

The Relationship between Cross-Cultural Competency and Employee Performance in the Organization: A Case of Thailand's Pharmaceutical Industry

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ABSTRACT

The study concentrates on understanding the social, cultural, emotional intelligence link to employee performance. Social and cultural has more effect on employee performance compare to emotional intelligence. Practising the emotional intelligence was found less in the organization. To motivate employees, manager requires more practice on emotional intelligence along with social and cultural intelligence in today's globally competitive environment to the success of any organization. The objectives of the current study inspect the relationship of cross-cultural competence (cultural, emotional, and social intelligence) with employee performance in the context of the pharmaceutical industry of Thailand. The research aligned with positivism approach as the study concentrates on testing the constructs collecting the quantitative data. In order to analyse the data in the study, a total of 301 usable questionnaires collected from the employees of the Thai pharmaceutical industry. Results found that emotionally intelligent employees make

their true emotion by displaying the congruent true emotion required by rules. People with high emotional intelligence can understand and distinguish and manage their own emotions. Consequently, employee repertoire of strategies to regulate emotion to serve as emotional resources. In turn, the employee feels comfortable and confident and perform better for the organization.

Keywords: Cross-cultural competence, Cultural Intelligence, Emotional Intelligence, Social Intelligence

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INTRODUCTION

Good human resource management in the organization will able to utilize the resources to the optimum, and this will help the organization to achieve its goals (Furusawa and Brewster, 2016; Saengchai, Siriattakul, & Jermstittiparsert, 2019a, 2019b; Kerdpitak & Jermstittiparsert, 2020). The organizational goals will affect employees' performance. When employees in the organization are performing well, it will help the organization to attain goals. Employee performance is influenced by various factors. Job performance is a significant construct owing to its key role in both

international and national work environments. According to Almatrooshi, Singh, and Farouk (2016), the concept of job performance is acknowledged in the national environment, but its development in the international arena is still ambiguous. Darvishmotevali, Altinay, and De Vita (2018) successfully cleared part of the ambiguity concerning the concept of job performance in the international arena by developing adaptive performance by developing an eight-dimensional taxonomy. The concept of adaptive performance depends on three factors, namely individual differences; skills and knowledge; and the environment.

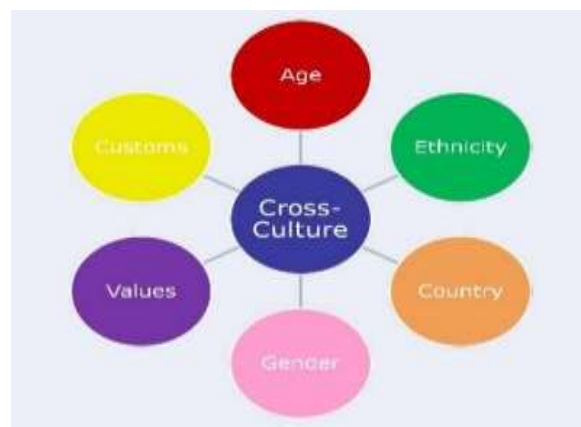


Figure 1: Cross-Culture Aspects; Source: (Mishra, Patnaik, & Mishra, 2016)

Figure 1 shows that there are six characteristics in cross-culture model. These six characteristics are age, ethnicity, country, gender, values and customs. Employee performance leads to business success. Employees must have the motivation to work and sufficient training to equip them with the necessary competencies to perform their jobs effectively. Motivators or satisfiers are critical factors for employee development and performance. In this study, the cross-cultural competence components (cultural

intelligence, emotional intelligence, social intelligence) are examined. The concept of cross-cultural competence, which constitutes the knowledge and skills components needed in peacekeeping missions, is an important aspect for adjustment. It is important that leaders have knowledge and skills for interacting with individual members of the host country (Jyoti, Kour, & Bhau, 2015). Leaders translate these overseas experiences into knowledge and skills that enhance their adaptive performance which is vital to help

adjust in a foreign country. In contrast, it has been reported that the staff deployed in peacekeeping missions are not adequately trained on cultural issues; hence, United Nation

personnel need knowledge and skills to perform in the mission (Lin, 2016). In fact, literature suggests that the various components influence employee performance.

