Management Skills of Vietnamese and Americans: Examining their Technical, Human and Conceptual Scores based on Culture and Gender

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Abstract: It is important to study the management skills of modern workers based on gender and nationality to gain insights into how these factors influence supervisory trends, governance styles, decision-making, and teamwork in modern organizations. This research assessed the technical, human and conceptual management skills of working adults to test whether gender and culture are factors. The results of 375 American and 86 Vietnamese respondents show that there are statistically significant differences in their technical and conceptual competencies. Vietnamese men and women demonstrated similar outcomes in all categories, but gender was a significant factor in the conceptual scores of Americans. Practical implications of what the results mean for managers and human resource professionals are provided. Studying management skills through the lens of gender and nationality can provide valuable information on fostering more inclusive workplaces.

Keywords: Management skills; conceptual; human; technical; gender; education; Vietnam; United States.

INTRODUCTION

Studying the management skills of American and Vietnamese working adults and future leaders can provide valuable insights for managers and researchers. By comparing the skills and dominant tendencies of workers from these two countries, managers can gain a better understanding of how cultural and gender differences impact management practices. This knowledge can help managers develop more effective strategies for working with international teams, navigating global markets, and adapting to different multinational environments.

Researchers can also benefit from studying the management skills of American and Vietnamese working adults by suggesting or implementing new training and development programs. By examining the differences and similarities in management approaches of men and women, researchers can identify the best practices, develop new theories, and refine existing models of management (Himanshu, 2009). This research can contribute to a deeper understanding of how management skills are developed and applied in different cultural contexts, ultimately informing the development of more effective management education and training programs. Furthermore, comparing American and Vietnamese future leaders can highlight the impact of cultural and economic factors on management skills. For instance, Vietnamese workers may bring a unique perspective shaped by the country's rapidly changing economy and cultural heritage, while Americans may be influenced by their nation's strong emphasis on technological innovations, artificial intelligence, and entrepreneurial tendencies (Mujtaba, 2025a; Mujtaba, 2025b). Some believe that Westerners are socialized to question everything, but Asians, due to centuries of tradition and culture, usually accept almost everything before questioning, especially when directives come from authority figures (Banayee, 2025, p. 308). "When people read books solely about their own culture, they become xenophobic and ethnocentric" (Banayee, 2025, p. 300). By studying these differences, managers and researchers can gain a more sophisticated understanding of how management skills are shaped by context and how they can be developed and applied in diverse business settings while capitalizing on the strengths and mitigating against any biases (Garmen et al., 2006).

Modern workplaces and workforces usually come with people from many different cultures, such as Vietnam and the United States. As such, it is necessary for supervisors and leaders to become effective in leading workers from different cultures, backgrounds, and interests (Mujtaba, 2024; Cooper, 1998). Researchers have tested various theories of management and leadership topics through empirical studies and problem-solving skills in small and large organizations to discover best practices (Northouse, 2004, p. 39). While the past can offer some practices that can be benchmarked, the management skills needed today are constantly changing due to technology, globalization, generational differences, etc. Similarly, researchers must continue to equip modern working adults and managers with the right technical, human, and conceptual skills (Kaifi and Mujtaba, 2010a). Consequently, this research focuses on understanding the management skills (technical, human, and conceptual) of working adults in Vietnam and the United States of America.

Effective management and leadership must be based on the pillars of morality, ethics and professionalism in using technical, human, and conceptual skills in the right manner (Reischl, et al., 2010; Egbu, 1999; Katz, 1955). For example, most senior managers of modern firms may not spend as much time each day on technical functions as those who are in first-line management positions, but top leaders usually spend more quality time using their critical thinking and conceptual skills (Kaifi and Mujtaba, 2010c).

