



Universiteit
Leiden
The Netherlands

Cultural differences in Vietnam : differences in work-related values between Western and Vietnamese culture and cultural awareness at higher education

Tran, T.T.Q.

Citation

Tran, T. T. Q. (2018, September 19). *Cultural differences in Vietnam : differences in work-related values between Western and Vietnamese culture and cultural awareness at higher education*. ICLON PhD Dissertation Series. Retrieved from <https://hdl.handle.net/1887/65633>

Version: Not Applicable (or Unknown)

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/65633>

Note: To cite this publication please use the final published version (if applicable).

Cover Page



Universiteit Leiden



The handle <http://hdl.handle.net/1887/65633> holds various files of this Leiden University dissertation.

Author: Tran, T.T.Q.

Title: Cultural differences in Vietnam : differences in work-related values between Western and Vietnamese culture and cultural awareness at higher education

Issue Date: 2018-09-19

APPENDICES

Appendix 1

Questionnaire survey (Chapter 2)

Employees' Questionnaire

Instructions: Please use black or blue pen or use pencil (do not use fluorescent pen). Mark clearly the bubble of your choice.



Correction: cross out the wrong answer, fill in the right bubble, and place an arrow to indicate the correct answer.



This questionnaire aims at clarifying your **PREFERENCES** of the organization's and your employers' policies. The purpose of the questionnaire is to shed light on the cultural distance in terms of sense of time, low and high-context cultural orientation, power distance and value orientations between Western and Vietnamese culture in work places. The outcomes of the study will be beneficial to new graduate educators since they can employ the knowledge to produce culturally well-equipped workforce to meet the needs of the Western employers in foreign subsidiaries and joint-ventures in Vietnam. The information will be kept **CONFIDENTIAL** and will be used for **RESEARCH PURPOSES** only. There is no right or wrong answer. Please read and consider the following statements carefully before answering.

A. Think of real situations in your company. Indicate your PREFERENCES for the following statements. Fill in the bullet that is most appropriate to your case.

	Not at all	Not really	Somewhat	Quite a lot	Very much
1. Being part of the decision-making process of my employers/higher managers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Completing my assignments on schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Attending the meetings on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. being consulted before the employers/higher managers' decisions are made	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. being well-informed about the organization's strategies that affect management decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. being in time for work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. getting the opportunity to express disagreements with my employers/higher managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. getting the opportunity to express my viewpoints to my employers/higher managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. keeping certain distance from my employers/higher managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. getting instructions to do my work from my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

employers/higher managers

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 11. being consulted by my employers/higher managers in all work aspects | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. being ordered by my employers/higher managers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. talking freely to my employers/higher managers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. expressing significant respect to my employers/higher managers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. asking my employers'/higher managers' for their opinions in all work aspects | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. that I am kept clearly informed by my employers/higher managers on what's going on in the company | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. keeping flexible deadlines to finish my assigned work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. asking my employers/higher managers for help when solving a problem | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. having the possibility to ask for clarifications from my higher managers/employers if needed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. expressing my viewpoints freely to my employers/higher managers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. expressing my feelings in a straightforward manner with my employers/higher managers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. avoiding disagreements with my employers/higher managers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. withdrawing my point of view instead of encountering my employers/higher managers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. explaining my opinions to my employers/higher managers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. sticking to my opinions when I disagree with my employers/ higher managers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. agreeing with my employers/higher managers in case of a conflict. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. receiving feedback on my personal performance from my employers/higher managers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. having the opportunity to get training and professional development. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

29. asking for an extension of a deadline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. criticizing my employers/higher managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. being kept responsible for the quality of the work that I produce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. being late for meetings at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. encountering my employers/higher managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. leaving the office earlier than the appointed time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. that my work is controlled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. being assigned tasks out of my job functions when it is necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. apologizing to my employers/higher managers after a conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. being late for work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. receiving direct criticism from my employers/higher managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. asking for a deadline extension if I have good reasons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. proposing different ideas to my employers/higher managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Opposing with my employers/higher managers when discussing an issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. explaining my opinions to my employers/higher managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. being assigned a huge amount of work when it is necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Renewing the deadline after the first extension .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. leaving the office earlier than the appointed time when I have good reasons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. that my work is controlled for accuracy and quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. communicating directly to their employers/higher managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Think of real situations in your company. Indicate how important you think the following statements are by filling in the bullet that is most appropriate to your case.

	Not important at all	Slightly important	Moderately important	Very important	Extremely important
49. My ideas for changes are taken into consideration by my employers/higher managers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Sound policies for people who are not contributing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Promotion on the basis of my actual contribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Small distance of wages between me and my employers/higher managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Higher management showing their favoritism for some specific people in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Funds available for trying out new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Adequate time to explore and develop new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. My new ideas are given a try.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. My innovative ideas are given support by employers and higher managers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Fair policies for promotion and advancement in my organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. I am supported by my employers/higher managers to explore alternative approaches to problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please fill in the following part about yourself

1. **How old are you?:** less than 18 18-29
 30-39 40-49
 50 or older
2. **Sex:** Male Female
3.
 - a. **Where were you born?** Vietnam

- Other Asian countries
- Western countries (USA, Canada, Australia, New Zealand, European countries)
- Other

b. Where was your mother born?

- Vietnam
- Other Asian countries
- Western countries (USA, Canada, Australia, New Zealand, European countries)
- Other

c. Where was your father born?

- Vietnam
- Other Asian countries
- Western countries (USA, Canada, Australia, New Zealand, European countries)
- Other

4. Years of working in Vietnam:

- 1-2 years 5 years more than 5 years
- 10 years more than 10 years more than 20 years

5. Years of working with non-Vietnamese employers:

- 1-2 years 5 years more than 5 years
- 10 years more than 10 years more than 20 years

6. How large is your organization?

- Micro (< 10 employees)
- Small (< 50 employees)
- Medium-sized (< 250 employees)
- Large (> 250 employees)

7. Highest degree:

- Elementary Secondary Vocational
- College/University Other (please specify) _____

8. Are you a native speaker of English? Yes No

(If the answer is “Yes”, please skip number 9)

9. The following four items ask you about your ability to:

	Not at all	Not so good	Average	Good	Very good
a. Understand English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Speak English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Read English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Write English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Are you a native speaker of Vietnamese? Yes No

(If the answer is “Yes”, please skip number 11)

11. The following four items ask you about your ability to:

	Not at all	Not so good	Average	good	Very good
a. Understand Vietnamese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Speak Vietnamese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Read Vietnamese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Write Vietnamese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employers' Questionnaire

Instructions: Please use black or blue pen or use pencil (do not use fluorescent pen). Mark clearly the bubble of your choice.



Correction: cross out the wrong answer, fill in the right bubble, and place an arrow to indicate the correct answer.



This questionnaire aims at clarifying your expectation of your employees' possible activities within your organization. The purpose of the questionnaire is to shed light on the cultural distance in terms of sense of time, low and high-context cultural orientation, power distance and value orientations between Western and Vietnamese culture in work places. The outcomes of the study will be beneficial to new graduate educators since they can employ the knowledge to produce culturally well-equipped workforce to meet the needs of the Western employers in foreign subsidiaries and joint-ventures in Vietnam. The information will be kept **CONFIDENTIAL (all the information you provided will not be revealed to anyone outside the research group)** and will be used for **RESEARCH PURPOSES** only. There is no right or wrong answer. Please read and consider the following statements carefully before answering.

A. Think of real situations in your company. Indicate your EXPECTATION from your employees about the following (possible) activities. Fill in the bullet that is most appropriate to your case.

	Not at all	Not really	Somewhat	Quite a lot	Very much
1. I expect that my employees keep a deadline to finish their assigned work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I allow my employees to be late for meetings at work with a good reason.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I expect that my employees can handle direct criticism from employers/higher managers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I allow my employees to leave the office earlier than the appointed time if they have good reasons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I allow my employees to renew the deadline after their first extension.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I expect my employees to attend the meetings on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I allow my employees to express their disagreements with their employers/higher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

managers in making important decisions.

