

A STUDY ON CULTURAL DIFFERENCES
BETWEEN CHINA AND PORTUGAL

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Abstract

Since the launch of the Chinese opening-up and reforming policies, they have been accelerating the development of China in all the fields. In the education field, the notable changes is more and more Chinese students choose to go abroad to pursue their higher education during the last several decades. Although Portugal is not one of the favorite destination countries as a choice of Chinese students, in recent years more and more Chinese students are coming to go to Portugal to continue their study. As a result, misunderstandings and conflicts occur when the students with different cultural backgrounds encounter. In an attempt to identify and help solve these conflicts caused by cultural differences, this thesis focuses on discovering cultural differences between China and Portugal from the perspective of the Chinese students that are studying in Portugal. The findings show that, from Chinese students' view, the cross-cultural management systems of the Portuguese universities and institutes are satisfactory in general, but flawed in some aspects, for which, some suggestions are proposed by the Chinese students. On a deeper level, the individual motivations of Chinese studying in Portugal are explored, aiming at providing detailed data for cross-cultural management in higher education of Portugal.

Key words: Cultural difference, Cross-culture management, Portugal, China, Motivation,
JEL: M12, M14, M16

Resumo

Com a política de abertura e as reformas levadas a cabo pela China, este país experimentou um desenvolvimento acelerado em todos os campos. No campo educacional as mudanças levaram a que cada vez mais estudantes chineses prossigam no exterior a sua educação superior. Embora Portugal não seja um ponto quente no mercado educacional chinês, nos anos mais recentes, mais e mais estudantes chineses decidiram escolher Portugal como destino de estudos. Incompreensões e conflitos ocorrem quando alunos com diferentes culturas se encontram. Na tentativa de identificar e contribuir para a redução desses conflitos, esta tese tenta descobrir as diferenças culturais entre a China e Portugal a partir da perspectiva de estudantes chineses em Portugal. Os resultados mostram que a gestão praticada pelas universidades portuguesas é em geral satisfatória, embora existam pontos fracos identificados pelos estudantes chineses. A um nível mais profundo, as motivações individuais dos estudantes chineses para estudar em Portugal são exploradas com o objectivo de fornecer dados úteis para a gestão das instituições no ensino superior relativamente à atracção de estudantes estrangeiros.

Palavras-chave: Diferença cultural, Gestão Intercultural, Portugal, China, Motivação, JEL: M12, M14, M16

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Executive summary

During the last several decades, more and more Chinese students went abroad to pursue further education since the Chinese government launched the opening-up and reforming policies to escape from isolationism. Specially in the 1990's, the movement started booming due to the trend of internationalization and globalization. Since then, studying in foreign countries is no longer an exclusive privilege for elites, but a personal choice of the masses. America, Britain, Germany, France and Australia are the countries that have gained most Chinese students, however more and more Chinese students choose Portugal for their further study, although Portugal is not a popular destination country for Chinese students.

As the Chinese students come to Portugal, the encounter of Chinese culture and Portuguese culture will inevitably cause misunderstandings and conflicts or even offenses. An evaluation of the cross-cultural management of Portuguese universities and colleges is thus important. Although Chinese students account for a very small percentage of the total number of all the foreign students in Portugal, they are a typical sample for the subject of cross-culture management since they have the most different cultural background. The goals of this thesis are: 1) to investigate the cultural differences between China and Portugal from the perspective of the Chinese students that are or have been studying in Portugal; 2) to assess the cross-cultural management system of Portuguese universities and institutes from the perspective of Chinese students; 3) and on the individual level, to explore the motivations of Chinese students coming to study in Portugal, thus aiming at providing specific and analytic data for Portuguese universities and institutes to improve their cross-cultural management.

In order to achieve the three goals, both qualitative interviews and quantitative questionnaires were used in this thesis. Thanks to the social network and Chinese student community, eleven Chinese students in Portugal were interviewed. They were requested to point out the cultural differences from their own experience as well as to answer questions about cross-culture management applied to their Portuguese universities and institutes. Meanwhile, an online survey titled motivations of Chinese students studying in Portugal has been carried out.

After collecting and analyzing the responses from interviewees, five cultural differences between Portugal and China were identified by the frequencies that have been mentioned by the interviewees. These five cultural differences are:

- 1) Low efficiency, flexible time orientation and lack of planning,
- 2) Preference to express personal ideas and flatter hierarchical structures,
- 3) Understanding and friendly attitude to foreigners,
- 4) Well-developed social welfare system and less stressful and less competitive life and
- 5) Tendency to avoid risk.

And finally these results were compared to Hofstede's research.

The responses on situation of cross-culture management in Portuguese universities and institutes revealed some existing problems which are categorized in four aspects: deficient managerial function for international students; inadequate considerations made by supervisors for international students; lack of effective management methods of cross-culture and divergence on culture among students with different cultural background.

Results of the quantitative questionnaire show that, for Chinese non-exchange students, "academic concerns" were the dominant factor while they were deciding to come to Portugal, and "financial concerns" were the subdominant. Most of the Chinese exchange students chose to come to Portugal with the purpose of improving their language skills. This is not surprising at all, knowing that all the exchange majored in Portuguese language and literature.

This thesis provides a specific perspective on both cultural differences and cross-cultural management.

Sumário Executivo

Durante as últimas décadas, mais e mais estudantes chineses foram para o exterior em busca de educação, ainda mais desde que o governo chinês lançou a política de abertura e de reformas. Na década de 1990, a tendência de internacionalização e globalização impulsionou esta mudança. Desde então, estudar no estrangeiro não é exclusivo das elites, mas é também possível para as massas. América do Norte, Grã-Bretanha, Alemanha, França e Austrália são os países que ganharam a maioria dos estudantes chineses. No entanto Portugal, não sendo um país de destino popular para os estudantes chineses a estudar no estrangeiro, atrai também um número crescente de estudantes chineses.

Com os estudantes chineses em Portugal, é natural o surgimento de conflitos, equívocos e até ofensas entre a cultura chinesa e a cultura portuguesa, o que torna importante uma avaliação da gestão das universidades portuguesas nesta área. Embora o número de estudantes chineses não seja muito elevado, eles constituem um bom objecto de estudo devido às grandes diferenças existentes entre as duas culturas.

Existem três objectivos desta tese: 1) investigar as diferenças culturais entre a China e Portugal a partir da perspectiva de estudantes chineses em Portugal. 2) avaliar a gestão das universidades e institutos portugueses com base nas opiniões dos estudantes chineses em Portugal. 3) a nível individual, explorar as motivações dos estudantes chineses para estudar em Portugal com o objectivo de fornecer dados específicos para as universidades e institutos portugueses no sentido de melhorar a sua gestão neste domínio.

A fim de alcançar os três objectivos, tanto entrevistas qualitativas como questionários foram usados nesta tese. Com base na rede social dos estudantes chineses em Portugal, onze foram seleccionados para fazer entrevistas. Foi-lhes pedido para apontar as diferenças culturais com base na sua própria experiência, bem como para responder a perguntas sobre as práticas de gestão aplicadas relativamente a eles, enquanto estudantes internacionais, nas suas universidades e institutos superiores. Enquanto isso, uma pesquisa on-line intitulada motivações dos estudantes chineses em Portugal foi também efectuada.

Depois de colectar e analisar as respostas dos entrevistados, cinco diferenças culturais entre Portugal e China foram identificadas, de acordo com suas frequências. As cinco diferenças culturais são:

- 1) baixa eficiência, orientação tempo flexível e falta de planeamento,
- 2) preferência por expressar ideias próprias e estruturas hierárquicas planas,
- 3) a atitude compreensiva para os estrangeiros,
- 4) sistema social desenvolvido e vida menos stressante e competitiva e
- 5) tendência para evitar o risco.

Os resultados foram ainda comparados com as pesquisas de Hofstede.

As respostas sobre a gestão das universidades e institutos relativamente aos estudantes estrangeiros revelou alguns problemas existentes que são classificados em quatro aspectos: a Deficiências na gestão intercultural ignorando os estudantes internacionais; falta de resposta e de consideração por parte de supervisores e outros responsáveis, a falta de métodos de gestão eficaz na área internacional e falta de convergência entre os estudantes com formação cultural diferente.

Os resultados do questionário mostram que para os estudantes chineses que não vieram em intercâmbio, "preocupações académicas" foram consideradas as mais importantes quando decidiram vir para Portugal, logo seguidas das "preocupações financeiras". Por sua vez, a maioria dos estudantes chineses de intercâmbio veio a Portugal para melhorar as suas competências linguísticas.

Esta tese procura oferecer um contributo para os esclarecimentos das diferenças culturais e também para a gestão intercultural por parte das universidades.

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1. Introduction

In the last several decades, cultural differences and how to operate successfully in a cross-cultural or intercultural environment have attracted many researchers. Although the physical distance has much been “reduced” due to globalization and internationalization, issues of cultural difference did not disappear but come up more frequently and severely as the increase of social activities between countries and regions. Nowadays, more and more students study in foreign countries, the encounter of different cultures has also become an issue for the management of universities. How to manage students with different cultural backgrounds challenges all educationists.

Numerous researches and studies have been conducted, and many achievements have been accomplished. Edward Hall provided the concept of intimate space which expresses the different messages between different cultures. He also explored the reasons why people with different cultural background cannot understand each other. Geert Hofstede (2005) proposed four-dimension method for evaluating culture difference: power distance, collectivism vs. individualism, femininity vs. masculinity, and uncertainty avoidance. Trompenaars and Turner (1995) explored culture in seven dimensions: universalism vs. particularism, individualism vs. communitarianism, Specific vs. diffuse cultures, affective vs. neutral cultures, achievement vs. ascription, sequential (m) vs. synchronic (f) cultures, and internal vs. external control. William Hart concluded the three levels of cultural (a mono-cultural phase, a cross-cultural phase, and the advanced stage-intercultural phase) which focuses on the individual interactions of people with different cultural backgrounds.

Many of the researches on the business environment, cross-culture management have eventually drawn the attention of educationists as a result of more and more cooperation and communication between universities, colleges and institutes. Recent researches on cross-cultural management in educational field consist of two aspects: cross-cultural management in higher education, and how cross-cultural management theories are applied to investigate the situations of foreign students and researchers such as the adaption of foreign students with different cultures backgrounds (Crano &Crano, 1993), multicultural

applications of stress and coping (Slavin, Rainer, McCreary, & Gowda, 1991) and cooperation and synchronization in cross-cultural management on higher education (Dong G.Q., 2007).

Since the 1980s, Chinese government has funded a great number of Chinese students to study abroad, and also hundreds of thousands self-financed students have studied abroad. Certainly they all have gone to the countries all over the world with the Chinese culture in which they grew up, and therefore encounter of difference cultures became inevitable. Since Chinese culture is one of the cultures that differ most from the Portuguese culture, the Chinese students studying in Portugal can serve as a particular and typical sample of students from different cultures for the study of cross-cultural management in the educational field

2. History of Chinese students studying abroad

2.1 Historic review of Chinese students studying abroad

The history of Chinese students studying abroad dates back to the middle 19th century. On the morning of 4th January 1847, a young man named Hong Rong left China and started his journey of pursuing his study abroad. His studying abroad not only for the first time shook the China's "Closed-Door" foreign policy – a policy had been secluding the nation from outside world for many centuries, but also created the history of Chinese students studying abroad. Eight years after, when he graduated from Yale University in America, Hong Rong, "The pioneer of Chinese overseas student", became the first overseas student of China.

After Hong Rong graduated from Yale, he was hoping that more Chinese students could have the opportunities to study in America like what he did. He petitioned the government to start a program of supporting Chinese students studying abroad. Thanks to his effort, in 1872, a group of 30 Chinese boys aged 9 to 12 passed the selecting exams, and began their journey of their study in America. This event was afterwards referred as "Overseas Children Program"

Although the short-lived "Overseas Children" program was soon disbanded by the corrupted Qing government (the Chinese government at that time), most of these children finally grew up into elites, and made great contributions to the Nation. For example, Shaoyi Tang — the first prime minister of Republic of China, Guoan Tang — the first president of Qinghua University, Tianyou Zhan — the chief engineer of first Chinese railways.

The second generation of Chinese students studying abroad emerged after China lost the Sino-Japanese War in 1894-1895. The Qing government attributed the Japan's victory to the advanced technology that had been brought back to Japan by the Japanese scientists and technicians who had been studying in western countries. Following the example of Japan, The Qing government decided to cultivate a new generation that would be equipped with western technologies and would help the country to develop and flourish. In order to attract more young students to study abroad, the Qing government enacted an encouraging set of rules:

Rules of encouraging overseas graduate, which afterwards largely boosted and accelerated the overseas studying activities in the following years. According to a survey, about 10 thousands students a year in the following years went to study in Japan. The total number of Chinese students studied in Japan in the 1st decade of 20th century reached 50,000, Interestingly but also ironically, Zhongshan Sun et al, who initiated and led the Revolution of 1911 to overthrow the Qing Dynasty, were also sent to study in Japan by the Qing Government.

In 1907, the US started the Boxer Rebellion Indemnity Scholarship Program, a scholarship program funded by Boxer Rebellion indemnity money paid by the Qing Government to the United States that provided for Chinese students to study in the U.S. It has been called "the most important scheme for educating Chinese students in America and arguably the most consequential and successful in the entire foreign-study movement of twentieth century of China. Following the United States, England, Japan, and France also followed the US way one after another to help develop Chinese higher education with parts of "Boxer Rebellion indemnity" money. In 1911 Tsinghua University was founded in the purpose of selecting and pre-training Chinese students before they were enrolled to American universities. During the following 35 years (1909 to 1945), 1971 students had been funded by the Boxed Rebellion indemnity scholarship program, 80% of them studied science and technology, and specially, some of them made great contribution to the development of China in science and technology, for instance, Yiqi Mei (former president of Tsinghua University), KeZhen Zhu (meteorologist and geographer), Xuesen Qian (aerodynamicist), and Sicheng Liang (architect).

With the understanding that a large amount of well-educated people were required for the development of China, the second generation overseas students Yuanpei Cai and Jingwei Wang launched the "Work-Study in France Program". The program was recruiting students who were willing to pay the studying costs through working earnings. This program lasted 20 years and finally became well-known throughout China, only in the following 5 years after the program was launched; more than 1600 students went to France through this program. It is remarkable that not only many of them grew up into the first generation of leaders of the

Chinese Communist Party, for example, Enlai Zhou Xiaoping Deng, Yi Chen, and Rongzhen Nie; but also compared to previous programs, this program involved more fields, including politics, science and technology, culture, arts, etc. Beihong Xu was also one of the students that went to study arts in France through this program.

