conclusion

The results showed that the sequence of jobs that required cross-cultural knowledge were translator, manager, admin and trainer. Managers and translators are required to have cultural knowledge. Cultural ability in this case is to understand how to work, work habits, work rules and work ethics in foreign companies. It also understands how to get along with strangers. The work of managers and translators requires them to communicate more actively and intensely with their colleagues or partners or customers. Thus, cross-cultural skills are needed so that communication and work run smoothly and so that unwanted conflicts do not occur due to miss communication. Meanwhile, administrators usually work behind a desk, so they rarely work in the field or interact with outsiders from different cultures. However, administrators also need cultural knowledge in order to be able to adapt to the work environment and co-workers of different cultures, especially those who are foreign nationals. Trainers rarely interact with foreigners because their main task is to deliver teaching materials or materials. So it doesn't really need cultural skills to communicate with foreigners. However, the trainer also needs to equip himself with cross-cultural knowledge so that he can convey it to his students so that they also understand how to communicate with people who are different from their culture.

The translator's job requires him to master other cultures so that the accuracy of the translation results and the use of language in conveying the translation results can be understood by second parties or third parties. Thus, the translator profession is required to always add insight and ability to translate quickly and be able to summarize all the information heard and transfer it to the target language with the right language choice. This research is expected to be a reference for higher education providers, especially the compilers of the Chinese Literature curriculum to prepare human resources who have cross-cultural knowledge. In addition, further research is expected to provide a model of cross-cultural knowledge to management in higher education. The limitation of this study is the limited number of respondents because it only involves alumni from three private universities in Indonesia. Future research is expected to increase the number of questionnaires so that the results obtained are more varied.

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Biographies

Dr. Yi Ying, M.Lit., M.Pd., is an Associate Professor in Curriculum Development at Bina Nusantara University. She obtained her master's degree in Applied Chinese Linguistics from Xiamen University and Education Administration from Christian University of Indonesia, Jakarta, Indonesia. She obtained her Ph.D. in Curriculum Development from the Indonesia University of Education. Her research interests include Chinese language teaching and learning, mobile-assisted learning, China Studies, and tourism.

Dr. Mei Rianto Chandra, MTC SOL, is a lecturer in Chinese Literature at Bina Nusantara University, Indonesia. he received doctoral majoring in linguistics from Jinan University, Guangzhou, China. Currently, his current research interests include linguistics and Teaching Chinese as a Second Language.

Dr. Jureynolds, M.Litt., is an Assistant Professor, currently Head of the Chinese Literature Study Program at Bina Nusantara University. He received a doctoral majoring in International Chinese Language Education from Minzu University of China, Beijing, China. His current research interests include International Chinese Language Education, Chinese for Specific Purposes (CSP), Chinese E-Learning, Chinese as Second Language Acquisition, and China-ASEAN collaboration in Cultural and Educational Exchange.

Putri Mustika, S.S, MTC SOL, currently is Deputy Head of Chinese Literature Study Program at Bina Nusantara University. She obtained her master's degree in teaching Chinese to Speaker of Other Languages from Zhejiang Normal University, China. Her research interests include Chinese language learning and the use of technology in learning Chinese.

Juniana, S.S, MTC SOL, currently is a lecturer of Chinese Literature Study Program and faculty member at Bina Nusantara University. She obtained her master's degree in teaching Chinese to Speaker of Other Languages from South China Normal University, China. Her research interests include Chinese Language Education and the use of technology in learning Chinese.