8. I expect that my employees do assigned tasks out of their job functions if necessary.

9. I expect that my employees talk freely to employers/higher managers.

10. I expect that my employees stay in the office until the appointed time.

11. I allow my employees to ask for a deadline extension if they have good reasons.

12. I expect of my employees that they take part in the decision-making process of higher management.

13. I allow my employees to be late for work with a good reason.

14. I allow my employees to know about the organization's strategies that affect management decisions.

15. I expect that my employees give advice to the employers'/higher managers before decisions are made.

16. I expect my employees to complete their assignments on schedule.

17. I expect my employees to express their viewpoints to their employers/higher managers.

18. I expect my employees to keep certain distance towards their employers/higher managers.

19. I expect that my employees are satisfied with getting instructions to do their work from their employers/higher managers.

20. I allow my employees to take part in the decision-making process of higher management.

21. I expect that my employees are satisfied with being ordered by their employers/higher managers.

managers.

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 22. I expect that my employees are in time for work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. I expect that my employees express significant respect to their employers/higher managers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. I expect that my employees ask for opinions in all work aspects from employers/higher managers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. I allow my employees to be clearly informed by their employers/higher managers about what is going on in the company. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. I expect that my employees are satisfied with being consulted in all work aspects by their employers/higher managers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. I expect that my employees are willing to handle a huge amount of work if necessary. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. I expect my employees to communicate directly to their employers/higher managers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. I expect that my employees ask their employers/higher managers for help when solving a problem. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. I expect that my employees are willing to offer advice to higher management. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. I expect that my employees ask for clarifications from higher management if needed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. I expect that my employees express their viewpoints freely to their employers/higher managers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. I expect that my employees express their feelings in a straightforward manner to their employers/higher managers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. I expect my employees to show their agreement with higher management. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

35. I expect that my employees withdraw their point of view instead of encountering with their employers/higher managers.
36. I expect my employees to explain their opinions to their employers/higher managers.
37. I allow that my employees stick to their opinions when their employers/higher managers have different opinions.
38. I expect that my employees agree with their employers/higher managers in case of a conflict.
39. I expect that my employees are open to communicate with employers/higher managers.
40. I allow my employees to ask for an extension of a deadline.
41. I expect that my employees' work is controlled for accuracy and quality.
42. I allow my employees to propose different ideas to their employers/higher managers.
43. I allow my employees to oppose their employers/higher managers when discussing an issue.
44. I allow my employees to explain their opinions to their employers/higher managers.
45. I expect that my employees apologize to their employers/higher managers after a conflict.
46. I expect that my employees are open for feedback from employers/higher managers on their work performance.
47. I expect my employees to have a positive attitude towards training and professional development in their field.
48. I expect that my employees feel

responsible for the quality of their work.

49. I expect that employees' work is controlled in accordance with the organization's policies.

50. I allow my employees to criticize their employers/higher managers.

B. Think of real situations in your company. Indicate how IMPORTANT you think the following items are by filling in the bullet that is most appropriate to your case.

	Not important at all	Slightly important	Moderately important	Very important	Extremely important
51. Employees' ideas for changes are taken into consideration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Sound policies for people who are not contributing in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Promotion on the basis of employees' actual contribution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Small distance of wages between employees and higher management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Higher management showing their favoritism for some specific people in the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Funds available for trying out new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Adequate time to explore and develop new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Employees' new ideas are given a try.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Fair policies for promotion and advancement for all employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Employees with innovative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ideas are given support.

61. Employees are supported to explore alternative approaches to problems.

Please fill in the following part about yourself

1. **How old are you?:** less than 18 18-29
 30-39 40-49
 50 or older
2. **Sex:** Male Female
3. **Job status:** CEO (Chief Executive Officer) Middle manager
 Deputy CEO First-line manager
 Senior manager Supervisor
4. **Years of working in Vietnam:**
 1-2 years 5 years more than 5 years
 10 years more than 10 years more than 20 years
5. **How large is your organization?**
 Micro (< 10 employees)
 Small (< 50 employees)
 Medium-sized (< 250 employees)
 Large (> 250 employees)
6. **Highest degree:**
 Elementary Secondary Vocational
 College/University Other (please specify) _____
7. **Are you a native speaker of English?** Yes No
 (If the answer is “Yes”, please skip number 9)

8. The following four items ask you about your ability to:

	Not at all	Not so good	Average	Good	Very good
a. Understand English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Speak English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Read English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Write English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. The following four items ask you about your ability to:

	Not at all	Not so good	Average	Good	Very good
a. Understand Vietnamese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Speak Vietnamese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Read Vietnamese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Write Vietnamese



Appendix 2

Interview questions (Chapter 3)

The information will be kept **CONFIDENTIAL** (all of the information you provided will not be revealed to anyone outside the research group) and will be used for **RESEARCH PURPOSES** only.

Introduction questions:

1. What is your name?
2. What is the most interesting thing you have found while working in this organization and with Vietnamese employees/Western employers (managers)?

Main question:

1. How do you think about communication between you and your employees/Western employers (managers)?

Follow – up questions:

1. Can you describe some events or incidents?
2. Can you give me some examples?
3. What did you do?
4. What were your expectations of your Vietnamese employees/Western employers (managers)?
5. Did you experience any consequences?

Checklist of topics (for the interviewer only)

1. How do you think about keeping the deadline?
2. How do you think about being on time for work or meetings?
3. How do you think about your participation in higher managers' decision-making/your employees' participation in higher managers' decision-making- e.g., how often, in what situations, the degree of involvement?
4. How do you think about the higher managers' and the organization's policies?
5. How do you think about the relationship between you and your higher managers/your employees?
6. How do you think about the policies for work performance and innovation in your organization?

Appendix 3

Specifications of 10 critical incident tasks and Pre-test and Posttest (Chapter 4 and 5)

Task 1

Read the following scenario and the guiding questions. Then discuss with your partner the background of the scenario and analyze it by answering the guiding questions together. You have 5 minutes to read the scenario and 20 minutes to discuss. After that, fill in the answer sheet individually in 15 minutes and use what you have discussed with your friend (see an example in the answer sheet) (Sinh viên nên dùng tiếng Anh để trả lời câu hỏi nhưng trong trường hợp sinh viên không thể viết câu trả lời bằng tiếng Anh, sinh viên có thể dùng tiếng Việt để trả lời. Sinh viên có thể dùng cả tiếng Anh và tiếng Việt trong 1 câu trả lời)

Linh and Helen are teammates under Roger Morin (their manager), who unexpectedly called a short morning meeting with his team at 8:00am. Linh, who is just arriving now at 8:15, missed the meeting and is unaware even that there was a meeting. Helen manages to catch Linh as she is arriving and the two speak while Helen brings her up to speed on what happened.

Linh: Good morning, Helen. What beautiful day!

Helen: Good morning, Linh. Um, please, can we speak together for a moment?

Linh: Of course. Is something wrong?

Helen: Maybe.

Linh: Okay... well let's go have a coffee and talk...

Helen: Everyone on the team is supposed to be on time.

Linh: What do you mean? I am on time.

Helen: The boss called a short meeting at 8 o'clock. You missed it.

Linh: What? Why he didn't let us know yesterday?

Helen: Maybe he thought it was not necessary.

Linh: I had so much trouble with my kids this morning. Anyway, it's only 8:15 and you're out of meeting, maybe it wasn't that important (Sighs). We didn't micro-manage so much. I suppose I have to go and explain the whole situation to him. But he really should have let us know before.

Helen: Okay. It's up to you. Um... I must get back to work now. See you later

Guiding questions:

1. Shortly summarize the scenario

2. What are the miscommunicated points?

- What did Helen mean when she said: "Everyone in the team is supposed to be on time"?
- Why did Linh say: "What do you mean? I am on time."
- Why did Linh say that she had had troubles with her kids and she missed her country.....? Was it an explanation for her tardiness?
- When Helen said: "It's up to you", what do you think about her feeling at that time?
- If you were Linh, would you go to the manager and report the problem?