In 1917, Moscow Eastern Communism University was founded for the purpose of training outstanding young people from other Asian countries. Shaoqi Liu and Qiubai Qu, two young leaders of Chinese Communist Party were in the first enrollment. . Later, many other young leaders of Chinese Communist Party went to study at Moscow Eastern Communism University, for instance, Xiaoping Deng and De Zhu.

After a pause of activities of Chinese students studying abroad during the second Sino-Japan War and the World War II, the government announced <Regulations on Self-Supported Overseas studying activities> to encourage students studying abroad, in an attempt to improve the situation that the Country had fallen far behind developed countries in science and Technology. It shall be noted, appreciation of the announcement of these regulations should never be ignored, because it made Chinese students studying abroad much easier and simpler.

In 1949 the foundation of People's Republic of China began a new era of the nation. However, after half a century's war state, almost all of the industries were damaged and all of the national infrastructures were destroyed. A large amount of elites specialized in every field were required so as to recover and develop the productivity of the country. Driven by this demand, the first batch of students of PRC were sent to study in Poland, Hungary, the Czech Republic, Rumania and Bulgaria. And during the following 20 years, a great number of students were sent to study in the Union of Soviet Socialist Republics, England, America and other countries.

In 1979, the Chinese ministry of education created the subdivision of overseas students and the subdivision of overseas students training. In the same year, the government sent diplomats to Chinese embassies in other countries to manage and help government-funded overseas students. Two years later, the government launched the *Rules of self-supported overseas*

students in the spirit that “Self-supported studying abroad was one way to cultivate elites and it was also a part of overseas education. Since then on, self-supported students have been treated as same as government funded students in policy.

In 1988, in the purpose of establishing a special organization providing one-stop service for the going-abroad and returning-back scholars, the ministry of education of China initiated the Chinese Service Centre of Scholarly Exchange (CSCSE), In August 1992, the Chinese State Department issued *The Notice on Chinese Overseas Students* which emphasized on encouraging Chinese students to go abroad for further study. One year later, a new policy was released with the guideline of encouraging Chinese students to go abroad for study and to return after study.

In 1996, the National Funds for studying abroad was created as the Official nationwide organization to select and support government-funded students. In the next year, “Spring Sunshine” plan was initiated to provide special financial support for excellent overseas scholars to come back to China for short-term research work.

Later on, the Chinese government adjusted and issued a series of policies about studying abroad in an attempt to attract more overseas Chinese students to return to China. For instance, in 2008, the government started a planned to bring 2000 international excellent elites in 5 to 10 years. Meanwhile many policies in other related aspects were also modified to assist the plan, for example, simplifying the visa application process. Due to all these efforts, nowadays, nowadays, finely contrasted with the past, more and more students choose to come back to China after their study, and many of them having been making their contributions in their respective fields. Up to now, 77% of the universities’ presidents, 84% of the members of the Chinese National Academy of Science, 75% of the members of the Chinese National Academy of Engineering, and 62% PhD supervisors had either studying or researching abroad experience

According to the government statistics of 2008, 1,391,500 students has been studying abroad during the last 30 years, while self-supported students accounted for the majority in recent

years. The amount of overseas students in 2009 was 229,000 which increased by 27.5% compared to 2008, and the number of self-supported students was about 210,000 (increased by 30%). In 2010 the total number reached 284,700 and more than 91% of them were self-funded. According a survey conducted in 2008, the top 5 favorite countries of Chinese students for oversea studies were America, Australia, England, South Korea and Japan.

2.2 From elites to the masses – the transition of opportunity of studying abroad

Although Chinese students studying abroad started more than one and a half century ago, but overseas studying was labeled as a luxury activity in earlier times. It was just 30 years ago that the masses started going abroad, during which, however, a significant change has taken place, and this change is that studying abroad has become a personal choice of where to study from the prerogative (an exclusive right or privilege) of the elite group.

In 1978, after an end was finally put to the suffering and agonizing China's "Cultural Revolution", all fields, science, technology agriculture and culture for instance, were to be recovered and developed. On June 23, 1978, Xiaoping Deng proposed that Chinese government should encourage overseas studies and the amount of overseas students should increase rapidly so as to bring back advanced science, technologies, and ideas of developed countries. At that moment, few people understood the significance of his words and were aware of its subsequent effect on history of overseas studies of Chinese students. However this proposal was the beginning of Chinese government sending students abroad in large scale. And it began a new era.

In the following years, a large number of Chinese students went abroad for further study after a series of plans and agreements on educating students were made between China and many developed countries like America, Japan, Canada, England, German and France; and eventually, an upsurge of studying abroad was induced. During this period, all the students that would be sent to foreign countries were selected by the government from universities and academic institutes, and provided with government financial funds. Due to the feature that all these students that were topped from all candidates and funded by the government, that period has been referred as "Elites studying abroad" period. Another feather of that period is almost

all of the government-funded students were from scientific and engineering fields.

“Self-supported studying abroad” was still much of an impractical dream at that time albeit the Chinese government had reduced restrictions on studying abroad. Self-supported students had to file the application for overseas studying activities a long time in advance; moreover the standards for approval were too high for most of the students to reach. Consequently, “self-supported students” accounted for only a very small percentage from 1978 to 1985. Taking the example of 1978, in contrast with a total number of 860 government-funded students, no one was approved of self-supported studying abroad 30 applications were received.

In 1984, the Chinese government issued <Temporary Rules on self-supported overseas studies>, and one year after, “Qualification Assessment of Self-supported applicants” was abolished. The “door” was finally opened to the students, and since then, self-supported studying abroad started booming. Till the end of 1985, about 7000 self-supported students went to study abroad, and the percentage increased dramatically to 18%.

In the next a few years, as advanced science and technology, ideas and concepts were continuously being brought into China on the return of the students that went to study abroad in earlier years, The Chinese government then realized that it was necessary and urgent to take further action to reduce the restrictions and barriers on self-supported students studying abroad, and launched a series of policies to simplify the procedures for studying abroad.

In 1998, agencies for self-supported studying abroad were permitted to which led to another thriving period. The number of self-supported students was doubled in the next year. In 2003, the government enacted several policies which further simplified the procedure for studying abroad. According to the Ministry of Education’s statistics of 2007, 140,000 students went to study abroad, among which 15,810 were government-funded, while 129,000 were self-supported, which accounted for about 90%. It should also be noted that, 30 years after 1978 the total number of student studying abroad has increased 167.44 times, and this number is still increasing, see Table 1.

As shown in Table 1, the total number of students studying abroad was 39,000 in 2000, in ten years the number went up to 284,700. The self-supported students were 32,000 in 2002 accounted for 82% of the total number, while this number exceeded 260,000 in 2010, accounted for 91.5%.

Table 1. Numbers of Chinese students studying abroad from 2000 to 2010 (Statistics of Chinese embassy in Portugal).

Year	Total number of students studying abroad	Number of Self supported students	Number of government funded students
2000	39,000	32,000	7,000
2001	84,000	76,000	8,000
2002	125,000	117,000	8,000
2003	117,300	109,200	8,146
2004	114,700	104,000	10,382
2005	118,500	106,500	12,057
2006	134,000	121,000	13,122
2007	144,000	129,000	15,810
2008	179,800	161,600	12,957
2009	229,000	210,000	19,200
2010	284,700	>260,000	About 20,000

According to statistics, till now there have been 1,620,700 students studying abroad, in more than 100 hosting countries and regions, involving almost all fields. In 2006 China has become the country has the most students studying abroad.

Nowadays, more and more Chinese students are planning on going abroad for their studies. Also China has already become the most potential country for overseas education market. As the development of the Chinese overseas education, some new characteristics appeared which should be noticed. First, the average age of the students studying abroad is about 20, 10 years younger compared to the 1980's; the population is partly migrating from college students to

high school and middle school juveniles. Second, Academic degrees are no longer the sole pursuit of the students, a variety of short-term study or research has become an important form of acquiring abroad experience. For example, exchange students, students that come to a country to learn the local language, and visiting professors and researchers. And last, the selection of destination countries has been tremendously increased from a few developed countries in the beginning to more than one hundred at present

2.3 General information on the Chinese students in Portugal

Although Portugal is not one of the main destination countries as a choice of Chinese students for studying abroad, the amount of Chinese students studying in Portugal has been increasing in recent years. There were 116 Chinese students enrolled at Portuguese universities and institutes, one year later, this number increased to 150, and in 2010, the amount of Chinese students registered to Portuguese universities and institutes reached to 231, twice the number of 2008. See Figure 1.

In Portugal, the Chinese students enrolled at Portuguese universities and institutions can be categorized by academic degrees into several types: undergraduates, master and doctor students, post-doctors, invited researchers and Chinese employees at Portuguese universities and institutes. The undergraduate students include students that are pursuing at Portuguese universities and institutions in order to obtain bachelor degrees, as well as students through exchange programs to study Portuguese language for one or two years in Portugal without getting bachelor degrees from Portuguese universities and institutions. In fact these exchange students are the main constitution of undergraduates group of Chinese students in Portugal. According to the statistics from the Chinese Embassy in Portugal, there has never been more than five students that were fully enrolled for the complete first cycle of high education (undergraduate program with a Bachelor degree) at the same time, more precisely, there might be one or two of them from time to time. Given this situation, Chinese students that are fully registered to the full first cycle are not accounted for in this study, and the term “undergraduate students” always means language exchange students hereafter in this thesis.

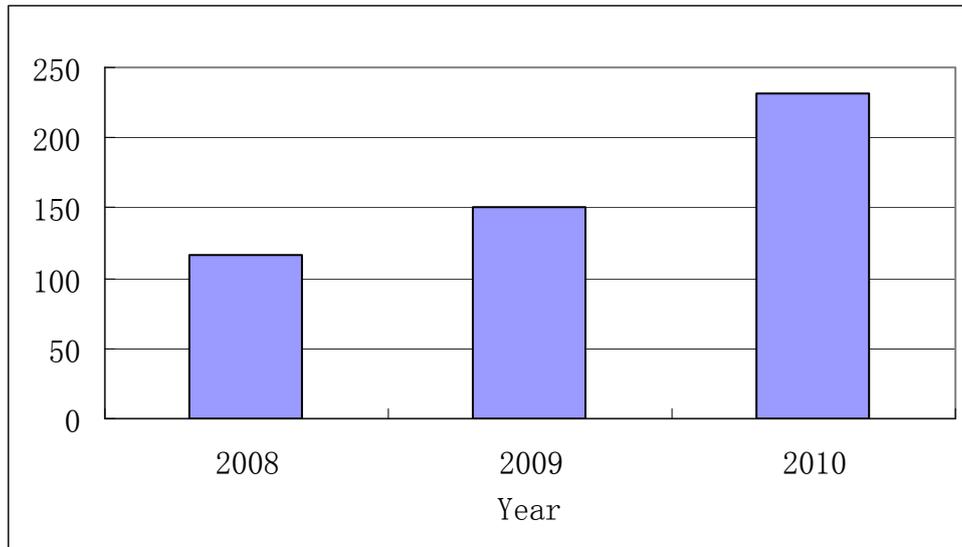


Figure 1. Total number of Chinese students in Portugal from 2008 to 2010

Although the amount of Chinese students studying in Portugal is very small compared to those favorite countries Chinese students like the US and the UK, it is nice to see the total number of Chinese students coming to Portugal is growing. For a better presentation, and especially to better reveal the truth that can reflect the reality, Chinese students in Portugal are divided into 2 categories: Exchange students and Non-Exchange students. Figure 2 shows the number of students of each category in the last three years.

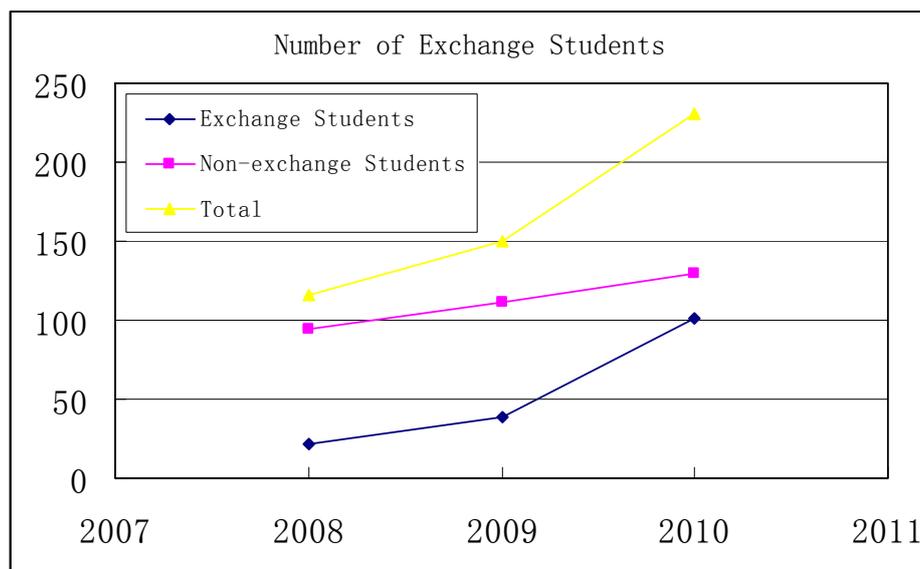


Figure 2. Number of Chinese exchange students in Portugal from 2008 to 2010

The proportion of exchange students

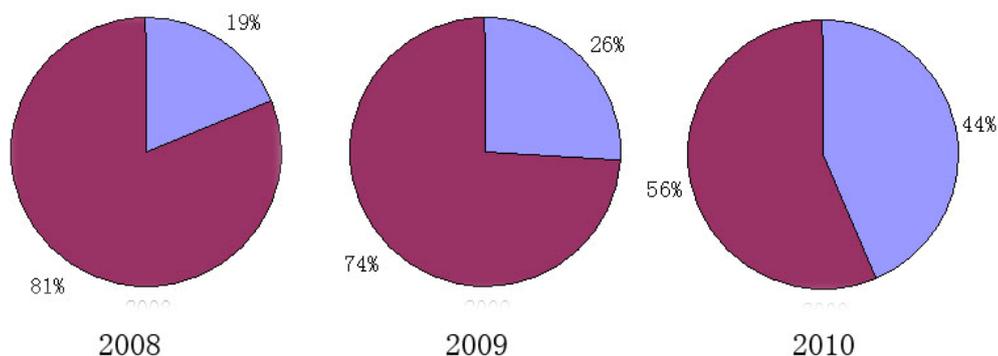


Figure 3. The proportion of exchange students from 2008 to 2010

Besides the rapid increase of language exchange students boosted the amount of Chinese students in Portugal, the numbers of Chinese students of other types have also been increasing, as seen in Figure 4

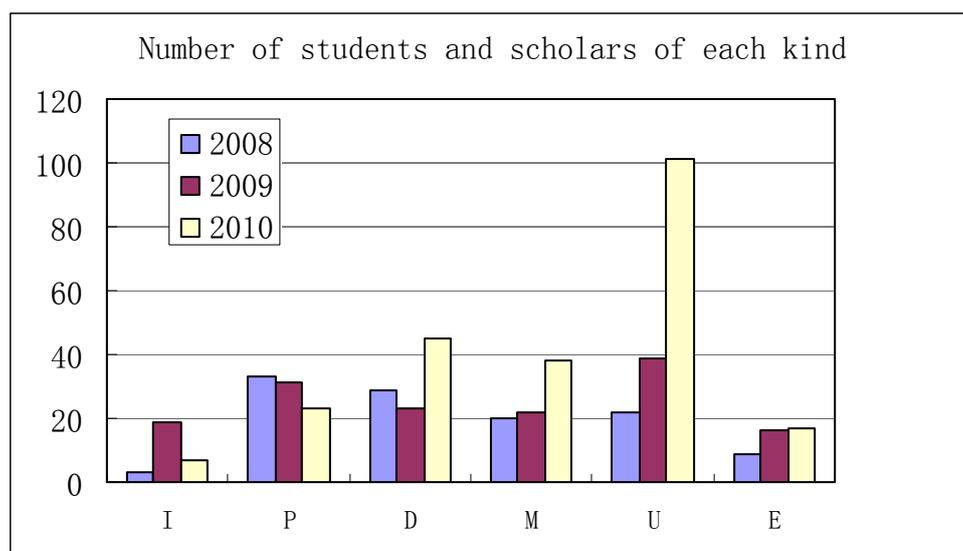


Figure 4. The number of Chinese Students and students of each type

Note: For easy presentation, acronyms of the student types are used in Figure 4, where:

I — invited researchers;

P — post doctors;

D — doctor students;

M — master students;

U — undergraduates (exchange students);

E — employees at Portuguese universities and institutes.

