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Examining the Differences Between Taiwanese and Chinese Manager in Effectiveness of Leading Change

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C o l l e g e o f T e c h n o l o g y

**Examining the Differences between
Taiwanese and Chinese Manager in
Effectiveness of Leading Change**

In partial fulfillment of the requirements for the
Degree of Master of Science in Technology

A Directed Project Proposal

By

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April 19, 2010

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TABLE OF CONTENTS

Abstract	iii
Introduction.....	iv
Statement of the Problem.....	1
Significance of problem.....	1
Statement of Purpose	1
Definitions.....	2
Assumptions.....	4
Delimitations.....	4
Limitations	4
Review of Literature	5
Procedures.....	9
Findings & Discussion.....	13
Conclusion and Recommendation	19
Appendix A.....	23
Appendix B.....	27

Abstract

Under different social backgrounds for the past decades, Taiwan and China are similar yet different. In this study, the researcher seeks to identify the relationship between the culturally differentiated manager and their perceived effectiveness in leading change. Using a qualitative approach, the researcher had found differences between Chinese managers' and Taiwanese managers' perception in leading change. Some aspects of these differences also suggested that Taiwanese managers might find difficulties implementing change inside their international joint venture in Mainland China.

Introduction

From Taiwan, the researcher graduated from Purdue in May 2008 with the degree of Bachelor of Science in Organizational Leadership and Supervision. From the opportunities offered by several internships, the researcher developed a special interest within the manufacturing industry and had decided to pursue his interest in the graduate program to further investigate the problems faced today in areas relating to change.

In Organizational Leadership and Supervision, the researcher had always found topics relating to leadership styles and strategies interesting. Therefore, this research was toggled in change management as it is relatable to the manufacturing industry, and encompasses human factors, as well as cultural differences.

Focusing on the Taiwan-Chinese manufacturing industry as the primary target group. In regard to the area of human factors, the researcher addressed things that relate to the relationship between a culture and leadership. Under this study, the research has focus on examining the differences within the Chinese subculture: Taiwan versus China.

Conflicts initiated from minor differentiations between cultural values, and principles behind societal-teachings were observed from the researcher's personal experience. Managers from similar but different cultures often find themselves in a deterrent situation when they try to implement change at an international joint venture (IJV). This study explored the differentiated cultures from two perspectives: (a) education and (b) cultural value. The problem proposed here may contribute to the body of knowledge in a global manner, especially orientated to expatriate personnel, organizations those patriate business from Taiwan, and international joint ventures (IJV).

Statement of the Problem

International joint ventures located in areas to what Cheung and Chow (1999) named “Greater China” has often overlooked the differentiations between the Chinese cultures. Due to the proximities of these economic entities, managers in those areas assumed the cultural and value similarity while leading their subordinates. For that reason, in comparison to their Chinese counterparts, from the researcher’s point view, it is probable that managers of a different but similar culture (in this case China and Taiwan) will find difficulties managing change at IJVs.

Significance of problem

Over the years, many foreign firms including those from Taiwan have migrated production facilities to China to take advantage of the low operational costs. Firms have brought in many foreign managers to backup the technical needs for the growing investments. In those preferences, Chinese counterparts from Hong Kong, Taiwan, and Singapore were favored for their superior technical and higher educational background. In numerous joint ventures, cultural differentiation was overlooked and has led to a stopped or reversed catalytic effect in change.

Statement of Purpose

Cheung and Chow (1999) identified the significance of the diverse societal attitudes between Hong Kong, Taiwan, and China. Although the cultures speak the same language, it should be noted that there are significant differences between managers from Taiwan and China. Due to this unique characteristic, many Taiwanese managers often suffer from this underlying difference while leading change inside of an international joint venture in Mainland China. Prior to this research Cheung and Chow (1999) have focused on managerial values, Wu and Chiang

(2007) on job satisfaction, and Low and Cheng (2006) on perceptions of capability and performance. To address a possible deficiency in the cultural awareness, this study has investigated the cultural differences between Taiwanese and Chinese managers and their perceived effectiveness in leading change.

While discovering the difference of perceived effectiveness in leading change between Chinese and Taiwanese manager in an international joint venture in Mainland China, this research will focus on Taiwanese owned companies. Can leadership quality and style be influenced (groomed) through teachings, practice, and how an individual was raised? To answer that, this study will focus on the education the Chinese and Taiwanese managers have received. Taiwan and China are similar but unique cultures: they share common teachings from Confucianism , yet diverges between Mao Ze-Dong and Chiang Kai-Shiek's leadership.

Research questions in regard to this study were:

1. Is there a relationship between Taiwanese and Chinese manager's view on Confucius teachings and their perception in leading change?
2. What are the preferred leadership styles between Chinese and Taiwanese managers in international joint ventures?

Definitions

Chinese managers – a manager who holds the nationality of People's Republic of China.

Change management – will be defined as a multistep process that coach individuals, teams and organizations to transform.

Confucian work dynamism – respect to one's superior, thrift, persistence, sense of shame, reciprocal courtesy, steadiness, prestige and the respect to the tradition. (Wu & Chiang, 2007)

Greater China – meant by the inclusion of geographical reference to China, Hong Kong, Singapore, and Taiwan. (Cheung & Chow, 1999)

Integrations – consist of the tolerance of others, harmony with others, solidarity with others, free of competition, trustworthiness, respect of friendship, filial piety and chastity. This dimension reflects the individual attitude and the co-operation with the group. (Wu & Chiang, 2007)

Mainland China – for the purpose of this study, the term refers to the geo-political boundaries of the People’s Republic of China with the exclusion of Hong Kong, and Macau.

Moral discipline – the doctrine of the modesty, being aloof from politics and material pursuits, fewer desires, adaptability and precaution. The dimension reflects a person’s character and whether his decision is based on his well-meaning or something else. (Wu & Chiang, 2007)

Human heartedness – heartedness, patience, courtesy, sense of justice, and patriotism associated with the social awareness of an individual and can be interpreted as the awareness of treating other people in the group with kindness and good manners. (Wu & Chiang, 2007)

Taiwanese managers – a manager who holds the nationality of Republic of China.

