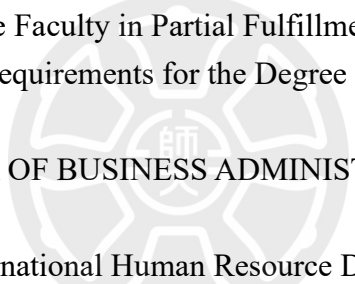


**Conflict Experiences and Resolution Process of Taiwan's Managers under
Cultures Influence: Perspective of Social Learning Theory**

by

Hsiao-Chi Chou

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Advisor: Wei-Wen Chang, Ph.D.

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ABSTRACT

Conflict management has been identified as one of the most important skills in the workplace. The first studies, focusing more on specific sources and methods of conflict. In recent years, researchers have started to understand potential sources of conflict and explore ways to improve conflict resolution. The purpose of the study is to examine the conflict experiences and conflict resolution strategies for managers in the Taiwanese workplace through documenting and exploring the impact of their culturally influenced conflict resolution. It is difficult and time consuming to deal with conflicts as managers must go through various learning processes in the workplace. This study is based on the theoretical perspective of social learning to understand the conflict resolution process learned by Taiwanese managers. The study consists of semi-structured and in-depth interviews with 15 to 24 managers with a minimum of three years of management experience in the Taiwanese workplace, including description of their own conflict management experience, cultural awareness of Taiwan (Collectivism vs. Individualism) and the learning process. Qualitative research design, methods, document review, and interviews are used to improve the depth of the study. These findings contribute to understanding the possible root causes of conflict in the concept of workplace conflict and conflict management in Taiwan and contribute to reference and improvement of practitioners' knowledge of conflict management.

Keywords: conflict sources, conflict resolution, conflict management, social learning



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Chapter I INTRODUCTION

This chapter introduces the research by examining the research background, the basic principles of the research, the problem statement, the purpose of the research, the research questions, the scope of the research, and the definition of key terms used in the research.

Background of the Study

Long-term studies have shown that conflicts of all kinds reduce trust, respect, and centripetal force in an existing structure, like the workplace (Zhang & Wei, 2017). Many researchers have suggested that conflicts are a persistent fact of organizational life (e.g., Kolb & Putnam, 1992; Mikkelsen & Clegg, 2019), with important implications at both organizational and individual levels. In the past few decades, studies on the causes and consequences of workplace conflict have aroused a lot of academic interest (Schaeffner Huettermann, Gibbs, Boerner, Kearney, & Song, 2014).

Conflict is a part of team life and can harm a team's success if it is not handled correctly. Recognizing the positive and negative consequences of conflict, researchers have proposed various methods to identify and distinguish the nature of production conflicts (Tjosvold, Law, & Sun, 2006).

Conflict is caused by a purposeful interaction between two or more participants in a competitive setting. It refers to an overt behavior rather than potential actions (Wagner & Hall, 2012). Researchers have identified many forms of conflict such as goals, interests, values, processes, emotions, and cognition (Hurt & Abebe, 2015). In previous studies, there were three main types of intra-team conflicts: task conflicts, relationship conflicts, and process conflicts. Subsequent studies identified these conflict types as distinct, both in their nature and in their potential disparate effects on team outcomes (Jehn, Greer, Levine, & Szulanski, 2008). One common conflict type of top management teams that often has a certain degree of negative effect is task conflict. However, top management teams must be able to set resolution strategies

to collaborate effectively. If the top management team fails to resolve the task conflicts, the overall performance of the organization may be damaged (Hurt & Abebe, 2015).

Taiwan is a fairly free country, but we still follow one of the more generally adopted structures of collectivism. Like many Asian countries, our society's educational background, cultural consciousness, moral consciousness, and our expression of emotion are implicative and conservative. We also usually follow collective actions and attach greater importance to the team than to individualistic behavioral patterns (Ali, Lee, Hsieh, & Krishnan, 2005). As the existing literature argues, the value of conflict and the theory of conflict analysis can not be assumed to apply to a collectivist society like China. (Tjosvold et al., 2006). The theorization of conflict in a collectivist society is largely based on conclusions about the collectivist culture's general values, rather than on specific research. Chinese people are considered group-oriented, where interpersonal relationships are highly valued. (Tjosvold et al., 2006). When individuals highly value their interpersonal relationships with others, they may take the potential costs to relationships into consideration in deciding how to handle conflicts (Zhang & Wei, 2017). Therefore, on many occasions, it is difficult to clearly identify and differentiate between "task conflicts" and "process conflicts".

A second question is whether the supervisor will perceive the potential role of different types of conflict management in dealing with conflict problems, to find the best way to solve the problem of task or relationship conflict (Murayama, Ryan, Shimizu, Kurebayashi, & Miura, 2015). Also, the study points out that there are cultural differences in conflict management; for example, subjects can either be rated as non-antagonistic (as a behavioral category, maybe) to be more effective in reducing hostility (Ohbuchi & Takahashi, 1994). After comparing the differences between Japanese and Americans, studies found that the Japanese tend to avoid making conflicts explicit. Once conflicts occur, they tend to avoid taking direct actions to reduce conflicts. On the contrary, when confronted with differences, Americans tend to react more directly (Adachi, 2010). However, these findings do not distinguish between task and

relationship conflicts. Only one study assessed whether cultural differences in conflict management will depend on relationships and task conflict, and whether conflict management is positive or pleasant (Murayama et al., 2015). Based on this previous research, this study further explored the types of conflicts among managers with a collective cultural background.

In addition, conflict resolution strategies were explored. In theory, patterns of conflict management can be divided into five categories: accommodation, avoidance, compromise, collaboration, and confrontation (Al-Hamdan, Norrie, & Anthony, 2014). Research has also shown that personal factors such as cognitive flexibility, an appropriate balance between self and others' attention, emotional regulation and personal adaptation to conflict situations are all associated with successful conflict resolution (Oore, Leiter, & LeBlanc, 2015). Even organizational interventions, including personal training, group conflict training and mediation can help the manager effectively develop conflict-related skills. Therefore, this study will explore the resolution strategies of managers under cultures influence.

Statement of the Problem

A review of the relevant literature shows that conflict is a basic and inevitable human behavior phenomenon. Sources of conflict include difference in perceptions, limited resources, overlapping authority amongst others; while conflict management strategies include accommodation, avoidance, competition and collaboration. (Isabu, 2017).

Many kinds of literature on culture and conflict management styles show that cultural differences in conflict management styles may also make it difficult to resolve some cross-cultural conflicts. What is acceptable in one culture may not be acceptable in another. Therefore, to cope with the cross-cultural conflicts in the era of globalization, we must improve our understanding of the cultural style of conflict management (Ohbuchi & Takahashi, 1994). For instance, Asian culture places a special emphasis on harmony and the avoidance of conflict (Gomez & Taylor, 2018). In a collective society, the focus is on a group of individuals, and relationships are usually interdependent. Members of collectivist societies tend to prevent or

avoid losses and injuries. Their main motivation is to maintain harmony in important relationships. For these reasons, conflict management in a collectivist culture focuses more on relationships than on resource allocation (Günsoy, Uskul, & Gercek-Swing, 2015). As collectivists who emphasize on collective welfare, the Chinese, for instance, avoid conflicts to maintain their precious relationship. Although this may contribute to building harmonious relationships, avoiding conflict is considered costly because it does not identify problems and stigmatizes creativity. Studies have shown that open conflict can promote the resolution of quality problems, while avoiding conflict may lead to sub-optimal and sometimes disastrous decisions (Tjosvold et al., 2006; Chunyan & Tjosvold, 2011).

In summary, more studies need to focus on the research participants to understand the new possibility from these Taiwanese managers' conflict resolution. These elements were required to consider (a) sources of conflict (2) how the manager deals with conflict issues, and (c) what managers learn after the conflict resolution process.

Research Purpose

This study was conducted to realize what conflict experience and event might happen to the Taiwan's Managers under cultural influence and which conflict resolution strategies they might adopt to resolve the conflict problems. In order to analyze this conflict process, the researcher explored the experiences of these managers as well as potential conflict factors for reflection, abstract conceptualization, and applies to future workplace or organizational conflicts. The study also explored perspective of social learning that who will be the person modeled for the Taiwan manager to learn how to manage conflict and what they gain from these conflicts learning process.

Research Questions

From a practical and social learning point of view, this study aimed to respond to the following research questions after the investigation of Taiwan's managers conflict resolution experience under the cultural influence in the workplace:

1. What experience of conflict commonly occurs for Taiwan's managers in the workplace?
2. How does culture impact Taiwanese manager's conflict resolution strategies? And how do Taiwanese managers decide the strategies?
3. How did Taiwan's managers learn conflict resolution from a social learning perspective?

Significance of the Study

Managing conflicts and developing effective conflict resolution mechanisms can promote the development of attitudes and knowledge among individuals and organizations. Therefore, in many organizations, conflict management skills are a fundamental aspect of leadership effectiveness (Bazezew & Neka, 2017). Nowadays, differences in cultural norms and values may lead to different perceptions and reactions to conflict (Günsoy, Uskul, & Gercek-Swing 2015). This study integrates these Taiwan's managers conflict experiences of handling the conflict and analyzes these with a cultural awareness influence. To understand what kinds of conflict sources that the managers may face and how they deal with the conflict in the workplace, this study may provide suggestions for the conflict management for more practitioners' who might find jobs in Taiwan's workplace in the future.

Definition of Terms

Conflict Sources

Conflict refers to the phenomenon of inconsistent, discordant, or unstable in some interrelated objects (Behrendt & Ben-Ari, 2012). The conditions that trigger the conflict episode will be referred to as sources of conflict, it have been classified into six types: affective conflict, conflict of interest, conflict of values and beliefs, cognitive conflict, goal conflict, and substantive conflict (Johnson, 1994). In recent years, the researchers have identified several different sources of conflict; in particular, one distinguishable sources of conflict (e.g., interpersonal, relational, affective, and emotional conflict), whereas another distinguishable sources of conflict (e.g., task, debate, substantive, and cognitive conflict) (Bercovitch & Foulkes, 2012; Zhu, 2013). Li, Zhao, and Li (2017) also mentioned there are many objective and subjective reasons for conflict, such as complexity of task, insufficient cognition, uncertainty of knowledge, unreasonable decomposition, and scheduling. The study applied Budd, Colvin, and Pohler (2020), three sources of conflict descriptions to analyses the conflict experiences of Taiwanese managers.

Conflict Management

Conflict management is influenced by situational differences combined with the personality traits of those people experiencing the conflict (Johnson, 1994). Conflict management is widely accepted as a process and typically includes mediation, arbitration, and litigation, which are formal mechanisms adopted to cope with escalated conflicts (Zhu, Wang, Yu, & Yang, 2020). Despite various research perspectives, a common understanding is conflict itself does not bring useful functionality or harmful results to the organization, but rather depends on the employee's personal awareness and recognition of the value of conflict and conflict management. It must be managed effectively to secure a positive outcome. (Zhu, 2013; Zhu et al., 2020). In this study, managers' awareness of Taiwan's workplace culture was taken into account to analyze the experience of Taiwanese managers' conflicts about how they

manage the conflict.

Conflict Resolution

Conflict resolution can be defined in abstract terms as behaviors aimed at resolving perceived incompatibilities (Boulding, 1957; Rahim, 1983; Tinsley, 1998). Conflict resolution, general speaking, is a facilitated negotiation process in which a neutral third party, called a 'mediator' or 'facilitator', helps disputants reach a mutually satisfactory solution to a conflict (Asenjo Palma, 2019).

Collectivist Culture

The collectivist society is closely integrated. The collectivist culture holds that during an individual's growth experience, there must be one or more patterns that are close to "intra-group" and they cannot be separated from themselves (Ozutku & Altindis, 2013). As is widely known in Asian culture, collectivism is more valuable than individualism. The extended family is seen more than the nuclear family as a fundamental unit of society. Encourage and promote values such as cooperation, helpfulness, obedience, interdependence, and harmonious interpersonal relationships (Sumari, Baharudin, Md Khalid, Ibrahim, & Tharbe, 2019). This paper explores the impact of collective culture on Taiwanese managers.

Individualist Culture

Individualist culture is often characterized by a focus on individual autonomy, which means that individuals strive to achieve individual goals and are independent and self-reliant (Juslin., Barradas, Ovsianikow, Limmo, & Thompson, 2016). In a culture of independent self - dominance, people are expected to be independent of others and pursue and adhere to individual goals. People with independent self are more common in individualistic (e.g., Western cultures) than in collectivist cultures (e.g., Eastern culture) (Mastracci & Adams, 2019). This part is used to analyze the trend towards individualism of the cognition of Taiwanese managers with regard to the culture of the Taiwanese workplace.

Social Learning Theory

Social learning theory is its name from the emphasis it places on learning from other people's learning (Davis & Luthans, 1980). When we learn from others or observe the experience which we gain from the environment, this process is called social learning (Bandura, 1977; Yilmaz, Yilmaz, & Demir-Yilmaz, 2019). The process of learning and self-reflection through observation will help to achieve faster and satisfactory results than learning by reading or listening (Yilmaz et al., 2019). This study adopted these definitions to consider the relations between personal, behavioral and environmental factors from Bandura's social learning theory to analyze how did Taiwanese managers learn conflict experiences and resolution process.



Chapter II LITERATURE REVIEW

The objectives of this study were first to inductively analyze the sources of conflict and the empirical links of the manager which occur in the Taiwanese workplace. This includes helping research to develop conflict resolution strategies; conflict management and strategies help researchers understand how managers in Taiwan could produce pre- and post-conflict behaviors and consequences. From a social learning perspective, this study also aimed to understand the Taiwanese managers' learning process for conflict resolution.

This section presents the literature which forms the theoretical basis of this study. It is organized into three sections: the conflict resolution process, the role of culture in conflict resolution, social learning theory, and some of the results of previous research. It related the main theories of this study to the experiences and conflict resolution process of Taiwan managers.

Conflict Resolution Process

Source of the Conflict

The managers face different cause of interpersonal conflict including communication problems, competition over resources, distrust, individual differences, and interdependence (Maltarich, Kukenberger, Reilly, & Mathieu, 2016). Saibo (2016) also indicated six causes of conflict in organizations and at the interpersonal level, including task interdependencies, status inconsistencies and jurisdictional ambiguities, faulty communication, dependence on common resource pools, individual personalities. Such a short overview of the types of conflicts in an organization, based on the participants in the conflict, is the minimal required, but insufficient basis for dealing with conflicts. We should not fail to mention the sources of conflicts in organizations, which can be summarized in four types – structural conflicts, innovation conflicts, position conflicts, and resource conflicts (Ivanov, 2019). While significant attention has been devoted to understanding the effects of conflict and approaches to dispute resolution across academic disciplines and applied fields, the research tends to focus on particular types

or sources of conflict. For the dispute conflict to be successful, the parties must first understand the root causes of the conflict. We synthesize the varied sources of conflict into three multidimensional categories—structural, cognitive, and psychogenic conflict (Budd et al., 2020). Three sources of conflict’s description as shown in Table 2.1.

Table 2.1.

Description of Three Conflict Source

Category	Description
Structural Conflict	<p>For any interest or goal, structural conflicts are those caused by the relationship between the interests or goals of two or more people or organizations.</p> <p>(a). Owing to this focus on self-interest, we label this an egoist structure. Conflicts that arise from this structure pertain to the terms of exchange, including following through on what is agreed to.</p> <p>(b). Any relationship between two or more people or organizations can manifest itself as a unitarist structure in which long-term goals and interests are interdependent and not necessarily structurally incompatible. In this way, a long-term partnership provides the greatest return son-in-one under the appropriate structure.</p> <p>(c). A polar alternative to a unitarist structure focused on interest alignment is a relationship structure characterized by sharply antagonistic conflicts of interests. Because of the win-loss structure of this relationship, one side's gains come at the expense of the other. Because of the interdependence of interests, there is a need for at least a degree of complementarity, and both sides need each other. Thus, this relationship is a tension between control or dominance and accommodation.</p> <p>(d). The last possibility involves a mixture of unitarist structures and antagonistic structures. In other words, longer-term relationships can have a mixture of interdependent interests, some of which are interests in a monoculture relationship or between opposing ones. Therefore, conflict is mixed-motive conflict. To sustain this relationship, you need to be some recognition of the other’s opposing interests as legitimate. We label this a pluralist structure.</p>

(continued)

Table 2.1. (continued)

Cognitive Conflict	<ul style="list-style-type: none"> (a). Each person may have different preferences or opinions about how to interact or solve problems and may be affected by cultural or other differences. (b). Whether as individuals, members of groups, or representatives of organizations, countries, or other entities, they act and react cognitively and emotionally, both in terms of interpretation, perception, information, processing, decision-making, and communication.
Psychogenic Conflict	<ul style="list-style-type: none"> (a). Individual affective reactions to situations and other people, consisting of: Emotions and moods and Personality. (b). Psychological factors can lead to conflict by amplifying other types of differences or escalating conflicts with structural and/or cognitive roots, rather than being the only, independent source of conflict. (c). Addressing other potential causes of conflict often depends on addressing an individual's emotional response first.

Note. Adapted from “Advancing Dispute Resolution by Understanding the Sources of Conflict: Toward an Integrated Framework” by J. W. Budd, A. J. S. Colvin & D. Pohler 2020, *ILR Review*, 73(2), 254-280.

Conflict Source–Conflict Resolution

Conflicts can be resolved in many ways (Jehn, et al., 2008). Nowadays, some researchers have proposed that when facing conflicts, first understanding the source of conflicts will help resolve different conflicts in the organization. For instance, Lahana, Tsaras, Kalaitzidou, Galanis, Kaitelidou, and Sarafis (2019) investigated the sources of conflicts in nursing and individual as well as nurse management strategies for conflict resolution. Budd et al. (2020) has also pointed:

Practically, this is important for helping dispute resolution professionals determine which interventions and methods are appropriate and effective for resolving conflict. We identify ways in which workplace dispute resolution could be more closely tied to an understanding of the root causes of a conflict (p.272).

This research tried to analyze the close relationship between the source of conflict and

conflict resolution from the experience of Taiwanese manager in conflict. Try to understand how the source of conflict contributes to the supervisor's decision making.

The Role of Culture in Conflict Resolution

Conflict Resolution–Culture Influence

Culture usually refers to the group's values, beliefs, norms, and institutions. It might affect the interest of the negotiators and priority (i.e., What they want and how much they want it), also it might affect their preferred style of conflict resolution strategy (i.e., The behaviors they use to try to achieve those goals). The researchers point out that may affect the negotiation strategy is the most widely studied cultural differences between individualism and collectivism dimensions (Gomez & Taylor, 2018).

Even though conflict is a common phenomenon in human experience, it has been observed that everyone from different cultures will differ in accepting explicit conflicts to resolve different conflicts. (Burgos-Cienfuegos, Vasquez-Salgado, Ruedas-Gracia, & Greenfield, 2015). Without considering the role of culture, it is difficult to understand an increasingly globalized, changing, and conflict-ridden world. Culture is the process of continuously producing the meaning of the social experience (Hsu & Barker, 2013). Conflict management, teamwork, and cross-cultural management have been extensively studied, but in all these areas, we still face some challenges, because organizations are increasingly adopting team based approaches to improve organizational performance. In today's collaborative and consultative environment, most managers need to develop teams and the ability for leading the team in order to achieve better results through others. However, the expected synergies of teamwork are often lost due to unresolved conflicts. These unresolved team conflicts bring new challenges to cross-cultural management (Plessis, 2012). Sometimes, culture has a profound impact on how the nation's perspective of conflict resolution strategies is seen in the global context.

In the current environment, culture has become more important. This study points out how

culture affects the process and effectiveness of international mediation and finds that cultural differences do have a significant impact on mediation and conflict resolution. Therefore, this paper explored how Taiwanese workplace cultural norms (collectivist or individualistic) influence the conflict resolution approaches and styles of managers.

Collectivism vs Individualism

Collectivism and individualism are often used to describe societies with different cultural values and social behavior patterns (Skrebyte, Garnett, & Kendal, 2016). A key factor in managing conflict exists in the organization's culture, which plays a mitigating role in managing conflict. For example, organizations that promote collectivism produce more problem-solving characteristics than individualistic cultures in conflict resolution. These organizations may encounter collaboration, not competition, in conflict management approaches. (Cader, 2017). Members of the individualism culture are characterized attention to their own interests and results, tend to choose a cooperative or compromising style and through competitive and collaboratively to achieve the purpose of resolving conflict. On the contrary, members of collectivist cultures are characterized low attention to their own interests and results, and tend to attach importance to harmony, using avoid or accommodating conflict styles of conflict resolution (Gomez & Taylor, 2018; Vollmer & Wolf, 2015). For example, Americans generally do not think that avoidance strategy is an effective way to deal with conflicts; however, Chinese participants who value harmony and face, this style show concern for themselves and others (Vollmer & Wolf, 2015). Differences in cultural norms can lead to different conflict resolution styles, as they imply the negotiators' goals and feelings towards direct confrontation (Gomez & Taylor, 2018).

