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The Chinese-perspective of Intercultural Competence Models Revisited

Abstract: Most intercultural competence models have been developed by Western experts based on Western theory and Western cultural values, and they are not culturally specific models. The lack of non-Chinese researchers to study and contribute to the construction of intercultural competence from a Chinese-perspective is a serious shortcoming, and most of the models developed by Chinese scholars are a replica of the Western models. A Chinese-perspective of intercultural competence model is indeed needed to reinterpret concepts and theories that are coined in the West, which are then widely used and generalized without any concrete-solid bases of their universality.

This paper deployed empirical study methods to analyze the content of the literature to understand the construct of Chinese-perspective intercultural competence models. Eight Chinese-perspectives of intercultural competence models formulated by Chinese scholars between 1998 and 2013 have been identified, two of them are researched in English, while six others are in Chinese. As a result, there are no significant differences in the components of those eight models, as most Chinese scholars agree that cognitive ability, emotional management and communication skills are three of the major components which constitute the Chinese version of intercultural competence models. This research is timely, and is worth conducting, due to increased Chinese investments throughout the world, and the power and influence of China as the world's largest economy. The results could be used as a guiding operational scheme to prepare business

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partners from both sides for successful cooperation.

However, one should recommend, in future research, that there be a comparison of Chinese-perspective models with Western-perspective models in order to delve deeper into the construct of the models to examine the degree to which the Chinese and Western-perspective of intercultural competence are complementary and compatible with each other.

Key words: intercultural competence, , intercultural competence model, Chinese, Chinese-perspective

1.0 Background

The definitions and constructions of intercultural competence should be defined and researched with the contribution of the scholars and experts from various cultures, backgrounds and fields. However, until now, the research paradigms and orientation of intercultural competence are mainly culturally specific based on the concepts of Western culture [Xu, 2011]. Xu [2011] claims, the lack of non-Western researchers to study and contribute to the construction of intercultural competence from the non-Western perspective is faced with a serious problem; the construction of the existing intercultural competence model is obviously Western-centric, mainly because of the establishment of Western communication theories, and Western cultural values as the bases of ideal communication.

Some researchers have included East-Asian perspectives in intercultural competence studies, but the inclusion is merely an additional component, which does not influence the construction of components themselves [Xu, 2011]. However, Luo [2013] reckons the differences between Western and non-Western perspectives of intercultural competence should perhaps complement each other and be examined for mutual compatibility.

Since China has just overtaken the USA as the world's largest economy, worth \$17.6 trillion, compared to America's \$17.4 trillion at the end of year 201**², establishment of the Chinese-perspective on intercultural competence models is essential to support academics and expatriates in becoming more aware, sensitive and competent in their contacts with people from different cultures. Expatriates who are interculturally competent are indeed needed to ensure the success of international cooperation, and to minimize the risks present in international business [Xiao & Zhang, 2012].

** Duncan, Huge & Martosko, David (2014). America usurped: China becomes world's largest economy - putting USA in second place for the first time in 142 years, 9 October 2014. From: <http://www.dailymail.co.uk/news/article-2785905/China-overtakes-U-S-world-s-largest-economy-IMF-says-economy-worth-17-6trillion-America-falls-second-place-time-1872.html>

2.0 Problem statement, objective of the study and research method

The term, intercultural competence is not easy to define as there are different definitions presented in the literature. Although this term has been used since the 1970s and 1980s with various concepts and models [Spitzberg & Changnon, 2009, p. 9], most of them are understood as culturally universal but not culturally specific [Xu 2011]. In addition, many different terms are used as equivalents for ‘intercultural competence’ such as intercultural sensitivity, cultural competence, cross-cultural adjustment, multicultural competence, global competence [Deardorff, 2004, p. 23]. McClelland [1973] first mentioned the words ‘competence and competencies’ [Tian, Jin & Xiong, 2013], although he does not define the words [Leonardo, 2008]. However, the words are referred to in terms of skills and personality variables needed in job performance, namely, communication skills, patience, moderate goal setting and ego development [McClelland, 1973]. It is essential to look at the Chinese-perspective of intercultural competence models and delve deeper into them in order to understand Chinese interpretations of intercultural competence.

