

Career Development and Job Expectations: the Gap between Chinese Generation Y Graduates of Thai Universities and Chinese General Managers in Thai Labor Markets

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***Abstract:** The purpose of this study aims to close the job expectations gap between Chinese generation Y graduates of Thai universities and Chinese general managers in Thai labor market and to create a career development model that Chinese generation Y graduates can utilize to practice in a competitive job market. The purposes of this study are to explore the expectations of Chinese generation Y graduates from Thai universities and Chinese general managers in Thai labor market and to create a career development model that Chinese generation Y graduates can utilize to practice in a competitive job market. A mixed methods sequential exploratory strategy is employed in the study. In-depth interviews are used in collecting the data for qualitative study. The quantitative method used is a survey studying the perceptions of 88 Chinese Generation Y graduates and 109 Chinese/Taiwanese general managers who are currently working in Thailand. The research instrument is a questionnaire using a five-point Likert scale. The qualitative findings reveal that the expectations of Chinese generation Y graduates consist of 4 categories: expectation from working in Thailand, compensation and benefit, working environment, and expectations towards problem solving. The expectations of Chinese general managers consist of five categories: expectation on job competences, job attitude, job resume and interview, job performance improvement, and job positions needed. The career development model comprises five interrelated components, they are: (1) self-awareness and self-assessment; (2) career goal setting; (3) prediction for the future of the industry; (4) self-professional development; and the last step is (5) become an expert in the field. And five core factors for career success, which are: job competences; job attitudes, job opportunity, favorable working location, and interpersonal relationships. The quantitative method is aimed to support the results analyzed from the qualitative approach.*

Keywords: Career Development, Generation Y, Expectations of Chinese General Managers, Expectations of Chinese graduate, Career Development Model, and Thai Labor Market

Introduction

China and Thailand are good neighbors and partners who enjoy a long standing friendship over thirty years (Xinhua, 2011). The Chinese Premier Minister Li Keqiang highlighted that “China and Thailand are like a family, enjoying solid political mutual trust and valuable mutual support on issues involving each other’s major concerns” (Xinhua, 2013).

Thailand continues to welcome investment from China as a means of promoting economic development, employment, and technology transfer (Thailand Business, 2011). Under great support given by both China and Thailand government, there are already 55 Chinese-owned factories operating in Thai-Chinese Rayong Industrial Zone (Thai-Chinese Rayong Industrial Zone, 2015) and more than 100 Chinese-owned companies have set up factories in Chon Buri province (Thai Chon Buri Taiwan Trade Association, 2015).

Working abroad is a great way to gain international work experience. It could help the graduates gain new skills in tasks. The cultural similarity, proximity and rapidly growing economy of Thailand make it suitable for internationally ambitious Chinese graduates of Thailand (People's Daily online, 2006).

In the fierce competitive environment, potential employers consider practical work skills rather than just educational background as important recruitment criteria (Patton and McMahon, 2006). As Generation Y, the Chinese graduates of Thailand are currently entering the workforce. Chinese Generation Y graduates bring their unique work values and expectations that the Chinese employers may have not had experience hiring and managing (Gossett and Eddy, 2009). Conflicts tend to occur in the relationship between employers and employees when expectations are not met. Employers and employees should try to make sure they have a clear understanding of what they expect from each other. In order to prepare Chinese Generation Y graduates from Thai universities to meet the challenges of intense economic competitions in the workplace and help the Chinese-owned companies of Thailand to close generation gap between employers and employees, the understanding of the job expectations of both the Chinese graduates and Chinese employers in Thailand becomes a priority in the research.

Economy growth of China has been impressive in recent decades. The growth coincides with the maturing of a large age cohort born during the 1980's to 1990's. This cohort is often called "millennials" or "Generation Y" by marketing analysts to distinguish them from a previous cohort (Generation X) which has different interests, skills and consumption patterns.

Working abroad is a great way to gain international work experience. It could help the graduates gain new skills in tasks. With the friendship between Thailand and China, easier employment, advantages of an excellent location, convenient transportation, high quality infrastructure facility, lower costs, a good living environment, hospitality of the Thai people, more and more Chinese Generation Y graduates choose to work in Thailand. Career development has become an important part of their lives. Career development can help organizations, and individuals build and keep a competitive economic edge in the global market (Feldman, 2002).

