Shu-Te University
College of Informatics
Graduate School of Information Management

Master Thesis

A Study on Leadership in International Collaborative Projects

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A Study on Leadership in International Collaborative Projects

係由本人指導撰述，同意提付審查。

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A Study on Leadership in International Collaborative Projects

Student: Van Thi Thanh Tuyen  Advisor: Dr. Teresa L. Ju
Dr. To Chang

Graduate School of Information Management
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ABSTRACT

Recently, Vietnam has become one of the most attractive countries to the foreign investors. Among investing countries, Taiwan is on the top of the list in both the number of projects and the total invested capital. A majority of Taiwanese-invested companies in Vietnam are medium to large enterprises and there is a shortage of mid-level managers who will be responsible for managing day-to-day activities of local workers. Realizing the problems encountered between Taiwanese executives and the Vietnamese labors, the Taiwanese government encourages Universities to develop projects to produce mid-level Vietnamese managers for Taiwanese oversea companies. Further Taiwanese Government initiated a Master Program to cultivate the future mid-level managers and to bridge the gap between executives and Vietnamese labors. The program is called “The Industrial Technology R&D Master Program.” Based on the case study of this program, the purpose of this study is to understand the influence of leadership in international collaborative project with three threefold: (1) Understand the main factors that make an effective leader; (2) How to become an effective leader; (3) Recommendation on how to be an effective leader in international collaborative project. The literature review on international collaboration, leadership and the role of leadership on the international collaborative projects is presented. The lessons learned from this study can assist the international collaborative projects.

Keywords: International Collaboration project, Leadership, Efficient leadership, Trust, Communication, Vision
ACKNOWLEDGEMENT

This research is initially designed for the series of the Cross Culture Collaborative Project, one of which established among Shute University, The Ministry of Education of Taiwan, and the Industrial Development Bureau (IDB) of Taiwan Ministry of Economic Affairs (MOEA). The think grew from the lessons that we learnt from our Industrial Technology R&D Master Program in Shute University. We believe that leadership in a project is one of the key factor leads to the successfulness of the project. We strongly believe that a clear Vision, a good communication skill and Trust will build up a good performance of leadership in a collaborative project. Therefore, we concentrate on not only giving out the theory but also analyzing the actual situation by interviewing and making focus group. We also try to deeply analyze every single factor with particular paper which was written by my classmates, Mr. Ngo Trung Bo and Mr. Tieu Truc Phong.

I was suggested to write about the topic by my professor Dr. Teresa Ju, who is also the project manager of the Cross Culture Collaborative Project in our University. Hereby I would live to send all my grateful thanks to her for the confidence and encouragement have been tower of strength to me. Thanks to all advices form the chairman of MIS Department, Dr. To Chang, whose close stimulation just help us so much in the process of doing the research.

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Van Thi Thanh Tuyen
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Chapter 1  Introduction

FDI capital in Vietnam in 2008 reached $64 billion, tripling 2007’s reported figures and six times higher than that of the 2006’s, which marked Vietnam’s introduction of the new Investment Law and the nation’s World Trade Organization (WTO) membership. For more detail of reasons, Pham (2003), Mirza and Giroud (2004), Runkel (2005) pointed out that several country-specific advantages as the main factors allowing Vietnam to attract such a large amount of FDI. These factors include (i) Vietnam’s strategic location in a rapid growing region; (ii) Vietnam’s stable economic and political environment; (iii) Vietnam’s large natural mineral resources; (iv) Vietnam’s abundant, young and relatively well-educated labor force; (v) Vietnam’s large and growing domestic market; (vi) Vietnam’s potential to be an export platform for EU and US market; and (vii) Vietnam’s liberal investment and government’s commitment to economic reform.

According to The United Nations Conference on Trade and Development (UNCTAD) World Investment Prospects Survey 2007-2009 released in October 2007, Vietnam was ranked the sixth among the 10 most attractive destinations for FDI for 2007-2009 succeeding China, India, United State, Russia and Brazil. They evaluated follow the location criteria of follow the leader, skilled labor, low-cost labor, size of
market, access to capital market, assess to regional market, growth of local market, government effectiveness incentives, stable investment environment and all other factors.

Table 1 Ten most attractive countries for FDI factor favoring investment, 2007-2009

<table>
<thead>
<tr>
<th>Host country / Location criteria</th>
<th>Follow the leader</th>
<th>Skilled labour</th>
<th>Low cost labour</th>
<th>Size of local market</th>
<th>Access to capital market</th>
<th>Access to natural resources</th>
<th>Access to regional market</th>
<th>Growth of local market</th>
<th>Government effectiveness incentives</th>
<th>Stable investment environment</th>
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<tr>
<td>United Kingdom</td>
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<td>20</td>
<td>5</td>
<td>10</td>
<td>3</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: UNCTAD (2008)

Among the investors, Taiwan is one of the biggest investors in Vietnam in the number of projects (with 1,940 projects) as well as the total invested capital (with USD 19.65 billion), account for 13.12% of the total invested capital in Vietnam (Vietnam MPI, 2008). Taiwan's invested projects in Vietnam are scattered in 55 cities and provinces in Vietnam, mostly in Dong Nai, Ho Chi Minh City, Binh Duong, Haiphong, Long An, Ninh Binh, Vinh Phuc, Hai Duong and Ba Ria-Vung Tau. A majority of
Taiwanese-invested companies are medium to large enterprises and there is a shortage of mid-level managers who will be responsible for managing day-to-day activities of local workers (McNamara, 1999). Taiwanese firms that established early roots in Vietnam include Sanyang Industry Co, Formosa Plasctics Group, Ta Ya Electric Wire and Cable Co, Pou Chen Group, Vedan International Ltd, and Kung Long Batteries Industrial Co. Besides all above mentioned the reasons, availability of large labor force, and lower labor cost also attract Taiwanese investors to Vietnam. So far, Taiwanese-invested companies in Vietnam have created more than 300,000 jobs for Vietnamese economy.

Due to language problems and culture differences, when instructions are made by the Taiwanese executives, the ideas are often mis-communicated to the native mid-level managers and workers, and therefore the activities are not effectively carried out. Worse of all, strikes by native workers have happened. Executives of overseas Taiwanese business seek help from the Taiwanese government, and the cross-culture training was the solution to solve the problems. The project consists of six parties: the Ministry of Education, the Ministry of Economic Affairs, the University, the overseas companies that need mid-level managers, and the students who will be mid-level managers and work for the companies after graduating.
The Industrial Development Bureau (IDB) of Taiwan Ministry of Economic Affairs (MOEA) commissioned the Institute of Information Industry to prepare and issue a Request for Proposal (RFP) in December 2006. Major requirements are as follows:

The endeavor shall be the Industrial Technology R&D Master Program, a collaborative cross-cultural training project among government, academia, and industry. The objective is to produce native mid-level managers with a Master’s degree. These mid-level managers shall be ready to work for Taiwanese-invested companies in the host countries.

On the government side there shall be IDB who oversights project performance, and the Ministry of Education (MOE) who oversights quality of training. On the academia side there shall be an educational institution responsible for recruiting native college graduates from the host country, designing a two-year Master’s curriculum for the trainees, and managing the project. On the industry side there shall be one or more companies who have or will have plants in foreign countries. These companies shall provide internships and employment opportunities to the trainees.

The trainees shall be trained in Taiwan with full subsidies of tuition and fees, room and board, and a small amount of money to cover incidental expenses. After
receiving their Master’s degree, they shall work for Taiwanese-invested companies as paid mid-level managers.

In response to the RFP, Shu-Te University designated a professor from the Department of Information Management as project manager to submit two proposals to produce Vietnamese mid-level managers for three Taiwanese companies who are having investment projects in Vietnam: Company A, Company B, and Company C. Shu-Te is an accredited private university of science and technology, located in southern Taiwan, established in 1996. Company B was founded in 1980, specializing in metal stamping. Its headquarters and main factory are located in Kaohsiung, Taiwan, and it intends to set up factories in Vietnam besides China. Company C was founded in 1972 also headquartered in Tainan, Taiwan. Company A was found in 1978, located in Taipei, Taiwan. All these three companies are having projects in Vietnam. These companies wish to acquire a mix of Vietnamese mid-level managers with vastly different Expertise.