It can be seen from figure 4, the numbers of master and doctor students are also increasing, and so is the employee group although it grows at a relatively slower rate, except the numbers of invited researchers and post-doctors which follow a random distribution along the years. Another observation is, together with exchange students, Post-doctors, Doctor and Master students constitute the majority of Chinese Students and Scholars in Portugal.

Financial sources (funding) shall also be mentioned as it is an inevitable factor that influences the final choice of destination country for study or work. Undoubtedly, the Chinese employees working at Portuguese universities and institutes are paid by their employers. Also, the universities and institutions will pay the invited researchers and post-doctors. Beside all the types mentioned above, Chinese doctors, masters and undergraduates in Portugal are either government-funded or self-supported. Students who are funded by Chinese government an amount of money which can cover basic costs of living in Portugal each month, while the self-supported students have to pay all the tuition fees and costs of living by themselves.

However, only a few the Chinese doctor students are funded by Chinese government, and the rest are paid for working on the either research or engineering projects their professors supervisor. Taking the example of 2010, 45 Chinese students were pursuing doctor degrees in Portugal, but only 5 of them were funded by Chinese government, while the rest had other funding sources, which means all the doctors did not need to pay by themselves.

Since the Chinese government only supports Chinese students that study for doctor degrees, Chinese students pursuing master degrees in Portugal are all self-supported. Excluding a few can obtain scholars from Portuguese universities and institutions, most of Chinese students studying master degrees have pay both tuition fees and costs of living by themselves (with family support). Since many years ago, Chinese government has been funding exchange students majoring in Portuguese language and literature in the purpose of encouraging them to learn Portuguese because few Chinese students would choose Portuguese language as their major. Nowadays more and more Chinese universities and colleges are opening courses on

Portuguese language and literature one after another so as to meet the increasing demand of the job market, driven by the growing communication and cooperation between China and Portugal, Brasil, and also other Portuguese-speaking countries. More recently, it seems that this demand has also been appreciated by the students; they would also come to learn Portuguese without funding. Very unlike the situation of the exchange students, only a few non-exchange students are funded by the Chinese government, the rest either have other funding sources or pay by themselves. Table 2 shows the numbers of government-funded and non-government-funded students respectively in 2010.

Table 2. Chinese students enrolled at Portuguese universities and institutes in 2010

Category	Government-funded	Non -Government-funded	Sum
Invited Researcher	3	4	7
Post-doctors	0	23	23
Doctor students	5	40	45
Master students	0	38	38
Bachelor	22	79	101
University Employees	0	17	17
Total Numbers	30	201	231

As shown in Table 2, only 30 Chinese persons were funded by the Chinese government, about 13% of the total amount of Chinese students and scholars in Portugal in 2010.

3. Basic theories and literature review

3.1 The progressing definition of culture

It is no doubt that “culture” is one of the most difficult words to be well defined. The origin of “culture” comes from social field. Thus the definition of this word is actually a social struggle, corresponding to important social issues. For instance, in the 19th century, the word “culture” represented national identity in German, while, in France, it remains as a synonym for “civilization” for a long time. In 1871, Edward Burnett Tylor, a famous anthropologist reminded us in his book <Primitive Culture> that culture is syntheses of knowledge, belief, moral, law and custom, as well as other capabilities and habits of individuals as members of society. And this theory inspired a large number of authorities to develop the definition of “culture” in different fields.

Among the numerous discussions on the definition of “culture”, some were developed based on *human ability to provide meanings, and related to all that can be granted sense*. “Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievements of human groups, including their embodiment in artifacts” (Kroeber & Kluckhohn 1978). This emphasized the ability of creating symbols which express meanings that all human beings have.

Geert Hofstede illustrated “culture” by a visual explanation. He used an onion as a metaphor to manifest culture on different levels of depth. In his view, “culture is like an onion” which means it could be peeled layer by layer, in order to reveal the contents. See Figure 5.

He explained culture on four different levels: symbols, heroes, rituals and values. Symbolic levels visualize culture as words, pictures, artifacts, stories that carry a special meaning. The hero level is the icons admired by society as a whole, which embodies the main social values. Then ritual level shows culture in a dynamic way such as festivals, the way of respects. The deepest level of culture is the core value, “the essential core of culture consists of traditional ideas and especially their attached values” (Kroeber & Kluckhohn 1952: 181). In other words, how people believe things “ought to be”, and this level is invisible, which need to be

manifested through other three layers.

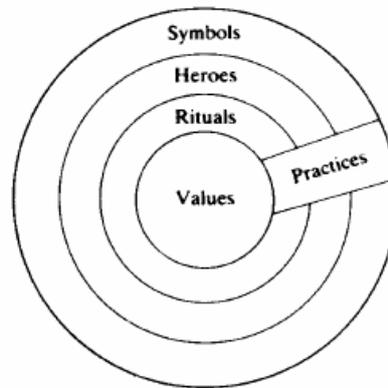


Figure 5. Culture's Onion Diagram (Source: Hofstede Geert. H. Cultures and Organizations: Software of the mind.)

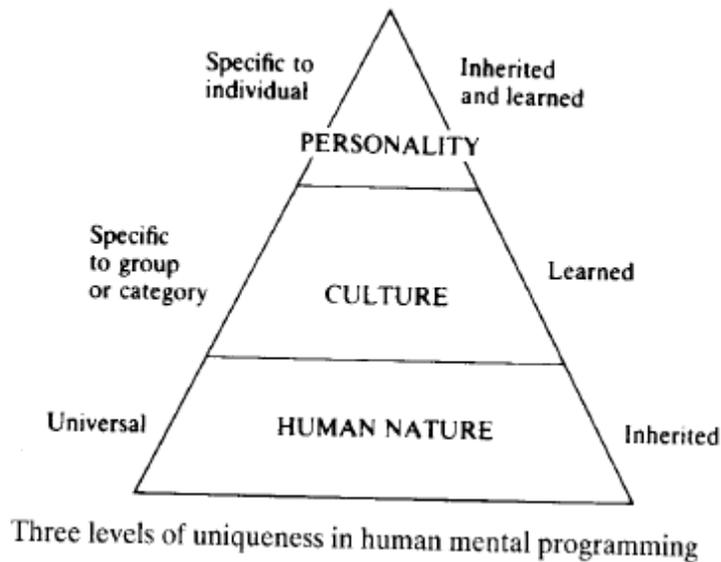


Figure 6. Three levels of uniqueness in human mental programming (Source: Hofstede Geert. H. Culture and Organizations : Softwart of the mind.)

Culture is learnt and specific to a group or category. This was concluded by the American anthropologist Franz Boas (1889). In order to understand men's behavior and attitudes, Boas detached the idea of culture from the idea of races and biological heritage, and found biological conditions were less important than culture. One of the discoveries in this field is that culture is learnt, not inherited. It was affected by one's living environment or society and not diverse from generation to generation. From the following chart: levels of human mental

programming, it is clearly shown that culture is on the second level in human mind which distinguishes from human nature and personality. See figure 6.

The first level human nature is universal and inherited, which is like eating, drinking, sleeping, the activities or needs do not change as the environment or genres. Different from the human nature, culture is the cluster to certain specific group and needs to be learnt. In contrast, personality emphasizes the aspect of individual.

Lisa Hoecklin (1995) referred the elements of what culture includes: *a shred system of meanings, relative, learned and groups*. He also reminded that what culture does not involve *right or wrong, inherited and individual behavior* (Lisa Hoecklin: Management Culture Differences)

3.2 Hofstede's definition culture and the dimensions of culture

Geert Hofstede, a famous Dutch psychologist and anthropologist, concluded the definition of culture as *it is the collective programming of the mind which distinguishes the members of one group or category of people from another*.

He dedicated to researching a systematic framework to assess the differences between national cultures. The cultural dimension theory demonstrated four dimensions to assess different cultures from country to country, or region to region. From 1967 to 1973, Hofstede and his colleagues carried out an extensive study on values of people, based on the data collected from their survey questionnaires that were sent to 116,000 people working for IBM in more than 40 countries, and involved more than 20 languages. A statistic analysis of the answers from different countries revealed common problems with different solutions from country to country. And the differences are mainly embodied in the four following aspects:

1. *Social inequality, including the relationship with authority;*
2. *The relationship between the individual and the group;*
3. *Concepts of masculinity and femininity: the social implications of having been born as a boy or a girl;*
4. *Ways of dealing with uncertainty, relating to the control of aggression and the expression*

of emotions.

These four basic areas represent the different dimensions of culture, which named by Hofstede as power distance, collectivism versus individualism, femininity versus masculinity, and uncertainty avoidance. After that Hofstede scored each country in the four dimensions to reveal its typical values.

Power distance *can be defined as the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally.*

Individualism *pertains to societies in which the ties between individuals are loose: which can be explained as how much the members of society care about themselves of families. While the concept of collectivism is viewed as the opposite side, which pertains to societies in which people from birth onwards are integrated into strong, cohesive in groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty.*

Masculinity conceptually indicates the dominant values of society in competitiveness and assertiveness, which can be distinguished from the opposite concept Femininity.

Uncertainty avoidance *can be defined as the extent to which the members of a culture feel threatened by uncertain or unknown situations and try to avoid such situations.*

Researches of Hofstede established the basic elements of dimensions for evaluating cultural difference. Other studies on how to assess culture have been carried based on his research.

3.3 cross-cultural management and intercultural management

The study on Cross-cultural management and intercultural management is developing. Cross-cultural management and intercultural management were influenced by the study of Franz Boas. He found that culture is more important than biological conditions to understanding men's behaviors and attitudes. The dispute of influences of cultural aspects on building people's personalities between French researchers and North American's researchers also boosted the study on cross-cultural management and intercultural management.

The subject of cross-cultural management started with the disagreement between universalists and cross-cultural theorists on whether there are real differences in managerial principles managing practices in different countries. Galton Frandis (2004) introduced the problem of cultural group independence in the 19th century and after many researchers studied the effects of different cultures on managerial system.

In the past several decades, many theories of cross-cultural management have formed and matured. Abraham Maslow (1973), a well-known American psychologist, launched the theory called Maslow's hierarchy of needs, which provided the basic theory for the study of cross-cultural management. He noted that the existence of five basic human needs that constitute a hierarchy: physiological needs, security needs, social needs, esteem needs and self-actualization needs. While the following scholars pointed priorities of the needs are different from country to country, for instance, security needs were more important to people who live in a country of high uncertainty avoidance, than finding a job stands as a social need.

Edward Hall (1973) studied the importance of non-language messages which significantly influence the reactions between different cultures and the reasons people from different cultures can not understand each other. He also introduced another concept – intimate space – to describe non-linguistic messages.

Many other researchers also contributed to this field. Geert Hofstede concluded four dimensions of culture for measuring cultural difference. Philippe d'Iribarne's found different logics when researching French, US and Dutch groups. Later Fons propounded seven dimensions of culture: universalism vs. particularism, individualism vs. communitarianism, specific vs. diffuse cultures, affective vs. neutral cultures, achievement vs. ascription, Sequential (m) vs. synchronic (f) cultures, and internal vs. external control.

Since then, the study of cross-culture began to develop and mature rapidly. It still attracts the attention of many scholars. Roberts K.H. (2002) studied the evaluation of cross-culture related to organization, also the contribution of the insights of Boddewyn J. (2003) into cross-culture to the understanding of government — multinational enterprise relations have

been widely acknowledged etc.

William Hart, classified three categories or levels of cultural study: a mono-cultural phase, a cross-cultural phase, and intercultural phase, at a more advanced stage. He held the point of view that intercultural communication focuses on the interpersonal interaction of people that represent different cultures.

During 1799 to 1805, “Society of Observes of Men” was established, consisted of a number of great scientist and intellectuals of that time, such as Volney, aiming at understanding how human beings are “built” by education and culture little by little by means of collecting and analyzing the “wild men’s” behaviors. In order to understand how the environment influences the habits of human groups, Volney gathered materials of human history such as revolutions, wars and lifestyles, and analyzed characteristics of human interactions. Hence Volney was the first researcher to launch a reflection on analysis of intercultural relations.

The study by Jacques Demorgon (2010) concluded that intercultural approach is more of a dynamic process of different cultures’ encounter. It could be understood that the intercultural field is dynamic due to it treats the process when different cultures encounter they get crossed, interact, and exchange elements, and doing so. However in recent years in the intercultural field, most studies on different cultures adopt a cross-cultural instead of an intercultural one.