Of course, education, training, and experience help all professionals acquire relevant managerial skills that allow them to perform their jobs effectively, especially in conceptual, human, and technical categories (Clem and Mujtaba, 2010; Kaifi and Mujtaba, 2010c). Technical skills, acquired early on in one's career, are job-specific knowledge and techniques to perform tasks. Human skills include emotional stability, as well as the ability to understand, influence, and control the behavior of others. Conceptual skills comprise analysis of a situation to distinguish between cause and effect and consider the long-term outcome for the organization. Using creative approaches, managers must acquire the requisite management skills and competencies to be effective, get promoted, and sustain positive organizational outcomes (Buttner & Gryskiewicz, 1999). Of course, equipping managers with the right skills requires assessing their existing competencies and decision-making orientations. The general research question for this study is: *Do Vietnamese and Americans have similar or different orientations in management skills?*

CULTURE AND GENDER

Culture, which regularizes human behavior, is a major factor in the way today's professionals are socialized and how people perceive their role based on culture or gender (Mujtaba et al., 2025; Kaifi and Mujtaba, 2010a, 2010b). By studying people's dominant tendencies in any culture, one can prepare policies that can be more readily accepted by people with proper implementation plans. When change comes from outside and is imposed on people, locals would see it as a threat and might vehemently resist it. For example, after the 9-11 attacks in the United States, the American army went to Afghanistan to capture only one man, Osama bin Laden, but they left behind a radicalized region with millions of "bin Ladens" (Banayee, 2025, p. 297). Any objective can best be accomplished by relevant technical, human, and conceptual skills that are aligned with local people's cultural norms; otherwise, any misaligned or dictated imposition, even the beneficial good intentions, might not become a reality.

In any growing and developing culture, a variety of context-based factors are responsible for gender disparities and lower educational attainments (Ghosh et al., 2005, p. 196). Such context-based differences can be essential in effectively managing people and workplace diversity. In many Asian places like India, Pakistan, Afghanistan, Vietnam, and others, the circumstances of male and female educational opportunities are largely linked to socioeconomic status (Ghosh et al., 2005, p. 205). Studies by Munene et al. (2000) emphasize that the Asian cultures focus on hierarchy, paternalism, and mastery in contrast to egalitarianism, autonomy and harmony. Asian cultures have traditionally required women to be the primary household leaders and not venture too far away from the local city, while American males and females have comparable opportunities to pursue professional careers outside the family and community.

Additionally, Asians stress reliance on formal procedures and superiors in reaching decisions as compared to how people are socialized in the United States (Kaifi and Mujtaba, 2010c). Asians are brought up to believe that work with stable compensation is necessary primarily for taking care of one's family, and secondarily to serve the community (Kanungo, 1990, p. 803). Most financially wealthy Americans, growing up, have the luxury of following their dream job, regardless of compensation, to fulfill their life's mission and goals. Due to such socialized norms, understanding people in an organization is crucial to effective management and maintaining a balanced quality of work life for all workers (Rainey, 2003, p. 219).

Asian men have had more opportunities for traveling and higher education which has resulted in males controlling the workforce. The conflict between career and family roles affects women more than men because of many reasons, which includes the persistent glass ceiling preventing females from move up the organizational hierarchy (Nguyen et al., 2012; Buddhapriya, 2009). Males generally do not face similar societal barriers or a glass ceiling. Male often have more support in society, especially from family members and friends, when compared to females in educational and entrepreneurial opportunities (Bodas et al., 2008, p. 401). This biased treatment can lead to promotional and compensation disparities in the workforce (Mujtaba, 2024).

Due to societal conditioning and traditional norms, some female workers in Asia feel helpless and powerless upon their entry into the workforce by exhibiting a passive attitude towards their environment (Kanungo, 2009). Consequently, all men and women must become empowered and learn what dominant skills (technical, human, or conceptual) to use in the workplace to be equally effective managers in today's workforce (Lawrence et al., 2022).

In Vietnam, women have traditionally played vital roles within both the family and the workforce. Historically, Vietnamese women contributed significantly during times of war, not only as caregivers but also as soldiers and laborers. In modern Vietnam, women continue to support the economy through agriculture, manufacturing, healthcare, tourism, fashion, small businesses, and by working with multinational corporations like McDonalds, Starbucks, KFC, Microsoft, Unilever, etc. (Bui and Mujtaba, 2025; Ly and Mujtaba, 2025). While Confucian values have historically emphasized a patriarchal structure, recent decades have seen a gradual increase in gender equality, with women holding political positions and participating more actively in education and professional fields (Nguyen et al., 2015).