The collaboration process itself, successful collaboration administration and programming, and lessons learned can assist organizations interested in forming a new collaboration or improving an existing collaboration. However, according to Dodgson (1992), the potential benefits of collaboration are often not realized in practice, and the
failure rate of collaborations is high. One major cause of failure is that collaboration between diverse organizations is difficult to manage, especially in university-industry collaboration where cultural differences between academia and industry have been found to present particular problems. There are many factors that influence on the international collaborative project, such as: general environment, membership, structure and process, communication, purpose, resources (sufficient funds, staff, materials, time and skilled leadership) (Mattessich & Monsey, 2001)

The project consists of six different parties with different agendas and different needs. The role of the project manager in this project is really important, to have the win-win situation for all the parties, and to solve the problem on time and effectively. A project manager, the leader in the project, is the person who has the overall responsibility for the successful plan and execution of a project. He or she must possess a combination of skills including an ability to ask penetrating questions, detect unstated assumptions and resolve interpersonal conflicts as well as systematic management skills. Attitude and behavior, of a project manager influences to the success of the projects. The lessons learn form this study paves a platform to deeply understand about leadership in international collaborative project. Based on the case project described above, this study intend to deeply understand the leadership in international
collaborative projects with threefold: (1) Understand the main factors that make an effective leader; (2) How to be an effective leader; (3) Recommendation on how to be an effective leader in international collaborative projects.
Chapter 2  Literature Review and Research

Framework

This review of literature is intended to review the previous important researches, establish a theoretical foundation for identifying the role of leadership in collaborative and identify the key leadership factors that lead to the success of international collaborative projects. In this section, we also review some practice of some author on how to have a good performance of leadership. From the pavement of the literature review we will illustrate our research framework and present our hypotheses on how to have a better performance of leadership in international collaborative projects.

2.1. International Collaborative Projects

Collaborative projects appear in education, medical field, information management, and so on. Collaboration has been defined as “the process of shared creation in which two or more individuals with complementary skills interacting to create a shared understanding that none had previously possessed or could have come to on their own” (Schrage, 1995). Iivonen and Sonnenwald (2000) describe collaboration as “human behavior that facilitates the sharing of meaning and completion of activities which respect to a mutually share super ordinate goal and which take place in a particular social, or work, setting”.

Gray (1989) defines collaboration as a process through which parties who see
different aspects of a problem can constructively explore their differences and search for
solutions that go beyond their own limited vision of what is possible. Gray further
outlines four kinds of arrangements that agencies can use for different collaboration
purposes. The classification system describes inter-organizational relationships of
differing complexity, the purposes they serve, and inter-organizational structures that
agencies might use to achieve those purposes.

Mattessich & Monsey (1993) defined collaboration as a durable and pervasive
relationship. Collaboration brings previously separated organizations into a new
structure with full commitment to a common mission. Such relationships require
comprehensive planning and well-defined communication channels operating on many
levels. Authority is determined by collaborative structure. Risk is much greater because
each member of the collaboration contributes its own resources and reputation.
Resources are pooled or jointly secured, and the products are shared.

Through these above definitions, we give out an operational definition of international
collaborative project. International collaborative project is described as a mutually
beneficial and well-defined relationship entered into by two or more organizations from
two or more countries to achieve common goals. The international collaborative project
commits to definitely mutual relationships and goals; international collaboration is developed by a jointly structure and shared responsibility, with mutual authority and accountability for success; Resources and rewards are shared to all stakeholders.

Mattessich, Murray and Monsey (2001) examined hundreds of scientific studies and pinpointed 20 factors that have been shown time after time to make or break a group effort. Those factors fall into six dimensions: general environment, membership, structure and process, communication, purpose, and resources. In the resource dimension, he strongly emphasizes on the skilled leadership.

Leadership is widely considered to be an important aspect of project control (Barder, 2004). Leadership has been a topic of study for social scientists for much of the 20th century (Yukl, 1994), yet there is no consensually agreed-upon definition of leadership (Bass, 1990). Warren Bennis (1998) defines leaders are people who are able to express themselves fully, they know what they want to, and how to communicate what they want to others in order to gain the cooperation and support, lastly, they know how to achieve their goals. In other words, leadership is the art of motivating a group of people to act toward a common goal; Leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members.
2.2. Leadership and Factors Influence Effective Leaders

The literature on the theory of leadership typically looks at this topic with respect to leadership qualities, values, traits, styles, transformation and transaction, and charismatic.

Recent research on leadership personalities has shown that leaders have certain core traits that make a significant contribution to their success in the job performance (Kirkpatrick and Locke, 1991). In a comprehensive of the recent leadership literature, Hogan, Curphy and Hogan (1994) suggested that personality traits are an important component of effective leadership and that when used in combination with cognitive ability, simulations, and role playing in an assessment center format are one way to forecast effective leadership. To translate themselves into being a successful leader, one must not only act on these personalities fundamental but also meet the criterion of the other components such as qualities, and styles.

Numerous traits that are considered highly desirable in successful leaders have been identified in the literature. Some of these traits have been identified as culturally contingent, depending on the prevailing culture of society.

We found the “big five” model as the generated review the personality of a leader. Huges, Ginnet and Curphy (2006) indentify the “Big five” consisting of five factors that
clearly identify the personalities influencing on leadership performance: extroversion or sometimes it also called surgency; agreeableness, dependability, adjustment, and openness to experience. Horgan et al (1994) stated that, by using the big five model of personality, the value and usefulness of personality trait measurement as a predictor of leadership can be enhanced.

Extroversion or surgency include traits related to decisiveness, competitiveness, and ambitions. Extroversion is marked by pronounced engagement with the external world. Extroverts enjoy being with people, are full of energy, and often experience positive emotions. They tend to be enthusiastic, action-oriented. In groups they like to talk, assert themselves, and draw attention to themselves.

Agreeableness includes traits related to empathy, collegiality, and internal sensitivity. Agreeableness reflects individual differences in concern with cooperation and social harmony. Agreeable indicates individuals who are getting along with others. They are therefore considerate, friendly, generous, helpful, and willing to compromise their interests with others'. Agreeable people also have an optimistic view of human nature. They believe people are basically honest, decent, and trustworthy.

Dependability includes traits related to being well-organized, following through on commitments, more predictable. People who are dependable are productive and
effective. They tend to perform well in their job and also build trust worthiness with their peers and bosses.

Openness to Experience describes a dimension of cognitive style that distinguishes imaginative, creative people from down-to-earth, conventional people. Open people are intellectually curious, appreciative of art, and sensitive to beauty. They tend to be, compared to closed people, more aware of their feelings. They tend to think and act in individualistic and nonconforming ways. Openness is often presented as healthier or more mature by psychologists, who are often themselves open to experience.

Adjustment includes traits related to self-control, staying calm under stressful situations. Those who have this kind of personality tend to be smart and careful in any detail of their job. They believe that there is always solution for any problem if they could be self control and stay calm under the problems.

There are also some recent researches looking at what combinations of traits might be good in particular situation (Wright, 1996). The literature on leadership personalities put the trustworthiness up to the top the personality requested for an effective leader. We found that trustworthiness is also the most important personality for an effective leadership performance in international collaborative project.
John Gardner (1989) through a study of a large number of North American organizations and leaders came to conclusion that there were some values, qualities and personalities that a leader could lead another. They include: physical vitality and stamina, intelligence and action-oriented judgment, eagerness to accept responsibility, task competence, understanding of followers and their needs, skill dealing with people, need for achievement, courage and resolution, trustworthiness, self-confidence assertiveness, and flexibility.

In this section, we present some practices of certain leadership qualities that makes an effective leader. Astin and Astin (2000), Kirkpatrick and Locke 1991, Kouzes and Posner (2003), Locke (2003), Manning and Curtis (2005), Pierce and Newstrom (2006) describe some core leadership qualities that make effective leadership performance, including, vision, ability, enthusiasm, self-knowledge and stability, empathy, independence and self confident, persistence, rationality, integrity and virtue.

In addition, some other leadership qualities that have been discussed in the literature on leadership qualities include the ability to anticipate challenges, to prioritize, to communicate, to nurture, and develop others, the ability to hire skilled professionals, motivate others delegate responsibilities, make decisions, decisively, be committed to the organization and its excellence, be a team player and a consensus builder. Some of
the other qualities that are mention include charisma and egoistic for one work. For this section we noted that the literature on leadership qualities pays strong attention on having a vision, flexibility, trustworthiness, understanding of followers and their needs and skill dealing with people. In addition the ability to communicate is also discussed here. We found that these factors strongly support to our hypotheses.