This thesis is not going to discuss in depth how to distinguish the cross-cultural management and intercultural management. This study may be a bit more focused on cross-culture, but these two definitions, to some extent, are quite similar, and sometimes interchangeable leveling this thesis.

3.4 Participations of cross-cultural management in higher education

As the fast development of high-technology, physical distance has been largely reduced between any two regions in the world. Internationalization and globalization penetrated into every field: national infrastructure construction, heavy industry, science and technology research, business, education, etc. As borders of travel and trade expand throughout the world, there is an increased interest in the experiences of people who work or study in other cultures

(Goodman, 1994; Ward & Kennedy, 1993). Problems and conflicts between people from different cultures are of the interest to researchers, who attempted to uncover the factors and reasons that led to.

Most literature about cross-cultural management concerned people's behaviors, ways of thinking and communication, and core values from different cultures. The differences are not reduced during the process of globalization and internationalization, on the contrary, they speak louder than before.

The cultural issue is more and more important to managers because of the communication, mergers and acquisitions among corporations. In practice, how to reduce or minimize the influences of culture on productivity and how to overcome the conflicts aroused by cultural factors in order to enhance performance are the main challenges for most managers. While in the educational field, this is a new subject.

Due to the rapid increase of cooperation and communications between different universities, colleges and institutes that are located in different countries which stand for different cultures, students, professors and researchers are traveling around the world. Then the problems arises that how to solve the conflicts between different cultures, how to regard different cultures as resource to train students with international consciousness, etc.

The present literature on cross-cultural management in educational field is composed of two levels: cross-cultural management in higher education, and using cross-cultural theories to study foreign students and professors, such as the adjustment of foreign students from different cultures (Crano & Crano, 1993), multicultural applications of stress and coping (Slavin, Rainer, McCreary, & Gowda, 1991), cooperation and synchronization in cross-cultural management on higher education (Dong Qianguang, 2007) and some case studies on cross-cultural management at universities.

Although cross-cultural management is a new topic for higher education, more and more researchers have realized its importance and begun to research.

3.5 Motivations of Chinese students studying abroad

As China has become one of the largest student export country, this population of Chinese students also attracts lots of researchers for two reasons: motivations of those overseas Chinese students and their situations during their stay in foreign countries, for example, how they adjust themselves to foreign cultures.

The papers that have been published show that most of the researches focused on the Chinese students in the US, the UK, Australia, and other a few developed countries. According to statistics, the top 5 countries that gain most Chinese overseas students are the US (23%), The UK (12%), German (11%), France (10%) and Australia (7%).

Although there is no specific researches on the motivations of Chinese students studying in Portugal, discussions and conclusions by other previous researches can reflect to some extent the motivations of Chinese students in Portugal.

The motivations of Chinese students studying abroad can be discussed on two levels: environmental level and individual level. For the early Chinese students who studied in foreign countries, the political factors might have been the most important motivation, especially after the Tiananmen Square incident in 1989, the number of self-supported Chinese students has increased rapidly since then. Also in the 1980's, the students from Hong Kong were also affected for political reasons; they were in fear of the political environment of Hong Kong after its return to China in 1997 (Agelasto & Adamson, 1998). The political reason may somewhat still have effect on the choice of Chinese students, but it is no longer a significant motivation for Chinese students studying in another country.

Instead of political reason, the families, friends, classmates have much influence on the choice of where to study. It is clear that family recommendation plays an important role in making the decision for self-supported students to study abroad simply because for most of them, parents are the main source of money. It is also demonstrated that friends, classmates or schoolmates also influence the motivations of Chinese students study abroad. According to a study by Shanka, Pope and Ali-knight (2002), 37% of international undergraduate students

were affected by their families and friends when they chose the destination countries, because friends and families could be seen as reliable, objective and non-commercially oriented.

Financial constraints used to be one of the greatest obstacles for Chinese students to study abroad (Tierney, 1980). In earlier years, government-funded students were the main component of Chinese overseas students. It is hard for Chinese overseas students to afford the costs without government funds or scholarships from host countries or universities. While nowadays, the number of self-supported students is increasing fast, financial reason is less important than before. Recently, a survey made by an American university indicates that about half the Chinese students at that university could afford to study abroad using their own resources (Fulbright Report, 2003).

On the individual level, the purpose of Chinese students study abroad is changing from escaping from political environment to proving their abilities in learning and pursuing success careers and future. Besides, age is a factor that affects the choice of studying aboard, or in other words, students in different learning stages may have different motivations. For this reason, the motivations of Chinese students studying in Portugal are an important aspect to investigate.

4. Methodology and Data analysis

4.1 Methodology

There are two definite goals of this paper. The first goal is to examine the cultural differences between China and Portugal using qualitative interviews, as well as the situation of cross-cultural management at Portuguese universities and institutes in the perspective of Chinese students. And the second is, on the individual level, to research the motivations of Chinese students that are studying in Portugal. In order to approach these two goals, both qualitative and quantitative methods are used in this thesis.

In an attempt to evaluate the cultural differences between China and Portugal, a method called “culture standard” is used in this paper. This “culture standard” is defined by a previous researcher named Ann (2009). She used an open questionnaire in the target population to conclude the differences of culture between difference countries which were concerned. In this thesis a series of open ended interviews were made. The interviewees were requested to describe their experiences and feelings in Portugal, for instance, in which aspect the Portuguese culture shocked them mostly. Since they were open ended interviews, there were no constraints for the interviewees so that they could talk every aspect of life or study, the unfavorable shortcoming of open ended interviews are that the interviewee may probably digress from the subjects of conversation the interviewer is interested in, however, the advantage is also obvious, which is the interviewees are not led by some certain questions that the interviewer has designed previously and more information can be obtained. After the interviews the responses were collected and analyzed. In order to more precisely assess the accurate cultural differences between China and Portugal in the eyes of Chinese students, the first step was to summarize the characteristics of Portuguese culture from the feedback of each interviewee. After that, the final cultural differences were selected by frequency at which that difference has been mentioned by all the interviewees. For instance, if most of the interviewees mentioned the Portuguese people are flexible time orientated, then that will be chosen as one difference. If just one or two interviewees pointed it out, then it is not a representative characteristic of Portuguese culture for it might be a personal point of view.

During the interviews, the following questions on the cross-cultural management at their Portuguese universities and institutes were asked:

1. During your study in Portugal, do you think the university or institute at which you are studying considers different cultural background sufficiently when it comes to international students?
2. Did you ever have any problems or dissatisfactions caused by the way your university or institute manages international students by culture (Portuguese culture or convention)?
3. By your own experience, can you give Portuguese universities or institutes some suggestions on how to deal with affairs related to international students, particularly Chinese students?

Because these questions are open-ended, and the interviewer needs to explain the questions to the interviewees, inspire them as well as answer questions made by the interviewees, qualitative interview was used instead of online survey.

In order to help Portuguese universities and institutes manage Chinese students, it is useful to explore on a deeper level, which is to look into the motivations of these Chinese students studying in Portugal. This was done by means of an online survey which was comprised of four parts: basic personal information, academic information, financial information, and information on career or future plans. The first part was to collect personal information of the respondent, such as gender, the age, the previous major at his or her Chinese universities before coming to Portugal, the environment he or she grew up in, etc. The other three parts were to trace the clues of their motivations studying in Portugal; also the factors that they were affected while making the choice to study in Portugal.

Previous studies on the topic were referred when designing the factors for this survey that affected the choice of the Chinese students to study in Portugal. Most of the researchers adopted students' perspective to investigate the process of decision making when they choose their university. Erdmann (1983) believed that reputation of college, college's location, and recommendations from parents would affect the decision of students. According to Briggs' study (2006), when a student decides which college is to be chosen, three main factors are

considered mostly: academic reputation, distance from home, and its location. Chapman (1981) made his study on factors that would influence students' choice, which involve not only internal factors but also external aspects such as the influence from parents.

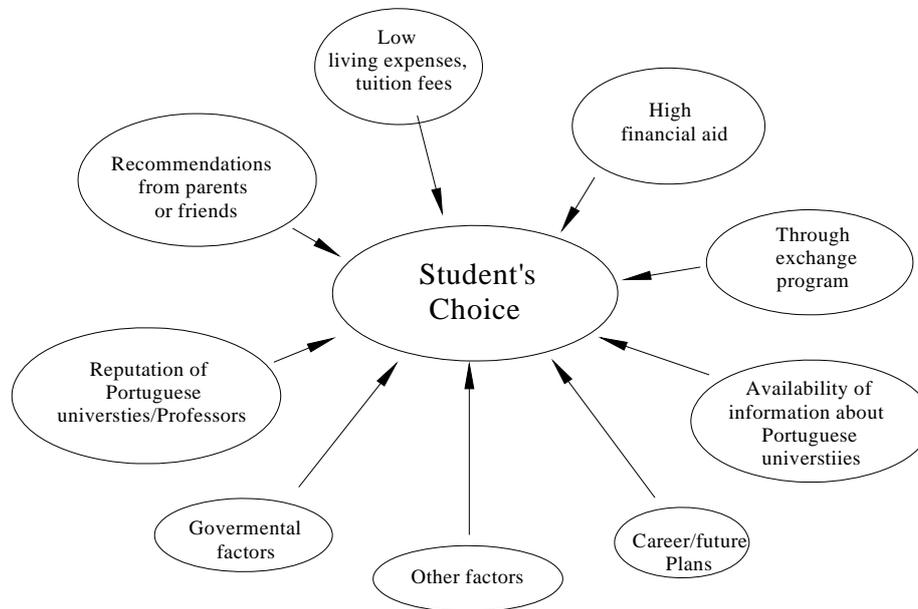


Figure 7. Adjusted factors influences choices of students study abroad.

The questionnaire designed in this thesis was based on these previous findings, but adjusted and combined with the particular situation of the Chinese students studying in Portugal. Although the target population is mainly comprised of adults (except the exchange students), which means parental factor is less important, parents' recommendation also plays an important role. Factors that are considered in this thesis are shown in Figure 7.

4.2 Target population

In 2010, there were 231 Chinese people enrolled at Portuguese universities and institutes, including exchange students, masters and doctor students, post-doctors, visiting researchers and Chinese employees working in Portuguese academic units. The characteristics of the respondents to the questionnaires and interviews are as follows:

1. They were studying or working in the Portuguese universities and institutes at the moment they participated in the survey or interviewed.
2. In order to avoid the differences caused by multi-cultural background, the Chinese

students studied in this thesis as the target population were all from China mainland, excluding the students from Hong Kong, Macau and Taiwan.

3. Except the exchange students, the rest of the surveyed Chinese students in Portugal had obtained their bachelor degrees in China. But the second generation of Chinese, i.e. those Chinese students that were born in or moved to Portugal before they went to college were not considered in this thesis, simply because their data were not available. Otherwise it would be nice to have their points of view for comparison, although they lack in studying experiences at Chinese Universities.
4. In this survey, the exchange students were those who enrolled at Chinese universities to study Portuguese language and culture, but could come to study in Portugal for a certain period of time (normally one or two years, depending on which exchange student program through which they came to Portugal).

4.3 Cultural comparisons based on Hofstede's theory

Dutch psychologist and anthropologist Geert Hofstede organized an extensive investigation to assess how different cultures influence people on providing different solutions for the same questions. And the results of his survey revealed four cultural dimensions named as power distance, collectivism versus individualism, femininity versus masculinity, and uncertainty avoidance. This theory also provides a basic overview of cultural differences between China and Portugal, as well as standards to evaluate the validity of the results from the qualitative interviews.

Power distance

This index measures the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally. This dimension embodies the relationships between students and professors, hierarchy in organizations, etc.

Based on Hofstede's research, the power distance index of China is 80. While for Portugal, the power distance index is 63. See Figure 8.

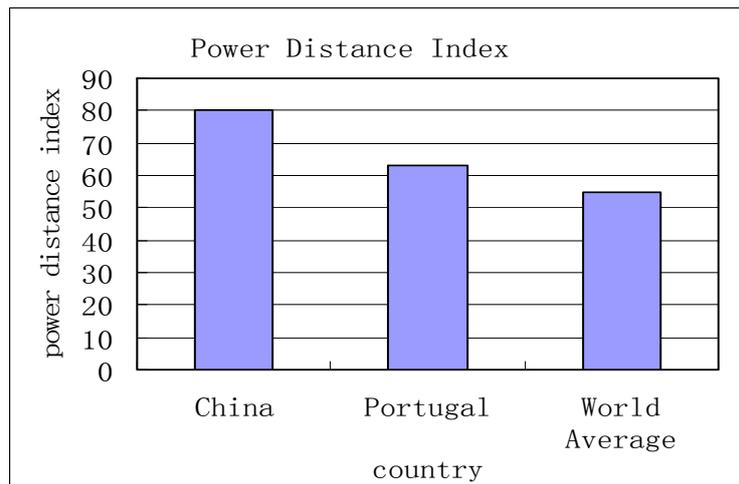


Figure 8. Power distance index of China and Portugal of Hofstede's research

As can be seen Figure 8, the power distance index of both China and Portugal are higher than the world average, especially China. It indicates that China and Portugal are hierarchical countries which emphasize social classes and have strong social structure. Most powers are in the possession of a small number of people, and the social influences of most people that are at the bottom of the society are limited, meanwhile the percentage of the middle class is also small. Unevenly distribution of power is reflected in every aspect, for example, salary and the hierarchy or authority distribution in an organization.

Individualism

In Hofstede's opinion, the second dimension, termed as individualism, is about the relationships between individuals and social groups. A higher index indicates that people think themselves more as individual instead of a member of a group. And everyone in the society is *expected to look after himself or herself and his or her immediate family*. The relationship between the members is very loose. On the opposite, a lower value of this index means the relationship between the individual of a society is tight and each one think himself or herself as the member of group, which is called collectivism. It pertains to the *societies in which people from birth onwards are integrated into strong, cohesive in groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty*.