3. How would you think Helen should behave considering Linh's cultural background?

4. How would you think Linh should behave considering Helen's cultural background?

1. Short summary of the scenario	
2. What are the	

miscommunicated points? (summarize what you discussed for question number 2)	
3. How would you think Linh should behave considering Helen's cultural background?	
4. How would you think Helen should behave considering Linh's cultural background?	

Task 2

Read the following scenario and the guiding questions. Then discuss with your partner the background of the scenario and analyze it by answering the guiding questions together. You have 5 minutes to read the scenario and 20 minutes to discuss. After that, fill in the answer sheet individually in 15 minutes and use what you have discussed with your friend (see an example in the answer sheet) (Sinh viên nên dùng tiếng Anh để trả lời câu hỏi nhưng trong trường hợp sinh viên không thể viết câu trả lời bằng tiếng Anh, sinh viên có thể dùng tiếng Việt để trả lời. Sinh viên có thể dùng cả tiếng Anh và tiếng Việt trong 1 câu trả lời)

Rebecca – one of the managers of United Technologies – works with **Minh**, the manager of one of United Technologies branches for customer service outsourcing in Vietnam. She is talking on the phone to him to discuss about giving training for the customer service representatives.

Rebecca: We really need to get all of the customer service representatives trained on our new process in the next two weeks. Can you get this done?

Minh: That timeline is pretty aggressive. Do you think it's possible?

Rebecca: I think it will require some creativity and hard work, but I think we can get it done with two or three days to spare

Minh: Ok.

Rebecca: Now that our business is settled, how is everything else?

Minh: All's well, although the heavy monsoons this year are causing a lot of delays getting around the city.

Two weeks later

Minh: We've pulled all of our resources and I'm happy to say that 60% of the customer service representatives are now trained in the new process. The remaining 40% will complete the training in the next two weeks.

Rebecca: Only 60%? I thought we agreed that they all would be trained by now!

Minh: Yes. The monsoon is now over so the rest of the training should go quickly.

Rebecca: This training is critical to our results. Please get it done as soon as possible.

Minh: I am certain that it will be done in the next two weeks....

Guiding questions:

1. Shortly summarize the scenario
2. What are the miscommunicated points?
 - Did Minh agree to the initial timeline requested by Rebecca?
 - Why did Minh mention the monsoons?

- What might Rebecca be thinking about Minh when she said: “Only 60%? I thought we agreed that they all would be trained by now!”?
- What might Minh be thinking about Rebecca when he said: “I am certain that it will be done in the next two weeks...”?

3. How would you think Rebecca should behave considering Minh’s cultural background?
4. How would you think Minh should behave considering Rebecca’s cultural background?

1. Short summary of the scenario	
2. What are the miscommunicated points? (summarize what you discussed for question number 2)	
3. How would you think Minh should behave considering Rebecca’s cultural background?	
4. How would you think Rebecca should behave considering Minh’s cultural background?	

Task 3

Read the following scenario and the guiding questions. Then discuss with your partner the background of the scenario and analyze it by answering the guiding questions together. You have 5 minutes to read the scenario and 20 minutes to discuss. After that, fill in the answer sheet individually in 15 minutes and use what you have discussed with your friend (see an example in the answer sheet) (Sinh viên nên dùng tiếng Anh để trả lời câu hỏi nhưng trong trường hợp sinh viên không thể viết câu trả lời bằng tiếng Anh, sinh viên có thể dùng tiếng Việt để trả lời. Sinh viên có thể dùng cả tiếng Anh và tiếng Việt trong 1 câu trả lời)

The company is running an internal mentorship program. George, as part of his own professional development, has agreed to be a mentor to Bo. Here George is using a prior performance review of Bo’s to start this discussion around Bo’s participation in meetings for one of their mentoring meetings. He has already given Bo a book of idioms for ESL learners to study.

George (boss): Well, as you can see, Bo, we’re generally very satisfied with your work here. Punctuality, reliability, productivity, the quality of your work – all top notch. But we are concerned about the degree of your participation, especially during meetings. I know you were having problems with some slang phrases and words. How’s that Book of Idioms working for you?

Bo (employee): Yes. The book is good. Thank you for giving it to me. I study it every night, and it helps me understand a lot. For example, yesterday during the meeting, Simon asked me for a “ballpark figure,” and I know what it meant because I studied it in the book.

George (boss): That’s great... so, tell me, what else do you need?

Bo (employee): Umm, in my country, people are different in meetings than here. If somebody don't agree with something, he might not say anything. But silence doesn't always mean he has nothing to say. Sometimes the people who say nothing have the best ideas. Chinese people always say: "A wise head makes a closed mouth."

George (boss): (Chuckles) They do, do they? Well Bo you've obviously noticed that you are expected to speak up here. So why not just speak up when you have something to say? Just spit it out!

Bo (employee): Old habits die hard. Also, when language is already a problem, it's even harder to speak up.

George (boss): And what else?

Bo (employee): I don't want to be disrespectful and interrupt the meeting to ask when I don't understand something.

George (boss): Yeah, that might not work so well. So tell me Bo, what do you suggest we do then?

Bo (employee): Well, maybe you should say to the people who are running the meetings to ask each person for their thoughts?

Guiding questions:

- 1. Shortly summarize the scenario.**
- 2. What are the miscommunicated points?**
 - What do you think about George's feelings when he said: "They do, do they? Well Bo you've obviously noticed that you are expected to speak up here. So why not just speak up when you have something to say? Just spit it out!"?
 - What does Bo mean when he said: "Old habits die hard. Also, when language is already a problem, it's even harder to speak up I don't want to be disrespectful and interrupt the meeting to ask when I don't understand something"?
- 3. How would you think George should behave considering Bo's cultural background?**
- 4. How would you think Bo should behave considering George's cultural background?**

1. Short summary of the scenario	
2. What are the miscommunicated points? (summarize what you discussed for question number 2)	
3. How would you think George should behave considering Bo's cultural background?	
4. How would you think Bo should behave considering George's cultural background?	

Task 4

Read the following scenario and the guiding questions. Then discuss with your partner the background of the scenario and analyze it by answering the guiding questions together. You have 5 minutes to read the scenario and 20 minutes to discuss. After that, fill in the answer sheet individually in 15 minutes and use what you have discussed with your friend (see an example in the answer sheet) (Sinh viên nên dùng tiếng Anh để trả lời câu hỏi nhưng trong trường hợp sinh viên không thể viết câu trả lời bằng tiếng Anh, sinh viên có thể dùng tiếng Việt để trả lời. Sinh viên có thể dùng cả tiếng Anh và tiếng Việt trong 1 câu trả lời)

In the following exchange, Mr. Hutchinson is the head of Information Technology within his organization. Mr. Wong is lead computer programmer. Mr. Wong was born and raised in Malaysia, a high-context culture. The two are discussing when Mr. Wong will put a computer program into production. Note that Mr. Hutchinson’s speech is direct and to the point while Mr. Wong’s is indirect and subtle.

Mr. Hutchinson: The program looks good and passed the test run with only minor errors. When do you think you can put it into production? I don’t see any production schedule here. The changes need to go into the system by the end of the month. Is that possible? When do you want to go with this?

Mr. Wong: Maybe I should review the requirements.

Mr. Hutchinson: The errors were minor. Quality Control needs to know when it will go into production. Let’s set the production date now. Just tell me when you’ll fix the errors. I’ll tell Quality Control.

Mr. Wong: Perhaps I can e-mail you an estimate. I’ll talk to the team.

Mr. Hutchinson: Couldn’t you just tell me when you’ll have them fixed? Here, it’s no big deal. (Hands Mr. Wong the program) Don’t they seem like easy fixes?