Collectivism means that group membership is an important aspect of one's self-identity, and valuable personal traits like a willingness to sacrifice self-interest and maintain a harmonious relationship with the group, reflect the goals of collectivism. The collectivist preference for non-confrontational conflict styles is usually attributed to the influence of

Confucian values of harmony, which promote tolerance in interpersonal interaction. Research generally found that, compared to individualistic westerners, collectivists are more likely to avoid conflicts and direct ways of dealing with them, because they attach great importance to groups and relations are highly valued (Lim, 2009). National culture affects both a negotiator's interests and priorities as well as their preferred conflict resolution strategy or style. The cultural differences that affect negotiation strategies most extensively may be the dimension of individualism and collectivism. In Individualistic culture, individual demand, and autonomy are more important than those of larger groups, on the contrary, in collectivist cultures, the demand of the group tends to gain priority.

This kind of difference in cultural norms can lead to different conflict resolution styles because they suggest the goal of the negotiators and their feeling about confrontation. Therefore, it is important to explore how cultural norms (such as collectivism) influence conflict resolution strategies and through what potential mechanisms (Gomez & Taylor, 2018).

Model of the Conflict Resolution

A conflict resolution model is a set of congruent strategies and beliefs about effective conflict resolution (Rahim, 1983; Tinsley, 1998). Conflict resolution is functional and managerial in focus (Coghlan & Brydon-Miller, 2014). Conflict resolution styles have received considerable attention both in academia as well as in practice. The process of conflict management is quite complex. Through the acquired conflict knowledge, the process of conflict resolution is technicalized as the final stage of conflict management. At the same time opportunities will be sought to mitigate the causes of conflicts and to overcome or minimize the consequences of so-called destructive and dysfunctional conflicts (Ivanov, 2019). All organizations, however simple or complex, possess a range of mechanisms or procedures for

managing conflict, which is presented in Figure 2.1. (Thakore, 2013).

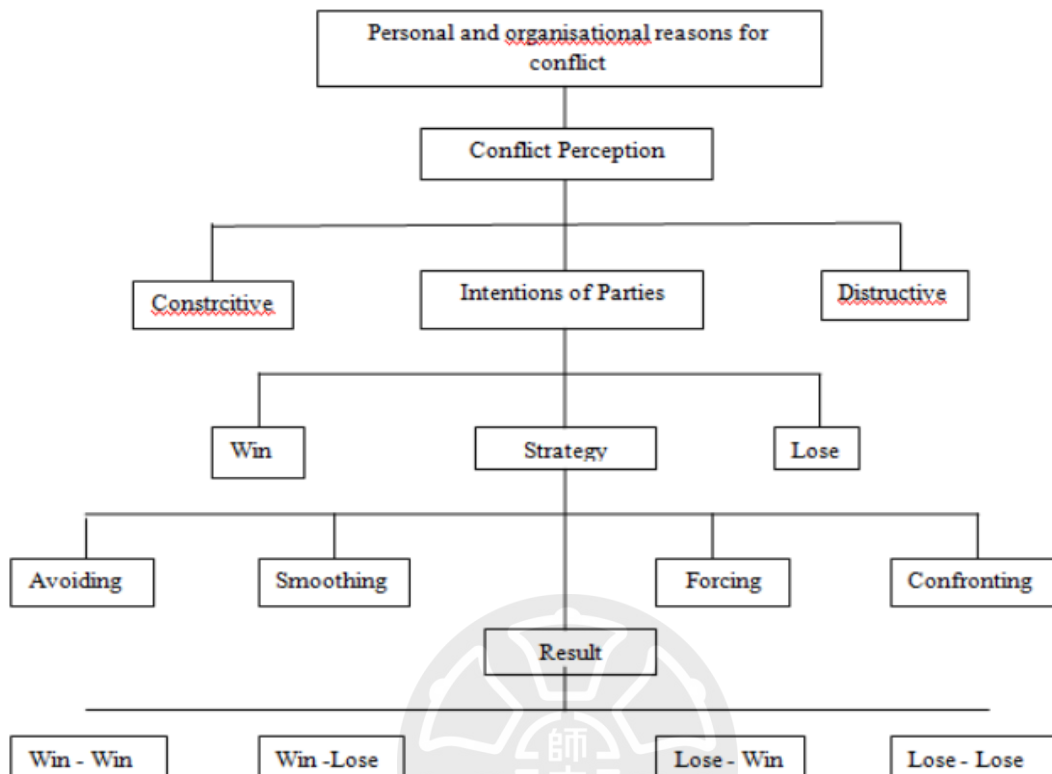


Figure 2.1. Procedures for managing conflict. Adapted from "Conflict and Conflict Management," by D. T. Dr.Digvijaysinh Thakore,2013, *Journal of Business and Management*, 8(6), p.12. Copyright 2013 by www.iosrjournals.org

Conflict resolution styles can be construed as a trait-like skill that influences the performance of an individual in an organization. A research suggested that personality, age, and sex have an influence on the conflict resolution styles of the individuals (Jain, 2010). The mode of conflict can be changed according to the specific situation (Oetzel & Ting-Toomey, 2003; Nibler & Harris, 2003). Thus, the mode of conflict is a combination of characteristics (e.g., cultural background and personality) and states (e.g., situations). There are five different approaches to conflict resolution style in Figure 2.2.

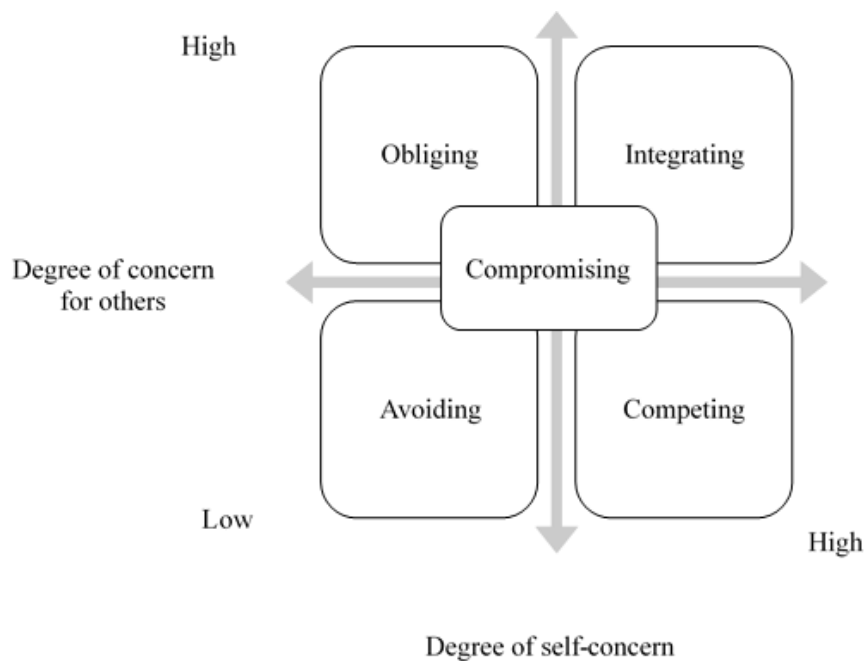


Figure 2.2. Five different approaches to conflict resolution style. Adapted from “A measure of styles of handling interpersonal conflict,” by M. A. Rahim, 1983, *Academy of Management Journal*, 26(2), p.369. Copyright 2016 by PsycINFO Database Record (c) APA

Competing Conflict Style

Individuals who adopt the competing style have a high concern for the self and low for the other. Competitors tend to force others to accept their personal points of view using power to complete their objective and ignore others’ interests and needs. Individuals in management positions are likely to use the power their position affords them. (Messarra, Karkoulian & El-Kassar, 2016; Wiebe, Zhang, & Liu, 2018).

Obliging Conflict Style

When adopting the obliging style, also referred to as accommodating, an individual strives to preserve relational harmony by accommodating to others’ desires. (Khakimova, Zhang, & Hall, 2012). Empathy is thus maximized while assertiveness is minimized. People are more attentive to other things and less concerned about themselves. This style usually results in lower quality decision making (Messarra et al., 2016).

Integrating Conflict Style

It is also known as collaborating style. this style combines assertiveness as well as empathy. Cooperators tend to actively collaborate, trying to find a satisfactory solution for both parties (Mannarini, Balottin, Munari, & Gatta, 2017).

Avoiding Conflict Style

Low concerned and involved in self and other's needs. It is characterized as seeking actions that will serve to limit dealing with the conflict clearly, either by disregarding it or switching discussions to a new subject. (Oetzel & Ting-Toomey, 2003; Rahim, 1983)

Compromising Conflict Style

This style attempts to find middle ground to rapidly resolve a conflict. It has been characterized as a half-hearted problem-solving alternative. Both sides could possibly achieve certain benefits from compromising strategies. It exhibits moderate attention to seek mutual agreements but has less interest in putting forth a collaborative effort to achieve them. (Croucher, Bruno, McGrath, Adams, McGahan, Suits, & Huckins, 2012; Tabassi, Abdullah, & Bryde, 2019).

Summary

In any organization, there are many causes of conflicts. Digvijaysinh Thakore (2013) said: According to the literature, there are innumerable origins of organizational dispute and each produces its own variety of effects. Such as the problems resulting from role conflict, a condition that occurs when there is a clash over one's role in the organization; or the misunderstandings and disagreements from differentiation, i.e., the clashes that arise because people approach common problems from very different orientations. (p.11)

By evaluating each sources of conflict, we can better understand how to resolve the conflict when they occur (Haumschild, Hertig, & Weber, 2015). Al-Hamdan, Norrie and

Anthony (2014) mentioned a model of five types of conflict management, in the process of dealing with conflict, the strategy which is to be used will be the consequences of different stages. Regardless of the context, people can choose many ways to deal with the conflict problem with others. Such as, they may cooperate with each other to compromise and achieve a mutually beneficial outcome in order to respond the problem or competitively by trying to assert one's point of view and "win" the argument. (Rios, DeMarree, & Statzer, 2014).

Social Learning Theory

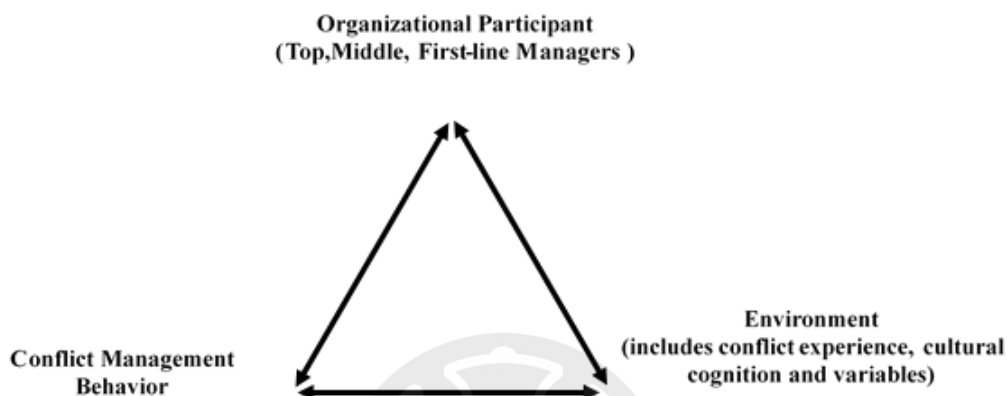
Social Learning Modeling

Social learning proposes that people learn through observing the behavior or interacting with others, especially in the areas of long-term concern in psychology and anthropology. (Blanchett, Powis, & Webb, 2011; Yilmaz, et al., 2019). Human participation in social learning is due to a variety of adaptive reasons, such as reducing uncertainty, learning complex skills and knowledge, or reflection through the experience of others, not just caused by one of the factors (Bandura, 1977; McAlister, 1987). In social learning theory, learning has both cognitive and operational perspectives (Davis & Luthans, 1980). The individual notices someone or thing in the environment at first, the individual remembers what is noticed and produces behavior, and then the environment produces results (for example, rewards or penalties) the probability of the behavior changing again (Atkisson, Brien, & Mesoudi, 2012; Blanchett et al., 2011; Hanna, Crittenden, & Crittenden, 2013). Davis and Luthans (1980) adapted the relations between personal, behavioral and environmental factors from Bandura's social learning theory appear as follows:

The social learning theory approach would explain that it is largely through their actions that people produce the environmental conditions that affect their behavior in a reciprocal fashion. The experiences generated by behavior also partly determine what a person becomes and can do which, in turn, affects subsequent

behavior. In a social learning theory approach, organizational behavior is viewed as affecting and being affected by the participant's cognitions, the environment, and the person-situation interactions (p.282-283).

In summary, according to the social learning modeling, this study set a model of social learning process with conflict resolution in organization as shown in Figure 2.3.



*Figure 2.3. A model of social learning process with conflict resolution in organization. Adapted from "A Social Learning Approach to Organizational Behavior," Tim R. V. Davis, & F. Luthans, 1980. *The Academy of Management Review*, 5(2), p.283. Copyright 1980 by the Academy of Management*

Observational Learning Processes

Observational learning refers to the process in which individuals directly and indirectly interact and identify with others to learn behaviors (Cheung, Liu & Lee, 2015; Gong, Zhang, Chen, Cheung, & Lee, 2020). The ability to observe learning enables organisms to acquire large, integrated patterns of behavior without having to gradually form them through tedious experiments and errors (Bandura, 1978). In terms of direct experience learning, it is hard to imagine a culture whose language, values, complex abilities, and elaborate practices of its social, political, and cultural systems are shaped by trial and error learning on each new member (Bandura, 2016). There are four core processes of learning by observing in social modeling in Figure 2.4. (Ata, 2018).

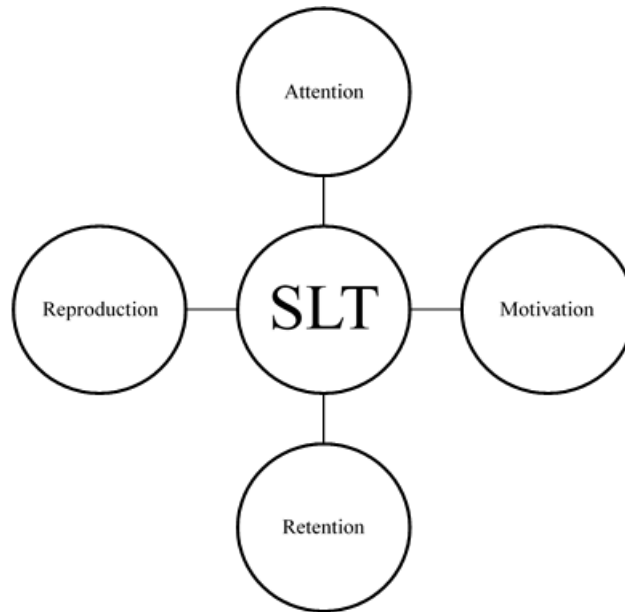


Figure 2.4. Four Core Processes in SLT. Adapted from “Evaluation of Adult Environmental Awareness Behaviours in Terms of Social Learning Theory According to Perceptions of Primary and Secondary School Students.,” E. Ata ,2018. International Journal of Higher Education, 7(6), 54–62, p.55. Copyright 2018 by Sciedu Press

Attention processes

Attention processes impact what the observer chooses to attend to from the observed activities, which include cognitive skills, preconceptions, and value preferences. (Bandura, 2016; Loes & Warren, 2016; Mbatl, 2013). Separate factors include the structural arrangements of human interactions and association networks (Mbatl, 2013). Behaviors are paid attention and are imitated according to the extent to which an individual are exposed to a behavior demonstrated by influential models, such as mother, father or a celebrity or models who have similar age and gender (Ata, 2018).

Retention processes

Retention processes involves the active process of transforming and restructuring information conveyed by modelled events into rules and conceptions for memory representation, which include using small segments or codes in transforming information gained from observation into mental concepts (Loes & Warren, 2016; Mbatl, 2013). It is important that a memory of the behaviour learned via observation or imitation is remembered later by the observer (Ata, 2018). Individuals can only be influenced by modeled behaviors if

they recollect or have a memory of these behaviors occurring (Bandura, 1977; Morse, Carman & Zint, 2019).

Reproduction processes

Reproduction processes as the third element of modelling consists of transforming symbolic representations into motor behaviors (Bandura, 1977; Thomas, Morgia & Harris, 2016). A memory of the behavior must be taken as an example by the observer (Ata, 2018) According to Bandura, in most learning situations people usually produce an uneven likeness to the newly developed skills through modelling, and it is only through observation and feedback from performance that refinement and adaption of behaviors occur (Thomas et al., 2016).

Motivation processes

The final key element of learning through observation is that a person needs to be motivated to apply the modelled behavior (Bandura, 1977). This is a crucial aspect of SLT as people, despite having the capability to execute the modelled behavior, they do not always perform everything that they learn (Mbaty, 2013; Thomas et al., 2016). Learners are more likely to adopt modelled behaviors if they are motivated by intrinsic or extrinsic factors. Intrinsic motivation comes from inside an individual rather than from any external source. Extrinsic motivation refers to factors that are external such as the promise of a reward or the threat of punishment (Bandura, 1977; Bandura, 2016; Bethards, 2014).

Bandura (2016) wrote:

We found that virtually everything learned by direct experience could be learned much faster through social modeling. First, it instructs people in new ways of thinking and behaving. Second, it also affects motivation and self-regulation by conveying the functional value of modeled behavior. Seeing others gain desired outcomes by their actions creates outcome expectancies. Third, people acquire lasting attitudes and emotional reactions toward persons, places, and things

through modeled emotional displays. Fourth, during their daily lives, people have direct contact with only a small sector of the physical and social environment. Influence via the media is the most pervasive type of influence and shapes public consciousness (p236).

In addition, Gong et al. (2020) also posit early studies have found two distinct observational learning processes: irrational observational learning and rational observational learning. Irrational observational learning is driven by the behavior and decisions of social referents. When users observe the behavior of others, they are provided with a social environment in which they are exposed to definitions, mimics models, and translates symbolic models into their own behavior (Gong et al., 2020; Højholt, & Kousholt, 2020; Lowry, Zhang, Wang & Siponen, 2016). Rational observational learning depends on the opinions and suggestions of social referents (Dewan, Ho, & Ramaprasad, 2017; Gong et al., 2020). In the real world, users learn not only a behavior by observing the behavior of others, but also by soliciting advice from others. They may be inspired by experienced social referents before performing actual behaviors (Gong et al., 2020).

Summary

This review of literature is an analysis of the managers resolve conflict issues under the culture influences through social learning perspective. The researcher summarized the similarities and differences, in the next section, interview Taiwan's managers and analyze their communication with subordinates, colleagues, and chief executives in order to understand their culture awareness, their strategies in the management of conflict and their learning process. In order to increase the objectivity of the research, collectivism and individualism were compared to avoid the bias of the mono-cultural viewpoint. Theory of conflict sources and conflict management strategies can help the researcher to lay the foundation, narrow the scope of research, and design interview questions.

As a result of the scarcity of the previous studies about conflict management and social learning process, and this study is analyzes these conflict experience of these managers and the social learning process, hoping the results will help to extend the possible root causes of conflict in the concept of workplace conflict and conflict management in Taiwan and contribute to the reference and enhancements to more literature of conflict management and social learning process, especially those strategies that conflict are in the early stage.





Chapter III RESEARCH METHOD

This chapter provides a description of how this research was conducted. It describes the aspects, including the research approach, the research-based research framework, and the research procedure for this study. Monitoring of research design, data analysis process and research quality.

Research Approach

Qualitative research is concerned with how people understand and make sense of life (Lichtman, 2014). And it aims to explore, describe, understand or explain phenomena, as it aims to study the meanings and experiments that people have established (Merriam, 2009; Yan, 2019). The study adopted a qualitative research approach and aims to understand Taiwanese managers' perceptions of Taiwanese workplace culture. It not only research "what" conflict experience might occur, but also realize "how" to decide the resolution, while addressing a problem of conflict in the workplace. And it explores the sources of underlying conflict, reflection, abstract conceptualization, and future applicability for workplace or organizational conflict. The study also explores the social learning perspective, managers derive from these conflicts and the learning process. And how they could apply those conflict management skills when they deal with conflicts next time.

Understand the culture of these managers and their experience of conflict in the workplace in Taiwan, this research conducted in-depth interviews with Taiwanese managers to document their experiences with sources of conflict in the workplace and strategies, as well as the process of conflict management strategies. From the research questions, a series of interview questions were developed to help interviewees recall and share their conflict learning experiences.

Research Framework

This study regards a series of leading causes and consequences of conflict resolution as a social learning process that the manager must experience.