Leadership values consist of the beliefs and standards that drive an individual. Ciulla (1998), Hughes, Ginnis, and Curphy (2006) Kouzes and Posner (2003) discussed about leadership values that a leader who is credible must be aware of his or her values, these value serve as a guide for moral compass in decision-making, helping leaders decide right from wrong and between ethical and unethical. Burns (1998) identifies three types of values: ethical value such as kindness, altruism, tolerance, sobriety and chastity; modal values such as honesty integrity, accountability, trust worthiness and responsibility; end values such as liberty, equality justice and community.

Recently, literature on leadership values focus on the ethical leadership which is related to the honesty, respect to others, kindness, integrity. However in our study we pay attention on the trustworthiness or trust of leadership values.

In the early literature review, there are some famous theories that study on the behavior or style of leaders, such as Blake and Mouton’s Managerial Grid (1964), Mc
Gregor (1960), Fred E. Feilder (1997). Leadership style is the behavior of a leader in interacting with others. Hersey and Blanchard (1977) analyzed and found out that leadership style is influenced by the leader behaviors which fall in two continua: direct behavior and supportive behavior. In their model of leadership, they have addressed situational leadership. This model, posits that the developmental level of a leader’s subordinates play the grates role in determining which leadership styles are most appropriate.

Hersey and Blanchard (1977) found that we all have a style with which we are most comfortable and to which we naturally gravitate, regardless of the situation. In their research, they developed an instrument that leaders can use to evaluate their tendency toward the various styles.

It should be pointed out that there is no right style. Each style can be the best in a certain situation. The key to effective leadership is style flexibility - the ability to use different styles in different situations.

There are also some authors focus on the other aspect of the leadership for example humility, ethic. Besides, Burns (1977), Boldman and Deal (1997), Bass (1985), Wright (1996) and many other authors concentrate on transformational and transactional leadership. But we found that in our study, this aspect is not relevant.
Discussing on leadership in project management, Grant, Baumgardner, and Stone (1997) and Matson (1998) they stated that for project management credibility is critical. In essence, it means that the project manager is believable. There are two areas in which the project manager needs believability. The first is technical credibility and the second is administrative credibility.

The PM is not expected to have an expert’s knowledge for each of the technologies that may be germane to the project. However, he or she should be able to explain the current state of the project, its process, and management and the client to the project team. On the other hand, it is quite different for the administrative credibility which is just significant to the project. For management and the client to have faith in the viability of the project, report, appraisal, audits, and evaluations must be timely and accurate. For the project management team, resources, personnel, and knowledge must be available when needed. For all parties, the PM must be able to make the difficult trade-offs that allow the project to meet it objective as well as possible.

Kouzes and Posner (1995) shed some light on the concept of credibility. Through the world wide administration of seventy-five thousand questionnaires that asked for the seven qualities most sought after and admired in a leader deep insight was gained. The results of the survey have been amazingly consisted over decades. Four qualities have
continuously earned more than 50 percent of the votes: honest, forward-looking, competent, and inspiring. Notably, these characteristics are tightly linked to the admired leader qualities of honesty, competent and inspiring. The information that this link clearly says is people want leaders who are credible, trustworthy.

Communications experts often refer to these characteristics as source credibility. In determining the believability of communication sources, researchers evaluate individuals on three criteria: their perceived trustworthiness, their expertise and their dynamism. These dimensions were raced the most credible sources of information.

Knowing leadership credibility has such a significant impact on their follower’s attitudes and behavior certainly provides a clear precept for leaders. Credibility makes a difference, and leaders must want to take it personally. In addition, loyalty, commitment, energy and productivity also depend upon credibility. Aspiring leaders must then learn to balance their personal desire to achieve specific outcomes with the follower’s need to believe that the leader has their best interest at heart.

Because of these competing standards, leaders must also be diligent in guarding their personal credibility. Leaders must be seen as highly credible if they are to successfully challenge the status and lead followers in a new direction. Once the followers believe in a leader’s trustworthiness, expertise, and dynamism then it is easy
to be excited about future possibilities. They will contribute more freely and openly.

Some of the recent researchers gave out numerous of good practice for leaders, such as Peter Drucker (2004), Steven Covey (1989), Kouzes and Posner (2003), and John Maxwell (2005). Fist of all, Steven Covey (1989) was really famous with in his best seller book “The 7 Habits of Highly Effective People”, published in 1989, he pointed out that effective people are proactive. A leader does not wait for things to happen and then react to them. The leader takes control of his or her life and thus seizes the initiative. An effective leader will always begin with the end in mind. Leaders have a vision - for themselves and for their organization, and a mission for achieving it. Effective leaders will put first things first. A leader will make sure that the most important things - the activities that further the mission and are consistent with the vision - are done first and will not get bogged down in extraneous matters. Think win-win is the habit of effective leader. The leader is committed to developing relationships in which all parties are winners. They always seek first to understand, then to be understood. If a leader is going to influence the behavior of a follower, it is important to understand not only the task to be performed, but also where that individual stands. Another way of saying this is diagnose before you prescribe. The effective leader will synergize. Synergy occurs when people are open to new ideas and
new concepts, when diversity (in the broadest sense) is valued, when people are encouraged to "think outside the box," when communication is open. Finally, effective leader will never stop sharpening the saw. An effective leader will take the time to make sure that his/her tools (skills) remain sharp. This is done through the process of renewal: physical, mental, social, emotional and spiritual.

“What makes an effective executive?” by Drucker (2004) points out eight practices of the effective executive. In his opinion, an effective leader will always ask what need to be done, what is right for the organization. They develop action plans and take responsibility for their decisions and communication. They focus on the opportunities rather than problems. They run productive meeting and say “We” rather than say “I”. Through the eight practices from Peter Drucker, we found that an effective leader will always starts with a clear vision in mind and he or she will concentrate on building trust and using effectively their communication skill to support for the trust between he or she and the followers.

Luthur Katz (2004) developed the six practices for effective international project leaders. The project manager of an international collaborative project will pay attention on one of the most important principles of any international project work: they need to understand their own values and those of the other culture involved. International
project work, especially in cross-cultural co-development environments where teams collaborate and compete simultaneously, requires special skills. Effective project leaders strike a careful balance between the various values and preferences of each of the (domestic and foreign) cultures involved. They do this by demonstrating six key leadership behaviors:

- Effective international project leaders understand their own and others’ cultural values
- Effective international project leaders understand the time management
- Effective international project leaders understand the importance of communicate
- Effective international project leaders build relationships and trust
- Effective international project leaders support local ownership and pride
- Effective international project leaders motivate their whole team

2.3. Research Framework

Base on the definition on leadership of Warren Bennis (1998) that, leaders are people who are able to express themselves fully, they know what they want to, and how to communicate what they want to others in order to gain the cooperation and support, lastly, they know how to achieve their goals, and base on the literature review of the
leadership in collaborative project and the factors that influence on the leadership performance, we build up our research framework as below:

![Research Framework Diagram](Diagram1)

**Figure 1 Research Framework**

**2.4. Effective Leaders in International Collaborative Projects**

“The very essence of leadership is that you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion.” Theodore Hesburgh, President of the University of Notre Dame. Vision refers to the force within a leader that spreads like wildfire when properly communicated to others. Visions refers to an image of future that can be discussed and perfected by those have interested in it. When followers understand leaders’ vision, they understand what the organization is trying to accomplish. The role of the leader is not just to explain and clarify. Leaders create meaning for followers by amassing by communication large amount of information and make sense of it, integrate it into a meaningful vision of the future and communicating
the vision so people want to participate in its realization (Synder, Graves, 1994).

Astin and Astin (2000), Kirkpatrick and Locke (1991), Kouzes and Posner (2003), Locke (2003), Manning and Curtis (2005), Pierce and Newstrom (2006) identify vision is the most quality of a leader. Leaders must have a vision of what can be. This includes strong sense of purpose, being able to see the potential of the opportunity and recourses. In addition, Snyder and Graves (1994) stated, for leaders, a vision is not a dream, it is a reality that has yet to come to existence. Vision is palpable to leaders. Their confidence in and dedication to vision are so strong that they can devote long hours over many years to bring it into being. In this way, a vision acts as a force within, compelling a leader to action. It gives a leader purpose, and the power to inspire others.

Warren Bennis spent many years working with leadership, has concluded: “Every leader I talked with shared at least one characteristic: a concern with a guiding purpose, an overarching vision. They were more than goal-directed” (Bennis, 1990).

Steven Covey (1989) pointed out that an effective leader will always begin with the end in mind. Leaders have a vision - for themselves and for their organization, and a mission for achieving it.