Mr. Wong: (Looks at the program but says nothing—as if not hearing Mr. Hutchinson’s suggestion)

Mr. Hutchinson: Mr. Wong? Just give me a date.

Mr. Wong: Yes. Whenever you prefer is fine. (Hands the program back to Mr. Hutchinson)

Mr. Hutchinson: I don’t need this. (Hands it back to Mr. Wong) Well, it’s got to go in by the first of next month. OK?

Mr. Wong: Yes, that is fine.

Guiding questions:

1. **Shortly summarize the scenario**
2. **What are the miscommunicated points?**
 - Why does Mr. Wong said: “Perhaps I can e-mail you an estimate. I’ll talk to the team”?
 - Why cannot he choose a date?
 - Does Mr. Hutchinson recognize that Mr. Wong cannot set a date for the program production? Why or why not?
3. **How would you think Mr. Hutchinson should behave considering Mr. Wong’s cultural background?**
4. **How would you think Mr. Wong should behave considering Mr. Hutchinson’s cultural background?**

1. Short summary of the scenario	
---	--

2. What are the miscommunicated points? (summarize what you discussed for question number 2)	
3. How would you think Mr. Hutchinson should behave considering Mr. Wong's cultural background?	
4. How would you think Mr. Wong should behave considering Mr. Hutchinson's cultural background?	

Task 5

Read the following scenario and the guiding questions. Then discuss with your partner the background of the scenario and analyze it by answering the guiding questions together. You have 5 minutes to read the scenario and 20 minutes to discuss. After that, fill in the answer sheet individually in 15 minutes and use what you have discussed with your friend (see an example in the answer sheet) (Sinh viên nên dùng tiếng Anh để trả lời câu hỏi nhưng trong trường hợp sinh viên không thể viết câu trả lời bằng tiếng Anh, sinh viên có thể dùng tiếng Việt để trả lời. Sinh viên có thể dùng cả tiếng Anh và tiếng Việt trong 1 câu trả lời)

Monika (senior manager), Peter (boss) and Homa (employee) are talking about the release of a new software. The boss and manager want it to be done by December 1st because December 15th is quite close to Christmas holiday. Homa, an employee, said that she can finish at that time but still told the manager and the boss that the Valley Software will arrive in November and that she also has another personal thing which is her daughter is going to get married at the end of November.

Monika (senior manager): Well, let's see! Today is October 15th. Homa, we need the new CAM software packet drawn out by December 15th.

Peter (boss): Actually, it would be better if we could do it by December 1st due to the holidays. Is this Ok with you, Homa?

Homa (employee) (nod her head) Yes, I understand.

Monika (senior manager): Are there any other business priorities?

Homa (employee): No, not at this time. The valley software will be here in November and my daughter is going to get married at the end of the month.

Peter (boss): Isn't that some holiday?

Homa (employee): Yes

Monika (senior manager): Who is coming in November?

Homa (employee): (keep silent and confused)

Guiding questions:

1. Shortly summarize the scenario

2. What are the miscommunicated points?

- Do Monika and Peter understand why Homa mentioned "the coming of Valley software in November and her daughter's wedding"
- Will Homa finish her assignment by December 1st (based on what she said)?

- Why did Monika ask: “Who is coming in November?”
- 3. How would you think Monika and Peter should behave considering Homa’s cultural background?
- 4. How would you think Homa should behave considering Monika’s and Peter’s cultural background?

1. Short summary of the scenario	
2. What are the miscommunicated points? (summarize what you discussed for question number 2)	
3. How would you think Homa should behave considering Peter’s and Monika’s cultural background?	
4. How would you think Peter and Monika should behave considering Homa’s cultural background?	

Task 6

Read the following scenario and the guiding questions. Then discuss with your partner the background of the scenario and analyze it by answering the guiding questions together. You have 5 minutes to read the scenario and 20 minutes to discuss. After that, fill in the answer sheet individually in 15 minutes and use what you have discussed with your friend (see an example in the answer sheet) (Sinh viên nên dùng tiếng Anh để trả lời câu hỏi nhưng trong trường hợp sinh viên không thể viết câu trả lời bằng tiếng Anh, sinh viên có thể dùng tiếng Việt để trả lời. Sinh viên có thể dùng cả tiếng Anh và tiếng Việt trong 1 câu trả lời)

Roger Brown, marketing vice president for a Seattle-based lumber company, was making a sales presentation to a plywood wholesaler in Tokyo. Roger had just proposed what he considered to be a fair price for a large shipment of first-quality plywood. Much to his amazement, the three Japanese executives did not respond immediately but rather sat across the table with their hands folded and their eyes cast downward, saying nothing. Fifteen seconds passed, then thirty, and still no response. Finally, Roger became so exasperated that he said with a good deal of irritation in his voice, "Would you like for me to repeat the offer?" From that point onward, the talks were stalled, and Roger never did successfully negotiate a contract for plywood.

Guiding questions:

1. Shortly summarize the scenario.
2. What are the miscommunicated points?
 - Why do the 3 Japanese executives keep silent? Do they agree with the proposal (offer)?
 - Why do Roger become angry?
3. How would you think Roger should behave considering 3 Japanese executives’ cultural background?
4. How would you think 3 Japanese executives should behave considering Roger’s cultural background?

1. Short summary of the scenario	
2. What are the miscommunicated points? (summarize what you discussed for question number 2)	
3. How would you think Roger should behave considering 3 Japanese executives' cultural background?	
4. How would you think the 3 Japanese executives should behave considering Roger's cultural background?	

Task 7

Read the following scenario and the guiding questions. Then discuss with your partner the background of the scenario and analyze it by answering the guiding questions together. You have 5 minutes to read the scenario and 20 minutes to discuss. After that, fill in the answer sheet individually in 15 minutes and use what you have discussed with your friend (see an example in the answer sheet) (Sinh viên nên dùng tiếng Anh để trả lời câu hỏi nhưng trong trường hợp sinh viên không thể viết câu trả lời bằng tiếng Anh, sinh viên có thể dùng tiếng Việt để trả lời. Sinh viên có thể dùng cả tiếng Anh và tiếng Việt trong 1 câu trả lời)

Based in Cleveland, Ohio, Jim has been managing a software development team in Pune for the past two years. He has been working closely with Aruna, the Indian team leader, to develop a new networking program. While Jim has over 25 years of experience in software development, Aruna knows the program inside and out. While reviewing his work from the previous week, Jim discovers that he made a mistake in the programming code. He notices that Aruna corrected his error, but wonders why Aruna did not bring it to his attention so that he could avoid delays and keep from making the same mistake in the future.

Jim (manager): Hi Aruna, I have just reviewed the program and found out that I had made a mistake in the programming code. However, you already corrected it and did not talk to me about that mistake!

Aruna (team leader): Well, I thought that was a minor thing and I did not want to bother you with unimportant things.

Jim (manager): Ok, that's fine but please tell me next time if there is something wrong happening even when it is trivial. Well, I thought for the mistake I made, it was quite serious to take into consideration.

Aruna (team leader): Oh, yes. I will definitely tell you (sigh)

1. Shortly summarize the scenario

2. What are the miscommunicated points?

- If you were Aruna, would you inform Jim about the mistake?
- Do you think that Aruna will keep her promise to tell the manager about any problems coming up?

3. How would you think Aruna should behave considering Jim's cultural background?

4. How would you think Jim should behave considering Aruna’s cultural background?

1. Short summary of the scenario	
2. What are the miscommunicated points? (summarize what you discussed for question number 2)	
3. How would you think Aruna should behave considering Jim’s cultural background?	
4. How would you think Jim should behave considering Aruna’s cultural background?	