According to Hofstede's research, the index of individualism value of China is 20, while Portugal is 27. See Figure 9

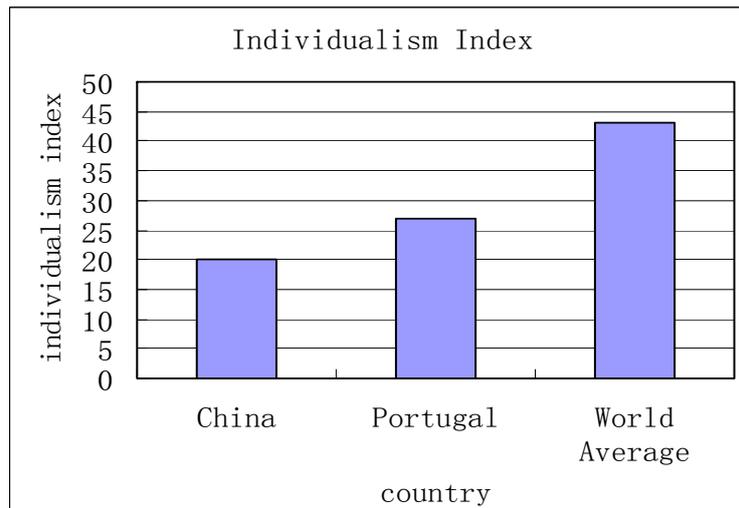


Figure 9. Individualism indices of China and Portugal by the Hofstede's theory

Figure 9 describes the individualism index of China, Portugal and the average value of the world. It can be seen that, the indices of both countries are lower than the world average which is to say, China and Portugal are collective orientated countries which are defined as collectivism countries by the Hofstede's theory. Compared to the individualism countries, the people in collectivism countries consider themselves more as a member of a group, and harmony is always the first thing to consider. Also, the opinions and decisions are decided by the group instead of an individual. Moreover, interests of group supersede the individual interests.

Masculinity

Masculinity is the third dimension of Hofstede's theory. It refers to the core value or the dominant value of a society that is seen as the characters of masculinity, which is tough, competitive, aggressive, assertive, etc. In a masculinity society, the gender roles are clearly distinct. For instance, men are supposed to be tough, and focused on success, while women pay more attention to the quality of life. Compared to masculinity, feminine society is much more tender and modest. In such society, people all emphasize on the quality of life, and less concerned about the material success.

Hofstede applied these dimensions to 72 countries, evaluated the masculinity index each country. In his research, China got 66 points, while the masculinity index of Portugal is 31, as

shown in Figure 10.

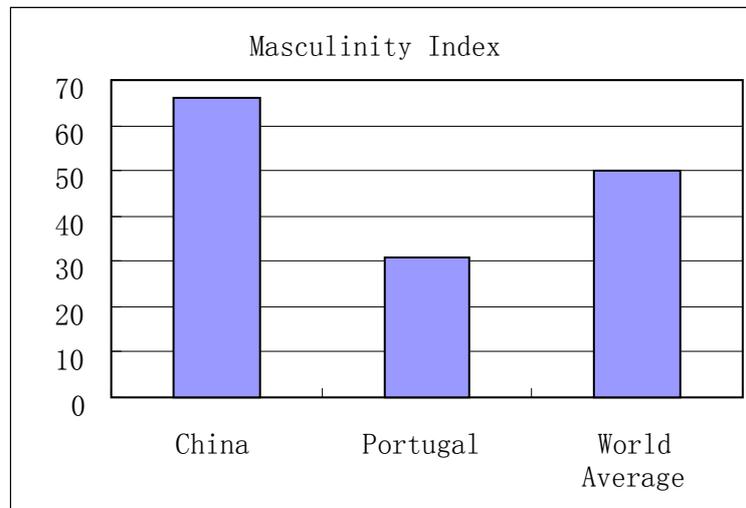


Figure 10. Masculinity index of China and Portugal of Hofstede's research

In Figure 10, it can be concluded, the masculinity index of China is 66, much higher than the world average — 50, while this index of Portugal is 31, far below the world average. It implies the core value of Portugal is femininity, and people tend to a relaxed and less stressful life. In contrast, Chinese society is more success oriented, and the life is more competitive.

Uncertainty avoidance

Hofstede defined uncertainty avoidance as an extension to the individualism index of a society, or a culture feeling threatened by the unexpected situation and attempt to avoid such situations. Some of the key differences described by Hofstede between the weak and the strong avoidance are applicable to the case of China and Portugal, and can be used for the comparison between China and Portugal, for instance, numbers of laws and rules.

Results of Hofstede's study show that the index of uncertainty avoidance of China is 30, much lower than Portugal (104). Among all the countries he has studied, Portugal has the second highest uncertainty avoidance index.

High value of uncertainty avoidance index of Portugal and low value of China indicate that, when an uncertain or unknown situation happens, Chinese people are less threatened and can handle it in flexible way; comparatively, Portuguese would fear of an unfamiliar situation.

They need create a structured formal mechanism to deal with the unexpected situations.

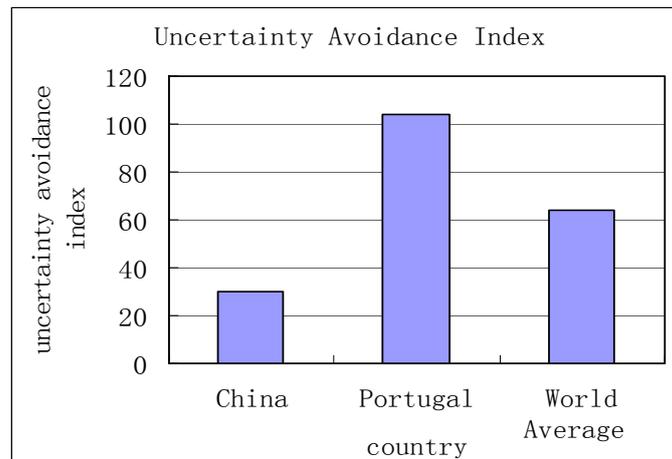


Figure 11. Uncertainty avoidance indices of China and Portugal

Long Term Orientation

A fifth dimension was created by Chinese scholars as an additional index to Hofstede's Theory, and this index of China was obtained from questionnaires which was launched among students in 23 countries around the world. It can be understood that long term orientated countries focus more on the practicality for the comparatively far future instead short term benefit; also they are more prone to persistence and perseverance instead of short term consumption.

According to Geert Hofstede's analysis, China has the highest ranking on Long-term Orientation (118), which indicates that China is a perspective society with the attitude of persevering. But Portugal is not included in this dimension.

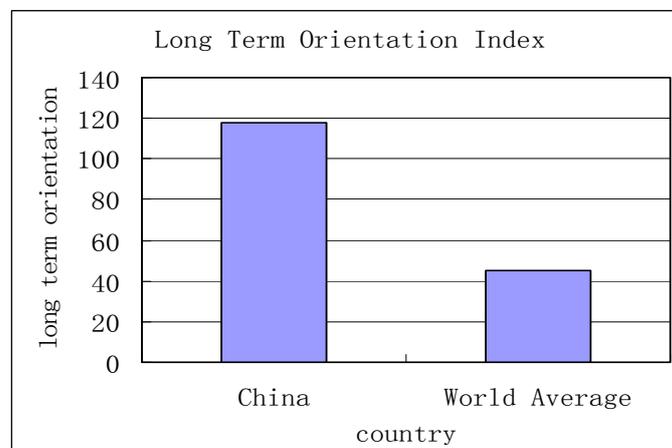


Figure 12. Long term orientation index of China of Hofstede's research

4.4 Qualitative interviews

A series of interviews had been made in April, 2011, in an attempt to explore how Chinese students studying at Portuguese universities and institutes view the distinguishingly different ways of dealing with the same issues: the Chinese and Portuguese way, which can to some extent reflect the cultural differences between China and Portugal. Another important goal of these interviews was to find the problems existing in the managerial systems of the Portuguese universities and institutes for international students.

Due to the time and location constraints, interviewees were selected only from the Chinese students in Lisbon. In order to avoid a biased sample of Chinese students for the interview, efforts have been made so as to have a group of interviewees with different characteristics, for example, students of the same gender or at the same learning stage may have similar experiences. Eventually, 10 interviewees were selected from the following five universities and institutes: Instituto Superior Técnico which is an institute belonging to Universidade Técnica de Lisboa, Instituto Superior de Ciências do Trabalho e da Empresa, Universidade Nova de Lisboa, Instituto Superior de Economia e Gestão, and Universidade Católica. The selected interviewees are listed in Table 3. It shall be noted that five of them were selected from IST because half of the Chinese students in Lisbon were studying at IST, i.e. the percentage of IST-enrolled Chinese students is proportional to its population size. Four of the selected interviewees are female and the rest are male, the age ranges from 19 to 47. As to the distribution of their learning stages: 3 post doctors, 2 doctor students, 3 master students, and 2 exchange students.

Table 3. Basic information about the interviewees

Gender	Age	Major in Portugal	Pursuing Degree	University in Portugal	Years stayed in Portugal	University in China
male	47	Geophysics	Post Doctor	IST-UTL	9	Lanzhou University
female	24	Naval architecture and marine engineering	PhD	IST-UTL	1	Tianjin University

male	36	Theoretic physics	Post Doctor	IST-UTL	6	Jilin University
male	31	Naval architecture and marine engineering	PhD	IST-UTL	3	Wuhan University of Technology
male	29	Mathematics	Post Doctor	IST-UTL	1	Huazhong University of Science and Technology
female	26	Human Resource management	Master	UNL	2	Beijing University Of Agriculture
female	26	Business Administration	Mater	ISCTE	2	University of Electronic Science and Technology of China
male	31	Finance	Master	ISEG-UTL	2	University of Suzhou
male	19	Portuguese Language and culture	Exchange student	UCP	1	Dalian University of Foreign Languages
female	19	Portuguese Language and culture	Exchange student	UCP	1	Shanghai University of Foreign Languages

The interviews were made separately, and each one lasted 32-75 minutes. In order to make interviewees feel comfortable and take in a friendly atmosphere, all conversations were conducted in Chinese and started with chatting, such as “How do you enjoy your life in Portugal?” or “Have you accustomed yourself to the teaching style?”. Then the interviewees were asked to tell about themselves, including their subject and research field and so on. Following that, the conversations were gradually led to taking about their feelings and experiences in Portugal, exemplarily and particularly, the cultural shocks that stroke them most, as well as the cultural aspects in which they thought there are differences between China and Portugal. During the interviews the author tried to be interactive with the interviewees so as to get as much and useful information out of them as possible.

However the information obtained from the interviews might not be a perfect reflection of the reality, because some of them hadn’t stayed in Portugal long enough to know the real situation

and their opinions about Portuguese culture were accumulated from what they had heard (say, probably from other Chinese students), in other words, their opinions had been influenced.

4.5 Feedback from qualitative Data

Although the interviewees expressed their opinions from different points of view, some aspects of differences they have pointed out are similar. According to the frequencies of the differences they have mentioned during the interviews, five cultural differences were finally selected as the main differences between China and Portugal in the perspective of Chinese Students studying in Portugal. The five differences can stand for the aspects of Portuguese culture that are most different from Chinese culture, they are: 1) low efficiency, flexible time orientation and lack of planning, 2) preference to express personal ideas and flatter hierarchical structures, 3) understanding and friendly attitude to foreigners, 4) well-developed social welfare system and less stressful and less competitive life and 5) tendency to avoid risk.

4.5.1 Low efficiency, flexible time orientation and lack of planning.

Low efficiency

Almost all of the interviewees complained about the low efficiency of Portuguese society, especially the bureaucracy of the administrative and governmental departments. Most of the interviewed Chinese students referred to the efficiency as their first culture shock they experienced after they came to Portugal.

“As a Chinese, it is hard to imagine how a society would work with such efficiency. In China, the “time is money” motto prevails everywhere, no one would wait half an hour in the queue and finally gets to talk to the clerk in the Post office. Finely contrasted with Chinese, Portuguese pay much less attention to efficiency, as if it was never a problem.”

If you are new in Portugal, the first time you go to the bank, you might think you are lucky that there are only a few people waiting there for their turns and your business would be taken care of in no time, but soon enough you will realize that you were wrong because it takes the clerk 10 minutes to finish with one client. “In Portugal, it is always better to allocate sufficient

amount of time for dealing with the public services so as to keep your time schedule“ — a piece of advice a Chinese new comer would often be given.

“Soft fire makes sweet malt.” In many cultures (including Chinese) it is acknowledged that slow work yields fine products, for this reason, less efficient work of the Portuguese public service sections like the post office may be forgivable. But no excuses can be found for the unreasonable system of Portuguese medical services. “If you have unfortunately fallen ill, you have to make an appointment with the doctor and wait a few days before you are attended, then a question one would have for the Portuguese medical system follows, which is, what is the understanding of the common sense that an illness may probably deteriorate without immediate attendance?”

Flexible time orientation

In different cultures, timing could be a significant factor leading misunderstanding even conflicts. Different timing orientations between Portuguese and Chinese culture is one important observation of the interviewed students. All the interviewees found it difficult to get accustomed to it, even the one who had lived in Portugal for 9 years was still not used to the Portuguese timing orientation. “Misunderstanding is sometimes caused”, said one of the interviewees. In China, punctuality is a critical standard of the society. Punctuality not only shows respect to your counterpart, but also improves others’ impression of yours. Always being late is not forgiven there.

“I was quite shocked when I saw students were late for the class but walked into the classroom as if there was nothing wrong. As you known, in China, students must be punctual or arrive even some time before the class begins. If students come late, the teacher will be unhappy for being treated with disrespect, and by convention the student that come later will not be allowed to enter the classroom. Normally, at most of the Chinese universities, punctuality, as well as attendance is reflected in the final grade of a student. Surprisingly, Portuguese teachers do not mind the students being late for the class. By my own experience, Portuguese teachers don’t get unhappy with students being late; actually they don’t feel anything about it. Also the late arriving students don’t feel sorry for that behavior. Flexible

time orientation is already a feature integrated into the Portuguese culture, and is tolerated by others of the society.”

“I was really upset by the Portuguese punctuality in the beginning period of my stay in Portugal. Some courses have team or group course projects, which require all members of the team to meet for communication and discussion. I will never forget the first group meeting I had. We agreed to have the meeting at 3:00 PM, and I arrived at the meeting venue 15 minutes early by the Chinese convention. When it was getting 3:00, nobody showed up; and 40 minutes later, still no one appeared. Then finally I decided to leave. However, on the night of the same day sent me an email, surprisingly enough, accusing me of not attending the meeting. That unpleasant experience was the very first place where I started getting to know the Portuguese style of timing.”

Lack of planning

Seven of the interviewed students claimed that, compared to Chinese, they had sensed that Portuguese people are lacking in well planning on daily affairs, and so are some of the organizations. Some interviewees pointed that most Chinese people make detailed plans for their daily activities, or even for even some easy and simple tasks. While in Portugal, it seems that they don't make much plans, or they may also have plans but finally failed to stick to them, consequently, things are always getting delayed and postponed, .

“The productivity of the country may somewhat have been impaired due to their inefficiency and lack of punctuality, but no systematical procedures are customarily made to cope with and make things up for the time delay, instead time schedules are just simply postponed.”, said an interviewee.