In contrast, women in the United States have experienced a different historical trajectory over the past few hundred years. While early American society was also patriarchal, waves of feminist movements in the past two centuries significantly expanded women's rights and opportunities. Today, American women enjoy more legal protections and societal freedoms, such as equal access to education, employment rights, and political representation. Of course, evidenced-based decisions that are inclusionary and fair to all working

professionals do help the economy of each country (Senathip et al., 2017). Data shows that "The gender gap in pay has slightly narrowed in the United States over the past 20 years" since "in 2024, women earned an average of 85% of what men earned," and "in 2003, women earned 81% as much as men" (Fry and Aragão, 2025, para. 1). Despite intermittent progress, American women still face challenges related to wage gaps, underrepresentation in leadership roles, and balancing work with family responsibilities (Wyld, 2008; Zeeshan et al., 2024; Fry and Aragão, 2025). Figure 1 provides a summary of the common barriers that American and Vietnamese women face in society, which include traditional stereotypes, pay inequality, harassment, work-life imbalance, institutional glass ceilings, etc.
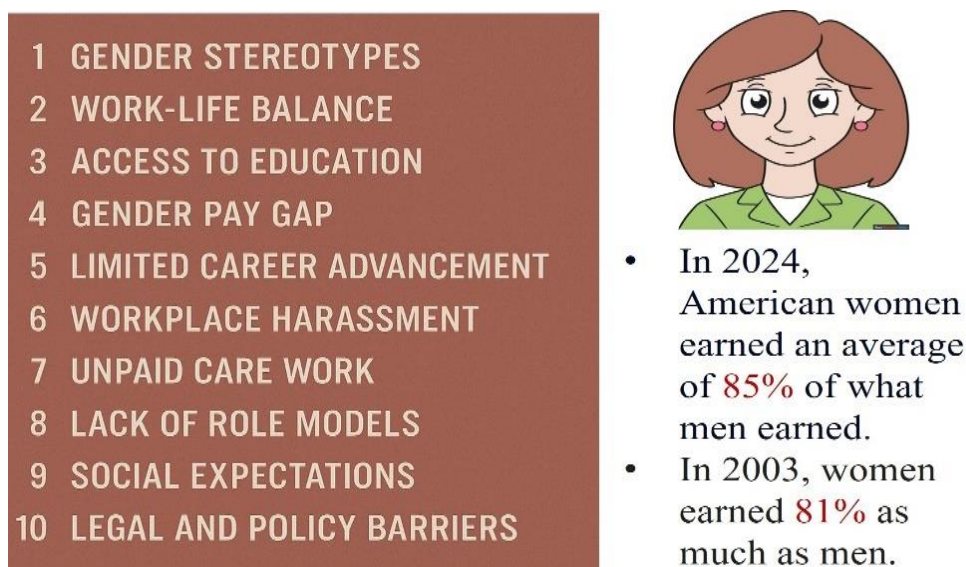

Figure 1. Barriers Facing Women

When comparing the two cultures, both Vietnamese and American women have made significant strides in asserting their roles in society, though the pace and form of progress differ. Vietnamese women often balance traditional expectations with modern ambitions, operating within a cultural framework that still values family hierarchy. Meanwhile, American women navigate a society that places strong emphasis on individualism and legal equality and still struggles with systemic barriers. Ultimately, both societies reflect ongoing efforts toward gender equality shaped by their unique cultural, historical, and political contexts. As such, studies are needed to shed light on the roles of culture and gender which shapes management skills in technical, human, and conceptual areas.

STUDY METHODOLOGY

The Style Inventory Survey (SIS) by Northouse (2010) is used in this study with Vietnamese and American working adults. The SIS instrument was distributed to working adults enrolled in the Master of Business Administration program with the researcher, taking courses through evening, weekend, and online modalities. Participants could complete the SIS questionnaire in print or online in the English language. Those that completed the survey in print were directed to add up the scores for each category to obtain their technical, human, and conceptual scores for discussion with the group and class. Those that completed the survey online were automatically provided with a screenshot of their scores upon submission with short explanations of what the scores might mean.

Instruments, used to assess an individual's skills in management, are designed to yield information that can be used for the growth and development of workers while also helping supervisors in their planning, leading, organizing, and controlling functions (Katz 1955; Rahman & Yang, 2009; Garman et al., 2006). As clarified by Kaifi and Mujtaba (2010c), SIS is designed to measure a person's technical, human, and conceptual management skills. One can score the questionnaire by summing up the responses on items 1, 4, 7, 10, 13, and 16 for technical skill score. Responses for items 2, 5, 8, 11, 14, and 17 identify the human score. Finally, summing up the responses on items 3, 6, 9, 12, 15, and 18 shows a person's conceptual score (Kaifi and Mujtaba, 2010c).