TABLE 1. Thailand's annual expenditures pharma industry

| Year | Cost (Billion) |
|------|----------------|
| 2013 | 20 |
| 2014 | 22 |
| 2015 | 23 |
| 2016 | 24 |

Source : (Nunes et al., 2017)

According to table 1, Thailand's annual expenditures in the pharma industry from 2013 to 2016. The cost of 2013 was 20 billion USD, and every year it increases dramatically in Thailand. Thus, every year the expenditures are increasing in the pharma industry.

To measure employee performance, both the quality and the quantity of work done by the employees may be required to evaluate. By measuring both the quantity and quality of the work done by employees could identify the comprehensive model for employee performance. Past work on **employee's** performance has concentrated on the organizational factors or individual factors by focusing on only one level of employee performance. Thus, this research attempts to understand the relationship of cross-cultural competence (cultural intelligence, emotional intelligence, social intelligence) with job performance in the context of the pharmaceutical industry of Thailand.

LITERATURE REVIEW

Cross-cultural Competence

Cross-cultural competence (CCC) is the ability to understand the host culture quickly, and at the same time, act effectively (Nunes, Felix, & Prates, 2017). Cross-cultural competence prepares individuals to attain the skills needed for problem resolution, stress coping, communication, language acquisition, experience in living among other cultures and tolerance for ambiguity (Lokkesmoe, Kuchinke, & Ardichvili, 2016). Ramsey and Lorenz (2016) revealed that several definitions of cross-cultural competence include the ability to function in a different culture effectively. Reichard et al. (2015) found that cross-cultural competence enhances the ability to better work with people in and of different cultures and origins. Generally, cross-cultural competence comprises affective/motivational, the cognitive, behavioural elements of the individuals to effectively adapt the intercultural environments (Nunes et al., 2017). Cross-cultural competence can determine the success or failure of a mission in the current operating environment (Bartel-Radic & Giannelloni, 2017).

Cultural Intelligence

Cultural Intelligence (CI) is a construct comprising: (a) cognitive dimension; (b) motivational dimension; (c) metacognitive dimension; and (d) behavioral dimension (Earley & Ang, 2003). CQ refers to the capability of an individual to function in various cultural circumstances effectively (Caligiuri, Baytalskaya, & Lazarova, 2016). An individual requires knowledge in various cultures in order to face the needs of the international community effectively. Also, an individual with a high level of CI is able

to learn in new cultural environments and adapt to new cultures easily (French, 2015). CI is an important determinant of effective performance and interaction among diverse cultural environments (Isfahani, Jooneghani, & Azar, 2013). Through cultural intelligence, management finds out the thinking and responding ability to the behavioural patterns in order to reduce intercultural barriers and manage cultural diversity (Gupta & Bhaskar, 2016). This domain intelligence is closely related to diverse work environments and provides people with a framework to understand the differences and act on it without ignoring them (Isfahani et al., 2013).

Dimensions of CI have been developed by Jani, Osteen, and Shiye (2016). Researchers highlighted its four components as cognitive, motivational, meta-cognitive and behavioural. CI components are cognitive CI-acquired knowledge about a certain culture, reflecting traditions in different cultures acquired through training, experience and cultural distance, including recognizing economic, religious, legal and social systems in culture and the value bases. People [leaders] with cognitive CI can appreciate cultural similarities and differences (Ang, 2007). The other element, motivational cultural intelligence refers to the self-concept, which guides and inspires to adjust new cultural environments. Realizing oneself isn't adequate for being high social intelligent because awareness doesn't ensure adaptability. A specific degree of intellectual adaptability is basic to CI since new social circumstances require steady reshaping, and individuals and pioneers must be propelled to utilize this information and produce a socially suitable reaction (Ang, 2007). Earley and Ang (2003) conceptualized motivational cultural intelligence is as the drivers of performance that begin from inside of an individual; and self-adequacy as people's belief that they can be effective on the given mission. Ang (2007) found that motivation is linked to cultural adaptation in expatriate managers. Motivation is important for CI since it stimulates more effort and leads to the expansion of the personal search for the best ways of adapting to new situations (Jiang, Flores, Leelawong, & Manz, 2016).