Task 8

Read the following scenario and the guiding questions. Then discuss with your partner the background of the scenario and analyze it by answering the guiding questions together. You have 5 minutes to read the scenario and 20 minutes to discuss. After that, fill in the answer sheet individually in 15 minutes and use what you have discussed with your friend (see an example in the answer sheet) (Sinh viên nên dùng tiếng Anh để trả lời câu hỏi nhưng trong trường hợp sinh viên không thể viết câu trả lời bằng tiếng Anh, sinh viên có thể dùng tiếng Việt để trả lời. Sinh viên có thể dùng cả tiếng Anh và tiếng Việt trong 1 câu trả lời)

Mai, a Vietnamese sale employee, is talking to her boss, Lucy from England about the upcoming sale event. Her boss, Lucy asks Mai to add more pictures for the event; then Mai does not get the point completely but is hesitant to confirm her boss’ idea, which makes her get into trouble later.

Mai (employee): I have finished the plan for the upcoming event. Can you have a look at it and give me your comments?

Lucy (boss): Well done! It seems to be an alluring (interesting) event but I need more pictures or photos for it!

Mai (employee): Ah, well..... I’ll do it.

Lucy (boss): Great! Make it!

1 week later

Lucy (boss): Let show the pictures you made when I talk!

Mai (employee): Oh, I do not understand what you mean? The event does not start yet. I am going to take photos when it begins

Lucy (boss): What??? You think that I can be there like a monkey, talking and dancing without any images....

Mai (employee): Oh, I am terribly sorry. There are still some minutes left. I’ll do it right now (sigh)

Guiding questions:

- 1. Shortly summarize the scenario**
- 2. What are the miscommunicated points?**
 - If you were Mai, would you ask your boss again to clarify things?
 - If you were Lucy, would you speak loudly to Mai in public place?
- 3. How would you think Mai should behave considering Lucy’s cultural background?**
- 4. How would you think Lucy should behave considering Mai’s cultural background?**

1. Short summary of the scenario	
2. What are the miscommunicated points? (summarize what you discussed for question number 2)	
3. How would you think Mai should behave considering Lucy's cultural background?	
4. How would you think Lucy should behave considering Mai's cultural background?	

Task 9

Read the following scenario and the guiding questions. Then discuss with your partner the background of the scenario and analyze it by answering the guiding questions together. You have 5 minutes to read the scenario and 20 minutes to discuss. After that, fill in the answer sheet individually in 15 minutes and use what you have discussed with your friend (see an example in the answer sheet) (Sinh viên nên dùng tiếng Anh để trả lời câu hỏi nhưng trong trường hợp sinh viên không thể viết câu trả lời bằng tiếng Anh, sinh viên có thể dùng tiếng Việt để trả lời. Sinh viên có thể dùng cả tiếng Anh và tiếng Việt trong 1 câu trả lời)

Mr. Paul Anderson is the international sales representative for his computer equipment company. His most recent trip takes him to China, where he is scheduled to meet with his Chinese counterpart. Mr. Paul and his training team arrived in China 3 days ago for the scheduled appointment with Mr. Chin, his Chinese counterpart. Mr. Chin has not yet met with Mr. Paul and his team. Finally, a call to Mr. Paul's hotel room indicates that Mr. Chin is prepared to meet with Mr. Paul. When Mr. Paul arrives at the location, he is asked to wait outside Mr. Chin's office. Finally, after several hours, Mr. Paul is called in to meet Mr. Chin.

Mr. Paul: Ah, Mr. Chin, it's so good to finally see you. Gosh, I've been waiting for days. Did you forget our appointment?

Mr. Chin: Hello, Mr. Paul, please sit down. Everything is fine?

Mr. Paul: Actually, no (Mr. Chin's phone rings)the problem is

Mr. Chin: Excuse me (takes the phone and speaks in Chinese. After several minutes, he concludes the phone conversation). Yes, noweverything is fine?

Mr. Paul: Well actually, I've got a small problem. You see, the computer equipment you ordered (a staff person enters the room and hands Mr. Chin something to sign)

Mr. Chin: Oh, excuse me. (signs the document). Yes, now, everything is fine?

Mr. Paul: As I was saying all the computer equipment you ordered is just sitting on a ship in the dock. I need your help in getting it unloaded. I mean, it's has been there for 2 weeks!

Mr. Chin: Hmm, I see There is no problem

Mr. Paul: Well, if it sits in the heat much longer, it could be damaged. Could I get you to sign a work order to have it unloaded by Friday?

Mr. Chin: There is no need for that. The job will get done.

Mr. Paul: Well, could we set up some kind of deadline? You see, I have a staff of people here waiting to train your people on the equipment. I need to let them know when it will be

ready. How about this Friday? Could we do it then? My people are here now, and they're waiting to begin training.

Mr. Chin: There is no great rush. We have lived for many generations without this equipment. We can wait a few more weeks. If necessary, this is not a problem (Two men enter the room and continue the conversation)

Guiding questions:

1. **Shortly summarize the scenario**
2. **What are the miscommunicated points?**
 - Does Mr. Paul feel annoyed when he has been kept waiting for a long time to meet Mr. Chin?
 - Why does Mr. Paul keep asking Mr. Chin to sign the work order?
 - Why does Mr. Chin say: "There is no great rush". Do you think that Mr. Chin will sign the contract?
3. **How would you think Mr. Paul should behave considering Mr. Chin's cultural background?**
4. **How would you think Mr. Chin should behave considering Mr. Paul's cultural background?**

1. Short summary of the scenario	
2. What are the miscommunicated points? (summarize what you discussed for question number 2)	
3. How would you think Mr. Paul should behave considering Mr. Chin's cultural background?	
4. How would you think Mr. Chin should behave considering Mr. Paul's cultural background?	

Task 10

Read the following scenario and the guiding questions. Then discuss with your partner the background of the scenario and analyze it by answering the guiding questions together. You have 5 minutes to read the scenario and 20 minutes to discuss. After that, fill in the answer sheet individually in 15 minutes and use what you have discussed with your friend (see an example in the answer sheet) (Sinh viên nên dùng tiếng Anh để trả lời câu hỏi nhưng trong trường hợp sinh viên không thể viết câu trả lời bằng tiếng Anh, sinh viên có thể dùng tiếng Việt để trả lời. Sinh viên có thể dùng cả tiếng Anh và tiếng Việt trong 1 câu trả lời)

Tom Forrest, an up-and-coming executive for a U.S. electronics company, was sent to Japan to work out the details of a joint venture with a Japanese electronics firm. During the first several weeks, Tom felt that the negotiations (đàm phán) were proceeding better than he had expected. He found that he had very cordial (thân thiện) working relationships with the team of Japanese executives, and they had in fact agreed on the major policies and strategies governing the new joint venture. During the third week of negotiations, Tom was present at a meeting held to review their progress. The meeting was chaired by the president of the Japanese firm, Mr. Hayakawa, a man in his mid-forties, who had recently taken over the presidency from his

eighty-two-year-old grandfather. The new president, who had been involved in most of the negotiations during the preceding weeks, seemed to Tom to be one of the strongest advocates (người ủng hộ) of the plan that had been developed to date. Also attending the meeting was Hayakawa's grandfather, the recently retired president. After the plans had been discussed in some details, the old past president proceeded to give a long speech about how some of the features of this plan violated (vi phạm) the traditional practices on which the company had been founded. Much to Tom's amazement, Hayakawa did nothing to explain or defend the policies and strategies that they had taken weeks to develop. Feeling extremely frustrated (angry), Tom then gave a fairly strongly argued defense of the plan. To Tom's further amazement, no one else in the meeting spoke up in defense of the plan. The tension in the air was quite heavy, and the meeting ended shortly thereafter. Within days the Japanese firm completely terminated (ended) the negotiations on the joint venture.

Guiding questions:

1. Shortly summarize the scenario
2. What are the miscommunicated points?
 - Why do all people keep silent in the meeting and do not defend the plan? Is the way Japanese people behaving in the meeting appropriate?
 - How could you help Tom better understand the situation?
3. How would you think Tom should behave considering the Japanese culture?
4. How would you think Hayakawa should behave considering Tom's culture?

1. Short summary of the scenario	
2. What are the miscommunicated points? (summarize what you discussed for question number 2)	
3. How would you think Tom should behave considering the Japanese cultural background?	
4. How would you think Hayakawa should behave considering Tom's cultural background?	