As many authors support that vision is the core quality of an effective leader, thus, we hypothesize that:
H1: *Vision is the core quality of effective leadership performance in international collaborative project.*

George Amber (2008) stated: “Trust is one of the most critical requirement for effective leadership. Building and sustaining trust in organizations is a critical leadership practice and it’s one the never ends.”

According to a study by the Hay group, a global management consultancy, there are 75 keys components of employee satisfaction. They found that trust and confident in top leadership was the single most reliable predictor of employee satisfaction in an organization (Lam, McKee, 2004).

The literature review above strongly supports for our hypothesis number two that:

H2: *Trust is important and critical factor of effective leadership performance in international collaborative project.*

Dennis S. Reina and Michelle L. Reina (2006) developed the “Trust and Betrayal Model” which provides a road map for building trust. They stated: “It is trust sustainable that cultivate an environment where the possibilities for positive organizational practice can be realized”. They indentified three types of transactional trust- an exchange and providing a foundation for effective relationships and work result. They include: contractual trust, communication trust, and competence trust.
Contractual trust implies mutual understanding between the people, each will do what they say they will do; managing expectations; encouraging mutual serving intention; keeping agreement. When leaders practice the contractual trust, they can understand what followers expected from them and responsibilities is clear, promise are kept or renegotiated, individual collaborating freely, deepening on each other, and performing consistently.

Communication influences trust and vice versa. When leaders share the information, tell the truth, and speak with good purpose, they can strengthen their trust worthiness. When presenting communication trust, followers will feel free to ask questions, honesty speak their minds, challenge assumptions, raise issues, give and receive feedback, or acknowledge what they do not understand and seek for help. When leader sought for input form followers, they demonstrated trust. Leaders expanded trust in return. Competence trust is compromised through micro-management and failure to defeat.

Kotter (1990) implies that leaders make frequent use of communication skills to influence followers to align with the organization’s objectives. Winston et al (2006) believe that leaders seek to touch the followers’ heart. Kotter (1990) was an early convert by saying that a role of the leader is to communicate new directions to the
followers. Later on, Kotter lists under-communication as one of the major reasons change efforts does not succeed (Kotter, 1995).

Lamb, Mackee (2004) also identify that effective communication by leadership in three critical areas was the key to winning organizational trust and confident. By helping followers understand the strategy, how they can contribute to the objectives; and sharing information with followers the leaders could effectively build trust in the organization.

Leaders would communicate with their followers through two methods of communication, verbal and non verbal. Almost of the time, non verbal communication is the most important. By set up an example for the followers to see and observe and imitate leaders could effectively communicate with their followers and build trust between them. The channel of communication also takes an important role in the effective communication of leader. The formal and informal channel of communication with specific characteristics and skills will make the communication more successful (Lam, McKee, 2004). The importance of effective communication to leaders is demonstrated daily in all activities of an organization. Peter Drucker (2004), Steven Covey (1989), Kouzes and Posner (2003), and John Maxwell (2005); they support that communication is one of the most importance skill of an effective leader. Many of the
above literature review also support to the hypothesis number 3,

H3: Communication skill is the core skill of effective leadership performance in international collaborative project.

Leadership is widely considered to be an important aspect of project control (Barder, 2004). Thus we hypothesize that:

H4: Leadership positively affects the success of the international collaborative projects.
3.1. Qualitative Research

Qualitative researchers aim to gather an in-depth understanding of human behavior and the reason that govern human behavior. Qualitative research relies on reasons behind various aspects of behavior. Simply put, it investigates the *why* and *how* of decision making, not just *what*, *where*, and *when*. Therefore, researchers often apply small focus group or interview to collect the primary data for qualitative research. In particular, researchers rely on four methods for gathering information: (1) participation in the setting, (2) direct observation, (3) in depth interviews, and (4) analysis of documents and materials (Marshall and Rossman, 1998).

According to Kvale (1997) the qualitative and quantitative approaches are tools used for analysis, however, it is dependent on the focus of the study and the research questions used to use the specific kind of research methodology.

Patel and Davidson (2003) argue that the qualitative approach focuses on “soft” data such as qualitative interviews and interpretative analysis. In qualitative research, we focus more on descriptions and subjective experiences than on statistics (Notter & Hott, 1996).

Kvale (1997) explains that the purpose of doing a qualitative study is to receive a
balanced picture of the different aspects of the respondent’s conception of the world.

The study based on words, not on numbers and figures has the advantage openness and freedom of the interview standard (Kvale, 1997). According to Ryen (2004) quantitative data is easier to interpret, and the research is made on a large number of observations.

A qualitative study is most suitable for our study, since it makes it possible for us to get a deeper understanding of leadership, because the respondents are able to give explanatory answers. Furthermore, our research questions are about factors that influence on leadership, as they focus on the perceptions of the leader and participants. Thus softer data in the form of interviews are needed in order to be able to answer them. It is not possible to measure the viewpoint of leaders and participants in figures; therefore we do not use the quantitative methodology.

First of all the literature review will support us to illustrate our research framework, in which the influence of leadership on international collaborative projects is described, and the influences of factors that make the effective leadership performance are also illustrated. In order to verify the factors that we found out in the literature review, we decide to do the focus group and after that we do the interview to validate the factors.
3.2. Collection of information

The purpose of the information collection is to obtain as much relevant information as possible in order to be able to answer the research questions. The collection of information includes both primary and secondary data, respondents have to be selected, and interviews have to be conducted. In our study, we will have the secondary data from the literature review, from the pavement of these literature review, we structure our questionnaire and tested them in the focus group. Finally, we interview ten participant of the case project to validate the factors.

Sekaran (2003) exemplifies secondary data with statistical reports, government publications, published as well as unpublished organizational information, previous studies, library resources, and information from the Internet. In order to gather secondary data that was needed to fulfill our purpose, we obtained information from sources such as literature within the field of leadership and factors influence on leadership, and international collaborative projects. Furthermore, information has been attained from the Internet, scientific articles within the subject area, as well as previous studies. The data collected included the background information about the project, the vision, the structure, ownership as well as financial data. Through web surfing and emailing to some government organizations, we have some information of the case.
project and some similar projects which are on process. The information helped us to understand deeply the characteristic and vision of each particular project.

Since the secondary data was not specifically collected enough for our study we also chose to acquire primary information through focus group with the representatives of six parties and individual face-to-face interviews with participants, so we had the possibility to talk directly to and observe the respondents. Sekaran (2003) argues that questionnaires can be more efficient to use as less time, cost, and energy is needed. However, face-to-face interviews are more suitable to fulfill our purpose, since detailed information is required. Moreover, interviews allowed us to be flexible when asking the questions to the respondents and obtain more useful information than a questionnaire would.

Our purpose is to investigate and describe the factors influence on leadership, and when selecting the respondents for our study we realized that it would be most suitable to include participants of the project, for instance, the project manager, employees in the project, employees in the companies, and the students. We will do ten interviews in this research after the focus group.

Focus group research has long been prominent in marketing studies (Morgan, 1988), market researchers seek to know the emotional and unconscious motivations not
amenable to the structured questions of conventional survey research. The interaction among focus group participants will help researchers have differing perspectives through from the experts. As participants in the focus group ask questions of each other, new avenues of exploration are opened. In discussions, multiple meanings are revealed as different discussants interpret topics of discussions in different methods. Interaction is the key to successful focus groups. In an interactive setting, discussants draw each other out, sparking new ideas.

In focus group studies, in contrast, there is no standard instrument, only a topic to be explored through the exchange of group discussion. The participants have a strong influence on the subtopics which are examined and the insights which are yielded. Focus groups are a method of choice where the dynamics which determine outcomes are not well known and surprises are expected.

The role of the focus group moderator is to facilitate, not dominate discussion. The moderator encourages the participation of everyone and seeks to limit the domination of discussion by a few discussants. The moderator may also give prompting questions to elicit expansion on interesting subtopics, such as "Give us an example of...," "Tell us more about that," "Keep talking," or "Can someone summarize what we've been saying." The moderator will never ask closed-ended, yes-no questions, such
as "Do you prefer X?", instead he/she will use non-directive prompts like "What is your reaction to X?" The moderator may also seek to return conversation to the topic at hand.

Finally, the moderator may take notes or record the conversation of the group, though often that role is left to an assistant moderator. The moderator must record not only overt statements, but must also be sensitive to omissions, choice of words, non-verbal communications, expressions of emotion, energy levels, and the roles played by the discussant.