The third component, meta-cognitive CI, refers to understanding and recognising expectations through the cognitive process, which are appropriate for the cultural situation includes two elements: knowledge and experience (Earley & Ang, 2003). Further, people from certain cultures possess meta-cognitive characteristics that differ from people from another culture (Mishra, Patnaik, & Mishra, 2016). behavioural cultural intelligence, the fourth component, refers to the capability of utilizing cultural sensitive communication and behaviour during the interaction with different cultural people from own'

cultural. This component reflects a person and leaders' ability to acquire or adapt to behaviours appropriate for a new culture. Individuals who are high in behavioral CI show an ability to interpret indirect messages and adapt to communication with others.

Emotional Intelligence

Mayer, Salovey, Caruso, and Sternberg (2000) defined the second cross-cultural competence factor, i.e., emotional intelligence (EI), as the ability to monitor one's own feelings and emotions and emotions of others and to discriminate among them so as to guide one's thinking and actions. In other word EI as the following: (a) the adaptive capability to observe, evaluate, and express emotions precisely; (b) the capability to recognise emotion; (c) the capacity to access and engender the feelings that help cognitive and adaptive actions; and (d) the ability to control emotions not only in oneself but also in others. In addition, it is the ability to perform accurate reasoning based on emotions through the use of emotional knowledge (Ott & Michailova, 2018). More simple, emotionally intelligent people have the ability to understand and relate situations to the people involved (Swanepoel & Jonck, 2015).

EI can be learned and enhanced in the workplace. A person's behaviour can be changed with EI, leading to improved personal adaptive performance. EI can also expand leaders' decision-making capabilities. Burkhardt and Bennett (2015) found that EI influences the preferred style of conflict resolution by employees, thus contributing to improved understanding of organizational performance and its determinants. Goleman (1995) EI builds on the work done by Mayer et al. (2000). There are four dimensions of EI: (a) self-emotion appraisal (SEA) - to have good sense, certain feelings most of the time, understand one's own emotions and feelings; (b) others' emotion appraisal (OEA) - know friends' emotions from their behaviour and observation and be sensitive to the feelings of other people's emotions; use of emotion (UOE) - to set goals and encourage one self and try hard to achieve them; and regulation of emotion (ROE) - to control one's own emotions, rationally handle difficulties and be calm when agitated (Gong, Wang, Huang, & Cheung, 2017). Emotions effects on everything that individuals do. Although many managers do not prefer to deal with emotional intelligence at the workplace, an emotionally individual can direct interpersonal relationships (Gong et al., 2017). Research by Cooper, Lambert, and Pagh (1997) found that emotions have successful outcomes such as employee loyalty, greater commitment, trust.

Goleman (1995) study has shown that EI is more important at all workplace levels compared to technical skills. EI facilitates individual adjustment and change. In addition, people who have developed skills related to EI understand their own emotions, recognize others' emotions and use emotions to motivate adaptive behaviours (Mayer et al., 2000). Jenifer and Raman (2015) posited that EI is linked to affective outcomes, for example, lower levels of depression and impulsivity and more optimistic outlook. EI is linked positively to task mastery and life satisfaction; and negatively to depression and its symptoms. In line with this, supervisors' use of emotions is optimistically connected to employees' job satisfaction (Jernigan, Hearod, Tran, Norris, & Buchwald, 2016). In a study by Islam and Patwary (2013), the participants were 678 Chinese adults with an

age range of 18-35 years. Results revealed that Chinese adults with higher levels of EI had an increase in their life satisfaction. A related study Sereni-Massinger and Wood (2016), investigated the relationship between leaders' EI and employee performance. The sample consisted of 92 medical doctors working in various hospitals. Results indicated that leaders' EI is positively linked to employee performance.