Assumptions

- The researcher assumes that all participants are conscientious and honest to the survey questions being asked.

Delimitations

- The researcher wishes to exclude managers from Hong Kong, Macau and Singapore from the Chinese-speaking managers. Although many managers from those countries are from the Chinese cultural background, however, the researcher believes these regions have been either colonized or endured foreign influences from Great Britain and Portugal.
- From the researcher's standpoint, the educational sector is a very big cluster to cover. Therefore, the researcher has also sought to limit the comparison to teachings by Confucius.
- Managers beings interviewed were not asked for years in position. In researcher's point of view, years does not necessarily matter here, the researcher is seeking difference between Chinese and Taiwanese managers. The study is focused on asking, "what kind of managerial qualities are in this position" instead of experience.

Limitations

- This research tries to explain the relationship between effectiveness in leading change and the culturally differentiated managers. Under which, the research setting is limited to Taiwanese invested international joint venture in Mainland China.

Therefore this research is constrained to only address the relationship between Taiwanese and Chinese Managers.

- In the cultural differentiation, this research has restrained itself in comparing the educational background of the Chinese managers. This comparison is limited to Confucius teachings.
- The sample pooled for this research is focused on a specific group.

Review of Literature

A “contrast to the former socialist countries” in the context of the developing higher education systems was presented by Law (1995). Moreover, Law (1995) tries to illustrate the “ruling parties in mainland China and Taiwan” and how they were “principal actors in reshaping selectively the institutional structures” (p. 323).

Although the article strictly focuses on the higher education reforms in the history of Mainland China and Taiwan, Law provided detailed illustrations to the development of the higher education structure in a chronological order from 1980 through 1995. The author also made significant effort to compare and contrast the progression between Chinese Communist Party (Mainland China) and Chinese National Party (Taiwan).

According to Lee (2004), Taiwan was influenced by the Portuguese, Spanish, Dutch and English powers from 16th century, and was later colonized by Japan. In 1949, Taiwan’s leaders made efforts to bring back Confucianism as a part in restoring Chinese cultural heritage as well as to resist Mao’s Cultural Revolution.

Lee (2004) further illustrated Mao’s Cultural Revolution “which called for the destruction of the ‘four olds’, namely old ideas, old culture, old customs and old habits (Kung, 2000)” (p. 576).

In addition to what was being addressed by Law (1995), Vogt (1999) details his illustration by dating back to 1949, the U.S. influences that affected the Taiwanese educational development. Lee (2004) affirms by stating that: “Taiwan’s educational system is modeled on the American educational system” (p. 578).

Beyond the scope of education, Lee (2004) also stated:

Taiwan became a meeting point for East and West and a repository of traditional Chinese culture. In the past few years, Taiwan has been also profoundly affected by the concepts of modernization and democracy imported from the USA and Europe (p. 576).

Vogt has further presented a “comparative study” to compare the educational reform that took place from 1949 to mid-1990s (Vogt, 1999, p. 9). The article extends this comparison by addressing the similarity of inequality in genders, and the techno-holic characteristic between the Chinese and Taiwanese educational systems.

By introducing the history of Mao’s contingency throughout his political career, Li and Yeh provided us with the basic idea of Mao’s teaching and identify him as an authoritarian leader. From their sample, Li and Yeh (2007) suggest most Chinese managers were greatly influenced by Mao’s teaching. Li and Yeh (2007) remind foreign investors, they “should always be ready with a contingency plan to thwart the Chinese leader’s attempts to get around organizational procedures” (p. 17).

As indicated by Li and Yeh (2007) it is crucial for a foreign firm to understand Mao’s leadership style in order to prevent the undermining of a joint venture in China (p. 16). The article focuses on Mao Zedong’s leadership style practiced by many Chinese managers.

In contrast to Mao's teaching, Lu (2007) tried to re-examine Lin and Germain's findings by "using a sample of Japanese-Chinese and Taiwanese-Chinese International Joint Ventures (IJV) in China" (p. 230). According to Lu (2007) the result of the study was limited due to the poor return rate of the surveys, a "barely satisfactory (between 11% and 24%)" sample that supplies insufficient samples size suggested for testing LISREL (p. 239). Furthermore, the author suggests that LISREL be ran over "different ownership groups such as Japanese IJVs and US IJVs" (Lu, 2007, p. 238). Lu (2007) further indicated that mixed results were produced during the study. However, the study did suggest "the nationality of the IJVs general manager was found to be significantly related to conflict resolution strategies" (p. 239).

To find out how cultural background can affect managerial styles, Lu and Lee set out to establish a relationship between "cultural dimensions, management styles and performance" but were unable to produce a consistent correlation from their sample (Lu & Lee, 2005, p. 459). Lu and Lee (2005) suggested that an 82 IJV sample was not sufficient for a generalization of the targeted IJV group in this study. According to the authors, their result could not support most hypotheses: "whilst PS and IDV show a pattern of negative correlation in the Japanese group but not in the Taiwanese group" (Lu & Lee, 2005, p. 459). Lu and Lee (2005) suggest that a qualitative study in the future could address the issue by conducting detailed interviews and case studies (p. 459).

With a similar but different approach, Cheung and Chow (1999) tried to reveal the similarity and difference between the "managerial values" of the three cultural groups in "Greater China". Cheung and Chow (1999), also suggested a "primary conclusion is that despite the economic integration of Hong Kong, Taiwan and the PRC, it appears managerial values in Greater China have not fully coalesced" (p. 382).

In their research, Cheung and Chow (1999) stated that: despite the similarity under the Confucian philosophy, he warns future researchers to not assume the similarity between cultures those identified as the Greater China when addressing in the managerial context.