Methodologically, the academic work of intercultural competence is a Western-based approach, and the construction of intercultural competence models built by Chinese researchers mostly replicate the Western models [Xu, 2011]. Intercultural competence is not a popular topic for Chinese scholars and most of the research carried out by Chinese scholars on Chinese expatriates’ intercultural competence is formed on the basis of Western theories, conducted mostly in 2013 and 2014 as shown in table 2.1 below.

Table 2.1: Research on intercultural competence of Chinese expatriates conducted based on Western theories

Author	Title of research	Language	Western Theoretical Reference
Guo & Cai (2013)	The influence of intercultural competence on Chinese expatriates’ job satisfaction	Chinese	Dimensions of intercultural competence (Gertsen, 1992)
Tian, Jin & Qi (2013)	On the intercultural competence of Chinese employees in MNCs- a comparison between Chinese firms going global and foreign firms in China	Chinese	Intercultural competence (Spencer & Spencer, 1933; Martin & Nakayama, 2004)
Liu (2013)	Research on the selection of enterprise’s expatriates based on intercultural competence theory	Chinese	Intercultural competence (Gertsen & M.C., 1990)

He & Wang (2014)	The influence of expatriate management practices on expatriates' cross-cultural adjustment: evidence from Chinese enterprises	Chinese	Intercultural adaption (Black & Stephens, 1989)
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In other respects, this paper brings valuable insights for the intercultural competence assessment tools, constructed on the basis of a Western-perspective, which is widely used to assess the intercultural competence level of students, business travelers, business leaders and expatriates.

Hence, this paper aims to analyze the content of the literature on Chinese-perspective's intercultural competence models in order to understand the components and dimensions which constitute the models. Most of the literature analyzed is available in Chinese.

3.0 Literature review

It has been identified that eight intercultural competence models are Chinese-focused, seven of which are formulated by Chinese scholars, and one, Ting-Toomey and Kurogi's [1998] model, is a joint research by Ting from China and Kurogi from Japan. The intercultural competence model developed by Ting-Toomey and Kurogi [1998] is believed to be the first Chinese or Asian-perspective version of an intercultural competence model, which is widely used and discussed internationally most probably due to the fact it is published in English. Subsequently, six other models have been constructed in Chinese language between 2007 and 2012. Luo's [2013] Guanxi intercultural competence model is the latest research done by a Chinese scholar in 2013, in the English language. The summary of the eight mentioned models are shown in table 3.1 below, followed by a detailed description of each model.

Table 3.1: Summary of Intercultural competence models formulated by Chinese researchers

Author	Intercultural competence model	Language
Ting-Toomey & Kurogi (1998)	Facework-based model of intercultural competence	English
Gao & Wu (2007)	Intercultural competence model of Chinese expatriates	Chinese
Yang (2008)	Building intercultural competence model for company F	Chinese
Li & Tang (2010)	Intercultural competence of expatriate: theory and modeling review	Chinese
Li (2010)	Intercultural competence model and empirical research of expatriates	Chinese
Zhao (2010)	A theoretical and empirical study of Chinese expatriates competency model	Chinese

Xiao and Zhang (2012)	The components of intercultural competence in international business	Chinese
Luo (2013)	Guanxi competence as intercultural competence in business contexts – a Chinese perspective	English

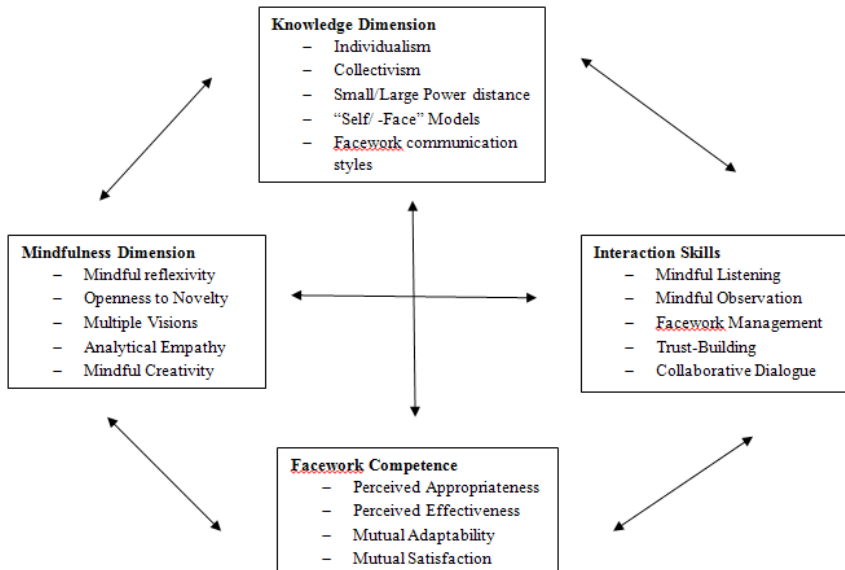
3.1 Ting-Toomey and Kurogi's [1998] facework-based model of intercultural competence