The previous studies of career development have begun to reflect a greater global reach and acknowledge an international understanding of careers (Patton & McMahon, 2006), but the theories of modern time come from the west. The Chinese graduates need suitable theory to provide the Chinese perspective. This present paper explores which variables to study and then studies them with a large sample of individuals. The research utilized the managers' rich working experience and opinions of career development strategies to lead Chinese Generation Y graduates toward successful career advancement, as well as closing the job expectation gaps between employers and employees. In order to prepare Chinese Generation Y graduates from Thai universities to meet the challenges of intense economic competition and fast change in the workplace, a new career development model that the successful managers can make in helping them to succeed becomes a priority in the research.

Objectives of the Study

1. To explore the expectations for career development of Chinese Generation Y graduates of Thai universities in Thai labor market.

2. To investigate the perception and expectations of managers of Chinese owned business in Thailand towards Chinese graduates of Thai universities for their workforce.

3. To create a career development model that Chinese Generation Y graduates of Thailand can be utilized to practice in the competitive job market.

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Research Questions

1. What are the expectations of Chinese Generation Y graduates from Thai universities to working for Chinese companies in Thailand?

2. What are the expectations of Chinese general managers of Chinese companies operating in Thailand towards Chinese generation Y graduates from Thai universities in their workforce?

3. What is the career development model that Chinese generation Y graduates from Thai universities can utilize to advance in the competitive job market?

1. What are the expectations of Chinese Generation Y graduates from Thai universities to working for Chinese companies in Thailand? in the Thai labor market?

2. What are the expectations of Chinese general managers of Chinese companies operating in Thailand towards Chinese generation Y graduates from Thai universities in their workforce? towards Chinese graduates from foreign universities in their workforce?

3. What is the career development model that Chinese generation Y graduates from Thai universities can utilize to advance in the competitive job market? expats can utilize to advance in the competitive job market?

Literature Review

For many years, scholars and researchers have been developing theories to help people find and maintain meaningful jobs. Greenhaus et al. (2000) suggested that the overall process of career development can be defined as an “an ongoing process by which individuals progress through a series of stages, each of which is characterized by a relatively unique set of issues, themes, and tasks.” Generation Y bringing with them a set of distinct values, assumptions, and behavior to the workplace has forced the organizations to re-strategize their working practices and adapt their working environment to this group of employees and managers (Saxena and Jain, 2012). DuPre and Williams (2011) stated that employers across industries seek similar skills in job applicants but these desired skills may be lacking in new hires. Hoskin, Nguyen, Dumbleton, Shaw, and Asta (2012) identified the relationships between a student’s personality characteristics and wage expectations and to understand where these expectations come from and more exclusively if they derive from internal psychological

factors. Rowney, Heisz, Mishchenko, Gvora, and Campbell (2012) found that family income, family involvement, and a father's education have a positive association with career advancement expectations. The researchers suggested that employers should be aware of Generation Y different values, expectations, and needs for the potential jobs in order to better satisfy their employees, ultimately reducing turnover.

Methodology

A mixed method sequential exploratory strategy was employed. The research aimed to explore the expectations of Chinese graduates from Thai Universities in the Thai labor market, to investigate the perception and expectations of Chinese general managers operating in Chinese companies in Thailand towards Chinese graduates from Thai universities for their workforce, and create a career development model to lead them succeeding. The primary philosophy of mixed research is pragmatism. Creswell (2009) suggested that pragmatism open the door to pluralistic methods, different assumptions, and philosophic ideas, as well as different forms of data collection and analysis. As a result, the pragmatism worldview was chosen for this research. Qualitative in-depth interviews were used in collecting the data from five participants who gave detailed information on expectations of Generation Y graduates in the Thai labor market and other five participants who gave detailed information on expectations of Chinese general managers towards Chinese graduates for their workforce. The career development model was developed by the all participants of the two groups. The data analysis procedure used a manual coding technique. The transcription of the recorded interviews was then coded. The quantitative method supported the results of the qualitative approach and described the perceptions of participants from two groups: 88 Chinese Generation Y graduates of Thailand and 109 Chinese/Taiwanese general managers who were currently working in the Thai-Chinese Rayong Industrial Zone and Chon Buri province. The research instruments were questionnaires using a five-point Likert scale and the expectations of Chinese Generation Y graduates and Chinese general managers were described by the means (\bar{x}), standard deviations (SD), t-test, one-way ANOVA, and rank for the measurement.