Kao and Kao (2007) set out to find whether there is a “significant relationship between executives’ leadership styles and preferred decision-making models” (p. 75). Their results suggest, “that the executives’ leadership styles had significant relationship with their decision-making models” (Kao & Kao, 2007, p. 78). Furthermore, Kao and Kao (2007) suggest their study indicates, “that the executives’ leadership styles had significant relationship with their decision-making models” (p. 78). Furthermore, the authors, Kao and Kao (2007) suggest their study was conducted to represent the “Eastern culture” and their results may also apply to “Western culture” (p. 78).

To address the managerial environment, Low and Cheng (2006) suggested their study addressed the environmental and strategic perceptions and its implication in respective countries (Taiwan and China).

Low and Cheng (2006) indicated two major limitations: Their study was focused strictly in business context and “does not capture the incremental process of strategic formulation and implantation or the achievement of external and internal alignment” (p. 33). Low and Cheng (2006) states that a “general environment is not significantly related to performance” and network capability are only significant in China (p. 30).

With a different view, Fu, Peng, Kennedy and Yukl (2004) states:

Managers from all three of the Chinese societies in our study place considerable importance on interpersonal relationships. The teachings of Confucianism and concepts common to all three groups (including wulun and mianzi) provide a

degree of stability and certainty regarding appropriate ways to relate to others, based on clear status and hierarchical relationships. Given this degree of commonality, it is understandable that Chinese managers, whether from Singapore, or Shanghai, Hong Kong or Taipei, might overlook the potential for cultural misunderstandings in their dealing with each other (p. 43).

With similar point of view towards Confucianism, Jaw, Ling, Wang, and Chang, (2007) wrote: “The results indicate that the derived model fits the data well, and the final model supports our expectation that cultural values plays a major role in differentiating work values, especially the role of Confucian dynamism in Chinese context” (p. 775).

Procedures

Theoretical Framework

The theoretical framework for this study involves the use of Hofstede’s Cultural Dimensions (Hofstede & Hofstede, 2004). Hofstede’s study involves gathering and analyzing large amounts of data from IBM employees from the year 1967. The result of the study provided four dimensions that were developed to represent cultural characteristics by countries. The four dimensions introduced was power distance, individualism, masculinity, and uncertainty avoidance. As part of a later study on Chinese employees and managers based on Confucian dynamism, a fifth dimension named long-term orientation was introduced.

The dimension of power distance measures a culture’s acceptance to inequality in power relation. This dimension was defined in the aspect from the less powerful members of an organization and their acceptance to unequal distribution of power. Next, individualism was defined by individual’s degree of affiliation to a group. The higher the indices are, the less

integrated the culture will be. For the measure of uncertainty avoidance, the dimension represents the culture's general attitude toward uncertainty. The higher the indices in this dimension meant that the culture could tolerate fewer uncertainties. The long-term orientation dimension refers to the measure of importance in regard to the future. The measurement examines the culture's perspective of "perseverance" and "thrift".

For this purpose of this study, the researcher has focused on the comparison of four dimensions: power distance, individualism, uncertainty avoidance and long-term orientation. Masculinity was left out intentionally because the data being collected in this research does not include information on gender.

Study Design

This research was conducted by the means of a qualitative study. An online questionnaire was issued to candidates in managerial positions. Questions in the online questionnaire required respondents to respond in short sentences, addressing their past experiences and personal views on education, teachings, culture tendencies, and change. The investigative comparisons here were focused at educational background and cultural value versus perceived effectiveness in leading change in a Taiwanese invested international joint venture in Mainland China. Questions involving cultural values were analyzed along side with Hofstede's cultural dimension as a frame of reference. This analysis provides the data's relativity to the cultural dimension to allow further investigation to how the data might have projected to perceived effective leadership from the respondent's view of managing change.

Population and Sample

The targeted groups in this study are Chinese (P.R.C) managers and Taiwanese (R.O.C) managers working in Taiwanese invested international joint ventures in Mainland China. A

survey invitation was first sent to Taiwan Compatriot Investment Enterprises Association in Shanghai. With no response from the Taiwan Compatriot Investment Enterprises Association in Shanghai, several invitations were later sent directly to 3 Taiwanese invested manufacturing companies in China. In the survey invitation, the instruction included several requirements for an eligible respondent. First, the respondent must currently work in China. Second, the respondent must work in a managerial position. And finally, the respondent's ages were limited between 18 and 64.

Samples were collected through the Qualtrics online survey system. The researcher has managed to maintain a sample size of no more than 10. The breakdown of the sample was aimed to be half and half. However, in the workable responses received in order, six were from Taiwanese managers and four were from Chinese managers.

Variables

The data for this research was comprised of qualitative data; comparisons were made subjectively according to respondent's verbal responses from the survey. Questions in the survey (see Appendix A) were divided into several categories. Question 1 was designed to collect basic demographic data about individual respondents to help identify their nationality and educational degree. Questions 2 and 3 collect educational data to reveal respondent's impressions in regard to teachings by Confucius but also asks to identify other memorable lessons they have learned from other teachers. Questions 4 through 8 deal with respondent's perceptions and definition of leadership, these questions hope to identify the qualities of success and an effective leader. Questions 9 through 12 addressed respondent's personal experience and value in relation to change. Question 13 was designed to reveal what Chinese and Taiwanese managers saw different apart from each other.

Assessment Instruments

The findings of this research were compared to Hofstede's cultural dimensions on China and Taiwan. In addition to Hofstede's cultural dimensions, a survey was deployed for the purposes of this research (please see Appendix A).

Findings & Discussion

In this section, several highlights from responses returned from the online survey questions are presented. To see all responses returned from the survey questions (please refer to Appendix B).