Ting-Toomey and Kurogi [1998] have developed a facework-based model of intercultural competence based on the concept of face in intercultural conflicts. Leung & Chan [2001, p. 1575] reckon face is “dignity, pride and respect” gained by an individual for his status and social achievements. Facework, according to Ting-Toomey [2005], is a communication strategy adopted by an individual to protect his face and the other person’s face in order to avoid conflict, and to ensure both parties’ images, reputations and dignity are not damaged [Ting-Toomey, 2005].

The model created with an Asian perspective which emphasizes four competences, for instance, interaction skills, knowledge, mindfulness and facework competence criteria as shown in figure 3.1. The four components are interconnected [Vallejo, 2012, p. 89], changes in a particular component will influence the outcome and performance of other components [Spitzberg & Changnon, 2009, p. 12]. The model highlights distinct intercultural competencies with emphasis on specific cultural characteristics [Vallejo, 2012, p. 89].

The cognitive component highlights the essential knowledge in understanding the cultural differences between individualism and collectivism, power distance, the concept of face, and communication style. The mindfulness dimension represents the significance of being open-minded in an unfamiliar situation, owning multiple visions, and being creative, reflexive and empathetic. The skill component features interactive abilities in listening, observing, trust building, facework management and collaborative dialogue. Spitzberg & Changnon [2009, p. 12] states that cognitive, emotion and skill components have resulted in the fourth component, facework competence criteria, to embrace the higher possibility of appropriate, effective, adaptive and satisfying results.

Figure 3.1 Ting-Toomey and Kurogi's [1998] facework-based model of intercultural competence



3.2 Gao and Wu's [2007] intercultural competence model of Chinese expatriates

The intercultural competence model is based on a survey conducted with three different categories of returned Chinese expatriates; specifically, human resource professors in a renowned university, cultural management and consulting experts, and middle and top level management personnel. The questionnaire was designed using the Delphi technique based on two selected intercultural competence measures, the Behavioural Assessment Scale for Intercultural Competence (BASIC) designed by Koester & Olebe [1988] to monitor the communication behaviours, and Intercultural Sensitivity Scale (ISS) developed by Chen and Starosta's [2000] to measure intercultural sensitivity scale; and two interpersonal competence measures, Interpersonal Communication Inventory or ICI [Bienvenu, 1971] to examine the communication skills, and Social Problem-Solving Inventory-Revised or SPSI:R [D'Zurilla & Nezu, 1990] to assess the ability of problem solving. Fifty completed questionnaires were received at the first stage and second stage of the survey, which took place respectively from November to December in 2014, and January to February in 2007.

At the conclusion of the study, researchers carried out in-depth interviews with eight selected senior managers to gather seventy-five attributes before narrowing

them down to twenty-two attributes which comprised three components as shown in figure 3.2 below. Intercultural cognitive ability indicates the competence to recognize the intercultural issues with the cultural knowledge of the host country, which will make a positive impact on expatriate job performance. Emotional management capability covers the ability of expatriates to maintain positive attitudes towards an unfamiliar environment in a host country and confidence enhancement after attending emotional management training. The third component, interpersonal skills, derive from the cognitive and emotional management components, pertain to the enhancement of communication skills after acquiring cultural knowledge of the host country and confidence in cultural immersion. The interpersonal skills dimension can constitute the indicator needed to assess the effectiveness of intercultural training programs in a Chinese multinational company.