According to Riley et al. (2000), interviews are one of the most common methods for collecting primary data. Interviews can be conducted in different ways, Sekaran (2003) lists out face-to-face interviews, telephone interviews, computer-assisted interviews, and interviews through the electronic media. In addition, he states that the interviews can be either structured or unstructured. However, it could be difficult to conduct a purely structured or unstructured interview, so the combination of these two is most common used.

As mentioned before, we conducted ten face-to-face interviews with participants of the project. These were semi-structured questions as the base for the interviews, but also be able to ask further questions in order to get further explanations of the respondents’ answers. Sekaran (2003) argues that it is possible for researchers to adapt
face-to-face interviews, and also to repeat, or clarify the questions, in order to have the findings from the respondent’s answers. But face-to-face interviews are limited by the fact that respondents might feel uncomfortable during the interview. Fortunately, our study was supported by all the participants in the projects. This affected our study positively, since we could have a wider range of perspectives to choose from. However, when considering the time available and the fact that we aimed at conducting face-to-face interviews for our study, we eventually chose to stay within arrange within the students who are joining in the projects and employees in Company A electronic company.

In order to avoid this risk, Holme and Solvang (1997) emphasize the importance of creating a situation similar to a normal conversation where the interviewed person feels comfortable, and where it is possible to build trust between the interviewer and respondent. During the interviews, we and the respondent were the only ones present, and the interviews were conducted in a closed room. In order to be able to analyze the information received from the interviews we asked the permission to tape-record all ten interviews, and thereafter listen at the tapes carefully and transcribe the interviews.
According to Sekaran (2003) we should structure the information in a clear way, for example using tables to present the main points. This step will help us become easy to gather the data and analyze data later on.

From the literature review above, we could have a careful understanding about the qualitative methods and the collection of data in this kind of the study. For the focus group we will have a list of seventeen questions, as below:

1. Do the people in leadership positions for this collaboration have good skills for working with other people and organizations?

The importance of leadership will be tested by using the question number one. In this question we long to have more analysis about the leadership and others factors that make the international collaborative succeed. The hypothesis number four is tested by using this question in focus group. By the way, we also could have the deeper understand by having the participant’s analysis for this hypothesis.

The question number two, three and four are used to test the vision factor of leadership in the international collaborative projects. The hypothesis number one is verified. By using semi-structured questionnaire, we could also have participants’ ideas on different point of view on this hypothesis. Semi-structured questions used for testing this hypothesis are listed as below:
2. Do the leaders always ask what need to be done in the project?

3. Do the leaders have the action plan for the project?

4. Do the leaders ask what is good for the project?

The trustworthiness of the leader is tested by using the six following questions. By using these questions we long to have deeply analysis from the participants. The hypothesis number two is verified with following six questions:

5. The leaders are very capable of performing their job?

6. Do the leaders feel confident about these managers’ skills?

7. Are the leaders known to be successful at the things she/he tries to do?

8. Do the leaders keep agreement or renegotiate if he/she cannot?

9. Do the leaders have clear and explicit expectations regarding measurable results and objective?

10. Do the leaders act with mutually serving intentions without hidden agendas?

The hypothesis number three is tested by using seven semi-structure questions from number eleven to seventeen. In this section, we long to have the analysis the influence of communication skills, communication channel on the effective of leadership in international collaborative project.

11. Do the leaders share information that is pertinent to getting the job done?
12. Do the leaders speak his/her minds and tell the truth, even when others disagree?

13. Do the leaders openly admit and take responsibility for his/her mistakes?

14. Do the leaders gossip or participate in unfair criticism about other people?

15. Do the leaders have confidence in his/her abilities to keep up with the changing demands of the jobs?

16. Do the leaders acknowledge the skills and abilities to others?

17. Do the leaders help each other learn new skills?

After the focus group, we have added one question, number 18, which related to the additional information that all the participants of the focus group suggested.

18. In an international collaborative project, there are many differences between the parties such as culture, language, management style, etc. what other factors you think may influence on the success the international collaborative project?

The factors suggested are: culture, language, management style. We will use the additional question to interview to have more information and perceptions from the interviewees about the influence of these factors on the effective leadership of the international collaborative projects.
These above eighteen questions have been built up to a semi-structured questionnaire to use in the interview with ten or more participants of the project to validate the validity of all four hypotheses.
Chapter 4  Finding and Analysis

As mentioned in the methodology, focus group meeting has been conducted with the attendance of representatives from 6 parties, and after the meeting we also conduct ten face-to-face interviews with participants and employees in the industry parties. In this section we will present a summary of the main verifying points in focus group meeting, and the detail findings from each interview.

4.1. Focus group

The purpose of this part is to verify the influence of leadership on the success of the collaborative projects, and factors that make an effective leadership in international collaborative projects.

As mentioned in the methodology, we had a meeting with participants from six parties. For this series of papers on the project include four papers that working on the topic at the moment, we all joint in the meeting. For our paper is about the leadership and its influence on the performance of the international collaborative project, we will just concentrate on analyze the finding on our topic.

There are four papers working on the topic of the international collaborative project, the first one proposes all the factors that affect to the success of the project, and the other three doing deeply research on some single factors that strongly influence to
the success of the international collaborative project. Among them three, our paper concentrates on the leadership factor.

We, hereby, have a brief summary of the meeting to give an overview on the meeting result. All the factors that may affect to the performance of the international collaborative project were mentioned and most of them have the strong support from the meeting. All the Experts agreed on the factors that related to general environment such as: political issues and social issues. They emphasized on the concrete, attainable goals and objectives of the collaborative project. Taiwanese Government wants to support the oversea Taiwanese companies and also the university.

For our paper is concentrate on the leadership factor, we will concentrate on analyze the finding on leadership and the factors that build to the performance of leadership. All the Experts strongly agreed with this point that to conduct a success collaborative project, leadership is an important element to be mentioned; furthermore, they discuss on the performance of the leadership in the case project, and give suggestion for a better performance of the leadership in international collaborative project. We go backward from the research framework. The hypothesis number four is verified: leadership performance is positively influence to the success of the international collaborative project.
A vision, a clear mission of the project will lead to the success of the project. The person in the leadership position have to have a clear understand on the vision of the project. In case of the case project, the companies want to employ the qualified and suitable mid-level managers who will work in Vietnamese branch; while university wants to extend its reputation in oversea markets; The government want to support to the company; while students need to have a better education and good job in the future. Every party has different purpose when joining into the project, but the vision of the project is only one: to produce mid level manager to Taiwanese oversea company.

They discussed the complexity of the project which including six parties, each of whom has their own agendas and needs, communication skills of the leader is obviously important. The importance of communication is enhanced in every single period of the project. From the negotiation with all shareholders, to the recruitment the students from oversea, and also during the implement of the project, communication is the key factor leads to the effectiveness of the leadership performance.

Furthermore, they all agree that building respect, understanding and trust influence on the successful performance of the leadership in international collaborative projects. Respect the initial goal, respect and follow the mission, they will understand clearly about their own important role. In detail, Shute University will be responsible
for educational training and the companies will be in charge of practical training. Respecting others also build the trust between parties which will lead to the strong support for the success of the projects. Trust has to be established and then maintained throughout the residency; trust is gained by staying focused on the goals and objectives. By the way, respect should be communicated immediately, but has to be gained gradually and maintained conscientiously. Trust and respect were established through the thoughtful exchange of ideas and dependable, conscientious actions.

The trust between the project manager and the students, the students and companies mutually is the most important link between all the stakeholders in the projects. There are some questions from the students raised to the project manager and the companies, this show that the trust is harm during the process of the project. Students are not sure whether the companies will or will not give them the diplomas after they graduate. As a result they keep asking about this problem. The companies worried that students will not stay to work for them after they get their diplomas, therefore, they ask students to sign a commitment that they have to stay and work for the company. In this situation, the project manager is the only one who the other stakeholders can trust in and she or he had to give out the solution. In fact, there are two student dropped out the project in this situation.
The case above also added that trust is built strongly by skilled communication. In other words, trust and communication influence each other; and they two influence to the successful of the performance of leadership in international collaborative project.

For such a situation of trust losing that lead the to leave of two students mentioned above, the meeting keep discussing about the influence of trust and communication on the performance of leadership in the success of the international collaborative project.

Before making decision to collaborate all partners should understand their purpose or goal and see collaboration as their self-interest. They will try to get the best results if they are interested in what they do. All Experts agreed with this point, when they get the purpose clearly understood they will have plan and strategy for the project going on the right way to the success.