Table 1

Survey Question 2: Understanding On The Teachings By Confucius

Response	Degree	Major	Nationality	Question 2
1	Masters	EMBA	R.O.C	The five constant virtue: benevolence, righteousness, courtesy, wisdom, and truthfulness. Commonwealth; provide education without discrimination. Personal view: The concepts are easy to learn, but hard to apply.
3	PhD	Materials	R.O.C	Human nature is good. Does not entirely agree.
4	Associates	Mechanical	R.O.C	Law and order, discipline.
5	Masters	Chemistry	R.O.C	"Be a nice person. Not always right! When you need to fight, you should know how."
6	Bachelors	Project Management	P.R.C	Plan: Preparedness ensures success, unpreparedness spells failure.
7	High School	High School	P.R.C	Be a good person in society, love without discrimination, love all including oneself.
8	Bachelors	Industrial Management	R.O.C	People-oriented. The theory is reasonable but must incorporate supporting measures to manifest such theory in reality.
9	Bachelors	Procurement	R.O.C	Teachings by Confucius is the virtue of the Chinese tradition, almost everything is linked to its principle, it is a benchmark for people to follow.
10	Bachelors	Computer Science	P.R.C	The teaching by Confucius emphasizes on humanistic education, self-motivated, self-discipline, self-improvement, and the accumulation of ethics (in school, at home, and to society).
11	Bachelors	Electrical	P.R.C	Not Familiar, Unable to Respond

Unexpected from the findings revealed by question two, the researcher was not able to find obvious similarities across the responses regarding to the teachings by Confucius. However, all except one respondent did recall something about the teachings by Confucius. This suggested that the Confucius teaching is valued in both Chinese cultures.

Table 2*Survey Question 3: Received Memorable Lesson*

Response	Degree	Major	Nationality	Question 3
1	Masters	EMBA	R.O.C	Parents, and junior high school teacher, experiences in life.
3	PhD	Materials	R.O.C	No specific teacher. However, education in junior high school had much influence, because it is a period where personality is developed.
4	Associates	Mechanical	R.O.C	Junior high school teacher.
5	Masters	Chemistry	R.O.C	"Second degree teacher."
6	Bachelors	Project Management	P.R.C	Mother, father and elder brother.
7	High School	High School	P.R.C	Superior: Instructed the essences from his 20 years of work experience. From Mr. Chen's influence, I was prepared for the best attitude for work and ready for future challenges.
8	Bachelors	Industrial Management	R.O.C	Project manager from first job.
9	Bachelors	Procurement	R.O.C	Uncle
10	Bachelors	Computer Science	P.R.C	Boss
11	Bachelors	Electrical	P.R.C	Father

Responses from question three indicated popularity of memorable lessons from junior high and secondary school within the Taiwanese managers. Four of the six Taiwanese managers found memorable lessons from their junior high and secondary school. Two of the four Chinese managers found memorable lessons from their superiors at work. Popularity of memorable lessons delivered by superiors at work or in teachers for the Chinese and Taiwanese managers could relate to the high power distance index suggested in indices reported on China and Taiwan. With higher acceptance of the power distance, it suggested that the less powerful members (the managers) had held respect (from the power relationship) to value what to their bosses or teachers had given lessons on.

Table 3*Survey Question 4: Definition of Success*

Response	Degree	Major	Nationality	Question 4
1	Masters	EMBA	R.O.C	Knowing that you have done what you could. Determine whether there is a difference between result and initial goals. Evaluation are satisfactory in all perspectives.
3	PhD	Materials	R.O.C	Health, joy, abundance of food and clothing, dutiful parents and children.
4	Associates	Mechanical	R.O.C	Harmony in family.
5	Masters	Chemistry	R.O.C	"To be a family, to be a happy person"
6	Bachelors	Project Management	P.R.C	Who am I? What is my principle of practice? Where am I heading? How do I get there? How many people can I elevate to higher level?
7	High School	High School	P.R.C	Gradually achieve the goals those set by yourself.
8	Bachelors	Industrial Management	R.O.C	To have courage to exceed the current status, continuous pursue of new goals.
9	Bachelors	Procurement	R.O.C	There is no definite right or wrong in this world, only consequences, success is not necessarily measured by wealth or fame, people play different roles in this world, well interpretation of your own role also yields successful character.
10	Bachelors	Computer Science	P.R.C	A successful career, a happy family; Happiness is gained by individual's sense of accomplishment by their value as part of the society and family.
11	Bachelors	Electrical	P.R.C	Before going to work: Earning money is success. After going to work: Providing satisfactory solutions to problems is success.

The definition of success being addressed in question four yielded responses that were similar across the nationalities. Beyond necessities such as clothing and wealth, both Chinese and Taiwanese managers interpreted success as obtaining happiness and harmony in their families or job satisfaction and continuous achievements. Under the Chinese culture, both Chinese and Taiwanese managers valued the collective good of their surroundings (e.g., families,

organization and society). The relatively low indices in individualism in Hofstede's cultural dimensions could probably be used to explain a part of this.

Table 4

Survey Question 6: Define and Measure Effectiveness of a Leader

Response	Degree	Major	Nationality	Question 6
1	Masters	EMBA	R.O.C	1) Is the core of the problem being handled? 2) Can specific alternatives be settled? 3) Made Timely choice of alternative. 4) Could messages being transferred clearly? 5) Execution and traceability.
3	PhD	Materials	R.O.C	An effective leader must be able to face change and control change, and is able to lead and coach his/her team to do the same.
4	Associates	Mechanical	R.O.C	Plan, execute, confirm, improve.
5	Masters	Chemistry	R.O.C	"Set KPI before you do any change management"
6	Bachelors	Project Management	P.R.C	Individual's power to influence others through soul, mind and vision.
7	High School	High School	P.R.C	An effective leader can motivate his/her fellow employees, and influence them to a desirable state. Able to provide support to inspiration and knowledge.
8	Bachelors	Industrial Management	R.O.C	Effective leaders must incorporate the theory of [intention+innovation], and to lead with the ability to listen.
9	Bachelors	Procurement	R.O.C	Effective leader is meant to measure achievements of a leader, such achievement meant the "actual" not the "obvious". In large organizations we usually see obvious achievements. Actual achievements is measured when organizations are compared at the same level. Thus proving whether an individual is an effective leader.
10	Bachelors	Computer Science	P.R.C	Leader must hold judgment at appropriate times, utilize appropriate leadership style to cater change.
11	Bachelors	Electrical	P.R.C	A so-called effective leader must have the ability to bear responsibility, recognize achievement of subordinates, and the ability to manage.