Based on and research purposes and questions presented in Chapter I. This study used the social learning theory perspective to understand managers' conflicting experiences and the conflict resolution process under cultural influence. The framework is divided into four phases (Figure 3.1. Research Framework), first it realizes conflict sources in a workplace (What happen about managers conflict experiences?).Second, it analyzed how the manager's action (e.g. conflict resolution styles) and consideration (e.g. long-term partnership, personality else...) to handles the conflict. Third, it proposes solutions that can be supported by both parties. If managers want the litigant to end the conflict, which means they must lead the discussion instead of pointing fingers and adopting conflict resolution methods. Fourthly, the process or method of resolution and action were analyzed through the social learning framework, which includes the outcome and what they learned at the end.

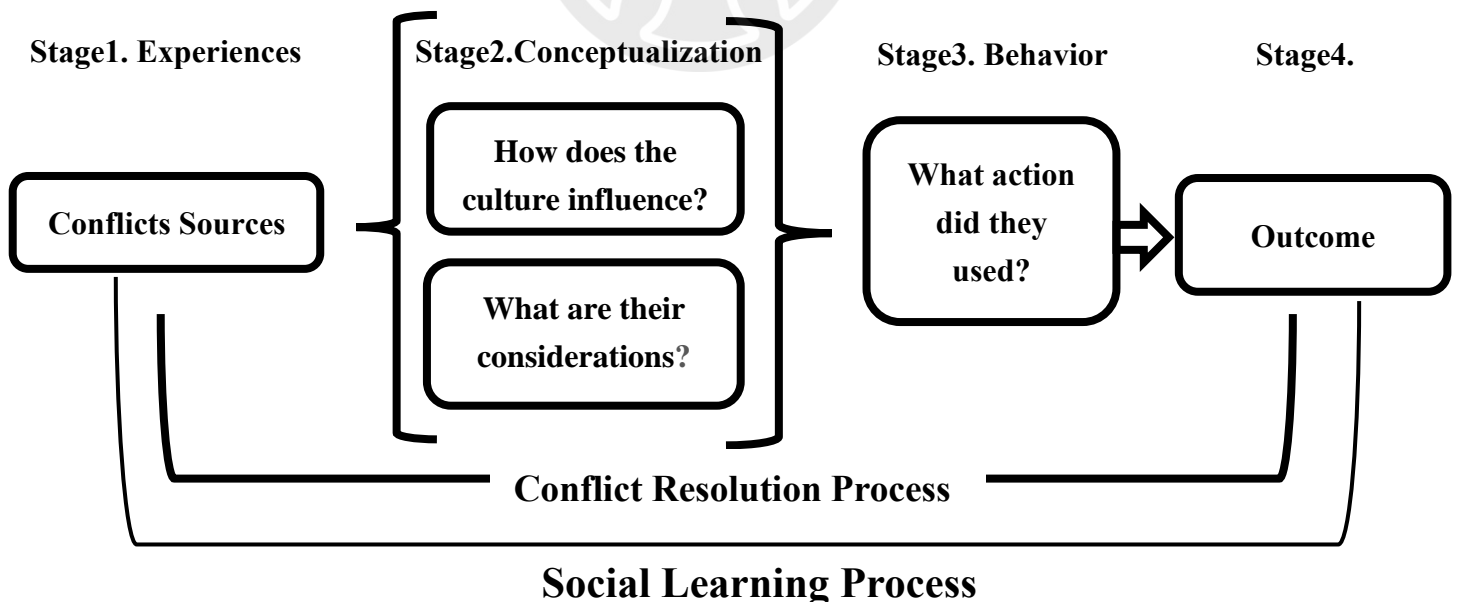


Figure 3.1. Research framework

To identify sources of conflict which may contribute to resolving conflict issues, the present study used the three categories of sources of conflict suggested by Budd, Colvin and Pohler (2020) to distinguish the conflict experience of the interviewee. Based on the conflict resolution process model, this paper explores the conflict resolution styles and cultural awareness of Taiwanese managers, and how to determine the conflict resolution strategy. It used the concept of social learning processes to understand how managers observe and learn about conflict management strategies. The observation learning process also determined the relationship of the observer to the observed model. These concepts are elaborated in Chapter II, and this research framework forms the basis for the data analysis data collection.

Research Procedure

As shown in Figure 3.2, the development and research process of this study were described one by one.

1. Identify Research Topic

Since the researcher's previous internship experience, the research topic was identified after consulting with advisor and discussing with some Taiwan's manager to make sure that it was feasible to conduct this study. The researcher considered and discussed the research objective and significance, and wrote the first draft, by observing the conflict behavior patterns of Taiwan's manager in the workplace.

2. Review Literature

After determining a suitable research problem, the researcher began to search for literatures about conflict sources, conflict resolution, and social learning information to enhance the background knowledge of the research in order to acquire helpful sources for this study.

3. Choose Research Methods

This study chose qualitative research methods in the hope of gaining deeper insights into conflict resolution process and social learning experience through interaction with people and

data collection.

4. Establish Research Questions and Purpose

Through the progress of reviewing the literatures while discussing with the advisor, then the researcher set research questions according to the research purposes.

5. Set Research Framework

After conducting literature review and discussing with the advisor, interviewee's conflict experience, behavior outcome, and culture influence on individual, which made the data of this study rich. It was also within the research framework.

6. Design Interview Questions

In order to respond to research questions, interview questions were developed from research questions.

7. Conduct Peer /Expert Review/ Pilot Test

The interview questions were checked by the researcher's internship colleague and the researcher's two classmates who used to study the same program as the researcher. The next step the interview questions were sent to the participants who were in the practical field for expert review to ensure the reliability of questions. Lastly, the researcher modified the interview questions according to the suggestions of experts and the result of pilot tests to make sure the questions were easy to be understood.

8. Conduct Interview

After the interview questions have been completed, the interview was therefore conducted. When it comes to conflict, people may seem more sensitive and tend to react conservatively. Interview questions were sent to interviewees in advance so that they could recall their past experiences and agree to be interviewed. This study used snow sampling method: based on the recommendation of acquaintances and friends, as well as their network of contacts, this study enlisted people for interviews.

9. Analyze Data

Following the collection of all interview data and associated documentation, the research was systematically transcribed and analyzed.

10. Conclude Research Findings

After analyzing the data, the research related its findings to existing literature and discussed its implications. The results and implications were provided to individuals and organizations with practical contexts and future studies.

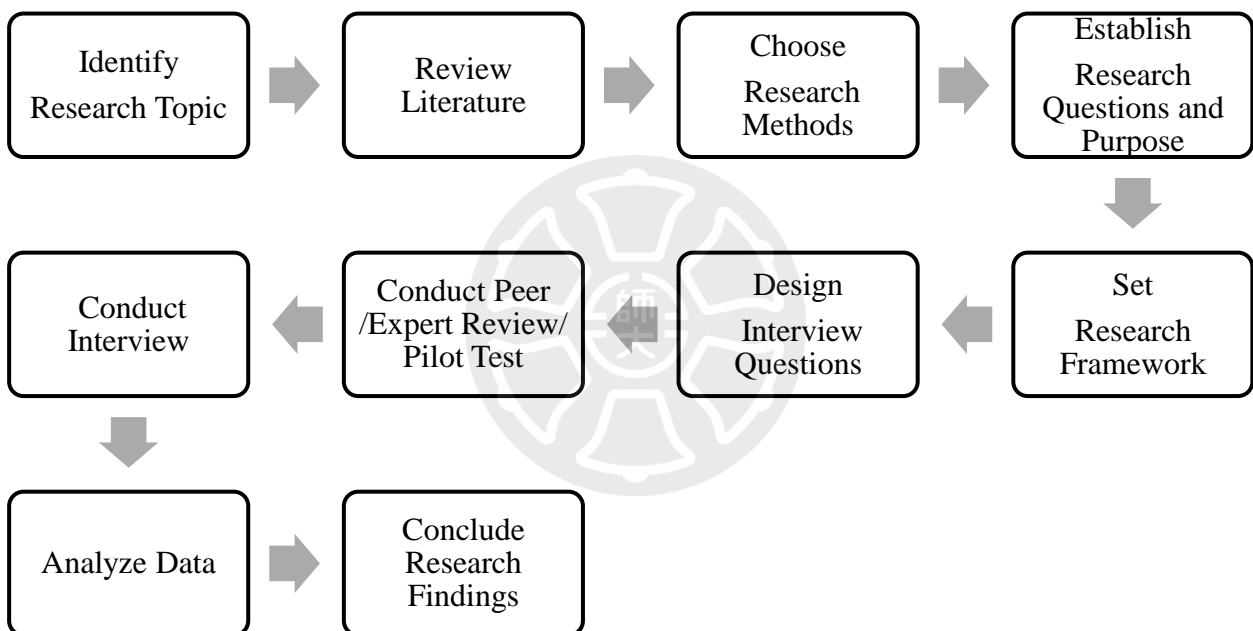


Figure 3.2. Research procedure

Research Participants and Sampling Criteria

In qualitative research, the selection of study participants often involves narrowing down from a large target group to a small subgroup or sample that includes key potential participants in the research. This selection is always fraught with problems and challenges. Ideally, we might want to collect data from specific participants, but the actual statistics are still based on whether we can find people to interview (Saunders & Townsend, 2018). The specific sampling methods used in qualitative research can be divided into five categories: rolling snow sampling, opportunistic sampling, purposeful random sampling, convenience sampling, and the fifth total sampling. (Chen, 2009).

At the beginning of this study, the snowball sampling method was adopted, starting from one or several people or cases, and extending outward through the researcher's network to find subjects to interview.

Due to the exploratory and conflict sensitive nature of the study, after fully disclosing the purpose of the study, solicit participants agreed to recommend next suitable and willing interviewees. This sampling method is appropriate that Taiwanese tend to value sense of trust with the each other, so that they are willing to talking more about their conflict experience if we have third-party introduction. The interviewees might also want to conceal facts from the researcher. Therefore, this study participants' set scope has been kept broad to explore mainly different conflict experience cases and strategies of Taiwan's manager under culture influence.

Between April 17, 2020 and June 28,2020, this research project were interviewed approximately 24 people, including vice president, manager, supervisor, team leader, business controller who were familiar with Taiwan's workplace culture and had several years of practical experience in management to record their experience related to conflict in the organization. The participants of this study should have had at least 3 years of managerial experience. Along with the growth of the age, those who have been working for many years may change the way they deal with conflict based on their age and experience. They may have found a self-

adaptation method or not, as being in the face of conflict is also a continuous learning process. In this study, the participant's age range is not limited. The only criterion is to have more than three years of managerial experience. To ensure the privacy of participants, their names are encoded through pseudonyms.

In addition, the data did not only record managers' cultural awareness of the Taiwan environment, but also record their cultural awareness of the workplace, such as local or global companies cultural (e.g., America, Philippines, Korea, Japan) and their personal tendency. The information of interviewees are provided in Table 3.1.



Table 3.1.

The Description of Interview Participants

Participant Number& Name	Position	Managerial experience (Year)	Management Levels	Interview Date	Their perceptive culture in Taiwan	Workplace Culture in the workplace	Personal Tendency	
1	Yelena	Financial /Business Controller	Over 10 years	Middle-level manager	2020.04.17	Collectivism	Collectivism Local	Collectivism
2	Jane	Business Controller	Over 03 years	Entry-level manager	2020.04.17	Individualism	Individualism L&G (A)	Collectivism
3	Liam	Regional Manager	Over 20 years	Middle-level manager	2020.04.17	Collectivism	Both Local	Collectivism
4	Mandy	Supervisor	Over 03 years	Entry-level manager	2020.04.18	Collectivism	Collectivism Local	Collectivism
5	Adiel	Engineer Supervisor	Over 06 years	Entry-level manager	2020.04.18	Collectivism	Collectivism Local	Both
6	Sandra	Team Leader	Over 10 years	Middle-level manager	2020.04.21	Collectivism	Both Global (A)	Collectivism
7	Amy	President	Over 20 years	Top-level manager	2020.04.22	Both	Both Local	Collectivism
8	Abbott	Vice President	Over 15 years	Top-level manager	2020.04.25	Collectivism	Both Local	Individualism

Culture in the workplace: * Global (America) * Global (Philippines) * Global (Korea) * Global (Japan) *L&G (Local &Global)

(continued)

Table 3.1. (continued)

Participant Number& Name	Position	Managerial experience (Year)	Management Levels	Interview Date	Their perceptive culture in Taiwan	Workplace Culture in the workplace	Personal Tendency	
9	Franklin	President	Over 40 years	Top-level manager	2020.04.26	Collectivism	Collectivism Local	Collectivism
10	Frederick	President	Over 10 years	Top-level manager	2020.04.26	Collectivism	Collectivism Chinese	Collectivism
11	Joy	Assistant Manager	Over 06 years	Entry-level manager	2020.04.27	Individualism	Individualism L&G (A)	Collectivism
12	Gina	Human Resources Manager	Over 10 years	Middle-level manager	2020.05.01	Collectivism	Collectivism Local	Collectivism
13	Adam	Engineer Chief	Over 03 years	Entry-level manager	2020.05.02	Individualism	Individualism Local	Individualism
14	Vicky	Administrator	Over 03 years	Entry-level manager	2020.05.02	Individualism	Individualism Local	Collectivism
15	Clara	Assistant Manager	Over 07 years	Middle-level manager	2020.05.07	Collectivism	Collectivism Local	Collectivism
16	Evelyn	Business Controller	Over 03 years	Entry-level manager	2020.05.19	Individualism	Collectivism Local	Collectivism

Culture in the workplace: * Global (America) * Global (Philippines) * Global (Korea) * Global (Japan) *L&G (Local &Global)

(continued)

Table 3.1. (continued)

Participant Number& Name		Position	Managerial experience (Year)	Management Levels	Interview Date	Their perceptive culture in Taiwan	Workplace Culture in the workplace	Personal Tendency
17	Jasper	Marketing/ Customer Service Manager	Over 03 years	Entry-level manager	2020.05.19	Both	Collectivism Global (K)	Both
18	Davis	Regional Manger	Over 10 years	Middle-level manager	2020.05.20	Collectivism	Both L&G(A)	Collectivism
19	Janice	Human Resource Manager	Over 07 years	Middle-level manager	2020.05.22	Collectivism	Collectivism L&G (A.K)	Individualism
20	Nina	Supervisor	Over 03 years	Entry-level manager	2020.05.23	Collectivism	Collectivism Global (A)	Collectivism
21	Spencer	General Manager	Over 10 years	Top-level manager	2020.05.30	Collectivism	Collectivism L&G (P)	Individualism
22	Rex	Otorhinolaryngology Supervisor	Over 07 years	Middle-level manager	2020.06.02	Individualism	Individualism Local	Individualism
23	Rachel	Section Manager	Over 05 years	Entry-level manager	2020.06.12	Collectivism	Collectivism Global (J)	Collectivism
24	Susie	Purchasing Manager	Over 07 years	Middle-level manager	2020.06.28	Both	Individualism Local	Both

Culture in the workplace: * Global (America) * Global (Philippines) * Global (Korea) * Global (Japan) *L&G (Local &Global)

(continued)

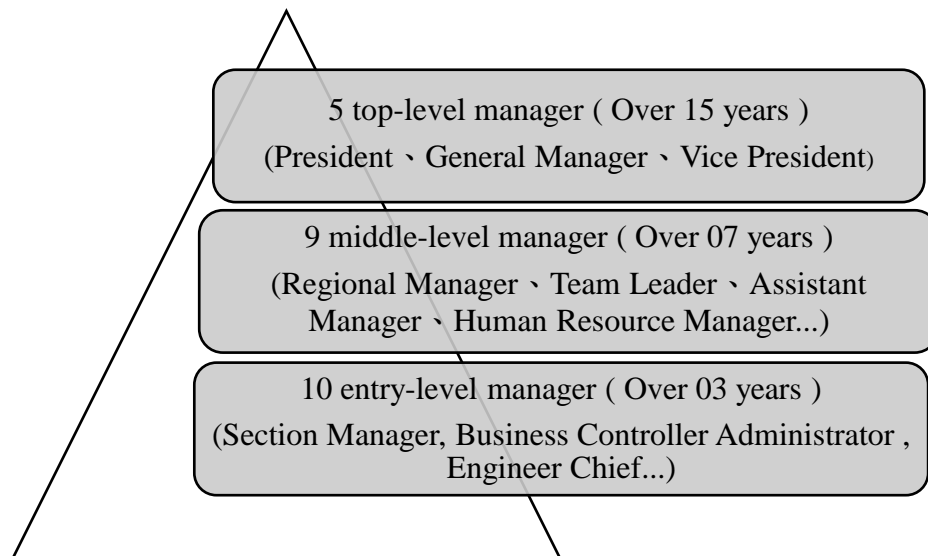


Figure 3.3. Managerial level in Taiwan workplace. Adapted from “Organizational Behavior,” by Shu-Cheng Chi, 2016, *Management level* (pp.8-9). Taiwan. Copyright 2018 by Yeh Yeh Book Gallery

In this research, 24 participants were divided into three levels, from entry to the top-level management. Each level had different roles, duties, responsibilities and obligations conferred by authority. From a conflict perspective, entry-level managers often encounter non-management employees or clients who need to deal with conflicts. Where the conflict situation exceeds the scope of the exercise of authority, there is a need to engage the intermediate or higher level of the supervisor to ensure coordination. Middle managers are the most important sandwich layer in maintaining the organizational business process. In addition to leaders and subordinates, at the same time, they are faced with colleagues and senior management. Consequently, the person and the causes of potential conflict are more complex and difficult to deal with. In the dispute and negotiation process, the role of third-party coordination should be more powerful. Top-level manager must manage a larger aspect, they have the highest authority to manage and make decisions on anything. As a result, when conflict resolution is usually required, it can be a conflict that is already involved in the operation or decision-making of the mediation organization. At the same time, when the top-level manager makes a decision that causes conflict or the employee is dissatisfied, he is also the first to bear the result.

Data Collection

In this study, semi-structured interviews as well as some document review were adopted for data collection. Because of the purpose of the study, which sought to identify the source and resolution of conflict, the interviews focused on sharing conflict experiences among participants. This study also tried to understand the social learning process of Taiwanese managers of conflict resolution strategies, the relevant document provided by the participants to understand the results of the research.

Interviews

Qualitative interviews is used to explore and understand the way the interviewee's experiences and world. It provides a unique way for research subjects to learn about the real world and describe their activities, experiences, and perspectives in their own words. Qualitative interview research has a long history in the field of social science, and the systematic literature on interview research is a new phenomenon in recent decades (Brinkmann & Kvale, 2018).

To understand the respondents' conflict situations and solutions, this research argues that qualitative interviews will be better than quantitative research. A total of 24 participants was recruited and their opinions were solicited through formal invitation and formal consent was sought for an interview or video (due to Covid-19) meeting. The researcher set up the date and shared interview questions before the actual interview. They were asked to fill out the basic background information and personal information. The researcher recorded the whole interview using a voice recorder or video with the permission of the interviewees. During the interview, the researchers took notes and comments and paid attention to the feelings of the interviewees. The interview process was recorded on video. All questions and answers of the interview were in Chinese. After collecting the data, all the interviews were transcribed.; The total interview time was about 40 to 60 minutes, depending on the participants' convenience and research needs. Starting with the introduction of the research, individualism and

collectivism simple narrative and the establishment of developments on the topic of conflict management. The interview was recorded using a predetermined but flexible question plan (with the consent of the interviewee). Some examples of interview questions are:

- (a). "From your observation, does Taiwan's culture tend to be more collective or individualistic? Does your company have a more collectivist or individualistic culture? Why?"
- (b). "Given the above, in this culture, what methods do you think you or others in your company commonly use to face and handle conflicts?"
- (c). "How much do you care about face when dealing with conflict?"
- (d). "Please share your methods and techniques for resolving conflicts in the workplace. Please give one or two examples."
- (e). "How do you handle conflict in your workplace that you can not resolve?"
- (f). "What factors should you consider when choosing a way to handle conflicts"

After that, code with similar characteristics (the basic idea) is identified and folded appropriately into a content area or category. The coding process was done with a high degree of openness and ensures that the categories that emerge from the code combination are not prior-imposed (Akanji, Mordi, Ajonbadi & Mojeed-Sanni, 2018).

Document Review

Documents are common in organizational and social life. According to a certain research purpose or topic to collect relevant market information, investigation reports, industry dynamics and other literature data, so that fully and accurately grasp the desired of the problem (Coffey, 2014). The production and intent of such files have different forms and informality, including clippings, periodicals, papers, research reports, government publications, books, web pages and other data. Because of conflict document data is not easily recorded, the researchers was provided only a small number of documents by the participants. Some participants had provided DISC form for research analysis. In addition, one of the purposes of this study is to

understand the learning process of conflict management of managers through the perspective of social learning. Therefore, the study also explored the social learning of managers by providing participants with reading books and films.