Results

The results obtained from qualitative and quantitative methods in acquiring knowledge of career development and the expectations from both managers and employees. The result was divided into three sections: (1) the expectations of Chinese Generation Y graduates in Thai labor market; (2) the Chinese general managers' perception and expectations towards Chinese graduates for their workforce; and (3) Career development model for Chinese Generation Y graduates to be successful in the competitive job market.

Phase I. Qualitative Data Results

Qualitative data results of the expectations of Chinese generation Y graduates in Thai labor market

The answer to this question emerged from the interviews as four categories. They are namely: (1) Expectation from working in Thailand, (2) Expectations of compensation and benefit, (3) Expectations of working environment, and (4) Expectations of existing problem improvement.

Qualitative data results of the Chinese general managers’ perception and expectations towards Chinese graduates for their workforce

The researcher categorized all remaining 52 sub-categories into five categories by using grouping, merging, and renaming methods. They are namely: (1) expectation of job competences to the organization, (2) expectations of job attitude to the organization, (3) expectations of job resume and interview, (4) strategies of job performance improvement, and (5) job positions needed.

Result of the career development model

The researcher categorized all remaining 10 sub-categories into two categories by using grouping, merging, and renaming methods and summarized all codes into a model. Then the researcher re-interviewed the 10 participants and let them ordered the steps of career development process, as shown in the Figure 1:

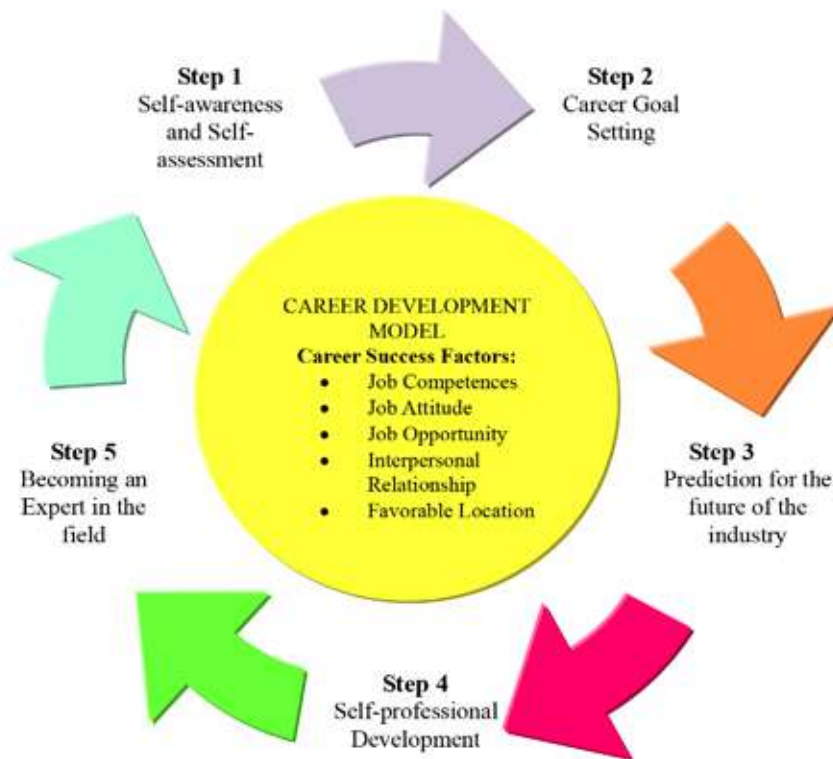


Figure 1: Career development model

Phase II. Results of Quantitative Data Analysis

There are three sections for the first group: (1) self-expectations of Chinese Generation Y graduates to work in Thailand, (2) job competencies for the organization, and (3) job attitudes toward the organization. Those concepts seek to investigate the expectation of Chinese Generation Y graduate into the Thai workforce. Two sections for the second group: (1) job competences for the organization and (2) job attitudes toward the organization. The perceptions aim to study the expectations of Chinese general managers towards Chinese graduates in their workforce.