From the findings, Chinese manager's perception of an effective leader involves the ability to motivate their subordinates. On the other hand, Taiwanese manager's definition of an

effective leader involves the planning of change. This preference in strategic planning found within the Taiwanese managers could probably be explained by the high uncertainty avoidance presented in Hofstede's cultural dimension. This dimension suggested that Taiwanese managers have less tolerance on uncertainties. Therefore in comparison to the Chinese managers, the Taiwanese managers will be more likely to work to remove uncertainties from anticipated change processes.

Table 5

Survey Question 7: Likert Scale Ration On Elements Believed Would Lead to Successful Change

Response	Degree	Major	Nationality	Question 7
1	Masters	EMBA	R.O.C	Leadership: 5. Organization's acceptance to change: 4. Culture's acceptance to change: 3. Individual's acceptance to change: 2.
3	PhD	Materials	R.O.C	Leadership: 5. Organization's acceptance to change: 5. Culture's acceptance to change: 4. Individual's acceptance to change: 5.
4	Associates	Mechanical	R.O.C	Leadership: 5. Organization's acceptance to change: 3. Culture's acceptance to change: 4. Individual's acceptance to change: 3.
5	Masters	Chemistry	R.O.C	Leadership: 5. Organization's acceptance to change: 4. Culture's acceptance to change: 3. Individual's acceptance to change: 2.
6	Bachelors	Project Management	P.R.C	Leadership: 5. Organization's acceptance to change: 5. Culture's acceptance to change: 5. Individual's acceptance to change: 5.
7	High School	High School	P.R.C	Leadership: 5. Organization's acceptance to change: 5. Culture's acceptance to change: 3. Individual's acceptance to change: 4.
8	Bachelors	Industrial Management	R.O.C	Leadership: 5. Organization's acceptance to change: 5. Culture's acceptance to change: 5. Individual's acceptance to change: 5.
9	Bachelors	Procurement	R.O.C	Leadership: 5. Organization's acceptance to change: 5. Culture's acceptance to change: 4. Individual's acceptance to change: 4.
10	Bachelors	Computer Science	P.R.C	Leadership: 4. Organization's acceptance to change: 5. Culture's acceptance to change: 2. Individual's acceptance to change: 5.
11	Bachelors	Electrical	P.R.C	Leadership: 5. Organization's acceptance to change: 4. Culture's acceptance to change: 5. Individual's acceptance to change: 5.

When asked to rate the four elements that would lead to a successful change, both Chinese and Taiwanese managers valued leadership and organization's acceptance to change as important elements. In addition to leadership, Chinese managers reached consensus to value individual's acceptance to change also as a very important element that could determine the success of leading change.

Table 6

Survey Question 13: Differentiation Of Chinese and Taiwanese Manager In Participant's Perspective

Response	Degree	Major	Nationality	Question 13
1	Masters	EMBA	R.O.C	B) Difference on centripetal force of organization and the difference on the understanding of organization's long-term goals.
3	PhD	Materials	R.O.C	B) Chinese managers still lacks vision, however, their desire to learn and improve is far more than Taiwanese managers.
4	Associates	Mechanical	R.O.C	B) The notion of ethics.
5	Masters	Chemistry	R.O.C	B) "more self-confidence, less skill"
6	Bachelors	Project Management	P.R.C	A) Tough, pragmatic.
7	High School	High School	P.R.C	A) Compensation, attention on attitudes.
8	Bachelors	Industrial Management	R.O.C	B) The scope of management is comparatively small, unable to enlarge and accept vision at larger scale.
9	Bachelors	Procurement	R.O.C	B) Narrowed vision, more personal standpoint, cultural difference leads to differences in opinion.
10	Bachelors	Computer Science	P.R.C	A) The military style management approach adopted by Taiwanese managers are only applicable to honest employees, but it is not beneficial to motivated employees who are willing to learn. Taiwanese managers are more bureaucratic in processing problems, thus not beneficial to the development of solutions.
11	Bachelors	Electrical	P.R.C	A) Attention on attitudes, methods.

From question 13, the researcher found consensus from four of the six Taiwanese managers mentioning Chinese manager's narrow vision and their inability to understand organization's long-term goals. This finding is different from what is being described on Hofstede's cultural dimension on China. Hofstede's cultural dimensions on China have shown high scores on long-term orientation. In fact it was the highest score when compared to other cultures. Chinese managers on the other hand saw Taiwanese managers as tough and they pay

extra attention on attitudes. Some possible reasons why a difference was found on the China's long-term orientation could be that Hofstede's cultural dimension indices were measured at the cultural scale. In this research, the measurement was focused on the scale of an organization.

From the responses over several Taiwanese invested manufacturing company in China, almost all Taiwanese managers have mentioned difficulties maintaining coherence within their organization. Some directly addressed cultural difference as the biggest obstacle while leading change in an international joint venture. Similarly, half of the Chinese managers mentioned a diffused view held by multiple leaders within their international joint venture.

Conclusion and Recommendation

From the qualitative data, we can see there are several similarities and differences between Chinese and Taiwanese managers. However, due to the variety of answers from question two, the researcher was not able to conclude a definite differentiation between the Chinese and Taiwanese educational background and their perception on Confucius teachings. Therefore, the researcher was not able to establish a relationship between Taiwanese and Chinese manager's view on Confucius teachings and their perceptions in leading change.

From the survey, responses on question six revealed patterned perceptions on Chinese and Taiwanese managers. An effective leader perceived by the Chinese managers involves the ability to motivate subordinates. On the other hand, Taiwanese manager's definition of an effective leader involves the planning of change.