Data Analysis

Steps in Qualitative Data Analysis

Qualitative data analysis refers to an inductive analysis process. Qualitative research reports often contain multiple citations and textual descriptions, and the analysis process is primarily dedicated to selecting, summarizing, comparing and concluding them (Mertler, 2017). In qualitative research, it is reasonable and common to use numbers to more accurately indicate how often something happened or the number of participants who reported a experience or event. It complements the main descriptive and interpretative purposes of the analysis (Frey, 2018). Based on the conceptual diagram of the steps in qualitative research analysis provided by Mertler (2017), this study is conducting a series of steps in qualitative research. As shown in Figure 3.4.

1. The investigator began with specific observations (i.e., data) and noted trends in those data. Not only were the data itself taken into consideration, but also the context and all other factors.
2. Using a qualitative research approach, the researcher analyzed the data in the form of transcriptions of interviews and any documented data collected.
3. The data were analyzed through an open coding system. The instances for each category were noted and the corresponding narrative data codes were identified. The researcher is involved in the analysis of repeated words or phrases, patterns, relationships between subjects, significant differences between subgroups and common sequences.
4. The researcher identified the models and processes for these conflicting sources, identified similarities and differences, and integrated them into the next data collection series.

5. The investigator was inductive with partial data, including coherence of database discovery.
6. The researcher tried to validate validation of theory and data to draw conclusions.

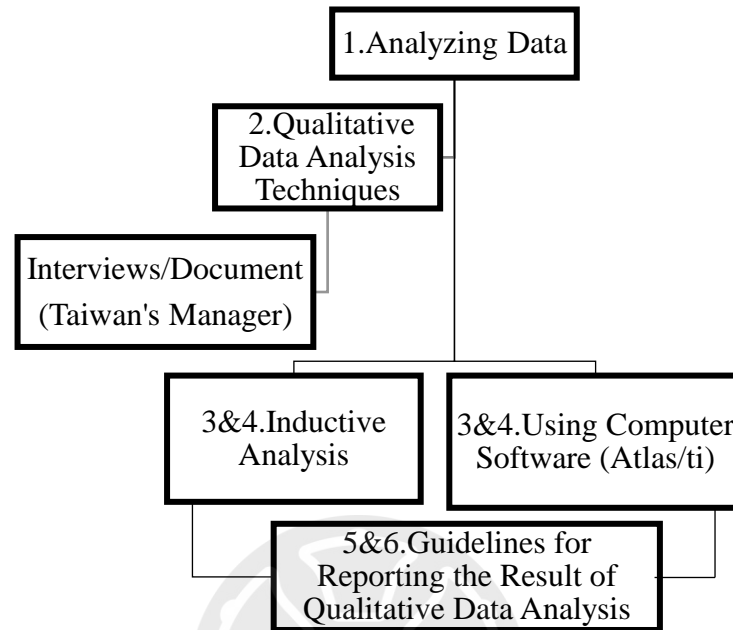


Figure 3.4. Steps in Qualitative Data Analysis. Adapted from “Analyzing data.” by C. Mertler, 2017, *In Action research* (pp. 170-216). Copyright 2017 by SAGE Publications, Inc.

Grounded Theory Analysis Strategies

Basic on Strauss and Corbin (1990), grounded theory is an interactive method of theoretical construction. It includes comparing the data and asking questions. It is sometimes called constant comparative analysis.

- i. Open coding is part of the analysis, specifically involving naming and classification. At this stage, the data is broken down divided into discrete parts, carefully examine. The researcher must break up an observation, a sentence, or a paragraph to give each event, idea, or even a name or label that represents a phenomenon. For instance, the researchers would ask basic questions about the data, such as the relationship with the conflict? When? Where does it happen? Why is that?

- ii. Axial coding is part of the analysis process, and researchers put these parts into it in open coding, identify and separate the data reconnected together between categories. This is an important step in the coding process because how you do it, you bring the complexity of the context back into the picture. Analysis of concept development will be completed at the end of this step.
- iii. Selective coding involves the process of selecting a major core category and associating the other categories with it. Verify the relationship of the hypothesis. This step is similar to axial coding in that it is comprehensive and relevant, associating subsidiary categories with core categories through a model.

Among the three types of coding, this study used both open coding and axial coding.

Most of the software available for qualitative analysis provides a common core function to support the topic encoding of data and topic comparison across cases. Thus, these software's provide good support for analytical methods that use these ideas, such as grounded theory. (Flick, 2014). This study took Atlas/it as the main system, for coding data, and sorting out a complete data analysis. As shown in Figure 3.5.

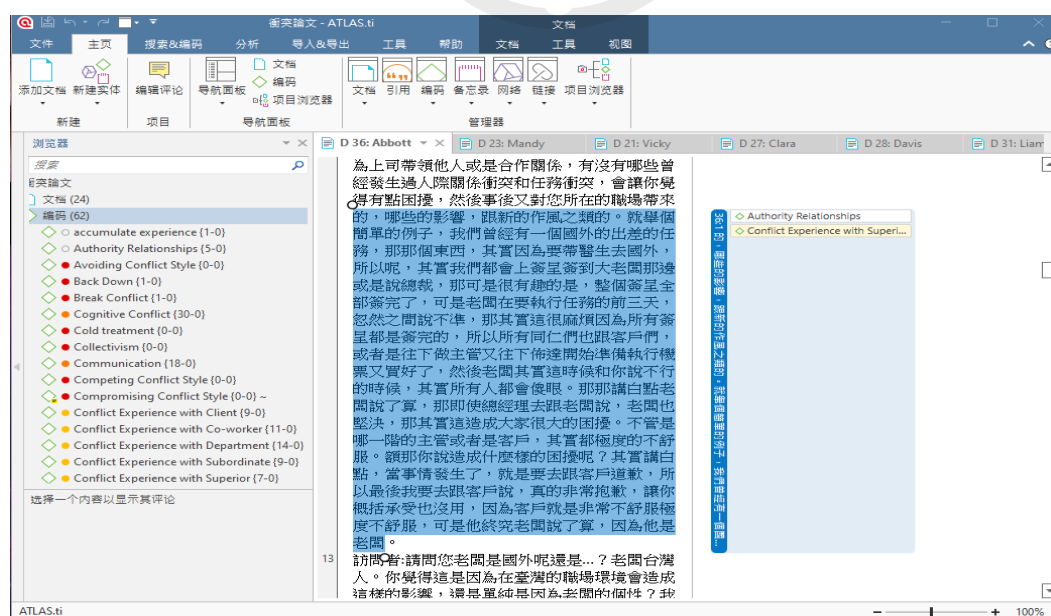


Figure 3.5. Example of coding process

The researchers began to categorize the codes and code them according to relevant conflict experiences. This is an important step to connect the complex relationships of contexts with the differentiation of categories. To answer the three research questions in this study, three dimensions were identified, including the source of the conflict, the conflict resolution decision and the social learning process. Figure 3.6 shows an example of the coding process for the study's first research question, where the researcher categorized the codes and identified the topics and dimensions. The first coding chart presents examples of conflicting experiences provided by participants. The researcher reviewed the original content for useful information and conducted a second coding classification, which included a breakdown of sources of conflict, such as specialized conflicts. The third topic of generalization, such as specialization conflict, is a type of structural conflict. To respond to the first research question.

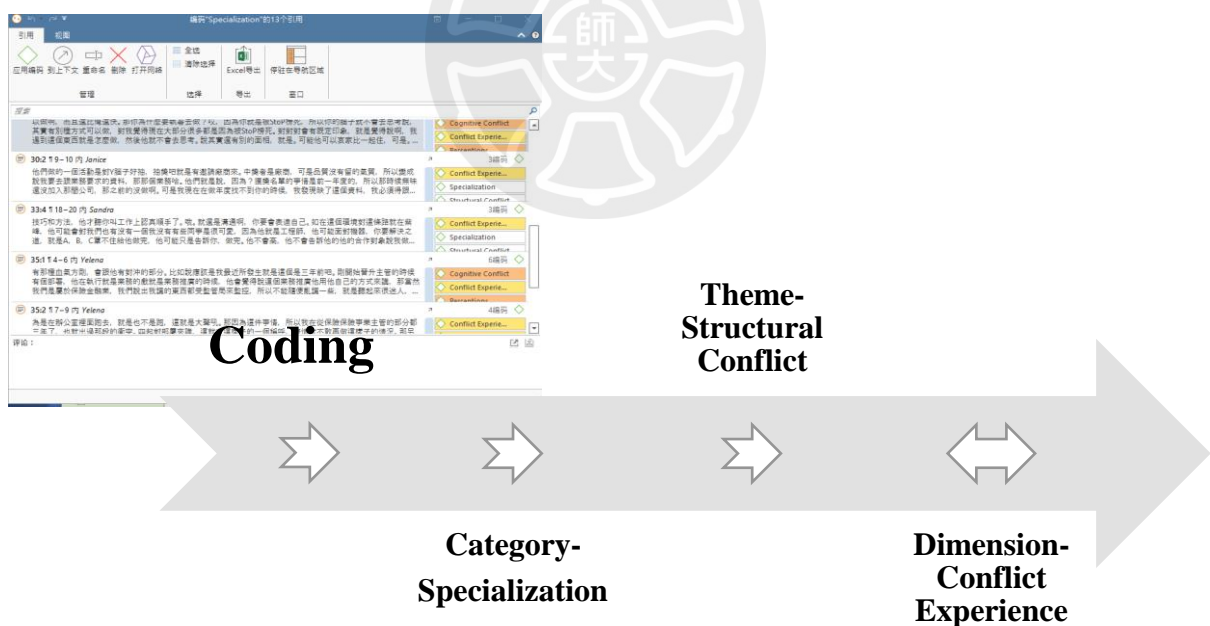


Figure 3.6. The Example of the Categorizing Process

Research Quality

Society invests in scientific research to better understand the world and tries to use this improved understanding to solve pressing social problems. However, published research can be useful for theory or application only if it is credible. (LeBel, McCarthy, Earp, Elson, & Vanpaemel, 2018).

Credibility

This study adopted a variety of methods for data collection to improve the reliability of the system and the internal validity of qualitative research. Questions and contents of the interviews will be reviewed by experts in qualitative and cross-cultural studies. After reviewing the questions, the researcher is required to conduct the interview first, and then may need to revise the questions before the interview content can reach the research interest (Strauss & Corbin, 1990). Triangulation was also used to enhance the reliability of the data. In this study, in-depth interviews and document review were combined to collect research data and ensure data consistency.

Transferability

Transferability refers to the research results that can provide the foundation for future development and extension to other researches. To improve transferability, the researcher provided details of the study, the method, and the background of the study. This study interviews supervisors from a collectivist cultural background. The research background and literature review on the behavior patterns and coping strategies of conflict management have been discussed in detail. Therefore, this study has provided an enough description of relevant information on workers of collectivist cultures facing conflict problems., so that other researchers can determine the matching degree of their research and judge the effectiveness of this study.

Dependability

The results of a qualitative research are unlikely to be copied. Therefore, it's very important for the researchers to improve the basis of the qualitative research and the consistency of results, as qualitative changes are based on the context. In terms of data collection, interview questions are sent to interviewees in advance so that they can be prepared. To reduce Taiwanese managers' confusion about collective and individualistic names, this study provides a description of the cultural story of collectivism and individualism as a reference (Appendix A). The process was conducted in an in-depth interview, and the interview process was recorded or videotaped to ensure the quality of the interview. As far as was possible, the researcher observed the workplace and the interviewees for a while to determine the actual working conditions of these workers to ensure the dependability of this study.

Verifiability

Verifiability refers to objectivity, which is the researcher's verifiability, their degree of objectivity, and their attention to individual subjectivity. To reduce prejudice, attention should be paid to individual subjectivity. Although the goal of this research is to study collectivist cultural groups, the researcher is aware that they also grew up in a collectivist culture. They should still try to write down the discussion and collect the literature with an objective view. It shouldn't be ignored there are still individual differences in the collectivist environment, thus improving the objectivity of research. In this study, the researcher finds five peers to read the interview questions and ask how to improve initially. The researchers also consulted with two human resources experts and asked them if the interview questionnaire on conflict management had been properly designed. The consultation with the advisor also helped enhance the confirmability of the study.



CHAPTER IV FINDINGS AND DISCUSSIONS

The main findings of this research are answer in the following four sections, which are conflict experience (source), conflict resolution decision (consideration and action), conflict learning process and discussion. The first three sections answer the three research questions of this study: (1) What experience of conflict commonly occurs for Taiwan's managers in the workplace? (2) How does culture impact Taiwanese manager's conflict resolution strategies? And how do Taiwanese managers decide the strategies? (3) How did Taiwan's managers learn conflict resolution from a social learning perspective? In this chapter, the main findings responding to each research question were described and explained in the following sections.

Conflict Experience

To respond to the first research question, this section illustrated three sources of conflict which were found to be most happened experience of conflict for Taiwan's managers (Entry to Top Management Level) in the workplace. As shown in Figure 4.1. & Figure 4.2, more detailed conflict sources were identified for each conflict incidents. The number of the participants occur conflict and the frequency that the experience appeared among conflict incidents were also presented.

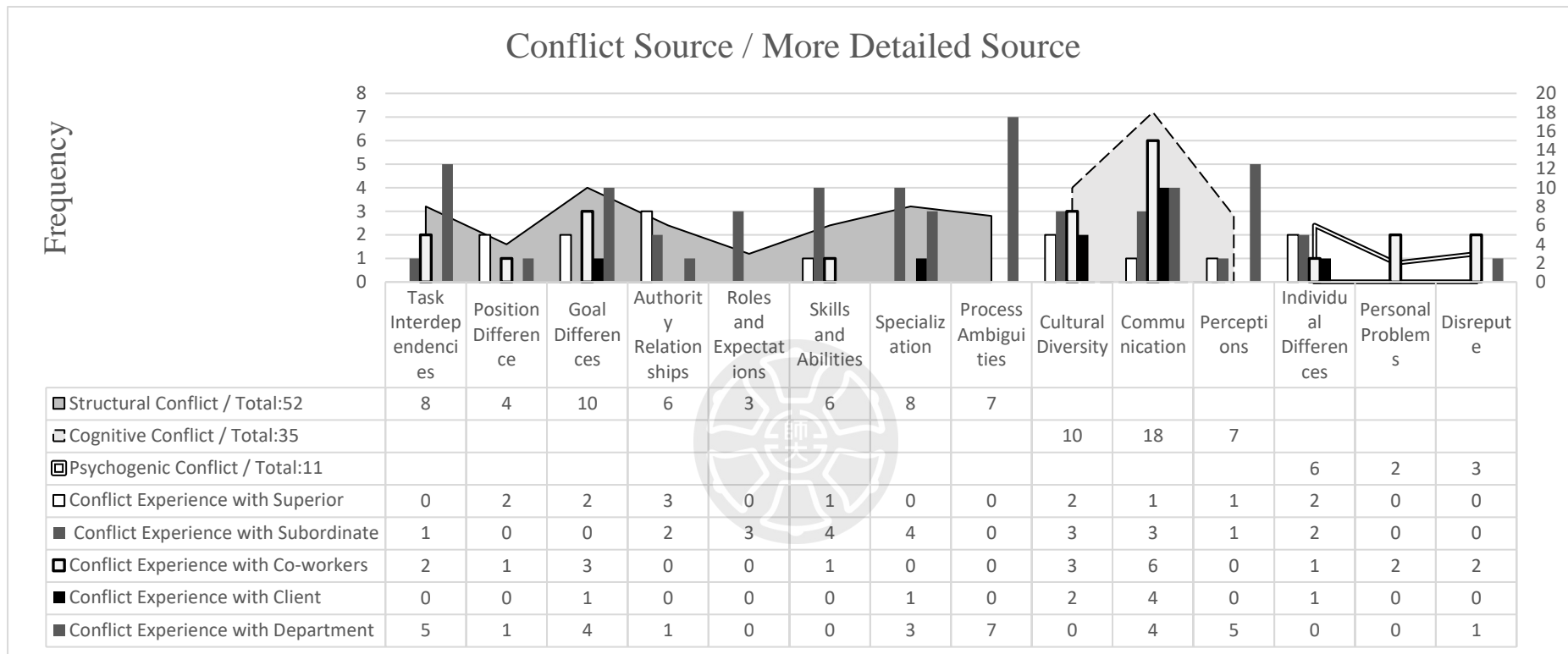


Figure 4.1. Result of Conflict Source-Frequency

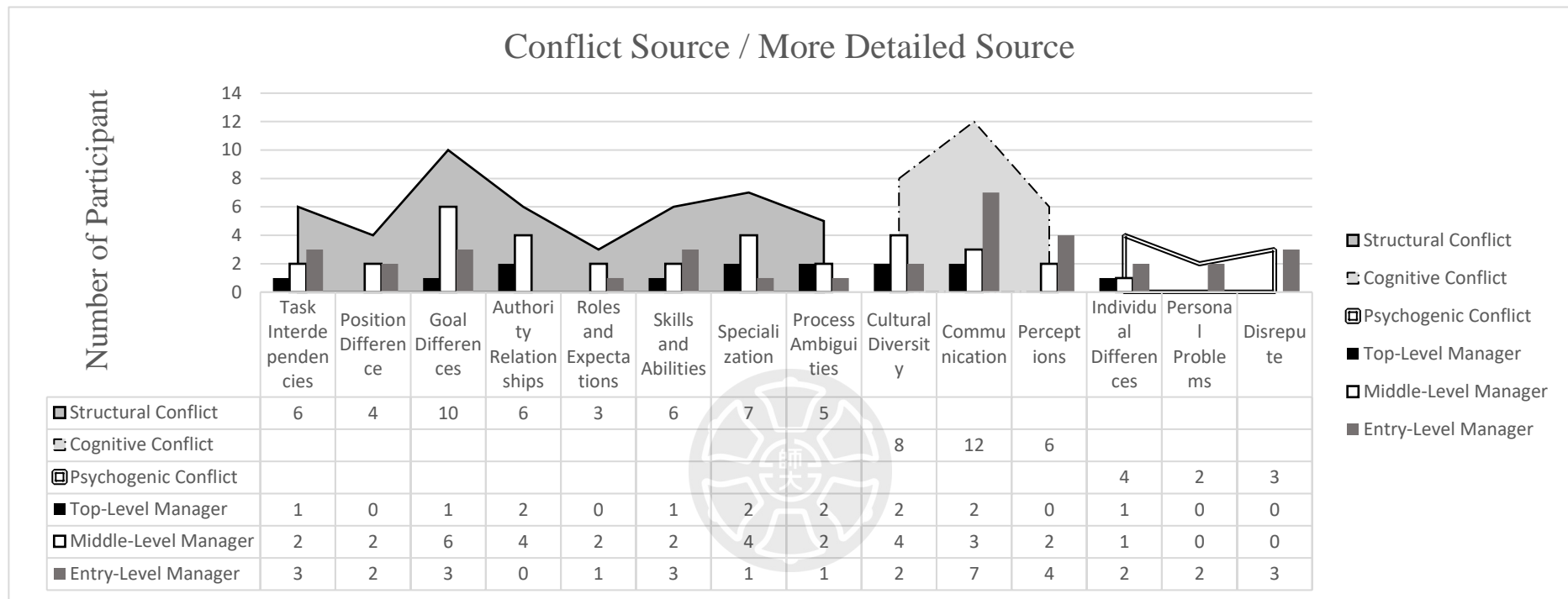


Figure 4.2. Result of Conflict Source- Number of Participant

Structural Conflict

Among all conflict experience shared by twenty-four (24) participants, data showed that structural conflict was the most frequently ([frequency 52](#)) and widely cause of conflict that Taiwan's managers occurred for it in the workplace. In this study, eight more detailed sources were identified for structural conflict: (1) task interdependencies, (2) position difference, (3) goal differences, (4) authority relationships, (5) roles and expectations, (6) skills and abilities, (7) specialization and (8) process Ambiguities. The following illustrates the eight groups of sources of conflict amongst Taiwanese managers.

Task Interdependencies.

[Six \(6\) participants](#) said that the nature of long-term work requires co-operation with other tasks or departments, where one side of the task is interrupted, the conflict between the two parties will arise. The experience of eight conflicts indicates that the most common **conflict experience with department** is that of managers and interdependencies of the duties of other departments., and that entry-level managers are usually more likely to face the conflict of task interdependencies. One of the experiences shared by an entry-level manager, Adam, was quoted in the following:

We have a base employee, he is operator, he must be in contact with our department mechanical and electrical engineers, our engineers is older than him, he told our operator that we are not enough clear to send the information for him , resulting in his failure to deal with timely, thinking that should be quickly warned him, then our personnel may not be professional enough or express unclear, and finally we have to do the whole things again...