Quantitative data results of the expectations of Chinese generation Y graduates in Thai labor market

(1).Self-expectations of Chinese generation Y graduates

Table 4-1. The Perceptions of Self-expectations to Work in Thailand between Male and Female (N = 88; Male = 39; Female = 49)

Viewpoints on Self-expectations to work in Thailand	Gender	\bar{X}	SD.	t	p
Accumulate work experiences for the future career development	M	4.69	.57	1.19	.24
	F	4.53	.71		
Create own business in Thailand	M	4.23	1.01	3.65	.00*
	F	3.45	.98		
Get more job opportunities with high salary	M	4.38	1.04	.33	.74
	F	4.45	.68		
Get promotional opportunity	M	4.28	1.05	.02	.99
	F	4.29	.74		
Improve language skills	M	4.31	1.00	1.17	.25
	F	4.53	.71		
Get harmonious and comfortable working environment	M	4.13	1.08	2.7	.79
	F	4.18	.81		
Get good interpersonal relationship with colleagues and managers	M	4.23	1.04	.57	.57
	F	4.35	.83		
Work with advanced management system	M	3.97	1.11	.25	.80
	F	3.93	.954		
Get social and medical insurance	M	4.28	.92	.86	.39
	F	4.45	.89		
Salary should proportional to the job performance	M	4.46	.94	.99	.33
	F	4.63	.60		
Vacation with pay	M	4.31	.92	1.38	.17
	F	4.55	.68		
Get annual bonus	M	4.44	.85	.16	.87
	F	4.41	.70		
Total	M	4.31	.65	.01	.99
	F	4.31	.46		

* $p < .05$

As shown in Table 4-1, the p -value of item 2 is .00. It indicates there has statistically significant difference reported in mean score between male and female on viewpoint of create own business in Thailand.

(2). Job competences for the organization

Table 4-2. The Perceptions of Job Competences for the Organization between Male and Female (N=88; Male=39; Female=49)

Viewpoints on job competences for the organization	Gender	\bar{X}	SD.	t	p																																																																																																																																				
Ability to understand organizational culture and value	M	4.10	.85	.58	.57																																																																																																																																				
	F	4.20	.79			Ability to research and analyze the market demand	M	3.95	.89	.39	.69	F	4.02	.83	Ability to apply business strategies	M	3.82	.94	.82	.42	F	3.98	.85	Ability to work under pressure and endure frustration	M	4.41	.75	.29	.78	F	4.37	.64	Ability to link theory with real work practice	M	4.36	.74	.20	.84	F	4.33	.77	Ability to negotiate with customers	M	4.15	.75	.07	.95	F	4.14	.84	Self-development skills	M	4.64	.58	.35	.73	F	4.59	.73	Decision making skills	M	4.72	.51	1.89	.06	F	4.45	.77	Communication skills	M	4.79	.47	1.21	.23	F	4.65	.63	Interpersonal relationship skills	M	4.72	.51	.94	.35	F	4.59	.71	Language skills	M	4.36	.58	1.82	.07	F	4.59	.61	Technical skills	M	4.15	.84	.62	.54	F	4.27	.84	Problem analysis and solving skills	M	4.54	.56	.06	.95	F	4.53	.65	Team work skills	M	4.64	.49	.86	.39	F	4.73	.53	Job transfer skills	M	4.00	.76	.99	.32	F	4.16	.77	Total	M	4.36	.35	.20	.84
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* $p < .05$

As shown in Table 4-2, the p-value of all items are $>.05$. It indicates no statistically significant difference reported in mean score between male and female on viewpoint of job competences for the organization.