For this survey, the higher the overall sum of the scores for an individual or group based on nationality or gender, the more likely that the participant or group is better at that skill due to culture, gender, education, age, or other such variables. Since this study focuses on culture and gender, the research hypotheses for this study are as follows:

- *Hypothesis1* – Vietnamese and American men and women will have similar scores for technical skills.
- *Hypothesis2* – Vietnamese and American men and women will have similar scores for human skills.
- *Hypothesis3* – Vietnamese and American men and women will have similar scores for conceptual skills.

RESULTS

The results demonstrate that the 86 Vietnamese male and female respondents in this sample have similar technical, human, and conceptual skills. As can be seen from Table 1, Vietnamese men and women groups both obtained a score of 24 on the human or interpersonal relationship management skill. Similarly, both genders obtained a score of 23 on the conceptual skill. On the technical skill, Vietnamese men have 24 and women obtained 23, but the differences are not statistically significant. It shows that men and women in

Vietnam bring similar competencies to the workplace and can be equally effective in management positions.

Table 1. Vietnamese Management Skill Scores (St. Deviations)

	Number	Technical	Human	Conceptual
Men	34	24 (3.28)	24 (3.59)	23 (3.93)
Women	52	23 (2.62)	24 (2.81)	23 (2.75)
TOTAL	86	23 (2.90)	24 (3.15)	23 (3.27)

As summarized in Table 2, the 375 American male and female respondents in this sample have similar technical and human skill scores, and the men have a higher conceptual score. It means that men and women in the United States bring similar technical and interpersonal relationship management competencies to the workplace and in management positions, while the men might have a slight statistically significant edge on the conceptual component to differentiate between cause and effect.

Table 2. American Management Skill Scores (St. Deviations)

	Number	Technical	Human	Conceptual
Men	121	25 (3.05)	24 (3.95)	23 (3.88)
Women	254	25 (3.41)	24 (3.49)	22 (3.77)
TOTAL	375	25 (3.29)	24 (3.65)	22 (3.86)

As shown in Table 3, the Americans have a significantly higher technical score compared to the Vietnamese in this study (p-value = 0.00000031). As such, Hypothesis1 (Vietnamese and American men and women will have similar scores for technical skills) cannot be supported. This finding suggests that the American participants demonstrated a stronger grasp of technical skills or knowledge. This disparity could be attributed to various factors, such as differences in education and training, exposure to technology, or cultural approaches to problem-solving. The higher technical score among Americans may indicate that they possess more advanced technical competencies, which could impact their performance in tasks or roles requiring technical expertise. Further analysis is needed to determine the underlying causes of this difference and its implications for practice or policy.

Table 3. Technical Skills: USA vs. Vietnam

Hypothesized Difference	**0**
Level of Significance	0.05
Vietnam	
Sample Size	86
Sample Mean	23
Sample Standard Deviation	2.9
United States of America	
Sample Size	375
Sample Mean	25
Sample Standard Deviation	3.29
Total Degrees of Freedom	459
Pooled Variance	10.377
t-Test Statistic	-5.19
Lower Critical Value	-1.965
Upper Critical Value	1.965
p-Value	0.00000031

Since both groups of respondents have the exact score on the human skill, Hypothesis2 (Vietnamese and American men and women will have similar scores for human skills) is supported.

As shown in Table 4, the Vietnamese have a significantly higher conceptual score compared to the Americans in this study (p-value = 0.0265). As such, Hypothesis3 (Vietnamese and American men and women will have similar scores for conceptual skills) cannot be supported. This finding suggests that the Vietnamese participants demonstrated a stronger understanding of abstract ideas, theories, and conceptual frameworks. This suggests that the Vietnamese may possess better critical thinking, analytical, and problem-solving skills, which can enable them to grasp complex concepts quickly and think more strategically. This difference could be influenced by cultural or educational factors that emphasize theoretical foundations, creative thinking, or holistic approaches to problem-solving. The higher conceptual score among Vietnamese respondents may indicate that they are well-equipped to handle complex, abstract tasks or strategic decision-making roles. Age and work experience could be a factor since all the Vietnamese respondents were graduate students in the executive MBA program, while many of the Americans surveyed were enrolled in the undergraduate programs.