Revealed from the analysis with Hofstede's uncertainty avoidance dimension in the given sample, it is suggested that Taiwanese managers have little tolerance to uncertainty. Therefore Taiwanese managers will probably develop preferences to leadership strategies that minimize uncertainties in organizational change. The Chinese managers on the other hand, are likely to

employ motivational leadership styles that would lead their subordinates through organizational change.

Amongst the cultural differences, there is a possible issue where Taiwanese managers have difficulties implementing change in an international joint venture in China. From the given sample across several Taiwanese invested manufacturing companies in China, some Taiwanese managers have mentioned difficulties maintaining coherence within their organization while leading change. Others directly mentioned cultural difference as their biggest obstacle. The contrasts presented between the Chinese-Taiwanese counterparts have revealed aspects suggesting difficulties in leading change in Taiwanese invested companies in China.

The researcher's results compared to Hofstede's cultural dimensions had a few differences. Further investigations on the changes of the Chinese cultural values or the affirmation to the perceptions suggested by this study could be carried out in the future.

A word of caution on handling qualitative data for future researches, the researcher suggests narrowing down survey question to the very specific. For example in this study, question 2 asks about the participant's understanding on teachings by Confucius. Confucius and his students have introduced a great deal of knowledge, respondents in this study had much to discuss. With a smaller scope, under the same Confucius teaching, it would significantly increase contrast of the different understandings between Chinese and Taiwanese managers.

Possible extension to this qualitative study could be to examine the Chinese and Taiwanese leader's effectiveness in international joint ventures within China through a quantitative approach. This study has focused on examining difference between Chinese and Taiwanese managers. Future researchers could cross-examine other Chinese speaking subcultures such as Hong Kong, Singapore, and Macau.

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APPENDIX A

Survey Invitation and Questions

Examining the Differences between Taiwanese and Chinese Manager in Effectiveness of Leading Change

The following questions will ask about your past experiences, and personal views towards education, teachings, culture tendencies, and change. The survey questions below will take approximately **20 minutes**. Please be as detail as possible while answering each question in complete sentences. If you are unable to finish the survey in one sitting, please save your progress and resume later from the link provided in your invitation email. All participants must be between 18 and 64 years of age. Should you have further questions, please feel free to contact me. We appreciate your time and participation.

For the purpose of this study, the definition of *change management* will be defined as a multistep process that coach individuals, teams and organizations to transform.

本問卷所提出之問題 ▪ 及教育、教育理念、社會趨勢以及變革各層面，煩請您根據已往的經驗、個人觀點作答。此問卷之參與者年齡限制於 18 至 64 ▪ 間，答完全部問題約需二十分鐘，請您以完整的句子盡量詳細回答 ▪ 個問題。若您無法一次答完所有的問題，請將本問卷存 ▪ 以便稍後作答。若您需要重回本問卷，請由電子郵件中所提供的網址連結開啓。由衷感謝您撥出時間作答。

變革管理在本問卷裡指的是一項由指導得以改變個人、團隊以及組織的一個多工程序。

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Questions:

1. What is your highest education degree? Where did you receive it?

請填寫你的最高學 ▪ 以及你得到此學 ▪ 的國家/地區:

Degree: 學 ▪ :	Country/Region: 國家/地區:
Major: 科系 :	Nationality: 國籍:

2. What is your understanding on the teachings by Confucius? What is your opinion?

你所理解的儒家教育理念是什麼？你對此有什麼看法？

3. Whom can you recall that gave you a memorable lesson?

請問誰給予你的教導至今你還留著深刻的印象？

4. How do you define success?

請問你個人是如何定義『成功』的？

5. What is your attitude towards change? How is change of attitude measurable?

請問你個人是以什麼樣的態度面對變革？如何衡量此態度上的變化？

6. In the context of change management, how do you define and measure effectiveness of a leader?

以變革管理為主，你個人如何定義以及衡量一個『有效的領導者』？

7. In the context of change management, rate the following elements you believe that would lead to a successful change. (5 as the highest)

a. Leadership

1 2 3 4 5

b. Organization's acceptance to change.

1 2 3 4 5

c. Culture's acceptance to change.

1 2 3 4 5

d. Individual's acceptance to change.

1 2 3 4 5

以變革管理為主，請給下列有助於變革的成功的主要因素評分。（五為最高分）

a. 領導者的領導能力。

1 2 3 4 5

b. 組織對變革的接受度。

1 2 3 4 5

c. 文化對變革的接受度。

1 2 3 4 5

d. 個人對變革的接受度。

1 2 3 4 5

8. What are the crucial qualities a leader must have in order to lead change?

在領導變革中，請問你個人認為哪些特質是一個領導者所必備的？

9. In your experience, what leadership approach did you use in leading change? Please describe the approach.

在你過去的經驗裡，請問你是以哪一種手法/方針去領導變革的？請詳細的描述你的手法/方針。

10. What aspects do you stress and value the most in the process of leading change?

在領導變革的過程中，你最重視的是什麼？

11. What is the biggest obstacle in leading change in an international joint venture based on your observation?

以你觀察所見，在一個外資企業裡領導變革所面臨的最大瓶頸是什麼？

12. Within your organization, at what level would you encounter the greatest conflict to change?

以你所屬的組織來講，在執行變革的哪一個環節中，會產生最大的衝突？

13. What differentiates you from your counterpart? (Please answer A or B)

A. If you are a manager from China, please share your observation on managers from Taiwan.

B. If you are a manager from Taiwan, please share your observation on managers from China.

下列題目請回答 A 或 B（若你是陸籍員工請你回答 A、若你是台籍員工請你回答 B）：

A. 以你觀察所見，同樣是管理階級的員工，台籍同仁有什麼不一樣的地方？

B. 以你觀察所見，同樣是管理階級的員工，陸籍同仁有什麼不一樣的地方？

APPENDIX B

Table 7.1
Participant Demographics

Response	Degree	Country/Region Received Degree	Major	Nationality
1	Masters	Taiwan	EMBA	R.O.C
3	PhD	Taiwan	Materials	R.O.C
4	Associates	Taiwan	Mechanical	R.O.C
5	Masters	China/Jiaying	Chemistry	R.O.C
6	Bachelors	China	Project Management	P.R.C
7	High School	China/ShanDong	High School	P.R.C
8	Bachelors	Taiwan/Taipei	Industrial Management	R.O.C
9	Bachelors	Taiwan/Taipei	Procurement	R.O.C
10	Bachelors	China	Computer Science	P.R.C
11	Bachelors	China/JiangSu	Electrical	P.R.C