Social Intelligence

The third cross-cultural competence is social intelligence (SI), which affects a person's ability to interact with and understand people and act wisely in interactive relations (Lvina, 2015). SI is also the ability to act appropriately in human relations (Marlowe, 1986). SI is a person's ability to understand his or her own feelings as well as other people's feelings, thoughts and behaviours and to react appropriately based on the understanding (Marlowe, 1986). SI is one of the pillars of cross-cultural competency skills; SI can help leaders to adapt to new cultural settings. People's [leaders'] understanding of SI can inspire other people from diverse cultural backgrounds; SI makes them think about the feelings and needs of others, know the cultural values of the group, establish strong interactions with them to adjust and attain the goals of the mission (Sit, Mak, & Neill, 2017). Trejo, Richard, van Driel, and McDonald (2015) posited that the most important way to be successful [in interacting with diverse others] is „to know and understand who you really are: [it also] demands that you have a clear understanding of the psychological mindset of the people you are dealing with“. SI can increase creativity and problem-solving skills. In addition, SI aspects have been found to be linked to improved ability to solve problems, experiences and positive interpersonal experience (Nawaz & Hassan, 2016). SI elements can lessen stress through greater understanding, by moderating conflicts and enhancing stability and cooperation. Research has shown that SI is multi-faceted and can be distinguished from general intelligence domains (Marlowe, 1986). Gong et al. (2017) investigated the relationship between social support, adjustment and work performance in Taiwan, using a sample of 213 expatriates; their findings indicated that the higher the level of social support, the better the work performance of the individual.

Above review indicates that some studies have shown the importance of SI of expatriates in work assignment or business settings (Korzilius, Bucker, & Beerlage, 2017; Matsumoto & Hwang, 2013). The study conducted on teachers by Jeloudar, Yunus, Roslan, and Nor (2012) revealed significant difference between India, China and Malaysia and their respective social intelligence. Teachers with the high level of SI scored higher in classroom social interactions, involvement, discussion, self-motivation, active management in learning, and recognition. The peacekeeping forces must be capable of operating in diverse environments in which there is a need to understand the local culture, social structure and language. SI is crucial for effective leadership and can facilitate effectiveness and subsequently, the success of leaders (Jernigan et al., 2016).

Employee Performance

Due to the direct interaction between employees and customer, employee performance in the pharmaceutical industry is the key component in the success of any

organisation. In pharmaceutical industry, workers are yet applicable in the production. In addition to that, they are more critical in initiating, driving the changes and upgrades in the design, supervision, evaluation, and planning. Employee performance implies the undertaking related activities anticipated from a representative and how those activities are cultivated (Islam & Patwary, 2013). The components which incorporate the performance of a worker incorporate his/her fulfilment, laziness, inspiration and responsibility towards work; while representative satisfaction demonstrates the fulfilment felt by representative once s/he is at work (Burkhardt & Bennett, 2015). Because of the quick improvement in the area of communication and continuing pattern of digitization, manufacturing companies confront many difficulties in the present market situations. For example, an ongoing tendency to reduce the production time and decrease in the product lifecycle. Along with the above difficulties and challenges, there is an expanding request of customization, being simultaneously in a worldwide challenge with competitors everywhere throughout the world. This pattern, which is instigating the advancement from large scale to smaller-scale markets, results in reduced (Jarrar et al., 2018).

As indicated by Patwary, Roy, Hoque, and Khandakar (2019), organization partitioned their employees based on the participation and liability they can afford. Also, it was discovered that the intensity of an organization is significantly affected by the simultaneousness of employees who are viewed as the fundamental fact for the company (Bailey, 2015). In such a situation, human resources management must play a significant key role to hold high-quality employees for better performance. Previous scholars revealed that proper implementation of human resource management (HRM) practices might contribute

to the reduction of turnover, produce a better quality of work, and better performance (Reid, 2012). Simply, human resources management is imperative to retain employees in an organization for better quality performance and success. Organizational strategy to pertain employees are mainly observed and started from US, Europe, Asia and Australia for the organizational effectiveness, increase efficiency, and productivity (Barakat, Lorenz, Ramsey, & Cretoiu, 2015). Since competition across the border is high, the organization should not only focus the average performance but also need to look for every part and parcel (Darvishmotevali et al., 2018).