(3).The results of job attitudes toward the organization

Table 4-3. The Perceptions of Job Attitudes toward the Organization between Male and Female (N=88; Male=39; Female=49)

Viewpoints on job attitudes Toward the organization	Gender	\bar{X}	SD.	t	p
Conscientious working attitude	M	4.72	.46	.37	.71
	F	4.76	.48		
Responsible and positive thinking	M	4.69	.52	.51	.61
	F	4.63	.57		
Practical and realistic attitude	M	4.46	.72	.62	.54
	F	4.55	.61		
Diligent and thrifty attitude	M	4.28	.72	1.59	.11
	F	4.00	.94		
Loyalty	M	4.54	.64	1.46	.15
	F	4.31	.85		
Punctuality	M	4.72	.61	2.48	.02*
	F	4.33	.88		
Modestly attitude	M	4.54	.68	1.06	.29
	F	4.37	.83		
Persistent and patient attitude	M	4.54	.64	.41	.69
	F	4.59	.57		
Respectful attitude	M	4.72	.46	.76	.45
	F	4.63	.60		
Ethic and legal attitude	M	4.74	.55	.10	.92
	F	4.76	.48		
Total	M	4.59	.39	1.08	.28
	F	4.49	.51		

* $p < .05$

As shown in Table 4-3, the p -value of item 6 is .02. It indicates there has statistically significant difference reported in mean score between male and female on viewpoint of punctuality attitude.

Quantitative Data Results of the Chinese General Managers' Perception and Expectations towards Chinese Graduates for Their Workforce

(1) The results of expectations of job competences to the organization

Table 4-4. The Perceptions of Expectations of Job Competences to the Organization between Male and Female (N = 109; Male = 77; Female = 32)

Viewpoints on expectations of job competences to the organization	Gender	X	SD.	t	p
Ability to understand organizational culture and value	M	4.40	.78	1.13	.26
	F	4.23	.72		

Viewpoints on expectations of job competences to the organization	Gender	X	SD.	t	p
Ability to research and analyze the market demand	M	4.23	.81	1.23	.22
	F	4.03	.75		
Ability to apply business strategies	M	4.08	.82	.28	.78
	F	4.13	.89		
Ability to work under pressure and endure frustration	M	4.47	.74	1.49	.14
	F	4.13	1.18		
Ability to link theory with real-work practice	M	4.14	.96	1.14	.26
	F	3.94	.81		
Ability to negotiate with customers	M	4.14	.88	1.07	.29
	F	4.32	.75		
Self-development skills	M	4.23	.79	.98	.33
	F	4.06	.81		
Decision making skills	M	4.05	.99	.79	.43
	F	3.90	.83		
Communication skills	M	4.40	.75	.31	.76
	F	4.35	.71		
Interpersonal relationship skills	M	4.26	.88	.56	.58
	F	4.35	.76		
Language skills	M	4.06	.91	1.01	.32
	F	3.84	1.09		
Technical skills	M	4.29	.79	.60	.55
	F	4.16	1.04		
Problem analysis and solving skills	M	4.30	.75	1.39	.17
	F	4.06	.81		
Team work skills	M	4.49	.74	.59	.56
	F	4.39	.88		
Job transfer skills	M	4.00	.83	.00	1.00
	F	4.00	.86		
Total	M	4.24	.61	.83	.41
	F	4.13	.64		

* $p < .05$

As shown in Table 4-4, the p-value of all items are $> .05$. It indicates no statistically significant difference reported in mean score between male and female on viewpoint of job competences for the organization.

(2) The results of expectations of job attitude to the organization

Table 4-5. The Perceptions of Expectations of Job Attitude to the Organization between Male and Female (N=109; Male=77; Female=32)

Viewpoints on expectations of job attitude to the organization	Gender	\bar{X}	SD.	t	p
Conscientious working attitude	M	4.65	.62	.62	.54
	F	4.55	.81		
Responsible and positive thinking	M	4.47	.80	.62	.54
	F	4.35	.88		
Practical and realistic attitude	M	4.55	.68	1.02	.32
	F	4.35	.95		
Diligent and thrifty attitude	M	4.29	.83	.49	.63
	F	4.19	.91		
Loyalty	M	4.56	.66	.59	.56
	F	4.65	.71		
Punctuality	M	4.64	.69	.92	.36
	F	4.48	.81		
Modestly attitude	M	4.38	.81	.67	.50
	F	4.48	.72		
Persistent and patient attitude	M	4.47	.74	.81	.42
	F	4.58	.62		
Respectful attitude	M	4.60	.67	.12	.91
	F	4.58	.67		
Ethic and legal attitude	M	4.68	.59	.45	.65
	F	4.61	.67		
Total	M	4.53	.51	.32	.75
	F	4.48	.67		

* $p < .05$

As shown in Table 4-5, the p-value of all items are $>.05$. It indicates no statistically significant difference reported in mean score between male and female on viewpoint of job attitudes for the organization.