Pretest

Read the following scenario and the guiding questions. Then discuss with your partner the background of the scenario and analyze it by answering the guiding questions together. You have 5 minutes to read the scenario and 20 minutes to discuss. After that, fill in the answer sheet individually in 15 minutes and use what you have discussed with your friend (see an example in the answer sheet). (Thí sinh nên dùng tiếng Anh để trả lời câu hỏi nhưng trong trường hợp thí sinh không thể viết câu trả lời bằng tiếng Anh, thí sinh có thể dùng tiếng Việt để trả lời. Thí sinh có thể dùng cả tiếng Anh và tiếng Việt trong 1 câu trả lời)

Sarah is talking to Trinh about the meeting of the sales team. Sarah wants to conduct (tiến hành) the meeting tomorrow morning but Trinh says that she might not attend the meeting because her daughter has a flu and she is going to take her daughter to the doctor tomorrow morning.

SARAH (manager): I am hoping we could have that meeting of the sales team tomorrow morning.

TRINH (employee): Actually, my daughter has some kind of flu and I am going to take her to the doctor tomorrow morning.

SARAH (manager): I see. Well, let me check with Bob and see if he can sit in for you. Shouldn't be any problem. I'll let you know.

TRINH (employee): Yes, but if Bob cannot do that, is it better to move the meeting?

SARAH (manager): The meeting must happen anyway with you or with Bob.

TRINH (employee): Ok, I understand (sigh)

Guiding questions

1. Summarize shortly the scenario (tóm tắt ngắn gọn tình huống ở trên)
2. What are the miscommunicated points? (vấn đề giao tiếp văn hóa gặp phải trong tình huống trên là gì?)
3. How would you think Trinh should behave considering Sarah's cultural background? (Theo ý kiến của bạn, Trinh nên cư xử như thế nào cho hợp với văn hóa của Sarah?)
4. How would you think Sarah should behave considering Trinh's cultural background? (Theo ý kiến của bạn, Sarah nên cư xử như thế nào cho hợp với văn hóa của Trinh?)

2. Short summary of the scenario	
2. What are the miscommunicated points? (summarize what you discussed for question number 2)	
3. How would you think Trinh should behave considering Sarah's cultural background?	
4. How would you think Sarah should behave considering Trinh's cultural background?	

EXAMPLE

Harold (an American middle manager) is talking to Trung (a Vietnamese middle manager) about human recruitment (tuyển nhân sự) of the company. In this scenario (tình huống), Michael is their boss.

HAROLD: I was wondering if we could hire two temporary people (tạm thời thuê 2 nhân sự) for the next month, to get through this peak period (giai đoạn cao điểm)?

TRUNG: I think we'll have to.

HAROLD: I could speak to personnel (phòng nhân sự) today.

TRUNG: Did you mention (đề cập) this to Michael?

HAROLD: The boss? I didn't want to bother (làm phiền) him. He's got his hands full with those buyers from Japan. Besides, it's your division (quyền). He'll agree to anything you say.

TRUNG: Well, I'm sure he'll approve (agree) but

HAROLD: I think it'll be fine. Then I'll call Miss Garcia in personnel.

3. Short summary of the scenario	Harold is talking to Trung about recruiting new people (tuyển nhân sự mới) for the company. Trung agrees with the idea but asks Harold to talk this idea to the
----------------------------------	---

	boss, Michael, for his approval (agreement) first. Harold thinks that asking for the boss's agreement is a waste of time because this matter is within Trung's decision and that the boss will surely agree with this opinion if Trung agrees. Then Harold finally concludes that he is going to call the personnel department without talking to Michael.
2. What are the miscommunicated points? (summarize what you discussed for question number 2)	Trung expects Harold to talk to the boss for his approval first although it is just a kind of informing but showing respect to the superior (cấp trên) Harold thinks that it is not necessary to do that because as he mentions, Michael is quite busy now with the Japanese buyers and this matter is within Trung's decision. In order to get the job done, it is not important to inform this to Michael.
3. How would you think Trung should behave considering Harold's cultural background?	In Harold's culture (American culture) , the chain of command (respecting the hierarchy) (tôn trọng thứ bậc) is not so important as getting the job done. In order to have efficient work relationships, it is often necessary to bypass the hierarchical line (bỏ qua tôn ti trật tự). In this case, Trung should consider that the boss is an American. In order to get the job done faster, it is ok not to inform him and he can understand the situation.
4. How would you think Harold should behave considering Trung's cultural background?	In Trung's culture (Vietnamese culture) , the boss has authority (quyền lực) and talking the situation to him is an expression of respect for and deference (tôn kính) to authority (cấp trên). It may all be highly symbolic (hình thức), but symbols are more real in some cultures than the others. So, if the boss were Vietnamese, it would be wiser that Harold should inform him first in order to avoid later conflict (xung đột về sau).

Final Test

Read the following scenario and the guiding questions. Then discuss with your partner the background of the scenario and analyze it by answering the guiding questions together. You have 5 minutes to read the scenario and 20 minutes to discuss. After that, fill in the answer sheet individually in 15 minutes and use what you have discussed with your friend (see an example in the answer sheet). (Thí sinh nên dùng tiếng Anh để trả lời câu hỏi nhưng trong trường hợp thí sinh không thể viết câu trả lời bằng tiếng Anh, thí sinh có thể dùng tiếng Việt để trả lời. Thí sinh có thể dùng cả tiếng Anh và tiếng Việt trong 1 câu trả lời)

Cheng has just joined the Shanghai office of a New York based multinational company. As part of his training, he will be spending 3 months in the US, but has already been assigned (được phân vào) to a team with members in New York, Shanghai and Bangalore. Sarah, the New York based project manager, has scheduled (sắp xếp) a teleconference meeting (cuộc họp qua điện thoại) for Tuesday. Cheng will be traveling to Beijing to get his US visa over the meeting time. Here's their conversation...

SARAH (manager): Can we do the teleconference tomorrow, 7 pm for you, or should we wait until you get back?

CHENG (employee): Better if we can wait, but I can do it if you like – if it's necessary.

SARAH (manager): Do you want to postpone (hoãn lại) it? Tell me, yes or no?

CHENG (employee): Well

Guiding questions

1. Shortly summarize the scenario (tóm tắt ngắn gọn tình huống ở trên)

2. What are the miscommunicated points? (vấn đề giao tiếp văn hóa gặp phải trong tình huống trên là gì?)
3. How would you think Cheng should behave considering Sarah's cultural background? (Theo ý kiến của bạn, Cheng nên cư xử như thế nào cho hợp với văn hóa của Sarah?)
4. How would you think Sarah should behave considering Cheng's cultural background? (Theo ý kiến của bạn, Sarah nên cư xử như thế nào cho hợp với văn hóa của Cheng?)

1. Short summary of the scenario	
2. What are the miscommunicated points? (summarize what you discussed for question number 2)	
3. How would you think Cheng should behave considering Sarah's cultural background?	
4. How would you think Sarah should behave considering Cheng's cultural background?	

EXAMPLE

Harold (an American middle manager) is talking to Trung (a Vietnamese middle manager) about human recruitment (tuyển nhân sự) of the company. In this scenario (tình huống), Michael is their boss.

HAROLD: I was wondering if we could hire two temporary people (tạm thời thuê 2 nhân sự) for the next month, to get through this peak period (giai đoạn cao điểm)?

TRUNG: I think we'll have to.

HAROLD: I could speak to personnel (phòng nhân sự) today.

TRUNG: Did you mention (đề cập) this to Michael?

HAROLD: The boss? I didn't want to bother (làm phiền) him. He's got his hands full with those buyers from Japan. Besides, it's your division (quyền). He'll agree to anything you say.

TRUNG: Well, I'm sure he'll approve (agree) but

HAROLD: I think it'll be fine. Then I'll call Miss Garcia in personnel.