Table 4. Conceptual Skills: USA vs. Vietnam

Vietnam	
Sample Size	86
Sample Mean	23
Sample Standard Deviation	3.27
USA	
Sample Size	375
Sample Mean	22
Sample Standard Deviation	3.86
Total Degrees of Freedom	459
t-Test Statistic	2.23
Lower Critical Value	-1.965
Upper Critical Value	1.965
p-Value	0.0265

As shown in Table 5, the American men have a significantly higher conceptual score compared to women in this study (p-value = 0.0179). This finding suggests that the male participants might have a notably stronger understanding of abstract ideas, theories, and conceptual frameworks than their female counterparts. This statistically significant difference suggests that the observed disparity is unlikely due to chance and may reflect underlying differences in thinking patterns, educational backgrounds, or cultural influences that affect conceptual thinking. This finding could have implications for understanding gender dynamics in conceptual skill development and application within the American context, potentially informing educational or professional development strategies.

Table 5. Conceptual Skills: Americans

	Sample Size	**Mean**	**Standard Deviation**
Men	121	23	3.88
Women	254	22	3.77
t = -2.38; p < 0.0179			

As shown in Table 6, while Vietnamese males do have s lightly higher score on technical skills compared to females in Vietnam, the difference is not statistically significant (p-value = 0.1214). It means that while there is an observed difference in technical skill scores between males and females, with males scoring higher, this difference is not large enough to be considered statistically meaningful. In other words, the difference could be due to chance or random variation rather than a true underlying difference between the

groups. This suggests that the technical skills of Vietnamese males and females are relatively comparable, and any observed differences may not be practically significant or indicative of a broader trend.

Table 6. Technical Skills: Vietnamese

	Sample Size	Mean	Standard Deviation
Men	34	24	3.28
Women	52	23	2.62
t = 1.56; p = 0.1214			

As shown in Table 7, the American women have a significantly higher technical score compared to the Vietnamese women in this study (p-value = 0.000082). This finding suggests that the American women displayed a notably stronger grasp of technical skills relevant to their work. This statistically significant difference suggests that factors such as education, training, work environment, or cultural context may have contributed to the American women's higher technical proficiency. This finding may also indicate differences in access to technical training, workplace support, or societal expectations that influence technical skill development between the two groups of women, potentially informing strategies to enhance technical skills among working women in different cultural contexts.

Table 7. Technical Skills: Women

	Sample Size	Mean	Standard Deviation
American	254	25	3.41
Vietnamese	52	23	2.62
t = 3.99; p = 0.000082			

Table 8. Technical Skills: Men

	Sample Size	Mean	Standard Deviation
American	121	25	3.05
Vietnamese	34	24	3.28
t = -1.66; p = 0.099			

As shown in Table 8, while American males in this study have high scores on technical skills compared to males in Vietnam, the difference is not statistically significant (p-value = 0.099). It means that while there is an observed difference in technical skill scores between the respondents, this difference is not

statistically meaningful. So, the difference could be due to chance or random variation rather than a true underlying difference between people in Vietnam and the United States. This suggests that the technical skills of Vietnamese and Americans are relatively comparable, and any observed differences may not be practically significant or indicative of a trend.

IMPLICATIONS AND RECOMMENDATIONS

The study reveals that Vietnamese men and women have similar technical, human, and conceptual skills, suggesting that they bring comparable competencies to the workplace. In contrast, American men and women have similar technical and human skills, but men have a higher conceptual score, indicating a potential edge in strategic thinking. When comparing the two countries, Americans have a significantly higher technical score, while Vietnamese respondents have a higher conceptual score, suggesting differences in strategic skill sets and potential cultural or educational influences.