4.5.2 Prefer to express personal ideas and flatter hierarchical structures

This is the second difference found from the interviews. Most of the Chinese students selected believe that Portuguese people are talkative compared to conservative Chinese people. And because of that, the structures of hierarchies or classes are much more flat.

Prefer to express personal ideas

Most of the interviewees said that they were introverted and conservative compared to their Portuguese colleagues, who seemed to like to express their own opinions and communicate with others.

“I study economics and management, there are no absolutely right or wrong answers and most of the questions require discussing with colleagues. Honestly, I am really afraid of that part because in China students listen to a class, and the teacher draws the conclusions and gives the answers, in some sense has become the authority. While in Portugal, the answers need to be eventually discovered by students through communicating and discussing. Usually during a discussion, I may keep silence for two reasons: my poor English and lack of confidence. If I am not sure if my idea is right then I won't express it, because I do not want to be embarrassed if I say something wrong. In fact, this is the common character of all the Chinese students, because they have never been encouraged and inspired to speak in class. However, the atmosphere in class is the opposite in Portugal; it is very active and interactive. Portuguese students prefer to express their own opinions no matter they are right or wrong. Honestly, I am starting to like the atmosphere and thinking to have a try, but I never succeeded”

“We can often see the scene that Portuguese people sit at a bar (either inside or outside), talking while drinking or eating. They like and enjoy communicating with others, expressing own ideas. While in China, it is difficult to find out somebody else's points of view, because Chinese people tend to hide their personal opinions. As the old saying goes in China, 'less talking, less mistakes', which can be interpreted as, you talk less, then you will make less mistakes.”

Flatter hierarchical structures

Eight of the interviewees concluded that their Portuguese universities and institutes on flatter hierarchical structures. Compared to Chinese strong hierarchy, in Portugal there is more equality between different classes. This is reflected in many aspects, for instance, the relationship between the superiors and the subordinates.

“In China students should show their strong respect to their professors in any circumstances, just because they are professors and they have more knowledge. And in class, the students are supposed to precisely follow the teacher, and do what they are requested to do, like the relationship between a king and his people. Also, professors are the authority, and they are not to be challenged publicly. if they made a mistake or wrong about something, students should discuss with him after the class so as not to disgrace him/her and make him/her feel confronted . ”

“When I saw a Portuguese colleague of mine expressed his disagreement with the teacher in a class, I was quite surprised. After he said it loud in the class in the presence of everybody, I could not figure out why he would do that, and I anticipated that the teacher would get angry. However, as it turns out, the teacher was not mad at the student at all, instead, he tried very much to explain the idea on which the student had the disagreement. Since then, I came to understand that discussion and exchange of view are welcome in class.”

Some of the interviewees mentioned that it seemed to them although Portugal has a flatter hierarchical structure and power is distributed more equally in the society, the Portuguese people still are to some extent not satisfied. “In Portugal, the workers go on strike from time to time, such as workers of the airport, the metro, and the bus companies, etc., because their demands are not met, and they want more rights. On the contrary, in China, unmet demands can not be satisfied by means of demonstration, as by a rally or march because unauthorized strikes are illegal in China (actually, authorizations of strikes are not granted in general).”

4.5.3 Understanding and friendly attitude to foreigners

Most of the interviewed Chinese students said that their first impression of Portugal is Portuguese people are kind and friendly to foreigners. If you were lost in the street in Portugal, a stranger would come up and help you. Compared to Portugal, the Chinese attitude is relatively a little aloof; they are prone to keeping a distance from strangers.

“The Portuguese people are very nice and accommodating. Once I was lost in a town near Lisbon, a bartender at a snack bar helped me out. Knowing that I couldn’t understand

Portuguese and for he didn't speak English, he drew a map to show me the directions. And after he noticed that I was still not sure of the directions, he guided me in person to my destination. I was really impressed, and I will never forget that.”

4.5.4 Good social welfare and less stressful and less competitive life

All of the interviewees thought that compared to China, Portugal has a very good social welfare system, which not only guarantees a basic standard of life for the citizen, but also made their life more relaxed and less competitive. According to a survey, in China, a family will pay 49,000 Euros to raise a child from baby to the age of 24 (average age of college graduates), not including the costs of further education. In spite of that, an urgent social task of China is to establish an effective and efficient medical insurance system, especially in recent years, medical services and treatments are very expensive. While in Portugal, social welfare system is mature and life seems to be much easier.

“The entire society of Portugal is peaceful and I have no pressure living in Portugal, while in China, life is tough and competitive. In China the competition is everywhere. For instance, competing with numerous applicants for a job position is neither the beginning of the end of stressed life, because you need to study hard and compete with other students so as to go to college or preferably go to a better college when you are a student, and after you find a job, you also have to work very hard and exceed your colleagues before you are promoted and have a better salary for afford your family. It shall be noted that in China many graduates are paid poor salaries, which are far less and insufficient for living a life, not even to mention feeding a family”

“Portuguese people are so nice and kind-hearted and this is my first impression of Portugal. Also the life in Portugal is quite peaceful and at ease. I found that in Portugal the gap between the rich and the poor is very small compared to China, which is very important for maintaining the stability of a society and the satisfaction of the population. While in China people try their best to improve their life better, and increase the savings to secure their life after retirement and create somewhat a foundation for their children — the next generation. Now, wealth has become the dominant standard to evaluate someone's success in China,

especially for men. For example, in many places, a man without a house is definitely considered as a loser, and few females would marry him. The values of the society are becoming abnormal; people are forced to focus on material success only”

“In China, life is very competitive and tough; as a result, people are desperate for everything that can produce value, specifically, immediate value. Taking the example of the scientific field, most of the research projects at the Chinese universities and institutes are engineering or technologic, because these projects can improve the productivity and produce more value immediately, even the government doesn’t support and fund theoretical researches. This is very pathetic, because the universities and institutes are the places where science should prevail and people are educated. The way how scientific research is conducted and how students are cultivated is what China should learn from Portugal”

4.5.5 Tendency to avoid risk

From the feedback of the interviews, it can be found that there is a distinct tendency to avoid potential risks in Portuguese culture.

One of the interviewees shared his experience with the graduate office of his Portuguese University, where he was requesting for the master diploma on behalf of his friend who had graduated from the university and was not able to come to do it in person for he was working in another country at that moment. (It shall be noted that at some Portuguese universities, sadly for the students, the certificates and diplomas of college degrees are not produced and issued (conferred) to the candidates automatically and immediately after graduation, instead, the candidates have to make a request to the administration and then wait a few months until they finally get them.) The clerk that was taking care of the request insisted on asking for a document which was required by the graduate management system so that the names of the candidate’s parents could be printed on the diploma, however, this document might exist in Portugal but didn’t in his friend’s country. It was understandable that the computer-aided manage system was not well designed for international students, but somewhat disappointing that the clerks would precisely follow the rules and could not be any flexible in order to avoid taking the responsibility that would even unlikely occur. After a long and painful process of

negotiation with this clerk and the director of the office, the request of diploma was finally approved. A new problem came up, the majority of the candidate was misspelled on the diploma. When he walked into the graduate office and pointed it out to the clerk, the clerk said “It is not my fault, it is the computer!” like conditioned reflex, strangely and surprisingly enough, because he just wanted to get a new diploma with the error corrected and he was not even blaming the clerk. The clerk’s response showed that when it comes to responsibility, the first thing he would do was exculpate himself from it but apologize.

Another unpleasant issue was more frequently mentioned by another interviewees, it is with SEF (Serviço de Estrangeiros e Fronteiras, Section of Services for Foreigners), a Portuguese governmental section that a foreigner may most possibly have experience with for they have to go there to apply for residence permit when they first arrive in Portugal and renew it regularly after if they need to stay for a period of time (typically 3 or 4 month for non-European Nationals). Maybe it is because they are not familiar with their regulations (which is extremely strange, by the way), applicants for permit of stay are often asked to present documents more than required by the regulations, and if unlucky, arguing on the items of required documents might affront them and your application would be rejected. But in fact, the use of the documents asked by the clerks but not required by the system is to protect them from responsibility if there is something wrong, said an employee of SEF in private.

4.6 The situation of cross-cultural management in Portuguese universities and institutes

At the end of the interviews, the Chinese students were asked three questions about cross-cultural management of their Portuguese universities, which are “During your study in Portugal, do you think the university or institute at which you are studying considers different cultural background sufficiently when it comes to international students?”, “Did you ever have any problems or dissatisfactions caused by the way your university or institute manages international students by culture (Portuguese culture or convention)?”, and “By your own experience, can you give Portuguese universities or institutes some suggestions on how to deal with affairs related to international students, particularly Chinese students?”

As the internationalization process marches in every field, communication between

universities from different regions and cultures has kept increasing. As a result, cultural divergence exists at every university and institute, and it becomes an inevitable issue that the management system needs to consider. Actually, Portuguese universities and institutes have put a lot of efforts in order to reduce the conflicts caused by cultural difference and turn the multi-culture feature into a kind of advantage, have taken. For example, Portuguese language course are offered to international students in order to help them overcome the language barrier during their stay, special sections like “international student office” have been created to help foreign students solve with either academic or living problems, also many activities are organized to create opportunities for them to communicate with each other.

“Our university is quite thoughtful that it offers a Portuguese language course exclusively for the Chinese students studying at the university. Because of the different language system, it is difficult for Chinese students to learn Portuguese; also putting Chinese students in a course designed for European students makes the lectures more difficult for them to follow. In this class, all the classmates are Chinese and they are on the same level in Portuguese. Especially, the teacher speaks not only Portuguese and English, but also Chinese, which helps us much communicate and discuss with the teacher, and makes it very easy to clear our doubts. Thanks to the lesson, I can handle the basic issues of life here now.”

“At my university, there is an international student office, which helps foreign students to solve academic problems such as selecting courses and providing information on exchange programs. Since China is not a member of the European Union, residence permit is an important problem for Chinese students, applying for residence permit is a exhausting and painful task due to the complicated process of residence permit application, and the language barriers, however the international student office made it a lot easier for me.”

“I was excited when my Chinese colleagues and I got the invitation to the event ‘international week’, which is an exhibition of different countries hosted by our university. During that week, students from different countries came to exhibit their own culture to others, such as, their typical music, the traditional food and clothes and so on. At that exhibition, my colleagues and I drew a Chinese painting, prepared delicious Chinese food, and one of us

played a Chinese traditional music instrument. Through this activity, students from different countries could know each other better than before.”

Although the Portuguese universities have been making efforts into managing international students, some dissatisfactions caused by underestimating or ignoring cultural differences are pointed out by the interviewees.

“I understand that the university took some measures to improve the management of international students, however, I am still not quite satisfied with some aspects, for example, to some extent, the university still focuses more on their national students than on international students so that sometimes we feel frustrated, lonely and excluded. Generally speaking, there are lots of activities and unions like the music union and the students union, organized by the university, but few of them made considerations for international students. The international students shall be equally treated, and be also entitled to participate in the activities organized by the university.”

“My Portuguese colleagues have asked me more than once why I don’t enjoy at the classmate parties. As I answered them, I am grateful that they invite me, but usually my colleagues speak Portuguese at the party and I can’t join their conversation, which makes me feel lonely and also makes it as if I was not there for them. Same thing goes with the service sections of the university. They send information to students like job hunting or interesting lectures, but all the information is provided in Portuguese. After some time, I just simply skip all the emails the administration send me in Portuguese. Once, I went to the library to ask for some information, but none of the clerks could speak English, and finally I waited almost 30 minutes to expect someone that speaks English to help me. These are just some of my experiences, and they are not the worst, for example, you might be told in a class ‘If there are more students that don’t understand Portuguese instead just one, I will give the lecture in English’.”

“I just want to say the students’ residence really lacks of management, compared to China, there we would have a manager monitoring the affairs in the dormitory, particularly the

bedtime. In China, students need to sleep before 12 at middle night and all the lights will be turned off. But in here, most of the European students like parties and throw parties at the residence frequently. That is really noisy, and I can not sleep well. I just lived in the students' residence for two months, and then I had to move out. Most of my Chinese friends had the same experiences. I hope the university can improve their management in this aspect, and make considerations for students from different cultures and with difference habits.”

“Compared to China, the universities here seem to lack in managerial functions for students. In China, universities initiated different departments to manage students such as the academic department, students' department, job hunting office, mental health counseling office, etc. In China, there is one associated tutor for students to help students not only in the academic but also in the living aspects”

4.7 Feedback from Quantitative Data

McClelland (1998) and his colleagues investigated the relationship between motivation and personality. One part of his research was to identify the motives related to achievement behavior. He concluded that individuals can demonstrate specific behaviors influenced by their motivations.

In order to explore the motivations of Chinese students studying in Portugal, a survey titled “Research on Chinese Students in Portugal” had been carried out. This survey was conducted in Chinese for the target population was comprised of Chinese students only. It was posted online at the end of April and closed at the end of May. This survey was composed of four sections: basic information, academic information, financial information and career/future information. And most of the questions were multi-choice ones. In the basic information section, participants were required to provide their basic personal information including gender, age, their university in China, major and learning stage in Portugal, etc. In the academic section, besides some information on their Portuguese universities or institutes, participants were asked two main questions: “why would you choose to study in Portugal?” and “what factors you considered most when you were choosing the Portuguese university?” Financial factors could be one of the main considerations of Chinese students studying abroad,

and the following section is about financial information. In this section, questions focused on the finance such as “Do you have scholarship or funding that can cover your expenses in Portugal?”, “Do you have any financial difficulties during your study in Portugal?” The last section collects information on the future or career plans of the participants in order to investigate whether their career or future plans have affected their motivations.

In an attempt to obtain an unbiased sample for the study, efforts have been put into sending the questionnaire to all of the students that are studying in Portugal, covering almost all of the universities and research centers where there are Chinese students: Instituto Superior de Ciências do Trabalho e da Empresa, Universidade de Lisboa, Universidade Nova de Lisboa, Universidade Técnica de Lisboa, Universidade Católica, Universidade de Coimbra, Universidade do Porto, Universidade de Aveiro, Universidade de Évora, and so on.

Appreciating for the social net work, this survey was sent to 152 Chinese students studying in Portugal including exchange students, master doctor students, post doctors and visiting researchers.

Till the questionnaire was closed, 106 out of 152 of the students invited to the survey replied and did the survey; the percentage of response is about 69.7%. The replies had been checked in order to make sure only valid replies will be used. Finally, 94 replies were kept for the study and the rest were removed for they were either incomplete or inconsistent.