METHODOLOGY

By aligning with positivism approach, this study concentrates on testing the constructs collecting the quantitative data. The information broke down using descriptive and inferential statistics. The appropriateness of data has checked through reliability and validity tests using SMART-PLS version 3.0. Using Smart-PLS version 3.0, confirmatory factor analysis is conducted in the measurement model. To respond to the primary research inquiries of the examination, Structural Equation Modeling (SEM) procedure is utilized. 10-items of employee performance adapted from Turley and Bieman (1995) for this study. In order to analyse the data in the study, total of 334 usable questionnaires collected from the employees of the Thai pharmaceutical industry.

DATA ANALYSIS AND FINDINGS

Table 2 shows the demographic distribution of the respondents for gender, marital status, age, income, education level and working experience in the industry.

TABLE 2. Demographic Profile of the Respondents

| Characteristics | Frequency | Percentage |
|------------------------|-----------|------------|
| Gender | | |
| Male | 159 | 52.8 |
| Female | 142 | 47.2 |
| Marital Status | | |
| Single | 108 | 35.9 |
| Married | 193 | 64.1 |
| Age (Years) | | |
| 25 years and below | 62 | 20.6 |
| 26-35 years old | 125 | 41.5 |
| 36-45 years old | 55 | 18.3 |
| 46-55 years old | 37 | 12.3 |
| 56 years old and above | 22 | 7.3 |
| Income | | |
| Below 10000 Bhat | 25 | 8.3 |
| 10000 - 30000 Bhat | 71 | 23.6 |
| 30001- 50000 Bhat | 118 | 39.2 |
| Above 50000 Bhat | 87 | 28.9 |
| Education | | |
| Diploma | 10 | 3.3 |
| Degree/Bachelor | 126 | 41.9 |
| Masters | 135 | 44.9 |
| PhD/Doctoral | 30 | 10.0 |
| Experience | | |
| 1-3 years | 180 | 59.8 |
| 4-6 years | 100 | 33.2 |

| | | |
|-------------------|----|-----|
| 7-9 years | 17 | 5.6 |
| More than 9 years | 4 | 1.3 |

For gender, 52.8% of the respondents are male, and 47.2% are female. Majority of the respondents are married, which is 64.1% and single are 35.9%. In terms of age group, highest age group consists of “26 to 35 years” 41.5% followed by “25 years and below” which is 20.6%, “36 to 45 years” 18.3% “46 to 55 years” is 12.3%, and 56 years and above is 7.3%. Majority of the respondents have the income of 30001 to 50000 Bhat which is 39.2% followed by above 50000 Bhat (28.9%), 10000 to 30000 Bhat (23.6%) and below 10000 Bhat (8.3%). For education level, majority of the bachelor and master's degree holder, which are 41.9% and 44.9% respectively, and PhD/ Doctoral degree holder (10.0%) and diploma holder is 3.3%. While looking into the job experience of the respondents, most of them have

experiences of 1 to 3 years (59.8%), followed by 4 to 6 years is 33.2%, 7-9 years is 5.6% and more than 9 years is 1.3%.

Measurement Model of the Study

Before the actual analysis between the variables, some required examination about the variables performed that they measure appropriately what they intended to measure. Therefore, the investigation of the factor loading of the individual items (See figure-1), composite reliability, Cronbach alpha, average variance extracted (see table-1), and discriminant validity (see table-). All the items loaded above 0.70 apart from two items (loaded above 0.50). All items considered the recommended performance for the analysis as suggested by Hair Jr, et al. (2014).