Table 4-6 Comparison the Perceptions of Expectations of Job Competences to the Organization between Two Groups

Expectations of Job Competences to the Organization			
Rank	Chinese Generation Y Graduates	Rank	Chinese General Managers
1	Communication skills	1	Team work skills
2	Team work skills	2	Communication skills
3	Interpersonal relationship skills	3	Ability to work under pressure and endure frustration

The results shown in Table 4-6, the opinions of two groups are different. Chinese Generation Y graduates indicated that "Communication skills" is the most important ability

for the organization. The second is “Team working skills” and the third important ability is “Interpersonal relationship skills”. Chinese general managers indicated that “Team work skills” is the most important ability for the organization. Second is “communication skills” and the third ability is “ability to work under pressure and endure frustration”.

Table 4-7 Comparisons the Perceptions of Expectations of Job Attitude to the Organization between Two Groups

Expectations of Job Attitude to the Organization			
Rank	Chinese Generation Y Graduates	Rank	Chinese General Managers
1	Ethics and legal attitude	1	Ethics and legal attitude
2	Conscientious working attitude	2	Conscientious working attitude
3	Respectful attitude	3	Respectful attitude

The results shown in Table 4-7, two groups are shared the same opinions. The Chinese Generation Y graduates and the Chinese general managers indicated that “Ethics and legal attitude” is the most important ability for the organization. The second is “Conscientious working attitude” and the third important attitude is “Respectful attitude”.

Discussion

There was no statistically significant difference reported in mean scores among four education levels on self-expectations to work in Thailand. But there was a statistically significant difference in the mean score between males and females on self-expectations of creating their own business in Thailand. The result showed that more male Chinese of the Generation Y group expect to create their own business in Thailand than females who responded. Previous empirical research may contribute to explaining the lower business start-up rate among women. Bönnte and Jarosch (2011) argued that males are more competitively and risk tolerantly inclined than females. Another important aspect of female employment decisions is the family environment. Although equal rights of both genders are guaranteed by law in most countries, household duties, child care, and elderly care still are mainly a female domain (Furdas and Kohn, 2010). Women may face more severe obstacles to business creation than men.

The research found that both Generation Y graduates and the general managers strongly agreed with communication skills and team working skills were the top two job abilities that international organizations required. International business employers are interested in job applicants who have relevant experience abroad, especially the graduates who have problem solving and analytic ability, intercultural communication skills, team working skills, tolerance for ambiguity, adaptability and interpersonal and relationship skills that were strengthened as a result of studying abroad (Tillman, 2011; Top universities, 2014; Xu, 2010). Lavoie (2007) collected data from California, indicated that the top two ranking skills for managers in 2020 would be building relationships and having good communication skills. The study of employers by the Partnership for 21st Century Skills (2008) summarized the top five skills employers expected were professionalism, teamwork, oral communication, ethics and social responsibility, and reading comprehension. Another study described that the skills for executives include effective communication skills, leadership, preparation, problem solving, being elastic, fluid speech, interpersonal skills, writing skills, and proficiency in listening (Bambacas and Patrykson, 2009). More recently, Reinsch and Gardner (2013)

reported that senior business executives considered both interpersonal communication skills and oral communication skills as important factors when regarding subordinates for promotion.

The study revealed interesting results that the Chinese employers would not hire the graduates who changed jobs frequently. The frequency of job changing will indicate the loyalty attitude of the applicant. If the job candidate has had a series of jobs lasting one or two years, then he/she may be considered as a job hopper by employers. Generation Y employees were generally found to be less loyal to the company and more 'me' oriented. They want to be promoted more quickly than previous generations and according to their opinions, they will quit a job if they win a large amount of money (Smola and Sutton, 2002). In recent years, work experience has gradually become a useful tool for inducting young generation into the workforce. The young generations are more likely to be successful in their job hunt if they have some good work experience. The western career counselors encourage the young generation to do a variety of different work experience placements, in order to find the things they are passionate about and get motivated (All about careers, 2015). Compared with the western perception of the rich work experience, the Chinese managers seem to put more emphasis on job loyalty (Quan, 2010; Wu, 2008).