When the partner is unable to complete the default task in time due to a variety of factors, the next phase will be delay and task conflict will be triggered. In severe cases, it may be necessary to call-in high-level managers to coordinate and allow subsequent tasks to be

completed smoothly. The following was a quote from a middle-level manager Sandra:

Sometimes, the deadline is too tight, you need to coordinate many units, we work hard together, just like when it is time to pass the baton to the next runner, the focus must be intense, but if the runner don't willing to do or delay it, he will tell you, No, I can't do that on time ,thus, the last runner finish time is compressed. We have often encountered the situation on project cooperation, I would often speak to my manager and project manager to coordinate communication.

Most of the time, there are daily job conflicts between co-workers, and there are a lot of insignificant things within the internal departments. Poor communication can result in many minor conflicts. As well, the external department is typically required to share relevant information with the internal department. If both parties do not cooperate, another conflict incident may occur. Vicky, an entry-level manager, stated:

Each department's consider and cognition are different, such as our department is often fail to communication between with business secretary, or such as we always said to sales representative to show the customer number, etc., we can query the goods or the work such as information, it can be more efficient in the future, but for them, they are out of a lot small expense every day, they think we don't have time, you should understand by yourself!

Although task interdependencies conflicts are often caused by the daily pressures of work, it is also relative. Because everybody is under pressure to do the job, most people find a way to compromise among themselves and prioritize the task.

Position Difference.

Position difference conflict happens primarily when people have different positions and perspectives because of their different positions and different powers. The more senior the official, the greater the privileges. During the interview, both supervisors encountered this type

of conflict with their supervisors. Adiel, an entry-level manager, had an interesting conversation:

Today, when everyone is on a different level, they have a different perspective. Just like today, when we go to the department level supervisor, we still think it is wrong to tell sale representative, then why I ask to the department level supervisor and they said, "Oh, it is our own fault!" If I stand at the foot of the mountain today, What I see is a piece of the mountain, then I feel the mountain how so high! But I was standing at the top of the hill, and I saw, oh, that's what it's all about, when you're standing in a different position, you see things from a different angle.

Among the four cases of conflicting experience, the incident of **conflict experience with department** is particularly pointed out. In the Taiwanese workplace, the two parties emphasized the equal importance of position when communicating with each other. The following was a quote from a middle-level manager, Clara:

We discuss this with the supervisor, and the supervisor will ask the senior departmental supervisor to communicate with the other party's departmental supervisor. The difference between him and me is where we stand. And I need to be cooperative with him. Then, the assessment of that person may not be very good, and we will tell our direct manager, then ask to replace that manager quickly or ask others to take his or her position. Otherwise, we have to cooperate with him, because I'm actually the logistical position of the business, we have to cooperate with each department.

While some organizations may strive to create a more egalitarian appearance to reduce conflict due to position difference, it remains the norm for the lower-status incumbent to bear the consequences of conflict. The middle-level manager, Davis reference stands for:

The conflict between high and low positions must be low to be sacrificed, which is quite reasonable!

If our positions are the same, then we can talk about it.

Therefore, the above effects under conflict relationship, it often does not occurs in high level managers, and Taiwan's workplace is especially emphasized that position to discuss the value of equivalent to the communication. At times, the lower level employee is challenging with a high-level supervisor until the employee's direct supervisor comes to coordinate and resolve.

Goal Differences.

According to the data, In the workplace of Taiwan, goal differences conflict is most frequently happening structural conflict of managers. [Ten \(10\) participants](#) indicated that they had different goals on a regular basis with their supervisor or co-workers, whether in terms of organization, career plan, or otherwise. When the objective is incoherent and sometimes competition or conflicts of interest between departments, often due to the different interests involved, resulting in many conflicts. For example, the four supervisors respectively describe *conflict experience with department*, which is cited by Jasper, one of the entry-level managers:

Although A & B supervisors are responsible for the same project, they consider from different point of entry. When they are faced with making a decision about marketing execution or business strategy, both sides actually have their own ideas. In case of a fierce conflict, they fight and flip the table. The ultimate solution is to have the supervisor above them (their co-supervisor) coordinate the issue together.

Three middle-level managers all have *conflict experience with co-workers*. When the manager meets, it is easy to get in an argument because they have different goals. Every manager wants their goals to be recognized and accepted. Managers must try to find a balance in this dispute. Davis, a middle-level manager, shared:

We all three status equal, that we all have our own considerations, I hope that the following employee recruitment and training, give priority to without social fresh people, because they are white paper, I'd like to teach the insurance concept for them, the concept of follow my instructions to perform the promise of higher. But another manager just wants to headhunt from same insurance trade. Number three said, I want to cultivate my existing employees. The three different goals will become a multi-headed carriage or cooperation, I thought is not, necessarily right?

In Taiwanese workplace, the top-level manager command is more authoritative, thus, such as the conflicts of the goal is usually belonging to middle managers to deal with these kinds of conflict. Whether it is a leading department or itself for middle managers need to perform the goal and responsibility. When the target is not carried out smoothly, the middle level managers strongly defend their own opinions, or find out the solution method, in order to achieve the default target.

Authority Relationships.

In the workplace, the authoritative relationship is a type of quiet conflict, with possible tensions between managers and employees. Most people don't like to be told what to do, but they still follow authoritative orders. This occurs particularly frequently in workplaces in Asia. The following is a quote from top-level manager Abbott:

Once, we would have a mission abroad on business, it must be accompanied by a doctor, in fact, we will request for approval to the big boss, but the boss suddenly said no before performing the task three days ago. It's very troubling, because all the approvals and all the procedures are done, including the airline tickets. Although the general manager tells the boss, the boss also firmly refuses, and that causes our big problems. Whatever your supervisor or customer level is extremely uncomfortable! So, in the end, I went to apologize to the client, but the client was still very uncomfortable, very uncomfortable, but ultimately the boss was the boss, because he was the boss.

Moreover, one of the most frequent causes of authority disputes is seniority. When employees work for the same company for many years, they tend to have a higher status than new employees, ignoring the capabilities of the other rather than co-operating. The middle-level manager, Janice, stated:

The company was a traditional industry, and at that time we had to push the project, and the old manager was really against it, I took over the project because the former employee left. The former manager had been working for the company for 30 years, and I was probably only here for three months at the time. It takes an authoritarian approach, which is to say that it opposes the cause we are presenting. He wouldn't listen to me and he thought you didn't get it and you just came to the company, like you were a kid. After that, it was my supervisor who worked in company for seven years to directly coordinate the problem and complete the work.

Six conflicts of authority due to experience show that most middle managers have a higher probability of occurrence. Not only may they not disobey the senior manager, but also may not treat the subordinate too harshly. Otherwise, the work environment may be less harmonious. As a result, some organizations are trying to reform, and have begun to try team working methods and authorization strategies are becoming more and more popular, avoiding a single hegemony.

Roles and Expectations.

Role expectations typically mean that most members of an organization expect or require certain behaviors from one of them. Yelena, a middle-level manager, shared:

When the subordinate promotes the performance, he insists on speaking his own terms. However, we are part of the insurance industry, and we are all overseen by the regulator, so we cannot

encourage people to make bad judgments and to insure things. I believe I must correct his behavior and expect that he will not do it again. However, subordinate didn't understand that he thinks the company want performance, I promote the performance, you can't interfere with my way of doing things, all conflicts will start from here...

These roles are usually defined through a combination of elements such as the position title, the description of responsibilities and the agreement between the employee and the organization. Roles and expectations can conflict between managers and subordinates in the example above if each party has a different understanding of the role.

Skills and Abilities.

Often, members of a department or work team have different levels of skills and capacity. Six participants noted that conflict can occur when the experienced manager cooperates with the subordinate who needs to pair up with in-depth knowledge of the theory, but little practical expertise. According to Evelyn's experience, an entry-level manager:

In order not to make the customer wait, I visited him and asked him to sign a contract before thinking that I should have completed all the documents in advance. Of course, the new subordinate will feel like it doesn't matter, in any case, my own friends, I can do it tomorrow. I said, "Are you sure?" This is your first visit to a client, so I would like to say" Do you want me to help you look at first? "If you have any problems, I can help you solve it right away! No, I'm sure I'll remember! he said. That night, he spent all his time asking how I could type all the documents. This could have been solved in twenty minutes. That took him almost two hours to complete! When he finally apologized to me for taking up so much of my time, I said, you don't have to be embarrassed about me, you should be embarrassed about your client...

The conflicting experience of skills and abilities has shown that four managers have

conflicting experience with a subordinate because of their ability or lack of experience. Generally, following a conflict, when the ability of the strong manager, responsible for leading the greatest responsibility. At this stage, leaders are faced with such a conflict, must also enhance their psychological quality. To handle the new employee is not entirely mature, caused by a variety of conditions.

Specialization.

In the workplace, there is no shortage of experts in specific areas of work or general knowledge of many tasks. Conflict may arise where most of the employees are experts in an organization. Because employees are not familiar with each other's duties and do not have much time to understand each other. In three (3) specialization conflicts, Janice, a middle manager, shared her *conflict experience with department*:

The winning suppliers to participate in the activities, I have to go to with the requirements of trade information on the winners of last year, at that time, I did not join this company. But I must do the total annual completion. I found that previous employees aren't doing that, I ask the information from business manager at first, but her attitude is very bad, she insisted that this thing I really don't remember! And then I had to explain to her that this was the Taiwan Internal Revenue Service requirement, I just had to report it, because there was a risk of auditing the company. In fact, it only spent her five minutes to get information, but she hates and thinks it's very ineffective to do that. I am the unit for achieving performance, it does not help promote my performance...

However, specialization is not only reflected among departments. More commonly, when organizations have irreplaceable professional departments. Regardless of strong or weak capability, the leader requires subordinate whether they have fully qualified this irreplaceable skill or not? Consequently, when the specialized achievement of subordinates is insufficient, the organization will face huge losses. Managers and subordinates may have specialization

conflict. Yelena, a middle-level manager, said:

At that time, I was the financial controller. On the one hand, I also felt that my professional qualifications and experience were sufficiently competent. Hence, For the accountant who just entered, I felt that many things could not be done! Why? I believe that each set of accounts, even in the financial statements, should be a comprehensive system. Why some people cannot even distinguish between the debit and the account, which I find quite confusing. Obviously, when that happens, I will be less polite and I will have no filter what I'm saying, these conflicts continue, I want to take back, but it's hard.

Managers should be cautious in handling subsequent problems in order to avoid a deterioration in the conflicting relationship between managers and their subordinates.

Process Ambiguities

Based on the [seven \(7\)](#) experiences of conflicting process ambiguities in the organization, process ambiguities are a thornier issue for managers across all departments. On the one hand, when the process does not work well within the organization, it will affect or even delay mutual cooperation or workplace tasks between ministries. On the other hand, when the managers and employees are feeling not clear to work process in the organization, it may extend more other structural or cognitive conflict, the following Spencer, a top-level manager, shared:

At that time, our office had just moved, and there were a lot of things, the whole process of the organization was chaotic, everyone was in a very anxious mood, and then erupted. The chief financial officer is Taiwanese, and she thinks she told the director of IT that she should do these things. Then the IT manager comes from Shandong province, strong personality, she thinks she has not received the relative message! At the same time, there are the third and fourth departments, everyone arguing at the meeting. As general manager, I cannot interfere. I'm just waiting for the

quarrel to be over; and then I'm going to consult with each manager and ask them to communicate with each other. As long as the process of this case does not delay the work of each department...

In fact, in the process of handling process conflicts, the communication capability of supervisors is heavily tested. When several supervisors share a common purpose and need to achieve urgent consensus, but are often affected by cognitive, personality and cultural differences. The third-party supervisor who is in the middle of the coordination must have a high level of right of expression to persuade employees.

Cognitive Conflict

Due to different cultural values and contexts, cognitive conflict may also occur frequently ([frequency 35](#)) in the workplace. When managers encounter cognitive conflicts, the long-term nurturing effects of ideas and personalities can be harder and longer to manage than structural conflicts. In this study, three more detailed sources were identified for cognitive conflict: (1) cultural diversity, (2) communication, (3) perceptions. Among the [thirty-five \(35\)](#) cognitive conflict experiences, communication, conflict was most frequently encountered by Taiwanese managers in the workplace. And the percentage of entry-level managers were more evident.

Cultural Diversity.

Cultural conflicts can be viewed in a variety of ways. First, when the manager works for an international company, he or she can work with clients, co-workers and subordinates from all over the world. As a result, when faced with conflicts caused by cultural differences, managers need to be able to adapt their own ideas, try to understand the cultural values on the other side. And even make larger efforts to satisfy the culture on the other side. Based on Rachel's experience, an entry-level manager:

I was working for a Japanese company, and I was initially under pressure. I think Japanese people are extremely careful, which is not bad to think too much, but you may have many obstacles to

carry out a project. In the end, all of them are unacceptable. Once, we had some local issues in Japan, so we asked the Japanese to help us deal with that. The next day, at work, our superior asked all our subordinates to apologize and thank them to handle our mistakes. Then, I think the Japanese concept of class is obvious, after our boss has reprimanded us, we must also convey down he is not against us is for things. I transmit the spirit of the boss to the subordinates, and they transmit to next one to next one. Moreover, I must report directly to my Japanese manager about all things, but he usually will not listen to my advice, he intuitively thought that my own problem.

Another cultural conflict may arise from industry relationships. In the interview, the aviation industry and garment industry as an example, the former is Taiwan's local companies to outward foreign client, the latter is the foreign employees' cooperation with local enterprises. However, a similar cultural conflict occurred among [half of the ten \(10\) participants](#). Based on an entry - level manager Joy 's experience:

Tthere were language issues, on the other hand, foreign customers were very tough, and therefore, there was a lot of misunderstanding! Joy also said the workers who make the clothes can come from Vietnam, Myanmar, or even Bangladesh in the factories. How can I contact him when they don't even understand Chinese of 123! Or as the living environment of Bangladesh is hard, and they can make a lot of fake information so that to get a job! I don't even know if he understands what I'm talking about!

The study found that although Taiwan managers felt very difficult at the beginning when faced with the conflict between cultural awareness and language barrier. However, they were not only very adaptable, but also they were usually willing to choose understanding, communication and compromise with each other to maintain a cooperative relationship. And

forced themselves to adapt and accept the culture of the other, just to solve the conflict caused by the culture.

Communication.

Communication conflicts occur most frequently ([frequency 18](#)) among cognitive conflicts. Managers often encounter communication, conflicts between co-workers, clients, and departments. And communication conflicts are most often encountered by entry-level managers. In the Taiwanese workplace, top-level managers tend to be more arbitrary. And less likely to be rejected as a result of their high position and relatively high speech power. Consequently, communication conflicts are relatively infrequent. Evelyn, an entry-level manager, stated:

The managers directly refused his opinions and the proposal the last month. I feel that the manager of the report may not have adequately expressed his ideas and solutions. I believe that communication conflicts are usually caused by different opinions. When the same thing is expressed differently, the result will be different.

As a matter of fact, it can be solved simply or became a long-term problem to handle communication conflict, resulting in the breakdown of the relationship between the two parties in the workplace. Subsequently, however, as managers' conflict experience scores increase, they will also start practicing and improving their communication skills. Clara, a middle-level manager, shared her experience:

I learned conversation from many of these people and gradually accumulated my own experience and adjusted my speaking attitude. I had a conflict with an accounting firm as well. Finally, I phoned the IRS directly with questions about the inheritance tax. However, the understanding between the accounting firm, the IRS and the customer is totally different from that of our

department! I think the person is too young in the accounting firm to understand about this situation, which leads to some differences in our understanding methods. The second and third time that these things, I am very tired of communicating with her, we almost argue each time. At that time, I was also angry, and I spoke loudly, but I felt I had to calm down and deal with it.

Nowadays, with the popularization of the Internet generation, modern people are becoming accustomed to using text and phone instead of face-to-face communication. While there are advantages in avoiding direct conflict, there are also disadvantages. As the above mentioned, when two parties cannot communicate effectively immediately, it will not only delay the time to deal with the conflict, but also cause physical and mental fatigue of both parties.

Perceptions

Perception conflicts involve ideas and opinions that both or more people are opposite each other. Overall, there is a group of people in the workplace who share the same philosophy and working together in the same department is more effective. As a result, the problem of perceived conflict may reflect the higher frequency of Conflict Experience with Department. Since each department has its own responsibilities and longstanding concepts, when different parties have different positions and opinions, conflicts might arise immediately. Even, it may lead to a long-term departmental confrontation. Reference to share from the entry-level manager, Vicky:

I think most people are framed by the Sop model. In terms of our accounting, I believe that if the result is the same, I don't care about the process. But some departments have often stereotyped that they've done this in the past, so why would you change that? But I believe that times change all the time, the rules change all the time, we must change! Now I tell you the new method as long as five minutes. Obviously, you must change the way you

do things and the way you think! But now most people still likely to have conservative ideas, too stubbornly refused to change!

Cognitive perspectives are developed through time. As a result, once a perception is created, it is not easy to modify it. However, Taiwan has a more humane culture. So, when there is a perception conflict, managers can try to reach the same consensus among the opinions of all the parties, whether by voting or by coordinating with third parties. And a more accommodating type of conflict might be adopted. Evelyn, entry - level manager, shared:

We want to invite a variety of department's external managers. They may have a particularly exceptional performance that we would like to invite them to share. All managers have been arguing for more than an hour! After that, we were divided into two groups. One group felt that it was not necessary to spend money and whether the basic things should be done at first. They thought that sharing external managers could talk about something big achievement, and it might not talk about specifics, business or technical aspects. The second group of people thinks that although we might can teach new employee the technical aspects, we may not be able pay attention to or omit to tell them what they lack in some link. By giving external speaking engagements, ideas from new employees might be improved. Finally, it became entangled and quarrelsome between the two groups due to the difference in perceptions.

When individual thinking and the perception of the pace of progress are not consistent, the conflict of ideas between the old school and innovation is easily apparent. And today, Taiwan's leaders must become increasingly innovative and creative, in order to tackle the problem of conflict in the new era. It should also use more pluralistic concepts and an open approach to resolve conflict.

Psychogenic Conflict

Psychogenic conflict is the type of conflict that seldom occurs in a single context. It generally revolves around structural conflict and cognitive conflict as a core and produces a mutual influence, as shown in Figure 4.3. In addition, this source of conflict may be considered the straw that breaks the camel's back. Also, it has the potential to cause permanent damage after the conflict. The study is based on three more detailed sources: (1) individual differences, (2) personal problems, (3) disrepute. All listed as psychogenic conflicts.

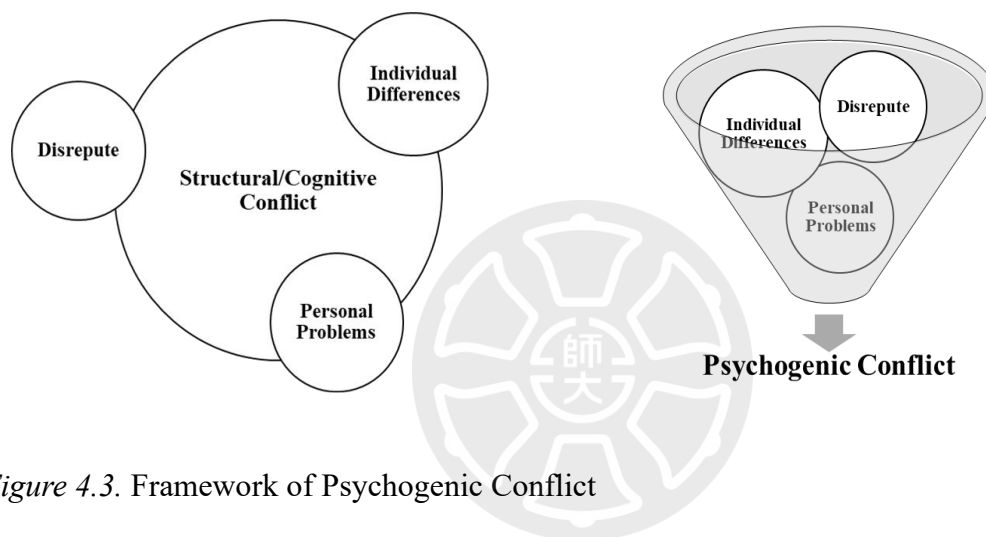


Figure 4.3. Framework of Psychogenic Conflict

Individual Differences.

[Six \(6\)](#) conflict experience on individual differences has revealed that communication conflicts may arise when individual personalities are different from one another. This could cause different psychological reactions of individuals. Therefore, managers may try to understand individual differences and do preventative psychological construction in advance in order to avoid the magnifying effect of psychological conflict during conflict management. Joy, an entry - level manager, shared:

There were some subordinates who were more optimistic, and some who were more pessimistic. When I have an optimistic subordinate, I tell him clearly that he may not be able to do the job. But if I had pessimistic employees, I would talk about family, health or

anything else at the beginning. Try slowly to guide them, hoping that they understand the reason for their departure from the company. However, he may still choose a relatively intense answer, or even use the law. So, it is based on the personality to be deal with.