As the matter of fact, each of the students who joint into the project has particular background and for sure, they have their own thought. They trust in the purpose of the project that they will have a better education when joining into the project, and better job in the future. However, when they came to study, the actual curriculum is too short for them to follow the new teaching methodology, and understand a big stuff of knowledge. This idea is state from a student participant in the meeting.
“The communication certainly plays an important role in the success of the project”, said the Expert 3. He said the information among the students and between the project management boards was missed. This may due to the reason of language. All six parties who joints into the project use English as communication means; however, English is not their own mother tongue. The information or instruction may be missed partly in communicating. Another Expert added, there were sometimes they use Chinese to communicate with the students, and as a matter of fact that not all students can understand deeply Chinese, and this is maybe another reason that lead to the misunderstanding between them. All Experts stated that communication is the foundation upon which positive, productive collaborations are built. Partners will have opportunities to share their ideas and abilities to compromise which features relate to collaboration. It means that all partners gather together to develop a clear role, responsibility, and policy guideline. Therefore, channels of communication have to be used flexibly, for instance, there must be some formal meeting, open meeting and even intimate meeting so that the students can feel easily to ask questions or to bring their ideas to the leaders. One of the Experts suggested using one or two translators in every meeting to guarantee that the important information is transferred correctly. Furthermore, one of the experts discussed about the gossip among the students, and ask
for a better solution for this issue. He indicated that gossip is the killer of trust in the performance of leadership in the international collaborative project. In addition, one Expert mentioned that members establishing personal connections- producing a better, more informed, and cohesive group working on a common project. But for this point some of the other Experts did not agree, they thought that the personal relationship will harm the trust among the project management board and the students. In this case, the students will think that the leaders put special opportunities to one particular student, and they thought that this is not fair. In the communication aspect, some of the experts also discussed on the culture differences among the participants. Some of them also talked about the policy difference.

To make sure that the students have the best result in studying and working, all the partners need to provide suitable resources, such as: sufficient funds, staff, materials and time. The case project has financial support from three shareholders, how to divide into suitable percentage and how much is enough will become very important to the partners. Because this will has effect on level of making decision or sharing benefits. There are two Experts put strong concerns on this factor. As the matter of fact the condition of living, studying, and working is the first line concern of any student before he or she make decision to join into an abroad studying.
Finally, all the Experts concentrated on the reconciliation of teaching styles, management styles and curriculum design. First of all, for all classes are conducted in English, which is neither the professors’ mother tongue nor the students’. They may found some difficulties in studying and doing the research. The same situation in practical training time and internship period, some supervisors they are not good in English, and trainees are also not good in Chinese, but both of them try to use many way to transfer their opinions. In addition, in the work place where almost the employees do not use English to communicate, the difficulties of the student when they first come to practice and later on in their internship time will be unavoidable. All the Experts agree with the solution of open the practical Chinese course for the students before they came to study in Taiwan, and also during the time they are studying and practicing.

The managerial style is another aspect. In Vietnam, with the bachelor degree, students can work in the office right away, and some of them even have a chance to start with very important position in the company. However, in Taiwan, cause of their managerial style, they put all the students in the assembly line or even start to work with manual work as others manual workers. This may cause the surprise, shock to students. And this is one of the biggest reasons harming trust between the students and the
companies. All the Experts concentrated on the communication of explain the situation clearly to the students; even show them what they are going to do after the practical training time. This may be a difference in culture or maybe this is just a shock for some of the students who have just graduated and not joining into real work. They also gave a solution to this situation, that is to explain for the students understand the management style, and in suitable time, put them in to suitable working environment for them to get familiar to the jobs.

The curriculum design is supported by some Experts, they found that the course is quite tough for the students, especially when they go to work but they also have to study for their thesis. One of the Experts analyzed, in Vietnam, it is really important for students to take time in studying, they often study deeply and as the matter of fact, they haven’t got acquainted with the Western studying style. Therefore, in his opinion, the design of the course must also pay attention to the studying culture and habit of the student. He added, the course, in case, is not well design, will cause the negative of trust in between the students and the managers of the projects. The idea from the student participant, he said, This is really a good chance for students to get the chance to joint into the real practical training, but the time in scholar studying in this project is really too short that they cannot even managing their studying, let alone doing the thesis.
To conclusion for the first part of the focus group, all the Experts strongly agreed that leadership is one of the most important factors to make the success of the internal collaborative projects. In this section we also discussed about the other factors that influence on the success of the project, such as the environment, the membership, the structure and the process of the project, the purposes and other resources. Through focus group we also could verify the hypotheses number one, two, and three, which affirmed the influence of vision, trust and communication on the performance of effective leadership. A leader first of all must have a vision, purpose to the project and also have the ability see the potential opportunities, and envision, shape the future. Together with the vision, leaders need also have ability to do their job. Intellect and good judgment are required. He or she not only emphasized on the ability needed to the job, knowledge, technical expertise, or management skills but also include the ability to learn, inductive reasoning skills and deductive reasoning thinking which lead to better problem solving. He or She also dignified to the enthusiasm, self-knowledge and stability. One of the Experts stated that when leaders possess genuine enthusiasm and positive outlook they will easily persuade others to take action or risks and keep them motivated. By self-knowledge and stability, leaders must be aware themselves and their core value so that their personal problems do not impede their judgment or stand in the way of vision
and ability. The moderator concluded that vision is the most important quality of a leader in the international collaborative project. The visions of the projects must be first understood by the leader of the project, the mission and the strategy will follow the vision.

The next factor is trust. Building trust, creating trustworthiness is important in an organization, especially for a project where people just stay together for a period of time. They concentrated on communication, negotiation, and other leadership skills; and managerial skills, policy understanding and culture understanding. The moderator reminded the time of proposing the project program to the Ministry of Education, Ministry of Economic Affairs, and the two companies to have the support for the project. And some of the Experts brought up their experiences and their opinions that communication, negotiation skills are really important. They strongly believe that when leaders have the clear vision in mind and communicate effectively the vision to build trust between them and followers then they can perform their leadership effectively.

The importance of communication and negotiation skills is stressed in the whole process of the project. The skill of giving an effective speech, presentation, conversation, and running effective meeting and negotiation is really important. As the characteristic
of the project, there are always changes and problems occur, therefore, the communication skills are really important.

One Expert added in the culture understanding. She said that the strong cultural point in this project is that Vietnam and Taiwan have the same origin of Confucius, however, there are still some differences on culture between the two countries, and the outstanding one is language.

The representatives from the two companies, after having the internship time with the Vietnamese students, also agreed with this point. They also suggested having a short language training before the students come to the host country to study, and during the time they are studying and attending the training course. After the analysis of the Experts, all the Experts in the meeting also agree with the point and appreciate the suggestion from the industrial parties.

After all, the moderator of the meeting gave out the conclusion for the second part. She once again strongly emphasized on the vision, trust and communication skills that make an effective leader in international collaborative project. Come to the end of the focus group, we have verified the influence of leadership on the success of collaborative projects and also the influence of vision, trust and communication skills on the performance of leadership in the international collaborative project.
4.2. The interviews

After verifying all the factors, that make the effective performance of leadership, we interviewed some participants, employees in the case project, the employees from the companies, and also some member of project management board.

In this part, we will present separately the interview to validate the factors and uncover the problems might exist in terms of vision, trust, and communication and their influences on leadership performance in international collaborative project.

The Interviewee 1 is one leader of an international collaborative project. She has more than 20 years experience on project management and working in different cultural environment. Her point of view of being an effective leader is obviously support and validate that vision, trust, and communication are important factors that make an effective leader in international collaborative projects. The open interview with her gave us not only the validation for our hypotheses but also the lesson in life.

First of all, she told us that an effective leader needs to be a good observer. In project management, problems always rise unexpectedly, therefore, the leader of the project have to be aware of what is going on around and have the solution on time for particular problem punctually. To be sensitive with the problem is a required with an effective leader she added.
Be optimistic, leaders should have positive thinking and pay much attention on opportunities rather than problems. She brought the opinion up with an interesting example of the tradeoff between the opportunities and problems. When we concentrate on solving problem that cost double and we let the opportunities go with which we can earn more.

The next big lessons that we learn from her is always have the result in mind and strategic plan for any activities that we are going to take. She believes that having a clear vision in mind, then we can easily organize the plan and have strategic action for any step in the project to have the project succeeded. She emphasized on the vision, the purpose that lead every single step or decision of the project. She added “action without the vision is nightmare, but vision without action is day dreaming”. Vision has to be accompanied with the action, and action must be leaded by the clear vision. She regarded the detail plan and the discipline of staying with the plan up to the completely success. She said: “no action without plan can be succeeded.”