Figure 3.2 Gao and Wu's [2007] intercultural competence model of Chinese expatriates

Component	Dimension
Emotional Ability	Initiative-driven
	Able to restrain frustration
	Able to endure psychological pressure
	Has courage to take responsibility
	Self-reflection and self-correction capability
	Has strong sense of commitment
	Has confidence to live and work in other cultures
Cognitive ability	Respects and comply with laws and regulations of host country
	Participates in host country's cultural events, e.g. festivals
	Respects host country workplace etiquette and cultural management ability
	Respects the cultural values of colleagues in host country
	Recognizes and interprets cultural differences
	Obtains political, economic, and cultural information of host country
	Practices "When in Rome, do as Romans do"
Interpersonal skills	Able to observe
	Communicates effectively across cultures
	Takes initiative to establish contact with local people
	Maintains and deepens ties with local people
	Able to perform teamwork with those of different cultures
	Manages interpersonal relationships in a flexible way
	Able to manage cultural conflicts
Enjoys social interaction	

3.3 Yang's [2008] intercultural competence model for company F

The intercultural competence model has been created for company F which operates in the metal industry and is present in thirty-two countries. A specific intercultural competence model is vital for company F due to the fact that clients and some of the employees are from different cultural backgrounds. Out of fifty-one employees in Company F, eight are expatriates from the United Kingdom, India and Australia.

Prior to the survey, five performance indicators, namely, job accomplishment, innovation, teamwork, contribution to organization and career development have been identified after consultation with the Human Resources Department. To weigh the importance of those five indicators, data was collected and analyzed based on employees' performance appraisals from the previous year, and face-to-face interviews conducted with the supervisors of the employees. As of result, it showed that job accomplishment was the most important indicator according to 60% of employees surveyed, followed by teamwork ability, 20%, contribution to organization, 10%, innovation and career development, with 5% respectively. With this result, the performance of the employees is evaluated.

On the other hand, a questionnaire designed by Shanghai Jiatong University was used to gauge the level of employees' intercultural adaptation, specifically on their intercultural intelligence, emotional intelligence and self-monitoring capabilities. 93% of forty-two employees returned the questionnaires, but only forty questionnaires were completed.

The results gathered from the performance evaluations and questionnaires were then examined via Statistical Package for the Social Sciences (SPSS). Four components with fifteen dimensions have been discovered as per figure 3.3.

The first component formed is about one's inclination to immerse oneself into other groups and cultures, and the openness to try and learn new things. Emotional intelligence (EQ), as a second component, highlights the emotional dimension in controlling and understanding one's own emotions, and recognizing other's emotions. The third component emphasizes the cognitive ability of the employees or the ability to be aware and recognize cultural differences of people from different countries, and also those from different provinces in China. The last component underlines the ability to adjust one's own behavior in different cultural settings, especially when one communicates and works with someone from **culturally** and linguistically diverse **backgrounds**.

Figure 3.3 Yang's [2008] intercultural competency model for company F

Component	Dimension
Cultural immersion ability	Enjoys getting along with people from different cultural backgrounds
	Empathic and able to change perspective
	Willing to share one's knowledge with others
	Open minded, likes to experience new things
Emotional Intelligence (EQ)	Accept people from different cultural backgrounds and values
	Emotionally stable, able to control own emotions
	Recognizes and understands own emotions
	Recognizes emotional change in others and adopts flexible solution
Awareness of cultural differences	Recognizes cultural differences when in contact with people from other cultures
	Recognizes cultural differences between China and the West, and the other provinces in China
	Respects faith, religion and customs of others
Ability to adjust	Fluent in English language, both written and spoken
	Able to adjust own communication style, e.g. tones, intonation and gestures
	Able to understand and judge the behaviour and communication style of others
	Has experience working in cross-cultural teams

3.4 Li and Tang's [2010] intercultural competence theory and model of Chinese expatriates

The intercultural competence model is developed based on the model of Gao & Wu [2007] for employees of a power plant equipment manufacturer. The targeted company was aware of the importance of expatriate intercultural competence once the company doubled the operating income by winning twenty overseas projects in a short span of time between 2002–2007.