Table 7.2
Understanding On The Teachings By Confucius

Response	Nationality	Question 2
1	R.O.C	The five constant virtues: benevolence, righteousness, courtesy, wisdom, and truthfulness. Commonwealth; provide education without discrimination. Personal view: The concepts are easy to learn, but hard to apply.
3	R.O.C	Human nature is good. Does not entirely agree.
4	R.O.C	Law and order, discipline.
5	R.O.C	"Be a nice person. Not always right! When you need to fight, you should know how."
6	P.R.C	Plan: Preparedness ensures success, unpreparedness spells failure.
7	P.R.C	Be a good person in society, love without discrimination, and love all including oneself.
8	R.O.C	People-oriented. The theory is reasonable but must incorporate supporting measures to manifest such theory in reality.
9	R.O.C	Teachings by Confucius are the virtue of the Chinese tradition, almost everything is linked to its principle, and it is a benchmark for people to follow.
10	P.R.C	The teaching by Confucius emphasizes on humanistic education, self-motivated, self-discipline, self-improvement, and the accumulation of ethics (in school, at home, and to society).
11	P.R.C	Not Familiar, Unable to Respond

Table 7.3*Received Memorable Lesson*

Response	Nationality	Question 3
1	R.O.C	Parents, and junior high school teacher, experiences in life.
3	R.O.C	No specific teacher. However, education in junior high school had much influence, because it is a period where personality is developed.
4	R.O.C	Junior high school teacher.
5	R.O.C	"Second degree teacher."
6	P.R.C	Mother, father and elder brother.
7	P.R.C	Superior: Instructed the essences from his 20 years of work experience. From Mr. Chen's influence, I was prepared for the best attitude for work and ready for future challenges.
8	R.O.C	Project manager from first job.
9	R.O.C	Uncle
10	P.R.C	Boss
11	P.R.C	Father

Table 7.4
Definition Of Success

Response	Nationality	Question 4
1	R.O.C	Knowing that you have done what you could. Determine whether there is a difference between result and initial goals. Evaluations are satisfactory in all perspectives.
3	R.O.C	Health, joy, abundance of food and clothing, dutiful parents and children.
4	R.O.C	Harmony in family.
5	R.O.C	"To be a family, to be a happy person"
6	P.R.C	Who am I? What is my principle of practice? Where am I heading? How do I get there? How many people can I elevate to higher level?
7	P.R.C	Gradually achieve the goals those set by you.
8	R.O.C	To have courage to exceed the current status, continuous pursue of new goals.
9	R.O.C	There is no definite right or wrong in this world, only consequences, success is not necessarily measured by wealth or fame, people play different roles in this world, well interpretation of your own role also yields successful character.
10	P.R.C	A successful career, a happy family; Happiness is gained by individual's sense of accomplishment by their value as part of the society and family.
11	P.R.C	Before going to work: Earning money is success. After going to work: Providing satisfactory solutions to problems is success.

Table 7.5
Attitude Toward Change

Response	Nationality	Question 5
1	R.O.C	Comprehend, observe, and participate. Progress of execution.
3	R.O.C	Absolute positive attitude, because the only thing that remains constant is change, only change can create opportunity. One who faces change and can control change will succeed.
4	R.O.C	Change on the system
5	R.O.C	"Learn and accept how to deal with any change. EQ"
6	P.R.C	In the past constant were seen as the normal, now we must see change as the normal. In this era only "change" remains constant.
7	P.R.C	Change yields advancement for the organization and societal development, must hold enthusiastic attitude to cater such change.
8	R.O.C	Openness, openness yields a peaceful mindset, only this attitude will allow accurate understanding to the purpose of change.
9	R.O.C	If there is no change then there is no advancement. Change must be intentional, not just formalities. Attitude is the key. The intentions to change.
10	P.R.C	Optimistic and enthusiastic attitude.
11	P.R.C	Act according to circumstances

Table 7.6
Define And Measure Effectiveness Of A Leader

Response	Nationality	Question 6
1	R.O.C	1) Is the core of the problem being handled? 2) Can specific alternatives be settled? 3) Made Timely choice of alternative. 4) Could messages being transferred clearly? 5) Execution and traceability.
3	R.O.C	An effective leader must be able to face change and control change, and is able to lead and coach his/her team to do the same.
4	R.O.C	Plan, execute, confirm, and improve.
5	R.O.C	"Set KPI before you do any change management"
6	P.R.C	Individual's power to influence others through soul, mind and vision.
7	P.R.C	An effective leader can motivate his/her fellow employees, and influence them to a desirable state. Able to provide support to inspiration and knowledge.
8	R.O.C	Effective leaders must incorporate the theory of [intention+innovation], and to lead with the ability to listen.
9	R.O.C	Effective leader is meant to measure achievements of a leader, such achievement meant the "actual" not the "obvious". In large organizations we usually see obvious achievements. Actual achievements are measured when organizations are compared at the same level. Thus proving whether an individual is an effective leader.
10	P.R.C	Leader must hold judgment at appropriate times; utilize appropriate leadership style to cater change.
11	P.R.C	A so-called effective leader must have the ability to bear responsibility, recognize achievement of subordinates, and the ability to manage.