4. Short summary of the scenario	Harold is talking to Trung about recruiting new people (tuyển nhân sự mới) for the company. Trung agrees with the idea but asks Harold to talk this idea to the boss, Michael, for his approval (agreement) first. Harold thinks that asking for the boss's agreement is a waste of time because this matter is within Trung's decision and that the boss will surely agree with this opinion if Trung agrees. Then Harold finally concludes that he is going to call the personnel department without talking to Michael.
2. What are the miscommunicated points? (summarize what you discussed for question number 2)	Trung expects Harold to talk to the boss for his approval first although it is just a kind of informing but showing respect to the superior (cấp trên) Harold thinks that it is not necessary to do that because as he mentions, Michael is quite busy now with the Japanese buyers and this matter is within Trung's decision. In order to get the job done, it is not important to inform this to Michael.
3. How would you think Trung should	In Harold's culture (American culture) , the chain of command (respecting the hierarchy) (tôn trọng thứ bậc) is not so important as getting the job done. In

<p>behave considering Harold's cultural background?</p>	<p>order to have efficient work relationships, it is often necessary to bypass the hierarchical line (bỏ qua tôn ti trật tự). In this case, Trung should consider that the boss is an American. In order to get the job done faster, it is ok not to inform him and he can understand the situation.</p>
<p>4. How would you think Harold should behave considering Trung's cultural background?</p>	<p>In Trung's culture (Vietnamese culture), the boss has authority (quyền lực) and talking the situation to him is an expression of respect for and deference (tôn kính) to authority (cấp trên). It may all be highly symbolic (hình thức), but symbols are more real in some cultures than the others. So, if the boss were Vietnamese, it would be wiser that Harold should inform him first in order to avoid later conflict (xung đột về sau).</p>

Appendix 4

Intercultural Booklets (Chapter 4 and 5)

1. Sarah, A. and Lenina, S. (2008). *Critical Incidents for Intercultural Communication: An Interactive Tool for Developing Awareness, Knowledge and Skills*. Norquest College Intercultural Education Programs.
2. Norquest College (2015). *Critical Incidents for Intercultural Communication in the Workplace: Scene-by-Scene Breakdowns*. Centre for Innovation and Development.
3. Gary, P. F. (2002). *The Cultural Dimension of International Business*. The United States of America: Pearson Education, Inc.
4. James, W. N. (2015). *Intercultural Communication: A Contextual Approach*. The United States of America: SAGE Publications, Inc.

Appendix 5

Grading Criteria (Chapter 4 and 5)

Questions	Criteria				
	Level 1 (0.5 mark)	Level 2 (1.0 mark)	Level 3 (1.5 mark)	Level 4 (2.0 mark)	Level 5 (2.5 mark)
Question number 1: Understanding of the scenario	No understanding of the scenario.	Little understanding of the scenario (limited understanding of the scenario background).	Partly understand the scenario background.	Nearly complete understanding of the scenario.	Complete understanding of the scenario.
Question number 2: Understanding of the miscommunicated points (Cultural Knowledge)	The students cannot identify the scenario's miscommunicated points; they show no understanding of the complexity of elements important to members of a culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	The students have difficulty in figuring out what the problem is, showing very little understanding of the scenario's miscommunicated points; they demonstrate surface understanding of the complexity of elements important to members of a culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	The students partly identify the scenario's miscommunicated points; they demonstrate partial understanding of the complexity of elements important to members of a culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	The students nearly show complete understanding of the scenario's miscommunicated points; they demonstrate adequate understanding of the complexity of elements important to members of a culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	The students show complete understanding of the scenario's miscommunicated points; they demonstrate sophisticated understanding of the complexity of elements important to members of a culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Question number 3 and 4: Having the	The students cannot offer any suggestions to the	The students show no understanding of	The learners can at least give partly appropriate	The students can offer appropriate suggestions;	The students can offer appropriate

ability to suggest solutions in regard to intercultural communication appropriateness (Skills)	problem; demonstrate understanding of cultural differences in verbal and nonverbal communication and are unable to negotiate shared understanding solutions or solutions compatible with the character's cultural perspectives .	they no they can identify some cultural differences in verbal and nonverbal communication and they are aware that misunderstandings can occur based on those differences but still unable to negotiate shared understanding solutions or solutions compatible with the character's cultural perspectives .	suggestions; they recognize and participate in cultural differences in verbal and nonverbal communication and begin to partly negotiate shared understanding solutions or solutions compatible with the character's cultural perspectives based on those differences.	they recognize and participate in cultural differences in verbal and nonverbal communication and negotiate appropriately shared understanding solutions or solutions compatible with the character's cultural perspectives based on those differences.	suggestions; they articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrating understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and are able to skillfully negotiate shared understanding solutions or solutions compatible with the character's cultural perspectives based on those differences.
---	--	--	---	--	--

Note: In case the learners did not write down their answer or left blank, they would get 0 mark for the questions.

**PUBLICATIONS, CURRICULUM VITAE,
ACKNOWLEDGEMENTS, LIST OF ICLON
PHD DISSERTATIONS**

Publications and presentations

Scientific publications

Tran, T. T. Q., Admiraal, W. & Saab, N. (2017). Cultural distance in the workplace: Differences in work-related attitudes between Vietnamese employees and Western employers. *International Journal of Business and Management*, 12(10), 91-110. Doi: 10.5539/ijbm.v12n10p91.

Tran, T. T. Q., Admiraal, W. & Saab, N. (under review). Communicating across cultures: Western employers and Vietnamese employees in international workplaces in Vietnam.

Tran, T. T. Q., Admiraal, W. & Saab, N. (accepted). Effects of critical incident tasks on the intercultural competence of English Non-majors. *Intercultural Education*

Tran, T. T. Q., Admiraal, W. & Saab, N. (under review). Effects of critical incident tasks on students' awareness of intercultural communication.

Paper Presentations

Tran, T. T. Q., Admiraal, W. & Saab, N. (2015, November). Impact of cultural distance on communication at the workplace and its consequences for intercultural communication education. Roundtable presentation at The European Association for Practitioner Research on Improving Learning Conference (EAPRIL), 24 – 27 November, Luxembourg.

Tran, T. T. Q., Admiraal, W. & Saab, N. (2017, August). Effects of critical incident tasks on the intercultural competence of English Non-majors. Poster presentation at European Conference on Educational Research Conference (ECER), 22 – 25 August, Copenhagen, Denmark.

Tran, T. T. Q., Admiraal, W. & Saab, N. (2017, November). Effects of critical incident tasks on students' awareness of intercultural communication. Roundtable presentation at The European Association for Practitioner Research on Improving Learning Conference (EAPRIL), November 28 – December 1, Hameenlinna, Finland.

Tran, T. T. Q., Admiraal, W. & Saab, N. (2017, April). Enhancing students' communication skills through incorporating cultures into the English classrooms. Paper presentation during ICO National Spring School, 20 – 21 April, Utrecht, the Netherlands.

Tran, T. T. Q., Admiraal, W. & Saab, N. (2018, February). Cultural distance in the workplace: Differences in work-related attitudes between Vietnamese employees and Western employers. Poster presentation at Academy of Human Resource Development Conference (AHRD), 14 – 17 February, Richmond, Virginia, The United States.