Eleven successful overseas project managers were selected to participate in the Behavioral Event Interview or BEI to delve deeper into the successful or challenging significant incidents, which took place in the last six to twelve month period during their overseas assignments. Behavioral Event Interview questions focus on exploring how respondents dealt with challenging situations in the past as their past behaviour could be one of the indicators of their future performance. The interview results were gathered to conduct subsequent interviews with nine Human Resource specialists in order to understand the performance of the project managers based on their behaviour, and to sort out the definition and the component of intercultural competence.

It was concluded that the cognitive, emotional and communicative components are the three main components for this model. The cognitive component highlights a few key words such as 'learning, experience, cultural knowledge, understanding,

information gathering and internalization?; whereby, the emotional component refers to ability to handle emotions, that includes being able to manage stress, being flexible, possessing the drive to take initiative, being able to adapt, and being culturally and politically sensitive. As for the communication component, many managers emphasize that strong cultural knowledge and good communication skills in English are a solid base for business negotiations, coordination and cooperation. Worth mentioning, Li and Tang [2010] emphasize that proficiency in English is not enough, Chinese expatriates should also be able to communicate in the local language as it helps them to adapt and understand local culture.

Figure 3.4 Li and Tang's [2010] intercultural competence theory and model of Chinese expatriates

Component	Dimension
Cognitive ability	Possess rich cultural knowledge
	Being understanding
Emotional ability	Feel sympathy towards others
	Being interculturally sensitive
	Know how to manage emotion
Communication skills	Have good communication skills
	Perform duties with appropriate behavior and character
	Show respect to others

3.5 Li's [2010] intercultural competence model of Chinese expatriates

The survey was carried out on 209 expatriates from Chinese multinational companies such as Huawei, BWI, Broad group, Zhong Liang group, Hisense group and Sany group. The questionnaire, uses a Likert scale, was designed based on three intercultural competence assessment tools, the Behavioural Assessment Scale for Intercultural Competence (BASIC), the Multicultural Awareness Knowledge and Skills Survey Questions (MAKSS) and the Intercultural Adjustment Potential Scale (ICAPS). The questionnaire, after consultation with Michael Morley of the University of Limerick and Kevin Orr of the University of Hull was distributed to twelve middle-top managers from Chinese multinational companies, possessing overseas work experience. The data collected was then analysed via Statistical Package for the Social Sciences (SPSS), which has concluded four essential components for a Chinese-perspective intercultural competence model, namely, personal traits, cognitive ability, intercultural communication and intercultural motivation.

The personal traits component features the behavioral characteristics such a being open-minded, responsible, confident, mentally healthy and physically and emotionally stable. The communication component is another personal trait which not only emphasizes proficiency in languages, but it enhances the skills needed

to establish, maintain and deepen the relationship with the local residents, and to respect and adapt to local social norms.

Meanwhile, the cognitive ability urges one to respect and comply with laws and regulations of the host country, to understand cultural differences, to be able to solve problems within different cultural frameworks and to be aware of the latest developments of the host country in order to relay accurate insights back to corporate headquarters.

The motivation component focuses on how Chinese expatriates cope with the challenge of living in a foreign land, as well as having the competence to perform the critical business development role. Therefore understanding the cultural background of the local residents before having contact with them is vital.

Figure 3.5 Li's [2010] intercultural competence model of Chinese expatriates

Component	Dimension
Interpersonal skills	Emotionally stable
	Has self-confidence
	Open-minded
	Responsible
	Physically and mentally healthy
Cognitive ability	Respects and complies with laws and regulations of host country
	Able to adapt to the life in host country
	Respects the host culture and workplace etiquette
	Able to recognize and judge cultural differences
	Able to communicate in local language
	Able to integrate with different races and cultures and business entities
	Aware of host country's development and able to provide accurate insights
	Able to solve problems in different frameworks
	Able to participate actively in cultural activities of the host country
Able to understand job roles of the management team in host country	
Communication skills	Able to adapt to organizational culture of the host country
	Able to adapt to local's social forms
	Able to take the initiative to establish contact with local residents
	Able to maintain and deepen ties with locals
	Able to perform teamwork with others from different cultures
	Able to get along with the local residents when outside of work
Motivation to succeed	Able to study the cultural background prior to contacting others
	Enjoys living in an unfamiliar cultural environment Confident of the business growth in the foreign subsidiary