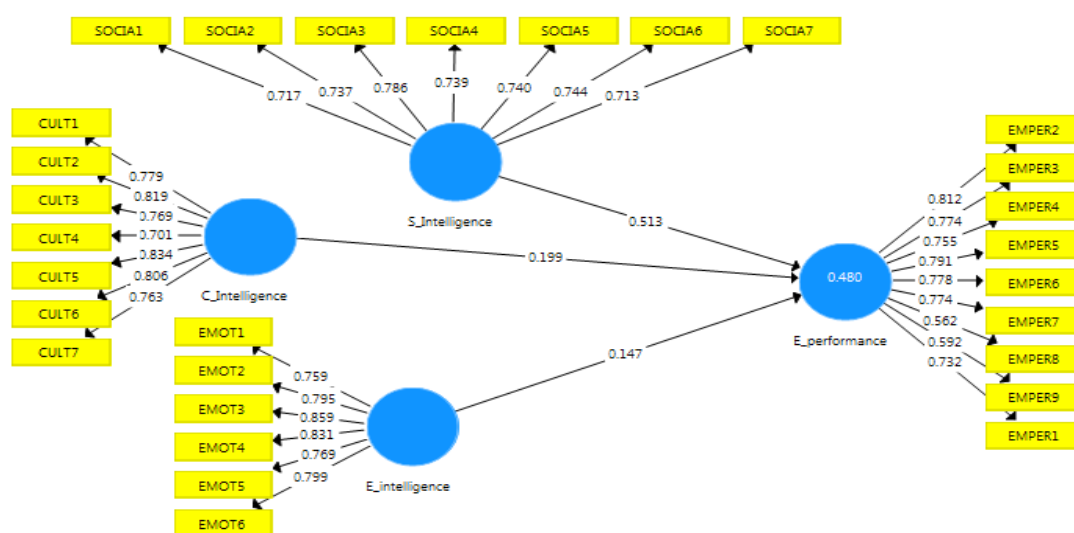


Figure 2: Measurement Model

In addition, to measure internal consistency, Cronbach alpha and composite reliability both checked that ranging from (Table 1) 0.962 to 0.917. All the constructs reliability and validity maintained the rule of thumb recommended

by Hair Jr, et al. (2014). The average variance extracted (AVE) should be greater than 0.50. Table-1 shows that none variable has AVE value less than 0.50.

TABLE 3. Construct Validity & Reliability

| | Cronbach's Alpha | Composite Reliability | Average Variance Extracted (AVE) |
|------------------------|------------------|-----------------------|----------------------------------|
| Cultural Intelligence | 0.894 | 0.917 | 0.613 |
| Emotional intelligence | 0.890 | 0.916 | 0.644 |
| Employee Performance | 0.892 | 0.912 | 0.540 |
| Social Intelligence | 0.862 | 0.894 | 0.548 |

Furthermore, discriminant validity also ensured through the testing Fornell-Larcker criterion value. Discriminant

validity is the extent to which each of the latent constructs is different from each other.

TABLE 4. Discriminant Validity (Fornell- Larcker Criterion)

| | Cultural Intelligence | Emotional intelligence | Employee Performance | Social Intelligence |
|------------------------|-----------------------|------------------------|----------------------|---------------------|
| Cultural Intelligence | 0.783 | | | |
| Emotional intelligence | 0.272 | 0.803 | | |
| Employee Performance | 0.415 | 0.435 | 0.735 | |

| | | | | |
|---------------------|-------|-------|-------|-------|
| Social Intelligence | 0.343 | 0.456 | 0.649 | 0.740 |
|---------------------|-------|-------|-------|-------|

Table 4 represents that discriminant validity where latent construct is different from the other constructs. The square root of AVE values shown in diagonal, which is greater than the relationship between variables. The AVE value of greater than the relationship between variable confirms the distinction of every variable in the model. Lastly, another important for the model fit SRMR, which is 0.56 means model has a good fit.

Structural Model

The aim of the study was to examine the influential effects of three types of intelligence on employee performance. To do that, bootstrapping was performed. The bootstrapping result shows that all three intelligence, such as social, cultural, and emotional has significant impacts on the employee level of performance. For better presentation, the table-5 shows the results with t- values and p-values. To predict the influence of the independent variable on the dependent variable R square was shown. R square values suggest that three types of intelligence predict 47.5 variances on employee performance.