In the feedbacks, 43.6% of the respondents are male students, 41 in absolute number, and 56.4% of them are female (53 female students). Among all the respondents, there is only one that has already graduated from his/her Portuguese university and gone back to China. And the ages of the respondents range from 19 to 51. When being asked “Which of the following environment describes best the place you grew up in China”, 31.9% of the students chose municipality, 39.4% city, 10.6% town, and 18.1% village. Among all the respondents, 7 Chinese students are government-funded, the rest are self-supported while some of them have scholarships from the Portuguese government or their universities.

According to the statistics of 2010 of the Chinese embassy in Portugal, 101 out of 231

registered (with the embassy) Chinese students were language exchange students, which took a percentage of 43.5%, much lower than 54.3% — the percentage the Portuguese language exchange students accounted for in this survey. For this reason, it is better to isolate them from non-exchange students, and study them separately.

4.7.1 Basic data of non-exchange students

Table 4 lists the basic information on the respondents of non-exchange students, while Figure 13 gives the age range of non-exchange students.

Table 4. Overview of the responses from the non-exchange students

Variables	Responses	Percentage
Gender		
male	27	62.79%
female	16	37.21%
Grew-up Environment		
countryside	16	37.21%
metropolis	11	25.58%
city	11	25.58%
town	5	11.63%
Pursuing Degree in Portugal		
PhD	23	53.49%
post-doctor and visiting researchers	12	27.91%
master	8	18.60%
University in Portugal		
UTL	16	37.21%
Universidade do Porto	8	18.60%
ISCTE-IUL	6	13.95%
Universidade de Aveiro	6	13.95%
Universidade de Coimbra	4	9.30%
UNL	2	4.65%
Universidade de Évora	1	2.33%
Major in Portugal		
Naval Architecture and Marine engineering	8	18.60%
Management	7	16.28%
Chemistry	4	9.30%

Mathematics	4	9.30%
computer science	4	9.30%
Material Science	3	6.98%
Physics	2	4.65%
Civil engineering	2	4.65%
Geophysics	2	4.65%
Hydrography	1	2.33%
Renewable Energy	1	2.33%
Economics	1	2.33%
Telecommunication	1	2.33%
Electrical Engineering	1	2.33%
Mechanical Engineering	1	2.33%
Electronics	1	2.33%
How many years you will stay in Portugal		
1 year	5	11.63%
2 years	9	20.93%
3 years	5	11.63%
4 years or more	24	55.81%
Was Portugal your first choice?		
yes	11	25.58%
no	32	74.42%
How many Portuguese universities or institutes did you apply for?		
one	40	93.02%
two or more	3	6.98%
Financial Aid		
Chinese government-funded	1	2.33%
full scholarship from Portuguese government or university	30	69.77%
partial scholarship from Portuguese government or university	7	16.28%
no financial aid	5	11.63%

Table 4 and Figure 13 give the basic information on the surveyed non-exchange students. Among them, 62.79% are male, 37.21% are female students. More than half (53.49%) of these Chinese students in Portugal are pursuing PhD degrees, Post-doctors and visiting researchers account for 27.91%, while the percentage of master students is comparatively smaller which is 18.6%. Most These non-exchange students are studying at Universidade

Técnica de Lisboa (UTL), however, There are also a number of Chinese students at Universidade do Porto (18.6%). As the distribution subjects of the students, Naval Architecture and Marine Engineering has the highest percentage (18.6%), the second component and the third are Management (16.28%) and Chemistry (9.30%). About 55.81% students will stay in Portugal for 4 years or more. When these Chinese students decided to study abroad, only 25.58% students chose Portugal as their first choice, and most of these students (93.02%) just applied for one Portuguese university or institute. Only 11.63% students are completely self-supported (without funding), on contrary, 88.38% of the students have financial aids, from various foundations or their universities. Although these non-exchange students have a rather big age span, most of them are of the age 26 to 34.

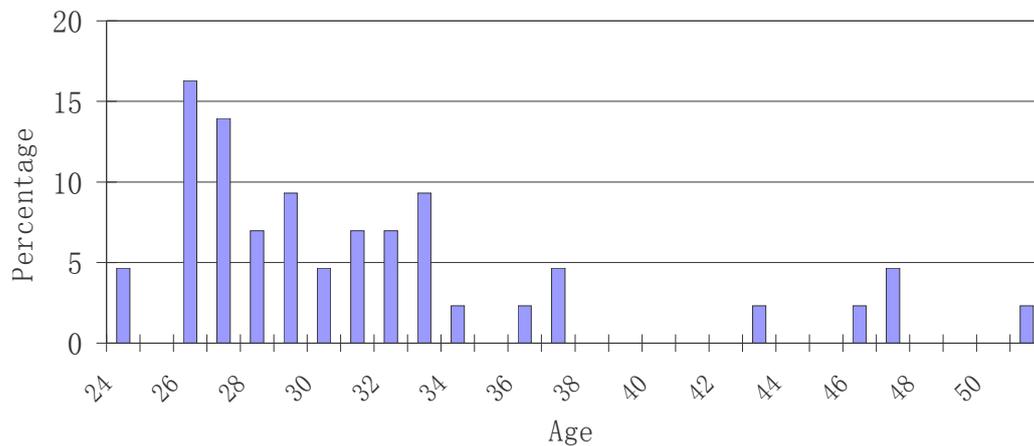


Figure 13. Age distribution of the interviewed non-exchange students

4.7.2 Basic data from exchange students

As the fast development of exchange student programs, many students have come to study Portuguese, and they have become a main component of Chinese students studying in Portugal. Table 5 and Figure 14 describe the information of exchange students studying Portuguese language.

Table 5 and Figure 14 describe some basic information of non-exchange students. It is shown that of all replies from exchange students, 72.55% are female students, 27.45% are male. However they are pursuing bachelor degree, and they are not going to receive a diploma from their Portuguese university and institute. All these exchange students study Portuguese

language at 3 universities: Universidade de Lisboa, Universidade Nova de Lisboa and Universidade de Coimbra. More than half of them (62.75%) are going to stay in Portugal for one year, some (23.53%) for 2 years, and a few (5.88%) for 3 years or more. When these Chinese students were choosing their destination countries for their study, Portugal was the first choice of 88.24% of them. However this is not slurping because Portugal is the best place for them to improve their Portuguese. Contrary to the non-exchange students, only 6 students out of 51 of them are funded by the Chinese government, while the rest (88.24%) pay all the costs by themselves. From Table 2 it can be seen that compared to non-exchange students these exchange students are very young, most of them are 21 or 22.

Table 5. Overview of the responses from exchange students

Variables	Responses	Percentage
Gender		
male	14	27.45%
female	37	72.55%
Grew-up environment		
metropolis	19	37.25%
countryside	1	1.96%
town	5	9.80%
city	26	50.98%
Pursuing Degree		
Bachelor	51	100.00%
University in Portugal		
Universidade de Lisboa	24	47.06%
Universidade Nova de Lisboa	25	49.02%
Universidade de Coimbra	2	3.92%
Major in Portugal		
Portuguese	51	100.00%
Scheduled duration to stay in Portugal		
1 year	32	62.75%
2 years	12	23.53%
3 years	3	5.88%
indefinitely	4	7.84%
Was Portugal your first choice?		

yes	45	88.24%
no	6	11.76%

Financial Aid		
Chinese government-funded	6	11.76%
full scholarship from Portuguese government or university	0	0.00%
partial scholarship from Portuguese government or university	0	0.00%
no financial aid	45	88.24%

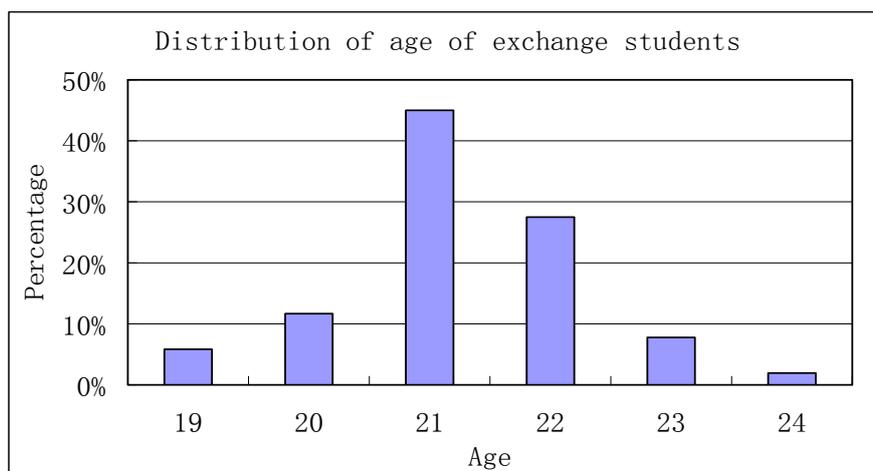


Figure 14. Age distribution of the surveyed exchange students

4.7.3 Motivations analysis of non-exchange students

In an attempt to better explore the actual motivations of the Chinese students studying in Portugal, it is helpful to isolate the language exchange students from non-exchange students for their special situation.

Among all the responses of non-exchange students, 53.49% students got information on the Portuguese universities through their previous universities (in China), 25.58% students found information through mass media, while 20.93% students learned the information from their families or friends (universities or institutes were recommended by family or friend). However 72.09% replies agreed that it was easy to find information on the Portuguese university and institute at which where they were studying of working, however, this result may not reflect the reality because many of the students that had found the information they needed through their previous universities might have been guided to the information source

instead of found it by themselves from mass media.

Table 6. Feedback on information availability of Portuguese Universities for non-exchange Chinese students.

variables	responses	percent
How did you get the information on the Portuguese university where you are studying at?		
through previous university in China	23	53.49%
through mass media such as internet	11	25.58%
families/friends' recommendation	9	20.93%
Was it easy for you to get the information of the Portuguese university where you are studying at?		
easy	31	72.09%
not easy	12	27.91%

Table 7. Responses of questionnaire about motivations of Chinese non-exchange studying in Portugal

Why did you choose to study in Portugal?	percentage
academic concerns	27.91%
career/future plan	25.58%
financial concerns	25.58%
personal preference	6.98%
purpose of remaining in Europe	6.98%
information availability	4.65%
language improvement	2.33%

Table 8. Statistic responses of questionnaire of motivations of Chinese non-exchange students studying in Portugal

variables	percentage
academic concerns	55.81%
financial concerns	46.51%
personal preference	32.56%
information availability	25.58%
career/future plans	18.60%
language improvement	11.63%
purpose of remaining in Europe	6.98%

According to analysis, 27.91% of the non-exchange students thought “academic concerns” is their primary factor that motivated them to come to Portugal. In this thesis, the “academic concerns” consists of two items “good reputation of the Portuguese university at which I am studying” and “my Portuguese professors has higher prestige in my field”. “Academic concerns” precede to “financial concerns” (25.58%) and “career/future plans” (25.58%).

While “personal preferences”, in this context, include reasons like “I want to change to a new environment” which takes the fourth highest rank. 4.65% of the students combined their candidate universities with their information availability when they applied for foreign universities and institutes. It is surprising that “purpose of remaining in Europe” is not a popular motivation of these Chinese students. Only 6.98% of them came to Portuguese universities for the purpose of remaining in Europe. And the last ranked motivation is language improvement for Chinese students studying in Portugal. Table 7 shows the statistic of motivations of non-exchange students studying in Portugal.

Some other auxiliary questions were also included in the survey so as to obtain additional information that may help the analysis, such as “why would you choose the Portuguese university which you are studying at?” and “compared to China, why do you think studying in Portugal for your further education is better?”. The frequencies of being mentioned as motivation factors have been counted and listed in Table 8.

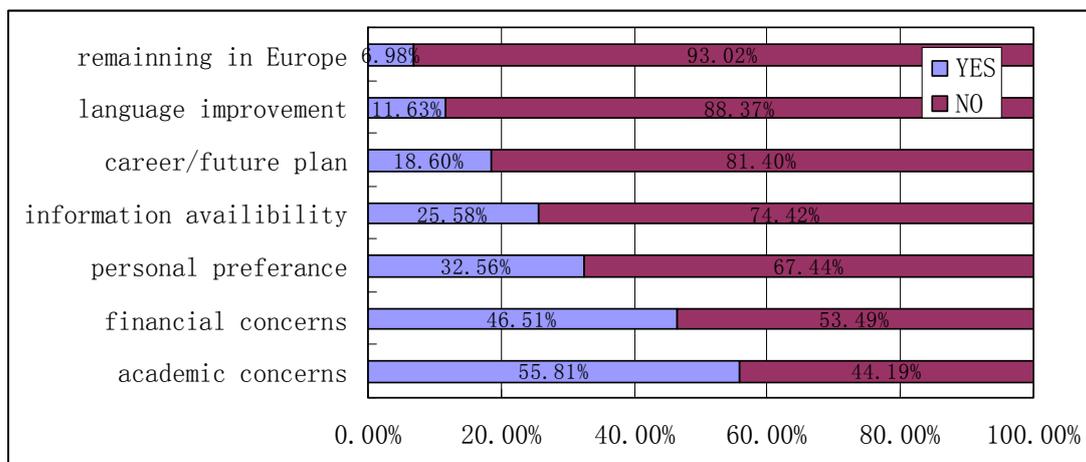


Figure 15. Graphic presentation of the percentage of each factor.

As can be seen in Figure 15, academic concerns are still on the top of the list of motivations. 55.81% of the non-exchange students believed that their universities or institutes had good reputation or their Portuguese professors had higher prestige in their respective fields. Also 46.51% of them were partly attracted by Portuguese funding. However it is a little surprising only 6.98% chose to study in Portugal as a way to remain in Europe, which is much below what has been reported in literature and mass media.

4.7.4 Motivation analysis of exchange students

In the case of the exchange students, all the information on their Portuguese universities or institutes was obtained from their Chinese universities.

Only six of responses from exchange students though the information on Portuguese universities and institutes was not easy to obtain, as can be seen in Table 9. As the special situation for exchange students, their motivations of choosing Portugal for studying are much simpler.

Table 9. Feedback of survey on the information availability of Portuguese Universities for Chinese exchange students.

variables	responses	percent
How did you get information of Portuguese university where you are studying at?		
through previous university in China	51	100.00%
through mass media like internet	0	0.00%
Families/friends' recommendation	0	0.00%
Is that easy for you to get the information of the Portuguese university where you are studying at?		
easy	45	88.24%
not easy	6	11.76%

For the exchange students, improving their language abilities is the most important reason they came to Portugal. 66.67% responses went to Portugal to improve their Portuguese language for the language environment. And 27.45% of them were motivated by their career or future plans. It can be seen from Table 10 that, country to the case of non-exchange students, few exchange students considered the academic concerns, however this is not true because improving the language abilities is also an academic concern for students studying Portuguese. The explanation for this outcome is that the same online survey from was used for exchange students and also non-exchange students, for the latter group, improving language abilities is not a repetition of academic concerns as a motivation factor.