3.6 Zhao's [2010] intercultural competency model of Chinese expatriates

Zhao [2010] employed an empirical study to finalize nine components of the intercultural competence for Chinese expatriates are based on the work of various scholars such as Ruben [1976], Mendenhall & Oddou [1985], Koester & Olebe [1988], Wiseman & Hammer [1989], Earley & Moakowski [2004], Earley & Ang [2003], Tan [2004], Wang and Sun [2008], Fan [2009] and Gao & Wu [2007]. Seventy-two dimensions obtained from content analysis were used to design a questionnaire, and data collected was then analyzed via Statistical Package for the Social Sciences (SPSS). As shown in figure 3.6, the nine components can be divided into three main elements, cognitive capabilities, emotional abilities and behavioral or social skills. The first three components are grouped into cognitive capabilities, which comprise cognitive ability, initiative (openness) and alignment with corporate culture. The desire for achievement, intercultural motivation and stress management ability constitute the emotional abilities of the ideal Chinese expatriate who has had contact with others from different cultures. The final element, behavioral or social skills are integrated by the three other components which emphasize the significance of communication skills, team work and project management skills. In conclusion, Zhao (2010) reckons empirical research has its limitation in formulating an intercultural competence model for Chinese expatriates as the content selection is too random, and therefore this method should be further tested and researched.

Figure 3.7 Zhao's [2010] intercultural competency model of Chinese expatriates

Components	Dimension
Initiative (openness)	Open minded, curious about new things, accepts new ideas, courage to try, and willing to share with others
Need to achieve	Strong desire to succeed, not content with the status quo, always sets high goals for oneself, likes to complete challenging task, and demands oneself to overcome obstacles
Communication skills	Able to communicate clearly and give feedback openly
Teamwork	Promotes team collaboration to achieve goals
Motivation	Takes action from intercultural motivation, self-confidence and courage, adjusts to different cultures and interests
Cognitive ability	Aware and recognizes cultural differences and views culture from a different perspective
Stress management ability	Copes under pressure with psychological endurance and self-adjustment ability
Project management Skills	Responsible for the content of the project, to ensure the smooth progress of the project execution
Corporate culture compatibility	Personal traits should be compatible with corporate culture, e.g. concept of individualism, collectivism, etc.

3.7 Xiao and Zhang's [2012] intercultural competence model in international business

The Behavioural Event Interviews (BEI) were conducted with six senior managers, who were also pursuing their Executive Master of Business Administration (EMBA) studies in Wuhan, the capital city of Hubei province. They were chosen to join the interview due to their extensive overseas work experience. For this reason, the goal was to understand their cross-cultural experience and to compare their successes and failures during their overseas engagements. Subsequently, a Delphi technique was adopted to conduct a quantitative survey with sixty-one engineers and management leaders from two multinational automotive companies. The questionnaire which shortlisted seventy key dimensions of intercultural competence was then modified based on the feedback gained from the two hundred and fifty-six HR specialists. Finally, twenty-five finalized dimensions of intercultural competence have been identified and analyzed via Statistical Package for the Social Sciences (SPSS), as displayed in figure 3.7.

As a result, a four-component intercultural competence model was developed, with two second-level dimensions in each component, with a total of twenty third-level dimensions. The four mentioned dimensions are cognitive ability, communication skills, adaptation ability and ability to act. Xiao and Zhang [2012] concluded that local employees who are very competent with excellent work performance are not necessarily capable in cross-border business. In other respects, employees possessing superb personal qualities might not have high potential to work internationally. All in all, training, selection and intercultural competence assessment are interrelated.

Figure 3.7 Xiao and Zhang's [2012] intercultural competence model in international business

Component	Second-level dimension	Third-level dimension
Cognitive ability	Culturally sensitive	Have sharp observation skills
		Ability to perceive and recognize cultural differences
	Cognitive desire	Likes to experience different cultures
		Being empathetic and open-minded
Communication skills	Communication skills	Understands other languages and non-verbal behaviors
		Has a flexible interpersonal style
	Willingness to communicate	Participates actively in various cultural activities
		Interacts actively with people from different cultures
		Keep contact with people from different cultures