Keeping update new knowledge and information, being a non-stop-learning person are needed for the effective leader. Especially for the leader of international collaborative project, where the culture difference is an important factor impacts strongly to the success of the project, leader has to keep learning and understanding
about the behavior of the participants of the project. In addition, the environment is changing day by day nowadays. For her, when you stop learning, that means your career life or your life is also ending. She reads book everyday, updates with the news and careful practices what she learns into work. She is eager to work and do researches. In her opinion, sharing knowledge and experience is important in building trust in collaborative project.

In her opinion, communication skills are really important in the international collaborative project. She strongly agreed that leader must be a good listener, be slow in speaking, be quick in listening and be quicker in giving out the feedback. Listening to the expectation of followers to understand and have the suitable decision to make all the parties and participants in the project feel the win win situation. The skills of negotiation and presentation are necessary for a leader in international collaborative project. She also considered the cultural factors in communication in the international collaborative project. Leader must have the knowledge of the habit, behavior to have the best way to communicate with our followers.

For conclusion the interview, she summed up and emphasized her opinion on how to become more effective leader in international collaborative project. Effective leaders have clear vision in mind and could effectively communicate the vision to the followers,
and could build strong trust between followers and themselves. She focused on the non-verbal communication, presentation, negotiation skill of an effective leader.

We have the interview with Interviewee 2, one of the participants who will work for Company A later on. He was a Physical student in Vietnam; he joint in the program in the year 2008 as a scholarship student. In the interview he mentioned about his image of an effective leader, and what he learnt from the project manager, and the implication to his dream job in the future.

He was a good student in term of study and also activities in the University. For the whole four years studying in Vietnam, he worked very hard and had full scholarship for the entire courses; however, he also joins into most of the activities with the student community. He said joining into those kinds of activities, he could learn a lot, for example, he could learn the communication skills, presentation skills, and speaking English. In his opinion, we could learn much more knowledge and experience in our real life than just keep working with books and what we learn in school.

He shared his thought about the chance of going to Shute University to study. “I am really lucky and I am grateful for the chance that the University, the Company and the Taiwanese Government gave us”. He emphasized on the project manager, he told us he learnt a lot from her and would love to become a successful leader like her.
He said the first time he talked to the project manager, that he was influenced by her style of interview and communication. And during the course in Taiwan he really enjoyed every single class conducted by her. He said he could learn so many new and interested things from her class. He narrated the nearest class of Project management, in the lesson of Project manager. Professor told us a really simple word: “SMILE” which all the class is surprised to silence. She gently explained, to become an effective project management we have to master the SMILE, which separated letters meaning: S-Specialize: we have to specialize in some thing, M-Management, management is definitely important, I-Internationalize, we have to have the international skill, to understand the culture, policy of any where you come to, L-Languages, she always stress on languages, we have to have the ability of using fluently at least the global language, additional languages is our strength, and E-Enjoy and Effort, we had better love the job we are doing and put effort to make them effectively. She loves to give examples and from the entire example we could learn one more lesson with really interesting explanation. He said: “In front of her, we know that we are no one, we are still young kid and we need to learn more.” He also told us: “The greatest example she gave us was she, herself.” He explained, we sometime made mistake, she always sets herself as an example for us to keep trying to overcome the difficulties.
The Interviewee 2 also told us about the internship time in the Company A: “we sometimes have the email and support very softly and in sympathy manner when we were down, we feel that she is our mother more than our teacher.”

The Interviewee 3 is going to work to Company B in the future. Her major in the University is Chinese; therefore, she has the strength in languages; furthermore, she worked for a Taiwanese company right after she graduated from the University. In the interview with her, she shared her thought on the leadership concept and her experience in working with the Taiwanese companies. In addition, she also shared the management style of the Taiwanese company that she worked before.

Interviewee 4 and 5 are the best students of Ton Duc Thang University in Ho Chi Minh City. One of them won the award for her national chemical implementation researches, and she is also the top student in Chemistry Department of her University. The other is good at Automatic and Electronic Engineering; he also won award on creating and developing robots and robot remote software in the University, in the company and also the national award for student researches. They are going to do the practical training and internship with Company B.

Having been the leader of research group, they two agree that to be effective leader, one has to be close to their followers and self-knowledge. They explained their
ideas, when we could understand our fellows and know their strength as well as their new ideas, then we can have the project successful. Moreover, if we are aware of our knowledge and our strength and weakness, then we know how to create a balance environment of combination and cooperation between the project team. They eagerly told us about the difficulties they had in the research time and how they combine the whole group together to win the situation.

Interview 6 was a teacher in Vietnam, he joint the program as a full scholarship student in the year 2007. He is now working for Company B. With his experience in doing the project in the school in Vietnam, he had his thought on leadership differently and also he could learn more from the project manager. In this interview, he first shared the perspective above leadership and later he shared the lesson he learn about “leadership and the art of leadership” after two years studying. When he was in Vietnam, he joint into one project as the position of Project manager assistant to set up new distance course for the Ton Duc Thang University in Ho Chi Minh City, he learnt from the project manager two valuable lessons: vision and action. “Action without vision, it is nightmare, however, vision without action, it is day dreaming,” he cited.

Once again he was convinced by the leadership quality of our leader, he told us. To have a vision about what can be in the future, to have the result in mind for any
activities are the key success of a leader. When we have the result in mind, we will
easily set up the plan and strategy for the project or any activities that we take. He
expressed his admiration to our professor, the leader of the project.

Through this interview, we could validate the vision and ability, the two important
leadership qualities. In addition, we also stress on the strategic mind and management
skills.

A Chinese Vietnamese student, Interview 7 is going to work for Company B in
the future. He is a hard working student. In the interview, he emphasized on the
important of trust and time management in leadership.

To come of a commercial Chinese family, he believes that credibility is really important
to every aspect of life, and it is more important for an effective leader in international
collaborative project. In addition, he said that time is valuable and we could say that
time is money; therefore, time management is extremely important to be an effective
leader.

He also shared the lessons he had with our leader. “Communication and strategic
mind are the two big lessons I learnt from our leader. She is always an artist in using
narrative style”. She always makes the class really lively and helps us to study really
effective. “I always try to study her style to improve my presentation and
communication skill to be better but it is still.” In one class, she taught us the lesson for this, it was really simple through her words: “practice makes perfect.”

He told us about the project planning class. The analysis about time and budget planning became really simple and effective through her breakdown analysis. We learn new things in every single class of hers.

Thanks to the interview from Interviewee 7, we have here the validation of trust, time management, and communication skills.

Interview with Interviewee 8, the assistant of the Industrial Technology R&D Master Program, she has been working as an assistant of the project from the beginning. She will be in charge of all the documents and paper work. She worked directly under the supervisor of the PM, and also he had a chance to work with many other project managers and leaders. In the interview with her, we have a chance to approach a larger concept of leadership.

Working with so many leaders and projects managers, in her opinion, being an effective leader, one has to be well organized, logic, strategic good at time management, and the most important is that an effective leader must have a vision and the ability to make the vision came true.

She linked to her job as an example for us to explain. When we starting our day
with an well-organize space, we will easily focus and concentrate on every particular job and make it completely successful and effective, it will be the same as we well-organize our time, we will get things effectively done on time and have time to prepare for new issues and activities. She admitted that there will be always problems in your work and the best way for this is to be well-prepared and careful in action.

She also told us the experience of working with the project manager, which is the valuable experience for her. She learnt to logically predict and organize what will be happen next and effectively managing risk and problems that may occur in the project management. In addition, she told us the best practice is to come to the office earlier and prepare everything for the whole day work, she believe that hard working and you will succeed.

Interview with Interviewee 9, Vice-President of Company A, is concentrate on his experience on his long time working aboard, and his point of view on how to be an effective leader in international environment.

In his opinion, trust is the most important factor that makes an effective leader in international collaborative projects. An effective leader must build the trust between him or her and followers, and also trust his or her followers. He explained when we could make followers trust us then they will feel free to ask questions, honest to speak their
minds, challenge assumptions, raise issues, give feedback and share knowledge. When they could ask what they do not know then they will finish the job better; when they honest to speak their minds, challenge assumptions, raise issues, and give feedback, then we can easier know what they are thinking, what is happening in the organization, and we can also encourage them to do what good for the organization, by the way we could postpone what is not good. He emphasized knowledge sharing is really important, therefore if followers could feel freely to share their knowledge then then the innovation and creation in the organization is obviously developed. He also pointed out that gossip is the reason may kill trust in the project. When some information launched into the organization, form one person to another person, the information is not the original information any more. The bias information will kill the trust. Therefore, any information must be announced officially to every single participant so that there will be no more bias information.