The findings have implications for management practices and education. The similarity in skills between Vietnamese men and women suggests that both genders can be equally effective in management positions. In the U.S., the difference in conceptual skills between men and women may require targeted development strategies to enhance women's critical thinking abilities. When making hiring or promotion decisions, men and women alike should make conscious decisions based on reason, factual standards, qualification, and merit rather than traditional norms and "unearned privileges" which can favor males (Mujtaba and Sims, 2011). Once a person abandons reason and critical thinking for blind devotion to a cause or traditional norm, then he or she turns into a robot (Banayee, 2025, p. 284). It should be noted that technical, human and conceptual management skills can be used for "good, bad and even really ugly" causes in society. In any given society, young people are regularly socialized by local, cultural, educational, and governmental policies. If people are taught to use guns to settle disputes (technical competency), they will be more likely to use this skill, instead of relying on their human or conceptual abilities to solve a conflict. As the motivational researcher, Abaham Maslow said, "a person who is good with hammer tends to see everything as a nail." For example, some schools in fragile and failed states, under the control of extremists, terrorists or warlords, have conditioned students to die based on blind faith (technical) instead of teaching them to live (Banayee, 2025, p. 124) and think critically by making strategic plans (conceptual) for a better future through peaceful interactions and good interpersonal relationships (human skill).

The disparity in technical skills between American and Vietnamese respondents may indicate differences in education or training that could be addressed through professional development programs.

The study also highlights the importance of cultural context in shaping skill development. The higher technical score among American women compared to

Vietnamese women suggests that cultural or societal factors may influence access to technical training or workplace support. These findings can inform strategies to enhance technical skills among working women in different cultural contexts, ultimately promoting greater diversity and inclusion in the workplace, especially in multinational corporations that operate in multiple countries (Nafei et al., 2025).

American businesses often outsource certain services to countries like Vietnam due to lower labor costs and because of their excellent technological, human, and conceptual skills. To prepare themselves for such opportunities, many Vietnamese workers aim to obtain the highest levels of education and English language proficiency so they can work locally and globally (Bui and Mujtaba, 2025; Ly and Mujtaba, 2025). Learning, agility and flexibility are foundational elements of success in this modern age of artificial intelligence (Mujtaba, 2025a). It has been emphasized by researchers that, "the successful technology manager is often distinguished…by an ability to master changing demands—to learn" (Austin et al., 2009, p. 338). Modern leaders and managers in Vietnam and the United States must master the conceptual, human, and technical skills needed in their professions to assist and lead growing businesses.

To succeed as managers in culturally diverse organizations in Vietnam and the United States, working men and women should prioritize developing strong cross-cultural communication skills. Understanding the cultural norms, values, and communication styles of team members from different backgrounds is essential (Langaas and Mujtaba, 2023). In Vietnam, for example, indirect communication and respect for hierarchy are traditional societal norms, whereas in the U.S., directness and assertiveness are more common. With an open mind and proper planning, managers can adapt and grow in diverse cultures. Growth often requires letting go of past practices to accommodate creative and innovative new methods. As the saying goes, "When you forgive, you heal, and when you let go, you grow" (Banayee, 2025, p. 318). Managers and leaders who can adapt their communication styles to suit a diverse workforce and team through face-to-face and virtual interactions are more likely to build trust and foster sustained collaborations (Kanaris and Mujtaba, 2024).

Another key recommendation for modern managers is to cultivate emotional intelligence and inclusive leadership. Successful managers should demonstrate empathy, self-awareness, and the ability to manage interpersonal relationships effectively. By creating an inclusive environment where all employees feel heard and valued, managers can lead more cohesive and motivated teams (Ly and Mujtaba, 2025). In both Vietnam and the U.S., promoting diversity and inclusion not only supports team performance but also aligns with global business practices and values.

Finally, working women aiming to enhance their leadership influence should actively seek mentorship, networking opportunities, and continued professional development to break any existing barriers facing them (Uru et al., 2024; Zareen et al., 2015; Agarwal & Mital, 2009). Building a strong support system both within

and outside their organizations helps women navigate workplace challenges and gain access to leadership and entrepreneurship opportunities (Subramaniam et al., 2023; Seyoum et al., 2021). In Vietnam, where traditional gender roles heavily influence workplace dynamics, mentoring can provide critical encouragement and guidance. In the U.S., networking can open doors to diverse industries and leadership programs. In both contexts, lifelong learning and resilience are crucial for managers aiming to lead successfully in today's complex global environment.