However, Taiwanese managers are generally inclined to maintain good interpersonal relationships and are willing to respect individual differences. When structural and cognitive conflicts occur, they also will try to decrease the frequency of psychological conflict caused by the individual difference conflicts. They will also try to minimize personal feelings and concentrate on full group tasks.

Personal Problems.

In the workplace, it is a taboo to bring personal problems to the company. Whether it is personal emotion or behavior, and there are certain norms to be followed. Especially in the collectivist culture of the people's performance is more obvious. When a group member's personal problems interfere with the work of the group, he or she may be excluded. It even leads to other source of conflict. The following was a quote from the entry-level manager Mandy:

The Director personally wants everyone involved in the presentation, not just the registration, but also the submission of all documents. A colleague insisted very strongly that we were not forced to participate this year, so I just don't do it! The true reflection of this colleague is also what most of us want. But we're choosing to cooperate; he insisted on not cooperating. Later, he went directly to the administrative service to convey the message, which led to a misunderstanding between us and the administrative staff and the director. They feel we haven't done our transmitting work well. It causes everybody to get into bad relationships with him later...

Most employees care about their own words and behaviors in the group, minimizing the

disruption caused by personal problems in the group. Only a few special cases, the conflict of personal problems will appear. The occurrence rate of junior staff is relatively high, and the front-line managers who deal with this conflict are usually entry-level managers.

Disrepute.

When managers have different competitive tasks and personal perceptions, their confidence in each other is undermined. Where disrepute conflicts have occurred in the past, this could have lasting psychological effects. The following was a quote from a middle-level manager, Susie:

I believe that colleagues should be like friends and support one another. But this is where there's a little conflict, and my colleague would like me to introduce him to my client. I eventually gave him the client, but he told my boss that I didn't help to him. The company may also want you to compete against each other, possibly to boost performance. But the company did not know how to balance the competitive relations of its colleagues. Later, colleagues may just get confused and distrust each other.

The collectivist culture emphasizes team harmony and mutual trust. Many traditional businesses in Taiwan are family businesses, making it easier to choose a trusted relative than a professional. When managers feel threatened by a breach of trust, they often have difficulty trusting again. At worst, one of them even may have to leave that job.

Summary

Although this section seeks to expand on the sources of conflict one by one. In fact, the sources of conflict are numerous and complex. In an experience of conflict, structural, cognitive and psychological conflicts can be identified and even overlapping concepts. The data show that middle managers are generally more likely to face structural conflicts than managers of other levels. Meanwhile, managers must also pay attention to conflicts that can

arise because of cognitive differences. An entry-level manager may often encounter the front-line employee. When handling the conflict, he/she must resolve the conflict which is amplified by the employee due to psychological factors at the beginning. The views of top-level managers are believed to be the truth, especially in countries where collectivism cultures are prevalent. Taiwan's top-level manager tends to do the same. Conflict can be just a means to a desired end. Few subordinates will clash with the high-level manager. Each experience of conflict has been tested on the ability of the Taiwanese manager to manage conflict. The following section will be clearer in this article, discussing the ways managers dealing with conflicts.



Conflict Resolution Decision

This section describes the perceptions of Taiwanese managers regarding the cultural background, work culture and personal tendency. As shown in Figure 4.4. It records of participants' cognition (Top-Entry level manager) about collectivism culture or individualism culture in Taiwan. It is noted that Taiwanese managers tend to be influenced by the culture of collectivism when confronted with conflict, whether in terms of workplace culture or self-recognition. Taiwanese managers must consider many factors when dealing with conflicts that are based on different sources of conflict. The conflict resolution strategy of managers, primarily the strategy as compromising conflict, integrating conflict and obliging conflict. The following section presents more detailed conflict strategies of three types. Managers may adopt: (1) cold treatment, (2) break conflict, (3) creative conflict, (4) data counsel /expert advice, (5) back down, (6) empathy to deal with various conflicts, and finally, three possible win-lose results will be generated.

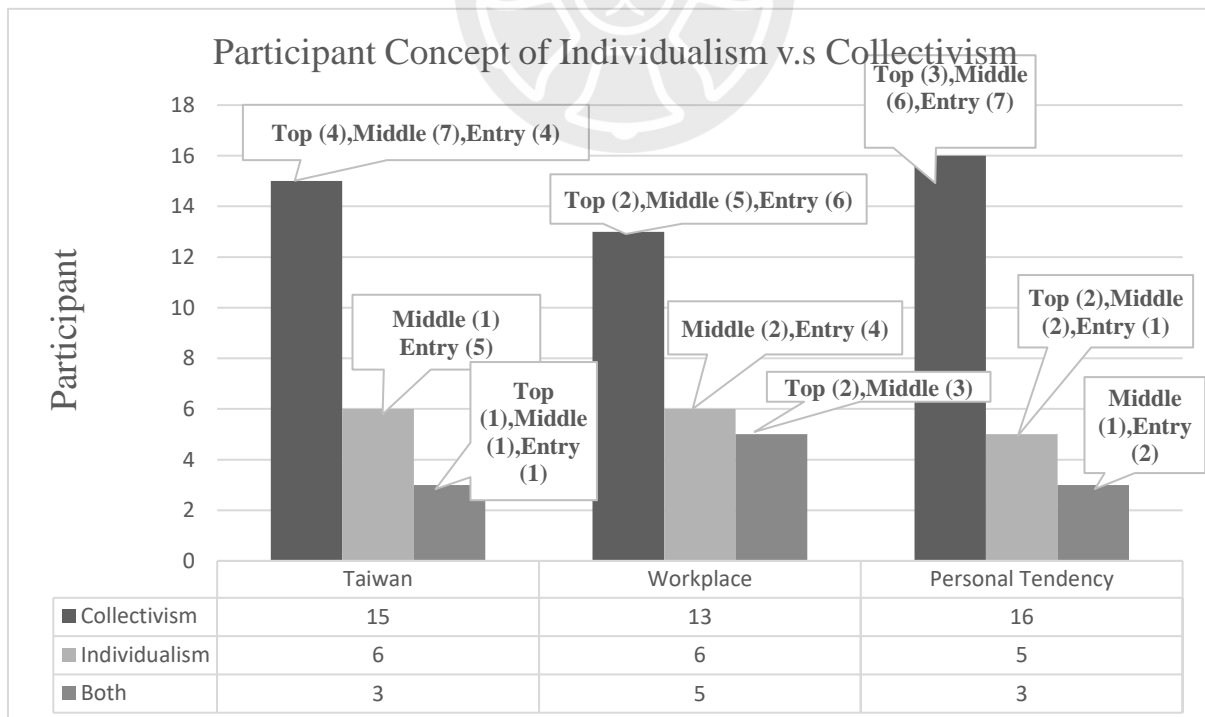


Figure 4.4. Participant Concept of Individualism v.s Collectivism

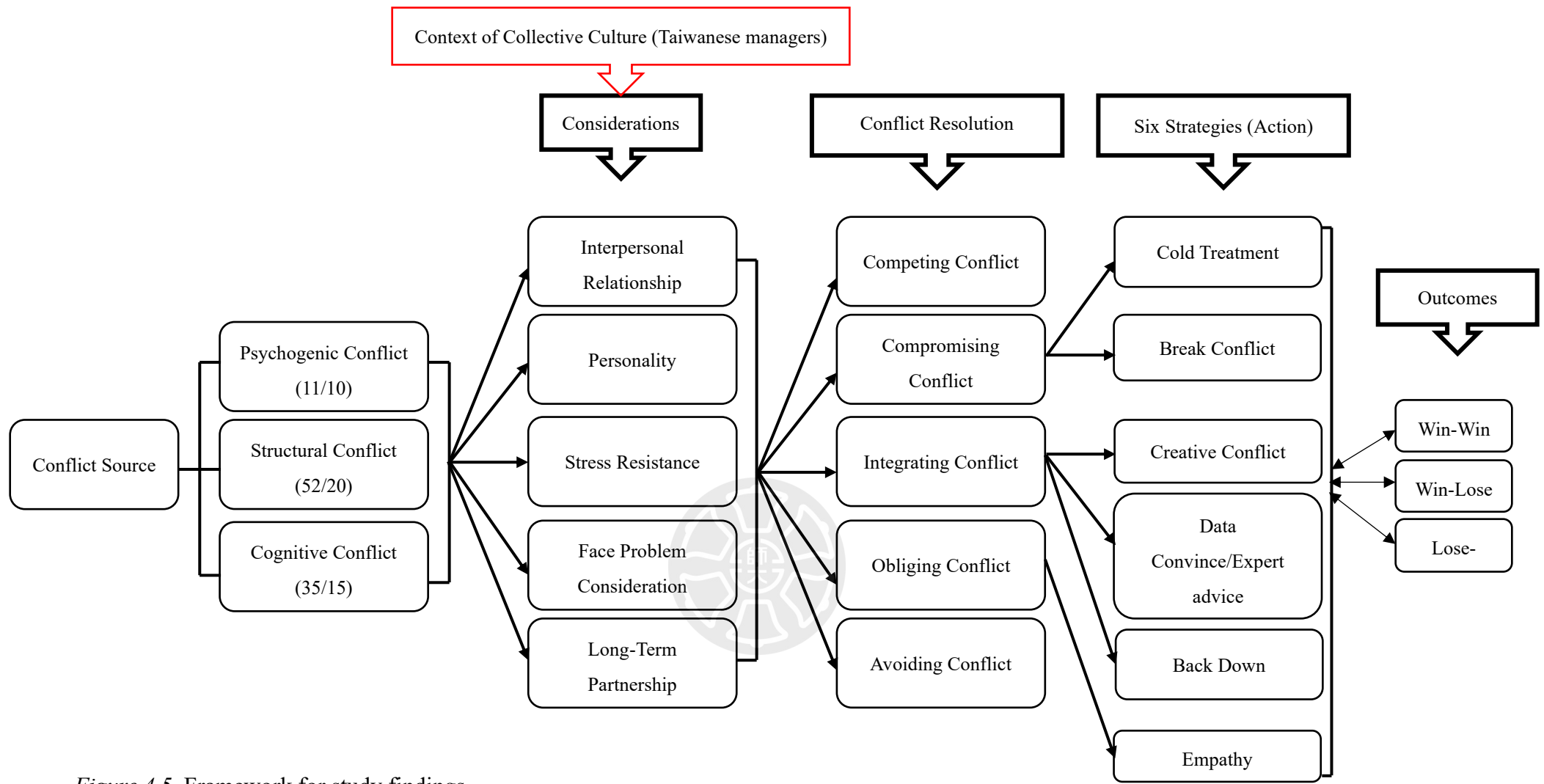


Figure 4.5. Framework for study findings

Note. The numbers stand for the Frequency / Participant of conflict source to analysis the consideration and action that lead to Win-Lose outcome

Culture Influence

Twenty-four (24) participants shared their perspectives on collectivism and the culture of individualism with researchers. In addition, in each cognitive aspect, over half of managers agree that Taiwan is indeed inclined to the culture of collectivism. Their essence is profoundly influenced by collectivism. The study found that the same answers were heard across all levels of management. The following is a quote from Franklin, a top-level manager:

I believe that Taiwan is collectivism, which is the priority of public opinion. It was said in Taiwan, "By practicing the rules of decency, harmony is appreciated" since childhood education. So, I think my colleagues with 80% of it is to belong to collectivism. It seems to me that all things balance out because the national character of Taiwan and everybody wants to be able to do that as well.

Several participants, although they work in the international enterprises and pay greater attention to their individual perception in the working environment. However, the company has been stationed in Taiwan for a long time, the employees are mainly Taiwanese; so basically, they are deeply influenced by the culture of Taiwan. Sandra, a middle-manager, said:

I believe that Taiwan is highly collectivist. My company will be better off because I will be working for a global company. Individual culture is a bit higher, which means that it can tolerate a bit more. In the words of international companies because of more freedom, so meet those kinds of people, if it does well, because the company will have no opinion. In fact, it usually can tolerate, but in Taiwan is still in Taiwan, so still collectivism...

Nowadays, the workplace culture of Taiwan, it truly tends to be collective, but with the advent

of the era, the cultural environment of individualism has progressively increased. A number of participants stated that collectivism and individualism have existed at the same time in Taiwan's social environment since recently. An entry-level manager, Joy said:

So, I said that Taiwanese individualism is stronger now. this is truly a collective society before, now changed! However, we remain a society in Taiwan, understanding, seeking our own balance.

As a result, managers are facing an era of transition and, in the context of collective culture, may even develop "individual" strategies for coping with conflict. But so far, the general principles for managers to choose conflict solutions are always the same, while the main axis is always the integration of conflicts, compromise conflicts and obliging conflicts. Due to the profound influence of collectivism culture, even managers with an individualistic orientation may not hesitate to show that collectivism is more likely to care about others' thoughts when dealing with conflicts. They may begin to think about themselves and should be empathetic and caring for others. Frederick, a top-level manager, quote:

I think if you want to resolve a conflict, the first thing to do is ask the person to "jump out" of his or her position, what would he/she do? You must encourage him to be empathetic in resolving the conflict.

As stated above, with long-term collective culture, education and environmental influence, managers will easily have a special thought and model in Taiwan. Such as it is thought that should be mutual cooperation, communication, group centered. And so, on the basis of the concept of considering a conflict solution, Taiwanese managers give priority to both sides can finally the harmonious conflict strategy.

Considerations

This section seeks to analyze the factors that Taiwanese managers might consider when resolving conflicts. It is found that managers under the influence of collectivism may pay special attention to several factors, such as (1) interpersonal relationship (2) personality (3) stress resistance (4) face problem consideration (5) long-term partnership, which attempts to consider conflict resolution based on whether people can continue long-term peaceful relations.

Interpersonal Relationship.

The study revealed that managers in Taiwan usually wonder whether social interpersonal relationships will be affected when it comes to conflict. In the workplace, Taiwanese managers may encounter interpersonal pressures to try to maintain superficial relationships and avoid direct damage to them. Even though the relationship between both is a stranger, the people always consider the future relationship. Making friends, that is better than making an enemy. This will affect how the manager makes decisions about conflict resolution. The following was a quote from an entry-level manager Mandy:

I am not sure if the methods and skills should be a more effective way to resolve the conflict. So, the interpersonal relationship is very necessary! No matter how much you hate the person, I think it's important to maintain some degree of relationship with others!

Several interviewees said that even when determining unable to resolve the conflict, in order to avoid deterioration, one can decide to resign. Managers have shown that even though the results can be disappointing. But people still need to be tolerant of other people's ideas, and when they face conflict, they need to be more careful in their friendly relationships with others. The following was a quote from an entry-level manager Adam:

I think if a person has no feelings, I can barely cooperate with him (her). However, even though I hate him (her) a lot, I have to cooperate with him (her). If we know anything more about each other, perhaps in the future, how much friendship will be created between us. We reduce enmity to each other.

The position will affect the manager's consideration of interpersonal relationships in managing conflict, such as the fact that business representatives can be especially attentive in relationships. Nowadays, it is often senior managers who are still interested in developing personal relations in the workplace. But with the development of the times, the younger the manager, the more likely it is to move to the concept of being oneself and not being limited by what others think.

Personality

When managers experience conflict, this is one of the most common considerations for managers to consider individual differences when deciding on solutions. Regardless of personality type, managers said they often attempt to reduce the psychological dissatisfaction of the other person first when dealing with the conflict in the Taiwanese workplace. To keep most conflict situations short. Quotation by a middle-level manager, Rex, described:

When I deal with conflict, I would want to understand one another's ideas and personality, then imagine if I were him, how to let the other side is willing to accept it. I already know deep down in my mind that we have different personalities, but I can choose to respect your opinion.

Actually, at least more than half of the respondents demonstrate that no matter what kind of sources of conflict, with psychological conflict as the priority, it may be more quickly to solve the

structural conflict each other. Under the influence of collectivism culture, managers often aware of cognitive conflict may not change immediately for a brief period. So, in general, conflicts can always be resolved if managers are willing to respect each other's viewpoint.

Stress Resistance

Today, the development of rapid globalization, managers and employees needs to have greater pressure resistance. When the workplace changes so rapidly, managers need to pay attention to the physical and spiritual condition of staff at any time. It also became to them will be especially cautious, considered in dealing with conflicts; in particular, and the employee service of certain pressure resistance needs relatively higher industry, such as accounting. Today, many companies will also be especially hired professional psychologist practitioner in the company, at ordinary times, concerned with the physical and mental health of staff. To prevent conflict, unintended outcomes may occur. A quotation by an entry-level manager, Joy, shared:

The modern person is very fragile, super fragile! Particularly pessimistic people, must be cautious... When they are dissatisfied, they might do an extreme thing. They may even do something that harms the company's interests or themselves.

Today, in different industries, young workers will not only improve the awareness of individualism and the problem of stress will become increasingly problematic. Moreover, the speed of information flow on the Internet is very fast, and if the manager manages the conflict incorrectly, it can cause the revelation and resistance. Not only are managers concerned about the personal safety of employees, they also increase their ability to cope with stress resistance.

Face Problem Consideration

"Face" is a problem that exists in all countries, and the managers of Taiwan are still

predominantly collectivists. Deciding how to resolve the conflict, the Taiwanese managers are generally special considering other's "face" problem. Managers may consider the other's perspective and decide to take a more flexible approach, such as compromising conflict. When the higher-level manager has to coordinate the conflict, the subordinate may have to choose to back down and give the "face" to top-level manager. They try to ensure that the team functions harmoniously. The following was a quote from an entry-level manager Adam:

If you're arrogant in your job, I don't think that helps you maintain relationships. Nowadays, it seems that communication with people is an important skill, regardless of where you work. If you are a business manager, can you keep the 'face'? Nowadays, many people are more self-deprecating when they talk to each other. Try to make fun of themselves. The final goal is to build good relations with each other.

In fact, no matter whether the manager is an individualist or a collectivist, when conflict occurs, some managers will still choose to lower the self-face problem to cater to the preferences of the other. However, managers do not know if they are able to achieve a win-win outcome. Instead, they could choose a win-lose outcome that would allow them to stay longer in the Taiwanese workplace.

Long-Term Partnership

In this instance, a partnership is a long-term relationship with multiple interests. The inconsiderate breakdown of the partnership in the event of a conflict may prejudice the interests of the company. Consequently, managers are more likely to face structural conflicts that require a bit more consideration. Liam, a middle-level manager, shared:

We are not an industry that is like a subordinate relationship. Our relation belongs to the cooperative

relation. It is my belief that the concept of collectivism is to work together. I want the concept of cooperation to focus on the fact that everybody can make a profit. Not because I personally like that sense of asking everybody to work together.

For strong long-term relationships with partners, the pursuit of managers is generally a win-win or win-lose conflict solution. Actively dealing with conflict mostly adopts the cooperation style.

Action

Based on above five factors, this section explores the strategic actions of managers in Taiwan. There may be a few managers at very senior levels who adopt the conflict strategy and take strong action to resolve the conflict. Avoiding conflict strategies are not often adopted by managers because they may not have a good impact on the outcome of conflict resolution. However, under the influence of deep cultural collectivism, the most commonly used three types of conflict management strategies by the Taiwanese manager are: (1) compromising conflict, (2) integrating conflict, (3) obliging conflict. Depending on the research for induction, it may be subdivided into six strategies that managers are likely to adopt to deal with various conflicts. Such as a cold treatment, break conflict, creative conflict, concession, data convince/expert advice and the strategy of empathy.

Compromising Conflict.

When the two sides are too emotional to communicate, the conflict may sometimes lead to an impasse. Because there is no third party to help manage conflict, managers may take a cold treatment or a break conflict. In many cases, managers may decide to temporarily ignore the problem because it takes too much time to resolve a conflict. Expect to resolve the conflict negatively first, and then the manager may negotiate privately with both parties later on. The manager frequently expects that time will ease emotions and bring new benefits. The following is

a quote from a top-level manager, Franklin:

I think that when there are conflicts, I have to coordinate them. However, the result of my coordination is that I can use win-win or win-lose. When I let conflict resolution break down, so both know one thing. If they continue to argue, neither side will get anything.

While Taiwan's managers in the coordinating process, apparently no positive to balance the conflict. In fact, managers are convinced that the reconciliation of upside-down disputes can lead to good results. In fact, management believes that the compromise strategy will not necessarily fail. But that the greater failure rate of the strategy is refusing to use compromised.

Integrating Conflict.

Integrating Conflict is a typical method of conflict management used by the collectivist culture manager. The managers are actively considering means of mediating conflicts so that the two parties can reach peace agreements and cooperation. At times, managers have unique strategies for managing conflict. For example, they will do their own psychological construction at first, then predict the result of the conflict. With the creative conflict method, the manager tries to gain further benefits. Based on top-level manager Frederick's quote:

Permitting conflict can sometimes lead to unexpected benefits! Another approach to conflict resolution is to create more conflict. We had a business manager who really insisted on his method, and we told him he wasn't going to be the manager tomorrow anymore. Then he realized that the boss was right. This conflict may cause him to begin to reflect on his actions. So, I want the outcome to be that this person will eventually grow as a result of this conflict. I hope he will listen to the other person first and put himself in the shoes of the others.