He suggested some ideas, some methods to improve the trust in the international collaborative project. He said: “trust is built when people understand mutually by effectively communicate what they want to the others.” “When we do what we said that we will do then people will trust us.” In addition, leader must well manage followers’ expectations, encourage mutually serving intentions, keep agreement.
Interview with Interviewee 10 is head of International Sale Department of Company A. We wrote the email with the questionnaire for him when he was still going on his business trip in China. He sent back the email with open answer and deeply shared his experience in term of working skills and leadership concept.

On his opinion, an effective leader is a person who can use leadership skills effectively and build trust. He also concentrated on the communication skills. “Using communication skill effectively could not only build the trust with followers bit also build strong relationship with important partners in our job.” He suggested we should share the information among the organization, tell the truth, and we speak with good purpose. In order to build trust with our followers and also our partners, we should practice the communication skills. He also added the working habit will also make an effective leader. Well-organized of time and planning our job is what he first suggested in doing a job. He put more attention on updating and keeping learning new things. To know everything about the field that we are working on is the key success of his. He shared, when we could know clearly about the field that we are working on, we could solve any problems that may occur in during the process. In his opinion, Vietnam and Taiwan there is not too much cultural difference, the only difference is the way people think and do the job. The language barrier is the most important problem in the case
project, he said. When all the students have ability to do the job but when they cannot use Chinese fluently to communicate with the other employers, the job will not be successfully done. By the way, the students will also feel disappointed about their job, and problems may from here rise. He suggested that we should have the Chinese course for students before they come to Taiwan to study, or we had better recruit the students who could speak Chinese is the best way. Otherwise, the practical Chinese class for the students is really necessary for students when they are in training cause in the University. He also suggested that, when they are working in the companies, the working style and working culture of Taiwanese should be explained clear to them, so that the purpose of the program could be fulfilled.

The focus group verify the factors of vision, trust and communication, and also find out some problem that hidden behind the case project. The interview validated the factors, and also suggested some solution for improving the leadership in international collaborative projects. In addition, we could also verify the importance of leadership in international collaborative project. Effective leaders of international collaborative projects not only concentrate on vision, trust and communication, but also pay more attention to the cultural difference, curriculum designing, and studying and working habit of the host country student.
4.3. Results and lessons learned

In this section we will summary the findings of each factors and also summary the suggestion from the focus group and interviews.

Leaders must have clear vision in mind and the ability of predict what is going to be to take advantage of the resources and the opportunities of the potential future. In international collaborative projects where there are so may risk and problem, the vision of the projects must be clear understood and communicated correctly to all the parties and participants to strengthen the trust.

Trust is the pavement for the success of the international collaborative projects. This is the confidence that each member can express their opinion for new ideas, or asking question without fear. To build trust in the project, the clear vision must be effectively communicated. All participants must understand clearly the vision and follows the vision during the process. Leaders must always sharing information, listen to their participants’ expectation, tell the truth and speak with good purpose. Encouraging participant to speak and show their ideas, and involving them into the activities and giving important decisions are suggested. When there is problems occur leaders have to quickly give the clear respond and openly solve the problem. Gossips, the killer of trust, must be killed right at the beginning. Leaders must be good observer,
and quick in responding to hold back and stop all the gossips may occur.

Foreign students who have different lifestyle, working techniques and university setting, therefore, it is necessary for leaders of international collaborative projects to understand the point to have effective communication with the participants of the projects. In addition back to the purpose of such projects, to give the students the opportunity to learn effective national/international communication skills on their own, leaders should encourage participants to exchange the information, involve them to the activities, and listen to their expectations. Furthermore, each country will have their own custom and culture, there are some behaviors suit this this culture but not for the others, therefore, leaders of international collaborative project should pay more attention to the view of culture in the projects.

In addition, language is also a problem that leadership must put more attention on. For instance, in the case project, the students met difficulties when they first come to practice in the companies. The suggestions for this situation are to teach the language for them before they go to study and work aboard. English, which is none of the participants’ mother tongue, is used for communicating, therefore, leaders must be clear in giving out speech or emailing, or when using the likes of communication tool.
Chapter 5  Conclusions

In regards our first research question, the aim was to find out what are the factors that make an effective leader in collaborative project. This study found out three outstanding factors that make an effective leadership performance in international collaborative project. They are vision, trust, and communication. The focus group verifies the factors by the analysis from all Experts’ answers. All the Experts support all the factors that identified in the literature review. Through the interviews, the factors have been validated.

Leaders that are effective always begin with a clear vision. It has been said, where there is no vision, the people will perish. The leaders need to be passionate about the vision. Clear, concise communication that is ardently delivered about a vision that is needed can ignite people to a cause trust themselves. The leaders need to build trust. Also, feedback is vitally important to a challenging task. Sharing vision is important to a leader’s role.

The purpose of our study is to improve the quality of the Industrial Technology R&D Master Program in term of leadership performance. The answers the research questions give the recommendation on how to have effective leadership performance in international collaborative projects. Beside all the factors and practices have been listed
above, to become an effective leader for the case project, leaders of international collaborative projects have to concentrate on the issues that we found out in the focus group and interviews. First, that is the issue of differences in culture, project members have to pay attention to this issue to prevent the possible misunderstanding from the process. Failure to do so will result in lack of trust and trust worthiness. Secondly, that is the issue of language. For example, the program that is processing in Shute University, in which, the students cannot fluently use Chinese, and English is also not their mother tongue. Therefore, the project members should pay more attention to this issue to have the language pre-course and deeply concentrate on practical Chinese in use for the students getting easier in communication in the companies also in daily life.

The limitation of our study is having not deeply studied all the factors that influence on leadership in the international collaborative project. Especially, on the aspect of culture and language differences, and value of leaders, we have touched up on but not deeply have investigated on these aspects. We also put here the suggestion for further research on these aspects.
References


Appendix Semi-structured Interview Questionnaire

For Data collecting of Master Thesis

“A Study on Leadership in International Collaborative Projects”

Student: Van Thi Thanh Tuyen

Advisor: Dr. Teresa L. Ju

Dr. To Chang

Shu-Te University, Kaohsiung, Taiwan

Part 1: Individual Information of interviewee:

Name:...........................................Age: .............. Sex: ............... 

Position:........................................

Part 2:

A. Leadership in international collaborative projects

1) The people in leadership positions for this collaboration have good skills for working with other people and organizations?

Respond:........................................................................................................................................
B. Leadership Vision

2) Does the leader always ask what need to be done in the project?

Respond: ..........................................................................................................................

3) Does the leader have the action plan for the project?

Respond: ..........................................................................................................................

4) Does the leader ask what is good for the project?

Respond: ..........................................................................................................................


C. Trust and communication

5) The managers are very capable of performing their job?

Respond: ..........................................................................................................................

6) Does the leader feel confident about these managers’ skills?

Respond: ..........................................................................................................................

7) Is the leader known to be successful at the things she/he tries to do?

Respond: ..........................................................................................................................

8) Does the leader keep agreement or renegotiate if he/she cannot?
9) Does the leader have clear and explicit expectations regarding measurable results and objective?

Respond: ........................................................................................................................................

10) Does the leader act with mutually serving intentions without hidden agendas?

Respond: ........................................................................................................................................

11) Does the leader share information that is pertinent to getting the job done?

Respond: ........................................................................................................................................

12) Does the leader speak his/her minds and tell the truth, even when others disagree?

Respond: ........................................................................................................................................

13) Does the leader openly admit and take responsibility for his/her mistakes?

Respond: ........................................................................................................................................

14) Do the leader gossip or participate in unfair criticism about other people?

Respond: ........................................................................................................................................

15) Does the leader have confidence in his/her abilities to keep up with the changing demands of the jobs?

Respond: ........................................................................................................................................
16) Does the leader acknowledge the skills and abilities to others?

Respond: ..............................................................................................................

17) Does the leader help each other learn new skills?

Respond: ..............................................................................................................

18) In an international collaborative project, there are many differences between the parties such as culture, language, management style, etc. what other factors you think may influence on the success the international collaborative project?

Respond: ..............................................................................................................

Adopted from: “The Reina Team Trust Scale” (1995-2006) Dennis S. Reina, Phd, Micheal Reina Phd. From Trust & Betrayal in the Workplace, 2nd Ed (Berret-Koechier Publisher; 2006)