The following are some other practical recommendations for effective management in both Vietnam and the United States:

1. *Adapt relevant communication styles*. Recognize that Americans may value direct, open dialogue, while Vietnamese may prefer more indirect, respectful communication. Tailor your approach accordingly.

2. *Foster cultural sensitivity*. Promote awareness of cultural norms and values to avoid misunderstandings and build stronger team cohesion in diverse work environments.

3. *Serve as a role model of what you expect*. Demonstrate professionalism, integrity, and accountability, as both cultures respect managers who model the behavior they expect from others.

4. *Empower teams*. Encourage autonomy in the U.S., where independence is valued, and offer guidance in Vietnam, where employees may expect more structured leadership.

5. *Establish clear norms and guidelines*. Define goals, roles, and responsibilities clearly to avoid ambiguity and ensure alignment across teams in both contexts.

6. *Invest in employee development*. Provide training and growth opportunities to retain top talent, which is especially valued in the U.S. and increasingly sought after in Vietnam.

7. *Encourage feedback and dialogue*. Create safe spaces for feedback. In the U.S., open criticism may be welcomed, while in Vietnam, private or indirect feedback may be more appropriate.

8. *Respect hierarchy and relationships*. In Vietnam, honor seniority and relationship-building (guanxi-style), whereas in the U.S., a flatter structure and merit-based decisions are more common.

9. *Promote work-life balance*. Implement flexible working policies and respect personal time to improve productivity and morale in both countries.

10. *Stay legally and ethically informed*. Understand local labor laws and ethical standards to ensure compliance and promote a fair, respectful workplace in both environments.

LIMITATIONS

The limited number of Vietnamese responses is one obvious limitation of this study. Future studies should obtain a higher response rate from working adults in various industries such as tourism, healthcare, energy, or technology to assess their management skills in comparison to other nations.

This study was conducted with an expedient and curious population of working adults that were already enrolled in business programs to obtain their academic degree. Future studies can control this variable by focusing on a specific organization in each country to see if national culture or even organizational culture can truly be a factor in the management skills of modern workers. Finally, this survey was only made available in the English language to the Vietnamese respondents since acceptance into the graduate program required a high level of English proficiency. To eliminate any possible misinterpretations, future researchers should consider translating the survey instrument into the local language to assess management skills of people in Vietnam and other nations using their native tongue.

CONCLUSION

This study focused on the management skills of American and Vietnamese respondents. The results show many similarities in the technical, human, and conceptual skills of men and women in Vietnam and the United States. While no differences were found in the human skills of American and Vietnamese respondents, Americans scored significantly higher on the technical skill and Vietnamese scored significantly higher on the conceptual skill. American women in this research scored meaningfully higher on the technical management skill compared to their female counterparts in Vietnam.

To develop technical skills, new managers should focus on mastering the tools, systems, and procedures specific to their industry and organization. This can be achieved through online courses, certifications, on-the-job training, or shadowing experienced colleagues. Staying up-to-update with technological and artificial intelligence advancements and process improvements is key. Regularly engaging in hands-on tasks and problem-solving activities will also help solidify supervisors' practical knowledge and build credibility with their teams.

For improving human skills, new managers must prioritize communication, empathy, and team building. Building trust through regular check-ins, active listening, and transparent communication fosters a positive team culture. Participating in workshops on emotional intelligence or conflict resolution can provide practical techniques for handling interpersonal issues. Managers should also seek feedback from peers and subordinates to continuously refine their leadership approach and enhance their ability to manage diverse personalities and dynamics.

To strengthen conceptual skills, new managers should cultivate a big-picture and critical thinking mindset. This involves understanding how their role and team contribute to broader organizational goals. Attending strategy meetings, reading business and industry publications, and engaging in mentorship or coaching can help them think more strategically. New managers should also practice analyzing complex problems, identifying patterns, and developing long-term plans, which are essential for effective decision-making and leadership in evolving business environments.

In summary, professional workers in modern Vietnam and the United States can be recruited by national and multinational firms from each country, knowing that they can be equally successful as leaders, to fill challenging management positions locally, nationally, or internationally.

Declarations and Disclosures. AI was used to improve the language content, after which the author(s) checked the text and took full responsibility for its content.

Informed Consent Declaration. Proper research protocols were followed in the data collection and analysis.

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