One of the integrating conflict strategies commonly used by managers is called concession, which is an attempt to actively coordinate the opinions and psychological states of the two parties. The manager often hopes that both may consider the outcomes of the company's requirements. In the short term, let the job of cooperating be finished. The following was a quote from the middle-level manager Clara:

My supervisor is looking forward to resolving the dispute early so that both parties can feel better. Then he went to talk to the man asking how we can resolve it. In the end, I apologize to him right away, and say that my tone is not good...

Normally, that kind of situation is part of a small conflict. When a third party actively participates in the resolution of the conflict, the concession method is appropriate. However, if managers are confronted with potentially large conflicts between departments, they may have to use the data convince/expert advice strategy. The following was a quote from the middle-level manager, Sandra:

We were supposed to move one day, but we got a typhoon warning! At this point, a group of employees said, I've been announcing to everyone that we must stop the operation of the machine, so we have to finish on time. The other team thought it was too risky! Although the common objective of each is for the benefit of the business, but in this process, there are many debates. However, in the morning, the typhoon really arrives! Everybody is still discussing the possibility of relocating. Finally, it was necessary to call upon the human resources and lawyers. The HR department explained employee safety, while the legal department explained the company's legal obligations if bad news occurred...

The study found that when the manager was being involved in large structural conflicts, integral Conflict strategy is easier to adopt, especially conflict experience with the department. The manager must use a variety of clever strategies to deal with the potential for subsequent

conflicts. They must avoid damaging the company and maintain co-operation between services.

Obliging Conflict

Taiwanese managers are more likely to adopt a strategy of empathy when confronted with cognitive conflicts. It is also a strategy generally adopted by managers influenced by collectivism. In fact, at least half of Taiwanese managers say that when faced with difficult cognitive conflict situations, they are willing to use the empathy approach to manage the conflict. The middle-level manager Susie's quote:

I think that if we want to settle the conflict, we must be able to create empathy among employees. When it comes to conflict, it's very difficult! But I think it's important to be concerned about the feelings and positions of others. If it's me, how can I allow the other party to agree? The first is to understand the source of the conflict, not to let it continue...

Although the obliging conflict may decrease the quality of the manager's decision, or even no result. But if you're facing workplace conflict in Taiwan, it can be a useful strategy. The manager always says, "Live and let live". People should be tolerant, and then it all gets easier.

Outcome

If there are conflicting sources and conflict strategies, there will also be conflict results. As managers understand the source of the conflict, they can begin to consider the factors that require attention when dealing with a conflict. Meanwhile, there might have two directions of conflict outcome. Managers can anticipate the conflict results they want to achieve, and then they can implement conflict strategies. However, when conflict arises suddenly, managers need to decide the conflict resolution strategy immediately. They attempt to defuse the situation and maintain the interrupted mission. When managers manage conflicts, there are three potential outcomes: (1) win-

win (2) win-lose (3) lose-lose.

Win-Win.

Regardless of the type of conflict that occurs, most Taiwan managers expect the outcome of the conflict to be a win - win. However, there is often too much unpredictability in the causes of conflict and its complexity. Typically, in some cases, the strategy chosen by the manager will be well applied to conflict resolution and will result in win-win results. Mandy, an entry - level manager, shared:

Due to travel costs and location problems, administrative staff, parents and teachers are all very unhappy. In order to resolve the conflict, as a grade-director, I was willing to bow at my head little down in order keep our group well. I put all data about the number of middle and low-income students in need of aid and the number of low - and middle-income students in need of aid that year, then sort out a graph with a circular ratio. The hope is to persuade the principal to travel close and keep the cost low. Not only the principal was satisfied with the data I submitted, but he also agreed to convince the parents. Lastly, the graduation rate was about 90%. We were able to resolve the crisis, and everyone is having a great time.

Taiwanese managers sometimes try to ensure that everybody gets a respectful outcome in a conflict. Even, the manager will sacrifice or stimulate his thought, just to get a win-win conflict resolution. For the manager, they may feel a degree of fulfillment when a conflict between groups is resolved. It's more like improving the more social learning experience once in their career, they're going to grow more. However, the outcome of a win-win conflict is usually enforceable, but it cannot demand. As a result, we also find that managers have fully demonstrated the spirit of collectivism.

Win-Lose

Most conflicts result in a win-lose situation. When managers manage a conflict, they attempt to strike a balance in the event of a conflict. That will produce a win-lose result. The following was a quote from the middle-level manager, Spencer:

In the same conflict, some people must make concessions, others benefit, and others lose. Regardless of which department is possible, one department is more fatigued, the other is more relaxed. As a manager, it won't never be fair. Secondly, people have different perceptions of fairness, so don't try to get everybody in agreement.

The study also found that the high-level manager is responsible for larger personnel management, making it difficult to consider the idea of all people. Even when the manager tries to do the best for everyone, it can be challenging. Therefore, if the manager cannot get a win-win outcome, they will instead get a win-lose outcome. Management will also select ideal conflict strategies to manage conflict.

Lose-Lose

Any conflict strategy has the potential for failure. Managers may have more experience with conflict resolution setbacks than successful conflict resolution experiences. It can even be said that the accumulation of unsuccessful conflict experiences resulted in the emergence of successful conflict experiences. The following was a quote from the top-level manager, Abbott:

So, if you need to run a long-term business, everyone will have to suffer. If I agree with the company's goal, which is to ensure its safety over the next five years, what do I need to do to get there? When a company goes bankrupt, all employees must be laid off. At this stage, the company needs to lay off 10 people in order to save money, and you need to be a bad guy. In the conflict management process,

Because of the demands of the boss, it will certainly conflict with the employees. The only thing we can bear is an accusation. Some department heads are extremely dissatisfied. However, it's not the way to solve...

No manager wants to confront the failure of the outcome of conflict, but there are some conflict that the manager may not have the way to use concrete strategies to solve the challenging conflict problem. Indeed, the Taiwanese manager generally has the courage to confront the conflict as a result, to harness the energy, and use it for good. The reason the manager can work in his position for such a long time is because he grows up failing. Progressively develop a single strategy to manage conflict.

Summary

Taiwanese managers are currently situated in the context of the epoch is emphasizing a collectivist culture. However, with the rapid change of times and the strengthening of the awareness of individual self-protection, social culture slowly detaches itself from collectivism and transforms individualist orientation. When managers encounter sources of structural conflict, team harmony can still prevail. However, the personality of a new generation of young workers, like cultural awareness, may change. Managers need to be psychologically adjusted. When faced with cognitive and psychological conflict, it may be necessary to try to develop more different conflict strategies in order to survive in the rapidly changing work environment of globalization.

Social Learning of Conflict Process

Under the influence of environmental factors such as conflict experience and cultural awareness, it will be profoundly influenced the learning behaviors of managers in conflict situations. The appearance of every experience of conflict will also become a sort of growth and accumulation of the social experience of managers. In this section, managers manage conflict experiences and process resolution in the Taiwanese workplace, it is also regarded as a social learning process. The research explore feedback that may be generated by managers in Taiwan using internal observational behaviors and external learning channels. It was found that managers are more likely to obtain three types of learning feedback from the conflict learning experience, such as conflict reflection, conflict management experience and self-efficacy. Consult Figure 4.6 below.



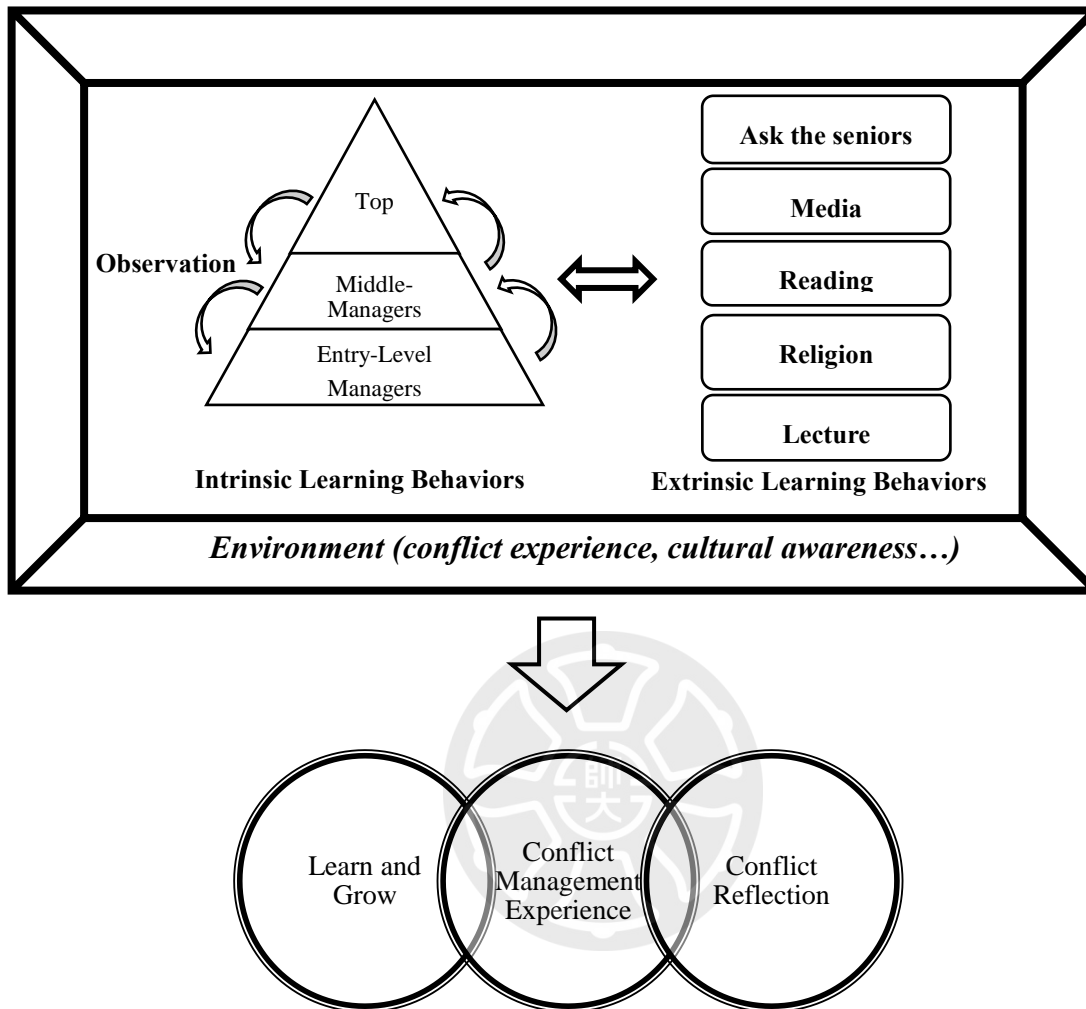


Figure 4.6. Finding Framework of Social Learning of Conflict Process

Intrinsic Learning Behaviors

Informal Observation.

Informal observational learning is driven by the behavior and decisions of social targets. In Taiwan, managers generally observe and imitate conflict learning methods derived from observing the patterns of action of their immediate supervisors. For example, entry-level managers' conflict resolution strategies may be learned from observing and imitating middle-level managers'

experiences so that they can understand how to resolve conflicts and translate them into their own conflict learning behaviors. The middle-level manager Janice stated:

Perhaps each one has different personalities and different styles to do things. But sometimes I believe that the style of the boss will directly affect the style of the subordinates. If her boss is very strict, she will be as strict with other co-workers as her boss.

The learning behavior of informal observation can have a subtle effect on the person dealing with the conflict situation. Managers may unconsciously learn from their superior's conflict handling patterns and methods. Therefore, managers always say that when seeking employment, they must seek direct superiors with whom they can cooperate and understand each other. Because their own style of behavior and strategy can be profoundly influenced by their direct managers in the workplace in the future. Furthermore, managers can closely observe and learn from the experience of other managers in conflict management to reflect or learn how to resolve conflicts.

Rational Observation.

Rational observation and learning depend on the perspectives and suggestions of social targets. Because of the collectivist culture's managers who focus on management level, Taiwanese managers not only learn to manage conflict by observing the behavior of others, but also actively seek the opinions and perspectives of their superiors. They believe that being mentored by experienced managers can be very enlightening when it comes to managing conflicts. The middle-level manager Yelena stated:

Actually, it is very important to choose the right superiors at work in Taiwan. If you meet good managers, they will guide you and even help you adapt to the company's environment. Sometimes,

managers must coordinate and communicate. For instance, how to contact middle managers and subordinates. We'll get advice from our superiors. When we experience difficulties in managing conflicts, we will seek guidance from a superior. If that doesn't work, we'll ask a higher-level manager and even a director general. Ask them what kind of advice they can give me, because after all, they are highly experienced supervisors and they have handled too much before...

Managers believe that, in addition to their own experience in managing conflict, senior managers are an important learning target in their workplace. When Taiwanese managers are faced with a conflict that needs to be addressed immediately, they usually rely on guidance and coordination from their supervisors. When superiors are reluctant to pass on their experience for a long period of time, some managers may choose to consult with colleagues, friends, or superiors in other departments; others may turn to informal observation or other learning channels to try to improve their self-efficacy to face the next conflict; and some supervisors may choose to give up and look for a new employer.

Extrinsic Learning Behaviors

Along with intrinsic learning behaviors, managers also learn through external learning channels such as (1) media, (2) reading, (3) religion, and (4) lecture. They are trying to improve their conflict management skills and improve and update their reflection on workplace conflict.

Media.

Through television, films, the Internet and news media, managers try to analyze the information while browsing the media to come up with ideas for conflict resolution. This is not always a practical approach, but sometimes one of these ideas can inspire managers to consider it and apply it to a conflict management experience. The following was a quote from the middle-level manager, Janice:

I'll go online and read about experiences shared by others sometimes. For example, how do I solve a problem like this?

Then, the following was a quote from an entry-level manager, Adam:

I think all films have a propaganda effect on them, so some countries are very strict with their television censorship. In fact, films are like learning graphical memory. We can easily retain something and make it part of our own lives. Sometimes I think of solving a problem for myself. Unless it's really tough to resolve, and I'm asking my boss for help. At that time, I can remember something about the main character made on television or in a movie that made me feel super impressed and touched my heart. Even, sometimes the film provokes a false idea for the audience, I go on the Internet to check...

The media has become so central in people's lives that managers receive some learning feedback via multiple media channels. Although managers may feel that there is a lot of false information in the media, as they say, by browsing the media, they may be able to quickly find someone else's experience to share and apply sometimes. It is also possible to obtain some mental reflection while relaxing.

Reading

Sometimes managers try to enhance their knowledge and spiritual growth through reading books. When reading books from famous people, managers also use the experiences or management skills provided in the books to refine their fields of knowledge or calm their minds. Adiel, the entry-level manager, said:

Reading is a simple way. In fact, the first thing you should do is to have a good leader from whom you can ask for guidance. However, some workplace leaders are not always willing to provide guidance. He's also worried about you taking away his work. Make some basic reading knowledge, which can provide you with ideas to help you make a comprehensive strategy.

When conflict occurs, managers try to reflect on their own behavior by reading books when they cannot obtain help from others to learn from the experience. The habit of reading for a long time and assimilating it into one's own learning experience will also assist managers in managing conflict. Not only can they quickly summarize their thoughts, they can also create unique strategies for conflict resolution on their own.

Religion

Religion is a powerful force for the Taiwanese people. Through the help of religious beliefs, managers sometimes receive thoughtful feedback. The following is a quote from the entry-level manager Joy:

Sometimes I get the feeling that tarot cards can be a way to communicate. Not only can this enlighten me, it can also help others with their problems sometimes. I used to enjoy reading books. When I feel that this method is no longer adequate to my needs. I shall choose meditation to allow myself time to calm down.

Regardless of the religion, when managers are advised by the religion they believe in, managers expect inspiration from the power of religion, and sometimes even from the methods proposed by religious wise men.

Lecture

Nowadays, many companies in Taiwan also like to hold lectures. Through their experience and presentations, the speakers hope to inspire their employees. Taiwanese managers also say that they are willing to participate in lectures on various topics. Not only do lecturers provide inspiration and insight, but they can also teach communication or conflict management skills. The following is a quote from the top-level manager, Abbott:

I think it's always a good idea to attend an outside course from the company. When you attend external lectures, you can actually find many of the key points that speakers usually summarize. It enables you to absorb it rapidly and within a limited time. The better presentation of the lecturer, even if you only remember one sentence at the end, it will be very useful for you in the future...

Most managers demonstrate that they have always benefited enormously from a good presentation. As a result of the speaker's words, attitude and experiences, managers were able to reflect on their learning experiences and positively improve their self-efficacy.

Conflict Reflection

After conflict occurs, through intrinsic and extrinsic learning behaviors, managers start to reflect on their own conflict behaviors. Through the accumulation of experience, they are expected to be able to deal with conflicts more effectively whenever these conflicts occur. They would try not to place emotions ahead of conflict. The following is a quote from entry-level manager, Vicky:

The social learning process consists of turning a piece of white paper into a piece of colored paper. In the process, you will slowly decompose your previous bad learning or conflict experiences into

valuable information for you. For instance, I used to be very direct with people and the comments I received were that I was hated. Then I thought about myself and realized I couldn't talk to people that way. It turns out that it's better for me to be self-deprecating and so on. Then you can follow a process of learning and internalization and discover how to integrate into the group. I think the experience will slowly gather feedback to you or others giving you feedback that it will slowly change your approach...

The study found that Taiwanese managers do particularly well in the conflict reflection behavior of collectivism culture. It is because managers are generally more preoccupied with the feelings of others. Some managers even regretted their drives and condemned their past behavior themselves. Most managers have often indicated that they believe they should show more empathy and put themselves in the shoes of others after a conflict.

Conflict Management Experience

Conflict management experience is the most direct feedback supervisors receive after learning to deal with every conflict experience, including conflict strategies. The attitude toward conflict outcomes increases and changes with the accumulation of experience. The following is a quote from the middle-level manager, Sandra:

I learned that management skill from my supervisors. Managers cannot tell you directly that you lack empathy for others when faced with conflict. He won't tell you straight what's wrong, he just found some relevant movies. After seeing, we will discuss our thoughts. The discussion is probably about how you would communicate with your subordinates if the opportunity arose again. There is no right or wrong way of talking, it tries to change by an invisible influence...

Maybe managers' conflict management skills are not necessarily increasing in proportion to their age. However, conflict management skills do grow with experience. Every conflict experience feeds the social learning process of the managers. Not only are supervisors likely to receive feedback on conflict management strategies, conflict communication techniques, but also maintaining interpersonal balance through their social learning experience.

Learn and Grow

In terms of management, self-efficacy after a conflict, there must be positive and negative influences. Taiwan managers will do their best to improve their positive self-efficacy in the long-term interest of their career. Because if they do not continually improve their self-efficacy, they may lose the job or the position they enjoy. The middle-level manager, Liam, stated:

I think the process of social learning should be based on the starting point of oneself. Of course, that's not to say that when a conflict happens, it's very selfish to just think about ourselves. I do not think we should condemn ourselves too much. I still mean if I made mistakes. I think I shouldn't clash with other people in this world. As a matter of fact, sometimes conflict can be a way to growth. Assuming you like, the nature of the job, it will occur again in the future. Then how to manage the effects of the conflict. Let's get everybody comfortable. You must adjust to a good condition by yourself before you can deal with the next occurrence.

While managers do not like to see conflicts occur because each conflict may cause unpredictable damage. However, after each experience of conflict, managers can reflect on the conflict, gain experience in managing conflict, and enhance the value of personal growth.

Summary

Deeply influenced by collectivist culture, Taiwanese managers are resourceful and flexible in using various intrinsic and extrinsic learning behaviors in order to continuously improve their self-valuation value in the workplace. When managers discover that learning feedback from a specific learning object, channel or environment is unsatisfactory, manager will actively use their own learning methods. In fact, most Taiwanese managers have indicated that they believe most in learning about conflict in the workplace through their own observations. Because there are limits with help from others and external sources. Supervisors feel that over-dependence does not bode well.



Discussion

This study combines several reasons why conflicts may arise in organizations as mentioned by Saibo (2016), including task interdependence, status inconsistency, communication errors and individual differences. And elaborates Budd, Colvin and Pohler (2020) have proposed three multidimensional categories of different sources of conflict: structural, cognitive and psychological conflicts. An attempt was made to investigate fourteen (14) potential sources of conflict in the Taiwanese workplace. The study found that understanding the potential sources of conflict from Taiwanese managers will help researchers organize more clearly. Potential considerations and resolution strategies concerning the Taiwanese managers potential conflict. As described in Haumschild et al. (2015), by evaluating each source of conflict, we can better understand how to have a better strategy once a conflict has occurred. This study applied the concept of a mechanistic model proposed by Digvijaysinh Thakore (2013) and found that Taiwanese managers can exchange their strategies for conflict management. In other words, managers can make strategic adjustments based on the expected result of the conflict, or they can make strategic decisions after the conflict.