TABLE 5. The direct effects of independent variables on dependent variable

| | Original Sample (O) | Standard Deviation (STDEV) | T Statistics (O/STDEV) | P Values |
|--|---------------------|----------------------------|--------------------------|----------|
| Cultural Intelligence -> Employee Performance | 0.199 | 0.051 | 3.910 | 0.000 |
| Emotional intelligence -> Employee Performance | 0.147 | 0.053 | 2.801 | 0.005 |
| Social Intelligence -> Employee Performance | 0.513 | 0.053 | 9.719 | 0.000 |

DISCUSSION AND CONCLUSIONS

The average mean score for cultural intelligence (5.30), social intelligence (5.09), emotional intelligence (4.83), and employee performance (5.18). The result shows that social intelligence has the most influential factor in indicating employee performance with a t-value of 9.719. In fact, employee perceived themselves as socially intelligence; they are more likely to perform better. For the success of any organizations, social intelligence becomes the global requirement. Therefore, it is an important manager to be intelligence to motivate employees and align with the subordinates. In such a way, to achieve high performance from the employees, socially intelligent managers concentrate on employees to motivate them. By implementing social intelligence, managers effectively establish an excellent workplace culture to perform employee better. In a multicultural and social diverse workplace, the socially intelligent company have a deeper understanding of what motivates individuals to better utilize for the organization success. Because, social intelligence help organization in many different ways such as emphasis on self-management, create identity for the individual employees, and focus on interpersonal skills. More prominently focus on thinking and resultant behaviour within social contexts.

Although emotional intelligence is valued to the workplace that increases employee satisfaction, performance and productivity, this study found the lowest influence on employee performance compare to social and cultural intelligence. In fact, it is found in the study that means score the lowest of 4.83. However, emotional intelligence is important in the organization because it creates a better relationship with the organization, which in turn increase the commitment. Therefore, the manager should look into the facts. Finally, the third intelligence, cultural intelligence found to be the second influential factor in the findings after social intelligence. Due to the facts that an individual

employees with a higher level of cultural intelligence has the ability to acquire in new cultural surroundings and adapt to new cultures easily. Consequently, employee perceives intelligence culturally is an important determinant of effective performance and interaction among diverse cultural environments (Isfahani, Jooneghani, & Azar, 2013). The above findings suggest that company encompasses both social and cultural intelligence as part of their culture produce effective performance through employees. In a nutshell, social, emotional, and cultural intelligence is valued at the workplace with much diversity where everyone' ideas are respected that finally enhanced the teamwork and produce better performance.

This finding indicates that employee perceived low level of emotional intelligence. This is might worried for the pharmaceutical companies in Thailand that their managers need to look into the facts. Because emotional intelligent people have the capability to understand the multicultural social cues and respond to the issues appropriately. Lack of empathy without emotional intelligence may cause different organization ways such leave talented employees, increase in depression to subordinates, decrease in commitment to the organization. Consequently, the organization loses productivity and employee performance. It is important for managers to practice a higher level of emotional intelligence by which they can swiftly control their employees' wants and needs and act to them efficiently. Certainly, managers must develop a convincing level of emotional intelligence to make employee committed and motivated, in turn, employee perform better. The previous literature shows that emotional intelligence has positive effects on positive employee outcomes. Emotionally intelligent employees make their true emotion by displaying the congruent true emotion required by rules. People with high emotional intelligence can understand and distinguish and manage their own emotions. Consequently, employee repertoire of

strategies to regulate emotion to serve as emotional resources. In turn, the employee feels comfortable and confident and perform better for the organization.

Policy Implications

In the pharmaceutical company in Thailand, managers may consider implementing emotional intelligence training development program to foster employee's emotional competence. Given the facts, the mean value of 4.83, the lowest compared to other two intelligence employee perceive. Future research may investigate the mediating effects of how the cross-cultural competencies influence job performance. The cross-level investigation on both managerial and subordinates' level could provide handy insight into future research. In addition to that future researcher may include the personality traits that may be another fact lead to job performance.

Limitations and Future Study Suggestions

Although the empirical data shows the significant findings in the field of the pharmaceutical industry in Thailand, it is not of few limitations. This study collected data from the employees that may create common method bias though Harman's single factors show it was not an issue. However, the data collected from both employees rated and managerial rated may provide insightful results. Cross-sectional data collection one time is another limitation. Future research may design the longitudinal design with causal relationship bringing other facts to find the relationship. The longitudinal study could better understand the fluctuation over the time.

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