Conclusion and Recommendations

In conclusion, to answer the research questions, the researcher found that the expectations of Chinese generation Y graduates in the Thai labor market are: (1) Self-expectations from working in Thailand: accumulating work experiences; accumulating favorable conditions for the future career development; applying theory learned from Thai university context to real work practice; create own business in Thailand; getting more job opportunities; getting high salary; having Thai girlfriend/boyfriend; improving Thai and English language skills; and learning the foreign-invested companies' work system. (2) Expectations of compensation and benefits: annual bonus; corresponding reward; employee travel; promotional opportunity; round trip air ticket between China and Thailand; salary proportional to the job performance; social and medical insurance; staff accommodation and meals; transportation to work; and vacation with pay. (3) Expectations of the working environment: comfortable working environment; clean and bright working environment; excellent information system; interpersonal relationship; harmonious working environment; modern management system; and quiet working environment; stable working environment, and (4) expectations of existing problem improvement: chaotic mixture of private and public management; inconvenient traffic; manger-employee communication barrier; outdated management system; poor products quality; and untidy work environment. The Chinese general managers' perception and expectations towards Chinese graduates for their workforce are: (1) expectation of job competences to the organization: ability to apply business strategies; understand organizational culture and value; research and analyze the market demand; work under pressure and endure frustration; link theory with real-work practice; negotiate with customers; communication skills; decision making skills; interpersonal relationship skills; job transfer skills; language skills; problem analysis and solving skills; self-development skills; technical skills; and team work skills. (2) Expectations of job attitude to the organization: conscientious working attitude; diligent and thrifty attitude; ethics and legal attitude; loyalty; modestly attitude; practical and realistic attitude; punctuality; persistent and patient attitude; responsible and positive thinking; and respectful attitude. (3) Expectations of job resume and interview: demonstrate effective communication skills during the

interview; demonstrate fluent Thai and English language skills during the interview; demonstrate modest and respectful attitude during the interview; dress properly during the interview; good eye contact with the interviewer; highlight work experience in the resume; and highlight job ability in the resume. (4) Strategies of job performance improvement: be responsible for yourself; do not change job frequently; do not over compete and compare with others; do not be greedy for small benefits; get into the market; improve professional knowledge; learn from the job tasks and the experts; less concentrate on salary; participate in the technical jobs; set the appropriate goal; set up the right values and attitudes; understand the organizational culture; understand the wage level in Thailand; work hard to accumulate work experience; wait for mature opportunity, and (5) Job positions needed: manger assistant; expert in import and export trade; qualified accountant; qualified salespeople and technical supervisors and staffs . The top two job competences to the organization are communication skills and team working skills. Ethic and legal attitude, conscientious working attitude and the respectful attitude are the top three attitudes of expectations of job attitude to the Organization. The career development model comprised five interrelated components, they were: (1) self-awareness and self-assessment; (2) career goal setting; (3) prediction for the future of the industry; (4) self-professional development; and the last step is (5) become an expert in the field. And five core factors for career success, which were: job competences; job attitudes, job opportunity, favorable working location, and interpersonal relationship.

The study would be beneficial to both Chinese Generation Y graduates and Chinese/ Taiwanese general managers in the Thai labor market.

1. The findings would benefit any Chinese Generation Y graduates to identify the job competences and job attitudes that Chinese/ Taiwanese companies need in Thailand. The career development model can be considered as guidelines for those who would like to work in Thai labor market. The study is helpful to close generation gap between employers and employees.

2. The findings would remind the Generation Y graduates that the Chinese employers would not hire the graduates who changing jobs frequently. The frequency of job changing will indicate the loyalty attitude of the applicant. Job candidates have to understand how to prepare an appropriate resume when they apply a job.

3. In the Chinese/ Taiwanese companies of Thailand, the most employees are Thai. In order to enhance the employability of the employees in Chinese/ Taiwanese companies of Thailand, for further studies, the researcher recommends that Thai Generation Y graduates should be included in the study of job expectation and career development.

4. The research found that the employers of Chinese companies operating in Thailand are interested in the job applicants who have broad relevant experiences. The researcher recommends that a future survey about whether a top rank university degree will influence the job recruiting be included for the further studies on successful career development in Chinese businesses.

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