Collectivists' preference for conflict-free styles is often attributed to the influence of Confucian values of harmony, which foster tolerant conflict resolution. Collectives have a more positive problem-solving characteristics than individualistic cultures (Cader, 2017; Gomez & Taylor, 2018; Vollmer & Wolf, 2015). In the current context of the workplace in Taiwan, the way in which top, middle and entry-level manager deal with conflict is indeed profoundly influenced by collectivist culture. Although the phenomenon of acceptance of the individualist culture is relatively high among those working in foreign industry. However, the inherently consciousness of managers is generally inclined to collectivist thinking. Hence, conflict and learning behaviors are almost exactly as described in the literature above.

In the literature, Dewan et al., (2017) and Gong et al., (2020) identified two distinct observations, learning processes: informal observation learning and rational observation learning. This study extends these two concepts into managers' social learning behaviors and feedback from conflict experiences. Efforts have been made to broaden the limited literature on conflict management and social learning processes found in this study.



CHAPTER V CONCLUSION & IMPLICATIONS

This chapter includes three sections: conclusions, implications, limitations and recommendations for future research. First, the findings from the study are provided. Implications for Taiwanese managers and Taiwanese workplaces are presented. Lastly, limits are discussed and suggestions for future research are proposed.

Conclusion

This study focused on how long-term cultural cognitive influences can play an important role in conflict management in Taiwan. From a social learning perspective, the study also aims to understand the feedback and behavior that Taiwanese managers may derive from managing a range of conflicting processes. It used a qualitative approach and collected data through extensive interviews and document review. The data were analyzed by open coding and axial coding. Finally, the study was divided into three dimensions: understanding the source of conflict, the outcome of conflict resolution decisions, and the resulting social learning behaviors and inspirations. In response to the first objective of the research, the study identified fourteen (14) sources of conflict among the most probable Taiwanese frameworks according to the types of structures, cognitive and psychological conflicts. When the sources of conflict overlapped within the same conflict event, supervisors had to determine the type of conflict to be resolved first to achieve the desired outcome.

In the second section of the study, the main conclusion was that managers' cultural perceptions affect managers' thinking and behaviors in conflict resolution. Usually, Taiwanese managers decide to resolve the conflict positively or negatively depending on the desired or expected outcome of the conflict. Regardless of the strategy employed, Taiwanese managers generally

expect to control the outcome of the conflict. When the conflict ends irreversibly, managers try to calm their anger with empathy.

Another important finding which corresponds to the main aim of the study is to observe internal learning behaviors as well as external learning behaviors. Most managers receive much more feedback on social learning and experience values following an event of conflict. The study also revealed that most Taiwanese managers often rely on reading and observing behavior to learn how to handle the next conflict. Managers also indicated that they believe that observing behavior is a necessary skill to learn as they began work. Some managers make an example of others in order to maintain harmony and avoid conflict in the organization.

The study found that, from the perspective of cultural influence, when managers perception tends more collectivist culture, it means that they will be very uncomfortable with the individualism of new employees. Conflict can readily arise when managers perceive that modern young employees lack empathy or even the capacity to resist pressure. When the personal tendency of managers is individualism, they may be able to adjust and accept new generations of employees more quickly. If employees have talent, personality deficits may not be a special concern. Employees who are particularly individualistic are generally more willing to work with each other. Like a catfish effect, managers may expect that adding an "individualism" employee to a group of employees who value a sense of collectivist can be effective in generating some sense of competition. At this stage, regardless of whether the conflict is positive or negative, managers generally remain open to the conflict.

From a social learning perspective, top-level managers generally imply that they have internalized conflict management experience into natural actions after years of internal and external learning behaviors, and managers are more likely to become autocratic. So that, entry-level or middle-level managers sometimes became the target of top managers' observation of

learning behaviors to understand the concept of the next generation of young managers. This helps managers to improve their efficiency or change their conflict management practices. The entry or middle-level managers actively internalize their learning experiences in the hope that one day they will become "top" managers.

The study found that, from a cultural influence perspective, cultural knowledge has an important impact on conflict resolution. Taiwanese managers are heavily influenced by collectivism. However, eight Taiwanese managers with more than a decade of management experience reported experiencing the rise of the concept of globalization. In recent years, the workplace in Taiwan has gradually drifted away from the collectivist way of thinking. Although there are still some traditional industries or corporate cultures that value the spirit of partnership more. However, youth in the current generation are becoming increasingly individualistic and protective. In terms of social learning, the social environment is rapidly evolving. Taiwanese managers also suggest that they are aware that the current workplace is increasingly geared towards the ego concept. There is an increased sense of competition with each other. Going forward, there may be a meaningful change in conflict management strategies for managers.

Implications

Implications for Taiwanese Managers

From interactive observations and personal experiences, Taiwanese managers continue to imply that they too must seek to change and adapt their mindset to face the conflicts that occur in the workplace. With the impact of recent years, the working environment in Taiwan today is changing rapidly as managers face a generation that is bravely beginning to fight for its rights. The results of this study suggest that Taiwanese managers are facing an era of fusion of collectivist and individualist cultural consciousness, and they may be facing certain types of conflict with a sense

of even fatigue, and they have to try more way to learn how to manage it. This study also incorporates various conflict strategies provided by Taiwan managers, and how managers adapt to conflict outcomes and what learning channels can be consulted. However, the study found that while managers are ready to start exploring their own personal philosophies and try to understand generational differences and change practices. Second, a more in-depth reflection on differences will help to better adapt or use strategies to manage conflict in the current workplace.

Implications for Taiwanese Workplace

The study found that in every workplace conflict experience, Taiwanese managers tried to consider their next conflict resolution through internal or external learning behaviors. Taiwanese managers also implied the importance of the role of the third party in the labor dispute in the event of a conflict. To ensure the smooth running of the job for all parties. This third-party role can be a person or an organization. The study revealed that Taiwanese managers often did not know the role of the human resources department in the event of a conflict. Small and medium-sized businesses should enhance human resource management and maintain the relationship between the organization and employees. It is to ensure that in case of major conflict within the organization. There is a coordinated third party for a balanced relationship between the organization and employees. Furthermore, managers can benefit from positive social learning conditions where staff education and training are more diverse.

Limitations

This study conducted face-to-face interviews to examine cultural perceptions, conflict experiences and social learning among Taiwanese managers. Several factors could have affected the study, which leads some limitations. As a result of the unpredictability of the conflict phenomenon, or even the repetition of the same conflict phenomenon, managers may have

different solutions. Therefore, there are limitations to the ways in which Taiwanese managers can manage the conflicts that can be gathered through this study. Second, the amount of data on the number of people interviewed may not provide an overview of the current workplace phenomenon in Taiwan. Therefore, this study tried to invited managers from different levels to increase the diversity. Thirdly, this study examined the managers' experiences with conflict and resolution styles only from the manager's point of view. However, these strategies may be viewed differently by subordinates, co-workers or other managers, according to age, cultural and other differences. For example, a supervisor who has been in a position where he or she has years of experience and strategy to apply does not consult with his or her subordinates and directly decide what is the fastest way to resolve the conflict. The manager's condescension is seen from the perspective of the subordinate, rather than believing that the manager's approach is useful.

Suggestions for Future Research

Based on the conflicting experiences and perceptions of three levels of managers, this study will provide three recommendations for consideration by researchers or more practitioners. In the past, managers had a great deal of power. But today's young workers are more likely to choose direct confrontation or even quit their jobs. Managers also face different perceptions among generations. Therefore, it is suggested that future researchers continue to be able to follow the contradictory experiences and perspectives of young managers in the Taiwanese workplace. Secondly, it would be better future research can examine from the viewpoint of subordinates to understand their thoughts. It may be possible to learn more about what supervisors can learn from the current Taiwanese workplace which is more suitable for conflict management. Third, due to the constantly changing workplace environment, supervisors have access to more diverse external learning channels in the social learning process. Among these, the influence of online learning

channels cannot be overlooked. Even, the object has changed from observing people to observing the "network". Or, when conflict occurs, people who have relied on the Internet for a long time to send messages may become reluctant to communicate in person. As communication on the Internet develops quickly, when conflicts occur, people might change how they count on the learning channel and who they observe. Future research may continue to focus on related issues.



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APPENDIX A: INTERVIEW QUESTIONS

敬啟者：

您好，我是國立台灣師範大學國際人力資源發展研究所碩士班學生周曉祺。目前正進行集體主義文化下工作者的衝突調適相關研究，所謂集體主義文化即是指人們比較願意將集體目標置於個人目標之前；通常較重視團體精神，強調他人與集體其他成員間的人際關係(如:台灣、韓國、日本…等)。此研究主要目的為了解集體文化之中，這些工作者們面臨職場衝突時，所發生的經歷與解決方法，希望借重您的經驗和看法以提供給更多實務人士參考。誠摯地徵求受訪者參與，與我分享您的個人經驗，協助參與本研究，訪談前導與問題於(附件三、四)。

本研究將以一對一面對面訪談亦或是線上訪談方式進行，地點可選在您方便的地點，時間約為一到兩小時，以您方便的時間進行安排，並視訪談情形決定訪談次數。為以正確內容進行研究分析，訪談內容需要全程錄音，若您不願意接受錄音，不願某段發言錄音或中途想停止，請隨時提出。

本研究訪談過程中將嚴謹遵守研究倫理與保密原則，訪談所得內容與資料將採匿名處理，僅作為學術論文所用，並保證未經您許可絕不對外公開。請不必擔心您的身分會因接受訪談而曝光。有關研究的任何問題，也歡迎您隨時提供意見，並誠摯地邀請您參與本研究。

每一個「您」的經驗，對於這份研究來說，都是無比珍貴的收穫。只要您願意與我分享故事，歡迎您與我聯繫，請擇一填寫隨信附上之回函(附件一 or 附件二)，我們將盡快與您聯絡。倘若您對於研究上有任何疑問，歡迎來信聯繫詢問。

平安、健康、順利
敬祝

國立台灣師範大學 國際人力資源發展研究所

指導教授：張煒雯 教授

研究生：周曉祺 學生

Invitation to Interview

Dear Sir/Madam,

Hello, I am Hsiao-Chi, Chou, a master's student in the Graduate Institute of International Human Resources Development at National Taiwan Normal University. I am currently conducting a study on conflict adjustment among workers in a collectivist culture, which means that people are more willing to put collective goals before individual goals; they usually place more emphasis on group spirit and interpersonal relationships between others and other members of the group (e.g., Taiwan, Korea, Japan, etc.). The main purpose of this study is to understand the experiences and solutions of these workers when they face workplace conflicts in a collective culture, and we hope that your experiences and opinions can be used as a reference for more practitioners. I would like to invite respondents to participate in this study by sharing your personal experiences with me, and the interview guide and questions.

The study will be conducted in a one-on-one face-to-face interview or online interview, at a location convenient to you, for one to two hours, at a time convenient to you, and the number of interviews will be determined by the circumstances of the interview. If you do not want to be recorded, do not want a certain part of your speech to be recorded, or want to stop in the middle of the interview, please feel free to ask.

The interview will be conducted in strict compliance with research ethics and confidentiality, and the content and information obtained from the interview will be treated anonymously and used for academic papers only and will never be disclosed without your permission. Please do not worry that your identity will be revealed as a result of the interview. We welcome your comments on any

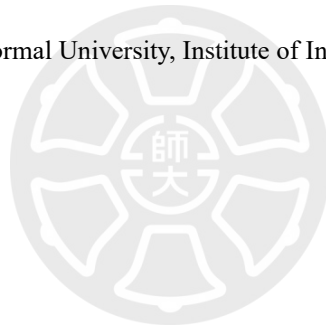
questions regarding the study and invite you to participate in the study.

Every "your" experience is an invaluable contribution to this research. If you are willing to share your story with me, please feel free to contact me by filling out the enclosed reply letter (Annex I or Annex II) and we will contact you as soon as possible. If you have any questions about the research, please feel free to write to me.

Peaceful, healthy and smooth

offer humbly (written at the end of a letter from sb. of lower status to higher status)

National Taiwan Normal University, Institute of International Human Resources Development



Advisor: Wei-Wen Chang, Ph.D.

Master student: Hsiao-Chi Chou

回 函

一、是否願意參與本研究

是 (請協助填寫以下資訊) 否

二、受訪者基本資料

姓名：_____ 年齡：_____

信箱：_____

聯繫方式：_____

三、工作背景

是否擔任主管級職務? 是 否(可直接移至待過公司別回答) 曾經有
擔任的管理職務是? _____ 時間年限是? _____

待過的公司別(複選): 台商 中資 美商 日商 其他 _____

全職工作年資: 未滿一年 一至兩年 (未滿三年)

三至五年 (未滿六年) 六至十年 (未滿十一年)

十一至十六年 (未滿十七年)

十七至十九年 (未滿廿年) 二十年以上

現職 or 最近一個服務的工作機構為何? : _____

承上, 擔任此工作的時間? : _____

承上, 主要擔任的業務? : _____

四、訪談方式、時間與地點

(時間建議您可以先提供三到五個您方便的時段, 並註明日期與確切時間)

面對面訪談 視訊訪談

地點: _____

兩種回函方式擇一即可, 誠摯感謝您的回覆!

Reply Letter

I. Are you willing to participate in this study?

Yes (please help fill in the following information) No

2. Basic information of respondents

Name: _____ Age: _____

Mailbox: _____

Contact: _____

III. Work Background

Do you hold a supervisory position? Yes No

What are your management responsibilities? _____ Duration is? _____

Company(s) you have worked for (multiple choice):

Taiwan Chinese American Japanese etc _____

Years of full-time employment: Less than one year One to two years (less than three years)

Three to five years (less than six years) Six to ten years (less than eleven years) Eleven to

sixteen years (less than seventeen years) Seventeen to nineteen years (less than twenty years)

Twenty years or more

What is your current or most recent employment? : _____

The time spent on this job? : _____

The business of the above, the main actor? : _____

4. Visit method, time and location

(We suggest you to provide three to five convenient time slots, and specify the date and exact time)

Face-to-face interview Video interview Location: _____

Time: _____

Please choose one of the two ways to reply, thank you for your reply!

回函 線上表單

<https://www.surveycake.com/s/Vb9bo>



兩種回函方式擇一即可，誠摯感謝您的回覆!

Illustration of Collectivism and Individualism

故事一、DoDo 今日在公司工作時，與一名同事發生了意見相左，雙方明確的表達了自己的想法，事情在協調下順利完成了。她一如往常準時下班，打電話給 LaLa 準備一起吃晚餐，LaLa 苦惱的表示：我也想跟你約吃飯，但是，今天同事們準備去聚餐，不能不去呀！，DoDo 不解地回答，為甚麼不直接跟他們說你不想去，只要直接表達就好啦。下班後，理應遵照自己的心意，得到放鬆。

故事二、DoDo 要幫部門訂購咖啡機，她的步驟是：先上網搜尋，找到 1-2 種符合部門預算的咖啡機，並徵詢部門員工意見，確定後就訂購。同樣的情況，LaLa 就有不同的步驟。她先嘗試與賣家建立私交及信任關係，之後請他們查看庫存並找出一些可能合適的商品；接下來，LaLa 會在群組中聽取大家的意見。最後，在經過大量諮詢，並且確定主管首肯也表示喜歡之後，才會購買咖啡機。

故事中，LaLa 的做法偏向集體主義的文化。她在面對事情時，較重視整體、同質、和諧。如果破壞和諧，可能會被群體所孤立。相對的，DoDo 偏向個人主義，和諧並不是他們最優先的考慮，他們認為有時爭執反能消除誤會。在決策方面，集體主義文化在做一個決定時，會儘可能全面考量群體的想法，並重視長者的意見，此外也會強調關係，就如同 LaLa 在購買咖啡機的過程。

Illustration of Collectivism and Individualism

Story 1: DoDo had a disagreement with a colleague at work today. Both parties expressed their ideas clearly and things were completed smoothly with coordination. She left work on time as usual and called LaLa to have dinner with her. DoDo replied, "Why don't you just tell them you don't want to go, just express it directly. After work, you should follow your heart and relax.

Story 2: DoDo had to order a coffee machine for her department. Her procedure was to search the Internet, find 1-2 types of coffee machines that fit the department's budget, consult the department's staff, and then order the machine once she was sure. In the same situation, LaLa took a different approach. She first tries to establish a personal and trusting relationship with the seller, then asks them to look at their inventory and identify some items that might be suitable; next, LaLa listens to people's opinions in a group. Finally, after a lot of consultation, and after making sure the supervisor approves and likes it, she buys the coffee machine.

In the story, LaLa's approach leans toward a collectivist culture. She places more importance on wholeness, homogeneity, and harmony when dealing with things. If harmony is broken, she may be isolated by the group. In contrast, DoDo's approach is individualistic, and harmony is not their top priority. They believe that sometimes arguments can eliminate misunderstandings. In terms of decision making, a collectivist culture will try to take into account the group's ideas as much as possible when making a decision and value the opinions of the elders, in addition to emphasizing relationships, as Lala did in the coffee machine purchase.

訪談問題

★★★

1-1. 請您分享 2-3 個職場中，令您印象深刻的衝突經驗，請描述經過，以及後續如何?(自身或看過別人的任何經驗皆可)

1-2. 這些衝突經驗對您往後的職場生涯帶來了哪些想法或影響?

1-3. 職場環境中，你曾擔任的角色(如作為上司帶領他人、作為下屬、同事有合作關係…等)有哪些人際關係或任務衝突，讓您覺得備感困擾?請您分享 1-2 個例子

1-4 承上題，而這些衝突經驗，對您「所屬的職場環境」或是「整個公司」又帶來哪些影響?

★★★

2-1. 就您的觀察，臺灣的文化較傾向集體或個人主義?您公司的文化較傾向集體或個人文化?

2-2. 承上述，此文化下，您覺得自己或公司的同仁常用哪些方法面對和處理衝突?

2-3. 請舉一個您成功化解衝突的例子。在您的例子中，您是怎麼選擇解決衝突的策略?您認為成功化解衝突的因素是什麼?您有沒有選擇策略失敗的經驗?

2-4. 請您分享解決職場衝突的方法與技巧，請舉 1-2 個實例?

★★★

3-1. 根據過去研究發現，集體主義文化較重視人際關係和面子問題。您覺得在這樣的文化中，必須學會哪些處理衝突的方法，才能在工作上更得心應手?

3-2. 您曾經從哪些管道學習與選擇解決衝突有效的解決方法?(例如:請教別人、觀察、閱讀…等)

3-3. 承上述，當您需要決定怎麼處理衝突的方法時，哪些管道將是你最有利的參考依據?

3-4. 您在選擇處理衝突的方法時，考量的因素有哪些?

3-5. 學習處理衝突經驗的過程中，哪個環節，是最困難的？

3-6. 工作過程中，對於處理職場的衝突，您如何學習？又如何去面對無法解決的衝突？

★★★ 最後，針對職場中衝突處理與調適過程，還有什麼要補充的嗎？ ★★★



Interview Questions

★★★

1-1. Please share 2-3 experiences of conflict in the workplace that have impressed you. (You can share any experience you have had or have seen)

1-2. What ideas or influences did these conflict experiences bring to your future career?

1-3. In the workplace, what are the interpersonal relationships or task conflicts that you have had in your role (e.g. as a supervisor leading other, as a subordinate, in a cooperative relationship with colleagues, etc.) that you find disturbing? Please share 1-2 examples

1-4. What impact did these conflict experiences have on your "workplace environment" or "company as a whole"?

★★★

2-1. From your observation, does Taiwan's culture tend to be more collective or individualistic? Does your company's culture tend to be more collective or individualistic?

2-2. In light of the above, what do you think are the common ways you or your colleagues face and handle conflicts in this culture?

2-3. Please give me an example of a conflict you have successfully resolved. In your example, how did you choose your conflict resolution strategy? What do you think were the factors that contributed to the successful resolution of the conflict? Have you ever had a failed strategy choice?

2-4. Please share your methods and techniques for resolving conflicts in the workplace, with 1-2 examples?

★★★

3-1. According to past research, collectivist cultures place more emphasis on interpersonal relationships and saving face. What do you think are the best ways to handle conflicts in such a culture in order to be more comfortable at work?

3-2. What channels have you used to learn and choose effective solutions to conflicts? (e.g., consulting others, observing, reading, etc.)

3-3. As mentioned above, when you need to decide how to deal with a conflict, which channels will be your most favorable reference?

3-4. What are some of the factors you consider when choosing a conflict management approach?

3-5. What is the most difficult part of learning to handle conflict experiences?

3-6. How have you learned to deal with conflicts in the workplace? How do you deal with the unresolved conflicts?

★★★ Finally, is there anything else you would like to add to the conflict management and adjustment process in the workplace? ★★★