Adaptation ability	Social adaptation	Adapts to job demands and understands job scope
		Adapts to different living environments and necessities
		Adapts to different ways of communicating and doing things
	Psychological adaptation	Healthy physically and mentally, and positive emotionally
		Ability to withstand loneliness, stress and failure
Ability to act	Ability to execute	Ability to manage conflicts
		Ability in team communication and collaboration
		Ability to act quickly
	Decision-making capability	Ability to analyze and judge
		Possesses professional knowledge and experience

3.8 Luo's [2013] Guanxi competence as intercultural competence in business contexts

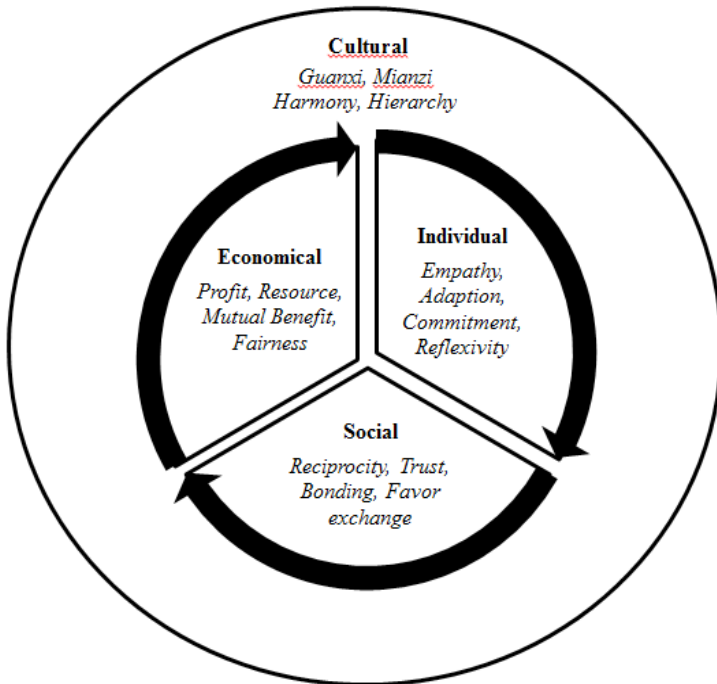
Luo [2013] argues that most intercultural competence models are developed based on Western-perspectives and a non-Western perspective model is needed to look into possible synergies and correlations between these two perspectives. In reference to the work of Ting-Toomey and Kurogi [1998] on the facework-based model of intercultural competence, Luo is strongly convinced that *guanxi* is an important component in non-Western perspective or Chinese-perspective of an intercultural competence model in a business context. *Guanxi* is a Chinese word, it means the reciprocal exchange between two individuals to enhance their social and business relationships [Fan, 2002]. *Guanxi* is also a network of social relations between individuals, which is hierarchically structured [Hwang, 1987].

Luo [2013] applied three research methods to identify the constructs of *Guanxi*-based intercultural competence model. The three methods consist of a focus group interview with ten Master of Business Administration (MBA) Chinese students from Wuhan University, subsequent literature reviews based on the work of Chinese scholars on *guanxi*, and a content analysis technique conducted via internet search engines such as Baidu, Google and Yisou.

Eventually, the results derived from the analysis have contributed to the formulation of a *Guanxi*-based model of intercultural competence with four key business-oriented components as seen in the following figure. The cultural component constitutes four dimensions in Chinese business culture, *Guanxi*, *Mianzi* or face, harmony and hierarchy, influences the other four components, as all components are interconnected. The economic component emphasizes the practices in business such as fairness, mutual benefit, business resources and profit. Whereby the individual component underlines the characteristics of personal attitudes, for instance, empathy, adaptation, commitment and reflexivity. The emotional level of the dimension is embedded in the social component. which contains favor exchange, bonding, trust and reciprocity.

Luo's model is very culture-specific, it presents a cultural reference and a guide to work effectively with Chinese business counterparts, and to encourage other scholars to study and to explore intercultural competence from a culture-specific and non-Western perspective angle, in addition to the existing dominant Western-perspective intercultural competence models.