Table 7.7*Likert Scale Rating On Elements Participants Believe Would Lead to Successful Change*

Response	Nationality	Question 7
1	R.O.C	Leadership: 5. Organization's acceptance to change: 4. Culture's acceptance to change: 3. Individual's acceptance to change: 2.
3	R.O.C	Leadership: 5. Organization's acceptance to change: 5. Culture's acceptance to change: 4. Individual's acceptance to change: 5.
4	R.O.C	Leadership: 5. Organization's acceptance to change: 3. Culture's acceptance to change: 4. Individual's acceptance to change: 3.
5	R.O.C	Leadership: 5. Organization's acceptance to change: 4. Culture's acceptance to change: 3. Individual's acceptance to change: 2.
6	P.R.C	Leadership: 5. Organization's acceptance to change: 5. Culture's acceptance to change: 5. Individual's acceptance to change: 5.
7	P.R.C	Leadership: 5. Organization's acceptance to change: 5. Culture's acceptance to change: 3. Individual's acceptance to change: 4.
8	R.O.C	Leadership: 5. Organization's acceptance to change: 5. Culture's acceptance to change: 5. Individual's acceptance to change: 5.
9	R.O.C	Leadership: 5. Organization's acceptance to change: 5. Culture's acceptance to change: 4. Individual's acceptance to change: 4.
10	P.R.C	Leadership: 4. Organization's acceptance to change: 5. Culture's acceptance to change: 2. Individual's acceptance to change: 5.
11	P.R.C	Leadership: 5. Organization's acceptance to change: 4. Culture's acceptance to change: 5. Individual's acceptance to change: 5.

Table 7.8*Crucial Qualities A Leader Must Have To Lead Change*

Response	Nationality	Question 8
1	R.O.C	Extensive ability to absorb, persistence, perseverance, judgment, and the ability to self-reflect.
3	R.O.C	Visionary, charisma (ability to persuade and direct team to a mutual goal).
4	R.O.C	Innovation, and management.
5	R.O.C	"Open mind, good communication skill, charming"
6	P.R.C	Positive attitude, right-minded, right action, and goal establishment.
7	P.R.C	Ability to lead, ethical, well educated, courtesy, visionary, quality, and empathy.
8	R.O.C	Experience, listen, lead by example, and a rational attitude are a must.
9	R.O.C	Courage to move forward, courage to challenge, ability to analyze, and most importantly to have empathy.
10	P.R.C	Ability to change, ability to innovate, worldview, social responsibility, charisma, and affinity for employees.
11	P.R.C	Bear responsibility.

Table 7.9*What Leadership Approach Did Participant Use In The Past*

Response	Nationality	Question 9
1	R.O.C	Unable to Provide Information
3	R.O.C	Communicate
4	R.O.C	Strategic regulation
5	R.O.C	"Simple PDCA"
6	P.R.C	Open-minded. "In God we trust, all others bring data." - Deming.
7	P.R.C	Unable to Provide Information
8	R.O.C	Lead by example, openness to accept comments. Determine what is the most important aspect to integrate when leading others.
9	R.O.C	Analyze behaviors, simplify process analysis. See work in the eyes of an employee, and communicate to subordinates in a manager's aspect. Minimize bureaucratic talks.
10	P.R.C	Between authoritative and participative leadership, draw new directions and provide new vision to employees. Create harmonic atmosphere.
11	P.R.C	Unable to Provide Information

Table 7.10*Aspects Participants Value Most During Process Of Leading Change*

Response	Nationality	Question 10
1	R.O.C	A forward drive on the organization, and continuum.
3	R.O.C	Communicate
4	R.O.C	Positive attitude
5	R.O.C	"Balance, multi-respect"
6	P.R.C	Consensus between personal and organizational goals.
7	P.R.C	The leader's value.
8	R.O.C	Team collaboration and communication.
9	R.O.C	Result
10	P.R.C	Cohesion of team
11	P.R.C	Direct influences to employee

Table 7.11*Biggest Obstacle In An International Joint Venture*

Response	Nationality	Question 11
1	R.O.C	Centripetal force of organization, consensus view on long-term goals.
3	R.O.C	Cultural difference
4	R.O.C	Managing the coherence of the organization
5	R.O.C	"Culture difference"
6	P.R.C	Bad management is worst than no management; Why do we manage?
7	P.R.C	When multiple leaders held different views.
8	R.O.C	The lack of thrust.
9	R.O.C	Cultural difference, the need to reach for a balancing point.
10	P.R.C	Diverged intentions, when individual gains were greater.
11	P.R.C	Unable to manage employees in new fields of study due to unfamiliarity.

Table 7.12*At What Level Within Organization Would Encounter Greatest Conflict*

Response	Nationality	Question 12
1	R.O.C	The generation of problem solutions.
3	R.O.C	Communication, once the communication is through the execution is easy.
4	R.O.C	The process of teaching and learning.
5	R.O.C	"No team-work spirit"
6	P.R.C	In the process of change management, the inability to define organization's mission and value.
7	P.R.C	At leadership levels.
8	R.O.C	The increase of personal workload during change.
9	R.O.C	Communication between departments in the organization
10	P.R.C	Individual gains
11	P.R.C	So far, none.

Table 7.13*Differentiation Of Chinese and Taiwanese Manager In Participant's Perspective*

Response	Nationality	Question 13
1	R.O.C	B) Difference on centripetal force of organization and the difference on the understanding of organization's long-term goals.
3	R.O.C	B) Chinese managers still lacks vision, however, their desire to learn and improve is far more than Taiwanese managers.
4	R.O.C	B) The notion of ethics.
5	R.O.C	B) "More self-confidence, less skill"
6	P.R.C	A) Tough, pragmatic.
7	P.R.C	A) Compensation, attention on attitudes.
8	R.O.C	B) The scope of management is comparatively small, unable to enlarge and accept vision at larger scale.
9	R.O.C	B) Narrowed vision, more personal standpoint, cultural difference leads to differences in opinion.
10	P.R.C	A) The military style management approach adopted by Taiwanese managers is only applicable to honest employees, but it is not beneficial to motivated employees who are willing to learn. Taiwanese managers are more bureaucratic in processing problems, thus not beneficial to the development of solutions.
11	P.R.C	A) Attention on attitudes, methods.