Curriculum Vitae

Tran Thien Quynh Tran was born on January 13th, 1983 in Can Tho city, the Mekong Delta, Vietnam and grew up in the same area. She finished her secondary education in 2001 at Chau Van Liem High School, Can Tho city and obtained a Bachelor's Degree in English Linguistics at Can Tho University, Vietnam afterwards. After her graduation, she worked as a lecturer and academic assistant at Vietnamese American Training College in Can Tho city from 2005 to 2007. Thereafter, she left the previous job and obtained another job, working as an English lecturer at Can Tho University of Technology (formerly called Can Tho In-service Training University) from 2007 to 2014. She had been teaching all subjects relevant to English language for English-major and non-major students. In 2011, she earned her Master Degree in Principles and Methods in English Language Education at Can Tho University, Vietnam. Since then, she had been searching for possible fellowships to pursue further education abroad. In 2014, she received a scholarship from the Netherlands Fellowship Program (Nuffic) and started her Ph.D study at ICLON, Leiden University. In her doctoral research, she examined the impact of cultural differences on communication and relationship between Western and Vietnamese professionals in foreign subsidiaries and joint-ventures in the South of Vietnam. Based on this examination, an intercultural lesson incorporated into the English Language Teaching classrooms was formulated in order to enhance the undergraduates' communication skills so that they could work effectively with the Western higher managers in their future jobs. During her Ph.D study, she attended master classes provided by ICO, the Dutch Interuniversity Centre for Educational Research, including classes on Teaching and Teacher Education, Domain Specific Instruction in Schools and Professional Domains, Introductory Course, and Qualitative Research. She has presented her research work to various audiences, encompassing ICO National Spring School and several International Conferences (Eapril, Ecer, AHRD).

Acknowledgements

First of all, I extend my deep sense of gratitude to my promoter, Professor Doctor Wilfried Admiraal and my supervisor, Doctor Nadira Saab. Two of you gave me the golden opportunity to come to The Netherlands and have been guiding me to carry out this project. Without your warm support, I could not smoothly come to this successful end. I also want to say thank you to the Doctorate Committee, who gave lots of constructive feedback to improve the quality of my dissertation.

Next, I owe my thanks to the Icloners. During four years of doing my Ph.d, I was living in your warm support and encouragement, specifically to you, Loes De Jong, my lovely paronymph. All the wonderful moments we shared will be with me throughout my lifetime. Thank you so much again for adding joyfulness to my social and academic life in the Netherlands.

I cannot help expressing my thankfulness to Doctor Dương Thái Công, my rector at Can Tho University of Technology. Without his agreement and orientation, my chances to come to the Netherlands would be unrealistic. I also want to express my thankfulness to Mr. Huỳnh Trung Tín, my former teacher at Can Tho University and chị Phương Nam, my co-supervisor in Vietnam. Two of you gave me an opportunity to come to the Netherlands since the day you wrote the reference letters for me and you also provided me a lot of useful stories before my departure to the Netherlands. Additionally, many thanks are sent to my beloved colleagues in the English Department, at Can Tho University of Technology, especially to chị Nguyệt, who unconditionally helped me to collect data and offered constructive feedback to the format of the second study.

I owe my gratefulness to my sponsor, Nuffic and all the scholarship coordinators, who have been giving me lots of advice and quick administrative and financial help so that I could function well and finish the project on schedule.

I owe my appreciation to the participants of this project, the higher managers/employers and the employees in foreign and Vietnamese companies, all the people and parties assisting me to collect questionnaire and interview data and the students from four classes of Technical Engineering at Can Tho University of Technology.

I express my sincere appreciation to my parents and my husband, who are always by my side during my education in the Netherlands. Particularly, I owe my gratitude to you for taking care of my daughter throughout my absence. I could understand your difficulties in taking care of a young child without her mother. I wish to say thank you to all my relatives and friends in Vietnam, who emotionally and financially supported me through many channels of social media during the four years of my professional development.

I send my huge thanks to my friends in Europe and in the Netherlands, the Vietnamese Community in Delft. I never feel lonely and isolated, especially during the cold and harsh periods of the winter because I have been surrounded by all exciting activities with all of you. I specifically send my gratitude to Jia, Olga, em Yến Vũ, em Hằng and em Thanh Tịnh; you made me feel like I am still at home by celebrating every year's birthday with you. I will keep in my heart all the time being with you.

Finally, in a short moment of recording all of my memories, I could not name and say thank you to all the family members, friends and colleagues who might be always silently beside me during this challenging journey. All of you, though could not be named in this short text due to my present poor memory, will always be in my heart for your contributions to make my study trip successful, meaningful and unforgettable.

List of PhD Dissertations

ICLON Leiden University Graduate School of Teaching

- Hoeflaak, A. (1994). *Decoderen en interpreteren: een onderzoek naar het gebruik van strategieën bij het beluisteren van Franse nieuwsteksten.*
- Verhoeven, P. (1997). *Tekstbegrip in het onderwijs klassieke talen.*
- Meijer, P. C. (1999). *Teachers' practical knowledge: Teaching reading comprehension in secondary education.*
- Zanting, A. (2001). *Mining the mentor's mind: The elicitation of mentor teachers' practical knowledge by prospective teachers.*
- Uhlenbeck, A. M. (2002). *The development of an assessment procedure for beginning teachers of English as a foreign language.*
- Oolbekink-Marchand, H.W. (2006). *Teachers' perspectives on self-regulated learning: An exploratory study in secondary and university education.*
- Henze-Rietveld, F. A. (2006). *Science teachers' knowledge development in the context of educational innovation.*
- Mansvelder-Longayroux, D. D. (2006). *The learning portfolio as a tool for stimulating reflection by student teachers.*
- Meirink, J.A. (2007). *Individual teacher learning in a context of collaboration in teams.*
- Nijveldt, M.J. (2008). *Validity in teacher assessment: An exploration of the judgement processes of assessors.*
- Bakker, M.E.J. (2008). *Design and evaluation of video portfolios: Reliability, generalizability, and validity of an authentic performance assessment for teachers.*
- Oonk, W. (2009). *Theory-enriched practical knowledge in mathematics teacher education.*
- Visser-Wijnveen, G.J. (2009). *The research-teaching nexus in the humanities: Variations among academics.*
- Van der Rijst, R.M. (2009). *The research-teaching nexus in the sciences: Scientific research dispositions and teaching practice.*
- Platteel, T.L. (2010). *Knowledge development of secondary school L1 teachers on concept-context rich education in an action-research setting.*
- Kessels, C.C. (2010). *The influence of induction programs on beginning teachers' well-being and professional development.*
- Min-Leliveld, M.J. (2011). *Supporting medical teachers' learning: Redesigning a program using characteristics of effective instructional development.*
- Dobber, M. (2011). *Collaboration in groups during teacher education.*
- Wongsopawiro, D. (2012). *Examining science teachers pedagogical content knowledge in the context of a professional development program.*
- Belo, N.A.H. (2013). *Engaging students in the study of physics: An investigation of physics teachers' belief systems about teaching and learning physics.*
- De Jong, R.J. (2013). *Student teachers' practical knowledge, discipline strategies, and the teacher-class relationship.*

- Verberg, C.P.M. (2013). *The characteristics of a negotiated assessment procedure to promote teacher learning.*
- Van Kan, C.A. (2013). *Teachers' interpretations of their classroom interactions in terms of their pupils' best interest: A perspective from continental European pedagogy.*
- Dam, M. (2014). *Making educational reforms practical for teachers: Using a modular, success-oriented approach to make a context-based educational reform practical for implementation in Dutch biology education.*
- Hu, Y. (2014). *The role of research in university teaching: A comparison of Chinese and Dutch teachers.*
- Vink, C.C. (2014). *Mapping for meaning: Using concept maps to integrate clinical and basic sciences in medical education.*
- De Hei, M.S.A. (2016). *Collaborative learning in higher education: design, implementation and evaluation of group learning activities.*
- Louws, M.L. (2016). *Professional learning: what teachers want to learn.*
- Moses, I. (2017). *Student-teachers' commitment to teaching.*
- Veldman, I. M.J. (2017). *Stay or leave? Veteran teachers' relationships with students and job satisfaction.*
- Chen, D. (2017). *Intercultural identities of English language teachers: An exploration in China and the Netherlands.*
- Vereijken M.W.C. (2018) *Student engagement in research in medical education.*
- Stollman, S.H.M. (2018). *Differentiated instruction in practice: A teacher perspective.*
- Huisman, B. (2018). *Peer feedback on academic writing.*
- Tran, T.T.Q. (2018). *Cultural differences in Vietnam: Differences in work-related values between Western and Vietnamese culture and cultural awareness at higher education*