Figure 3.8 Luo's [2013] Guanxi competence as intercultural competence in business contexts



4.0 Conclusion and future research

Vallejo [2012], a non-Chinese scholar, has summarized all the intercultural competence models and its components by grouping them into three key components, which are cognitive capabilities, emotional abilities and behavioral or social skills. Based on Vallejo's [2012, p. 106–109] table, this paper has categorized the above-mentioned eight Chinese-perspective models into the same format as shown below in figure 4.0. The figure shows clearly that all components can be identified and grouped into Vallejo's [2012] template, but the Chinese-perspective components and Vallejo's [2012] Western-perspective components are not necessarily the same.

There are no significant differences in the constructions of those eight models. Most Chinese scholars agree that cognitive ability and communication skills are two of the major components, which constitute the Chinese version of intercultural competence models. They also emphasize that emotional abilities such as emotional management, motivation, stress management, high Emotional Intelligence and desire for achievement are essential for Chinese expatriates to live and work abroad. Since the objective of the paper is to analyze the Chinese-perspective of intercultural competence models, it is worth comparing these models with other models formulated with the Western-perspective in future research.

Figure 4.0 Summary of the components of Chinese-perspective intercultural competence

Author	Component 1 (Cognitive capabilities)	Component 2 (Emotional abilities)	Component 3 (Behavioral/social skills)
Ting-Toomey (1998)	Knowledge dimension	Mindfulness dimension	Interaction skills
			Facework competence criteria
Gao & Wu (2007)	Cognitive ability	Emotional ability	Interpersonal skills
Yang (2008)	Cultural immersion ability	High Emotional Intelligence (EQ)	Ability to adjust
	Awareness of cultural differences		
Li & Tang (2010)	Cognitive ability	Emotional ability	Communication skills
Li (2010)	Cognitive ability	Motivation to succeed	Interpersonal skills
			Communication skills
Zhao (2010)	Cognitive ability	Motivation	Communication skills
	Initiative (openness)	Stress management ability	Teamwork
	Corporate culture compatibility	Need to achieve	Project management skill
Xiao & Zhang (2012)	Cognitive ability	Adaptation ability	Communication skill
			Ability to act
Luo (2013)	Cultural knowledge	Individual characteristics	Social skills
		Economic practices	

Some of the Chinese-perspective models have been developed specifically for a particular Chinese company, such as the models of Yang [2008] for company F, and Li and Tang [2010] for a power plant equipment manufacturer, and other models are more universal, not dedicated to any specific industries.

To delve deeper, future studies can also look into the similarity or differences between the construction of intercultural competence models for the same industry players in different provinces in China, due to the fact that China, with over twenty provinces, has multiple ethnic groups who practice different cultural norms, with working professionals who possess different intercultural competencies.

Furthermore, it is obvious that although those described eight models are developed specifically for Chinese, they do adopt Western methodologies or with Western influence in their fieldworks, such as the employment of Western assessment tools, Behavioural Assessment Scale for Intercultural Competence (BASIC) by Gao and Wu [2007] and Li [2010], Behavioural Event Interview (BEI) technique used by Li and Tang [2010], and Xiao and Zhang [2012], as well as analysing results via Statistical Package for the Social Sciences (SPSS) by Li [2010], Zhao [2010], Xiao and Zhang [2012].

In short, six models developed by Gao and Wu [2007], Li [2010], Li and Tang [2010], Zhao [2010], Xiao and Zhang [2012] and Luo [2013] are etic models with some Western influences derived from outside a Chinese culture. On contrary, the models of Ting-Toomey & Kurogi [1998] and Yang [2008] are emic models, which have concluded the intercultural competence of Chinese expatriates according to indigenous definitions.

The comparison between Western and non-Western perspective of intercultural competence model should use to explore the potential synergies between them without bringing any adverse implications and connotations [Luo, 2013]. A Chinese-perspective of intercultural competence model is indeed needed to reinterpret concepts and theories that are coined in the West, which are then widely used and generalized without concrete-solid bases of their universality. Western-based intercultural competence models need to be scrutinized and analyzed thoroughly to confirm, to modify, or to deny altogether for their applications in different cultures. Unfortunately, the current practices in academia pay less attention to such an initial analysis.

The components identified in this paper do not represent the general picture of the intercultural competence model of the Chinese expatriates, as most of the respondents who took part in the research were mainly the 'returned expatriates'. Hence, it is highly recommended to conduct a consequent study which would involve Chinese expatriates who are currently living and working overseas and who might able to provide better insights and portrayals of the expatriate.

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