Contrary to non-exchange students, language improvement plays the most important role when they decided to go to Portugal, and 82.35% exchange students believed it is helpful for improving their Portuguese language skills to live in a native speaking country. For them,

acquiring the information on the Portuguese universities was much easier the bridge between the Portuguese universities and theirs — the exchange programs — had been already built. Another difference between them and the non-exchange students is none of them had come to Portugal for the purpose of remaining in Europe; a possible explanation for this might be they are young and haven't started planning on future yet.

Table 10. Responses of questionnaire about motivations of Chinese exchange students studying in Portugal

variables	percent
Why would you choose to study in Portugal?	
language improvement	66.67%
career/future plan	27.45%
academic concerns	5.88%
purpose of remaining in Europe	0.00%
financial concerns	0.00%
personal preference	0.00%
information availability	0.00%

Table 11. Statistics of the motivations of exchange Chinese students studying in Portugal

variables	percent
language improvement	82.35%
information availability	68.63%
financial concerns	11.76%
personal preference	11.76%
academic concerns	9.80%
career/future plan	5.88%
purpose of remaining in Europe	0.00%

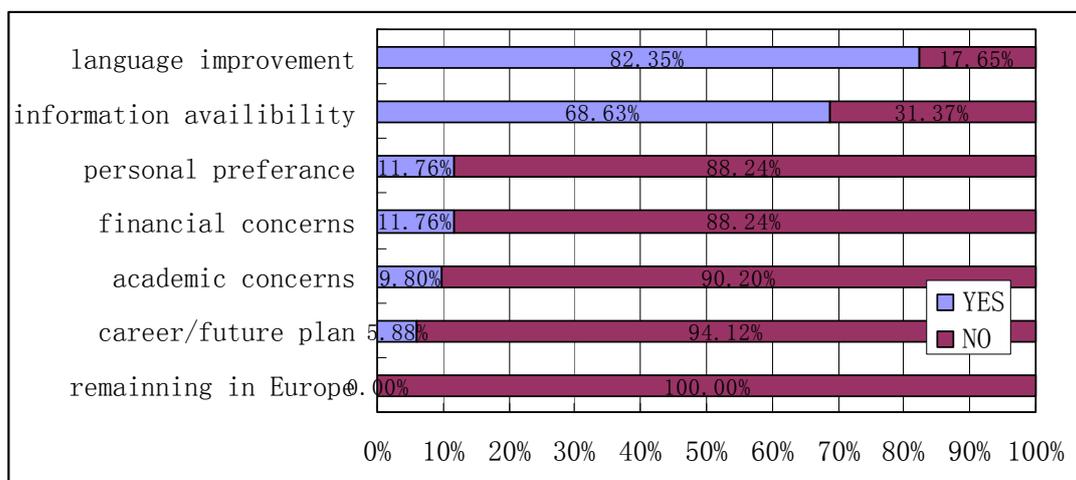


Figure 16. . Graphic presentation of the percentage of each factor of the motivations of exchange students.

5. Findings and Discussions

5.1 Findings of the interviews

In order to explore the differences of cultures between China and Portugal, a series of interviews were made. The interviewees were allowed to free talk about their own experiences about the cultural divergences. And it is concluded five key differences of culture between China and Portugal which are:

- 1) Low efficiency, flexible time orientation and lack of planning
- 2) Prefer to express personal ideas and flatter hierarchical structures
- 3) Understanding and friendly attitude to foreigners
- 4) Good social welfare and less stressful and less competitive life
- 5) Tendency to avoid risk.

In order to find out, to what extent the interviewed Chinese students were satisfied with the managerial system of the Portuguese universities for international students, they were asked three questions which are: “During your life of study in Portugal, do you think the university or institute at which you are studying considers cultural differences sufficiently when dealing with international students? ”, “Is there any problem or dissatisfaction caused by culture to the ways or rules of your university of managing international students?” and “can you give some suggestions on how to deal with issues related to international students with enough considerations for cultural differences?”

Geert Hofstede made a research on the cultural dimension of 50 countries. He proposed different dimensions to measure culture in four categories: power distance, individualism versus collectivism, masculinity versus femininity and uncertainty avoidance. A few years later, the fifth dimension named long term orientation was found in a study among students in 23 countries around the world, using a questionnaire designed by Chinese scholars. Hofstede scored every country in each dimension, according to the cultural characters that appeared in each country. Figure 17 shows the scores of China and Portugal in each dimension

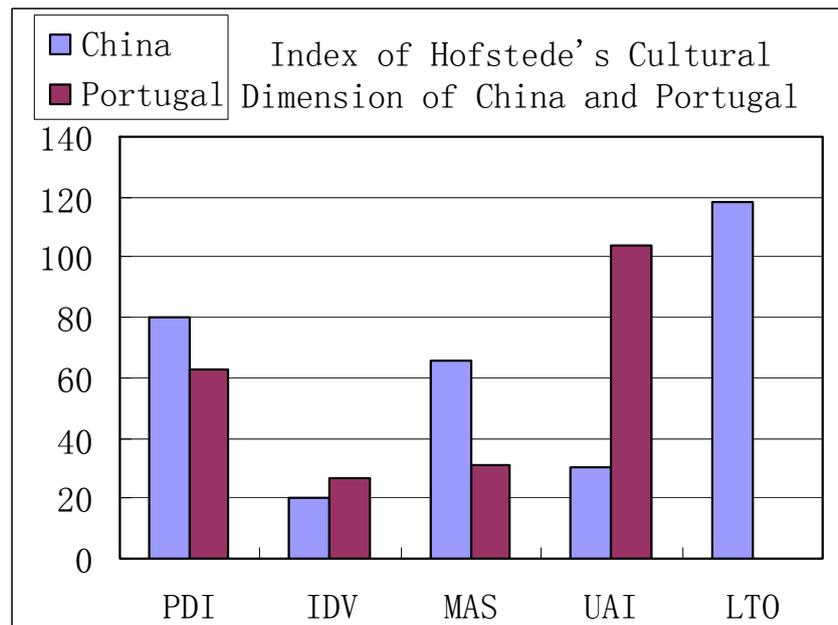


Figure 17. Five dimension indices of China and Portugal in Hofstede's research

According to the Hofstede's analysis, Chinese has a higher index (80) of power distance (PDI) than Portugal (63). Both China and Portugal have a low index if individualism (IDV), though China's IDV is lower. Portugal is a femininity society, which social value is more modest and tender. Portugal has a quite high index of uncertainty avoidance (UAI) at 118 while China is much lower than Portugal, which is only 30. And finally, China is evaluated as a long term orientation (LTO) country, how no comparison can be made with Portugal for the research of this index of Portugal was not carried out.

The cultural divergences discovered during the interviews between China and Portugal are validated by Hofstede's cultural dimension theory. One of the interviewees mentioned that although the social welfare system of Portugal is obviously better than that of China, Portuguese people still try their best to gain more rights and welfare as can be seen through frequent strikes in Portugal. While in China, although most the social power belongs to a small number of people, the masses, to much extent, don't bother with it. This phenomenon indicates Portuguese people are highly aware of unequal power distribution. Also, these interviewed Chinese students believed that in Portugal, the hierarchical structure is much flatter than China. They agreed that Chinese can better accept unequal power distribution than Portuguese. Because Chinese people are living in a society with highly classified hierarchy,

they are more tolerant of uneven power distribution. This is indicative of a high level of inequality of power and wealth within the society, and also it is accepted by the society as their cultural heritage.

The interviewees all agreed that the values of the Chinese society are competitive, aggressive and tough. Living in China is full of stress and pressure because material success is the only standard to evaluate persons whereas life in Portugal is relaxed and comfortable for the core value of society is modest and concerned with the quality of life. This can be directly concluded that compared to Portugal, China is a masculinity society. “I really enjoy the life in Portugal which is relaxed, comfortable and in less pressure. Actually, I am a little worried about my future, what if I can not adapt to the fast and stressed lifestyle when I go back to China after my graduation.”

Six selected students pointed out when Portuguese people meet unfamiliar or unexpected situation, they are prone to panic. This feature of Portuguese indicates that Portuguese people do not like unexpected situation. As well, the interviewees said that they got strong feelings that Portuguese people lack in planning. “China is a long term orientation country, Chinese people all plan for their future. I was cultivated to make plans. When I was a child, I told me parents that I wanted to be an engineer in the future, since then they taught me to put all my efforts into it and make the dream become true.”. “A Portuguese colleague of mine also agreed that China is a long term orientation country. It can be reflected by way of consumption. In China, parents earn money for their child and save money for next generation. While in Portugal, people usually apply for loans. They use the future money, which they haven’t earned yet. ”

Additionally, it is worth to note one comment although which was mentioned by only one interviewee, which is most of the Portuguese people cannot appreciate the stringent financial policies the government made for the country to move on, finely contrasted with Chinese who are more willing to sacrifice their individual interests for the development of their country.

Following that, interviewees are asked questions about the situation cross-cultural

management in their Portuguese universities. They said that to much extent the universities ignore the management of international students although they create special department for these students. These problems can be categorized in four aspects: the managerial function ignores international students; supervisors ignore the international students; lack of effective management methods of cross-culture and lack of convergence on culture among students with different cultural background.

In this thesis, some definitions are made for the research: student management refers to the managerial activities for the students, since their admission to the university until they leave after their graduation. And the main functions of a student management system shall induce academic assistance, mental health counseling, financial aid, job hunting, students' residences management and activity assistance, etc. In the practice, only academic assistance and students' residences management have connections with international students, the other departments just ignore the international students. For instance, the department of job hunting can only assist the national students, and their job information is also provided in Portuguese. Besides that, the department of mental health counseling has the same problem.

In order to solve the conflicts caused by cultural differences, supervisors need to understand the divergence of culture. While the interviewees said most of the supervisors do not notice the multi-cultural background of students. "Sometimes the universities or supervisors focus only on their national students, and it seems that the international students are an appendage."

Lack of effective management methods is another problem of cross-culture management in Portuguese universities. Although some of the universities are aware of the importance of cross-culture management, lacking in managerial skills and insufficient understanding and communication resulted in poor satisfaction of international students. One of the interviewees pointed that the Chinese culture and their habits should have been considered in the arrangement of his room in the dormitory.

Due to some barriers such as language and religion, students with different cultural background do not communicate much, and this will lead to divergence on culture among

students. Four interviewees said there isn't much communication between themselves and the national students especially in the campus activities, while the other two Chinese students never participated in those activities.

5.2 Findings from questionnaires

A questionnaire designed in this study was to investigate the motivations of Chinese students pursuing further education in Portugal. Three main questions were asked “Why did you decide to pursue your further education in Portugal?”, “What factors affect your decision of choosing the Portuguese university or institute where you are studying at?” and “Compared to studying in China, what do you think the advantages of studying in Portugal?”. The Chinese students were requested to finish these multi-choice questions while they were only allowed to choose no more than three choices for one multi-choice question although there were about 10 choices provided for them to choose. In order to simplify these answers and better discover the information of different aspects, the questions are categorized into several groups, for instance, “there is a high reputation of the university at which I study at” and “my Portuguese professor has higher prestige in my field” are categorized as the academic concerns. And the final aspects are academic concerns, language improvement, information availability, financial concerns, career/future plans, personal preference and purpose of remaining in Europe. The financial concerns include two items: “Portuguese government or university offers me higher financial aid” and “the costs and tuition fees in Portugal are lower than in other European countries and the U.S.” As the development of information and telecommunication technologies, the obstacle of information availability has much been reduced, however, the higher education sector is not well known by Chinese, plus some of the information is only available in Portuguese. The items “recommendation of family/friend” and “information from previous universities in China” were categorized into information availability because they are also information sources.

As the exchange students are in the special situation it is better to isolate the language exchange students from non exchange students in order to explore the accurate motivations of Chinese students studying in Portugal.

From the statistic result, it shows that for the language exchange students improving Portuguese language mostly influenced them when they considered studying abroad reached 66.67%. The following one is career or future concern. While for non exchange students 27.91% responses mentioned “academic concerns”, which is the highly ranked. And the second one is “financial concerns” which is higher than the third –“career or future plans”.

6. Conclusions, limitations and contributions

6.1 Conclusions

This thesis tries to investigate the cultural differences between Portugal and China in the perspective of Chinese students that are studying in Portugal, and to evaluate the participation of cross-culture management systems of Portuguese universities and institutes. There are accomplished by two means: Qualitative interview and quantitative questionnaire. The former approach is to obtain the subjective feelings of the interviewees about the cultural differences, and the latter is to reveal the motivations of the Chinese students studying in Portugal for knowing their motivations will surely help manage international students. The results showed that obvious cultural differences exist between China and Portugal, and five most significant differences are found, which are:

1. Low efficiency, flexible time orientation and lack of planning
2. Prefer to express personal ideas and flatter hierarchical structures
3. Understanding and friendly attitude to foreigners
4. Good social welfare and less stressful and less competitive life
5. Tendency to avoid risk

Also, the results are compared with Hofstede's cultural dimension theory. Some of the cultural differences are directly founded in Hofstede's cultural dimensions. And power distance, masculinity verse femininity, uncertainty avoidance are validated by the results of the interviews. However, no significant information was found to exhibit cultural dimension of individualism verse collectivism, one of the interviewees mentioned that Portuguese people do not want to sacrifice their individual interests in order to help their country out of the financial dilemma. In addition, Hofstede did not study Portugal in the "long term orientation" dimension. But the interviewees claimed that Portuguese people seem to be short term orientated compared to Chinese.

The responses of the interviews of Chinese students studying in Portugal show that although Portuguese universities and institutes have made some efforts to manage international students, however they are still some problems. In order to improve the cross-culture

management, Portuguese universities and institutes should notice the following four aspects: 1) the managerial functions should pay more attention to international students 2) supervisors of universities and institutes should make more considerations for international students 3) effective management methods of cross-culture are to be launched, and 4) improving level of convergence on culture among students with different cultural backgrounds.

The motivations of Chinese students studying in Portugal are investigated on a deep level, the results show that most of the non-exchange students came to Portugal for “academic concerns”. The reputation of universities and prestige of professors influenced them mostly when they were choosing the universities “Financial concerns” and “career/future plans” follow the “academic concerns”. Although the mass media is much developed, “information availability” is still a problem for most of the Portuguese universities.

For Chinese exchange students, “Improving language abilities” plays the most important role when they were making the decision to come to Portugal, And following that, “career/future plans” takes the second place. Moreover, none of “financial concerns”, “personal preferences”, “information availability” and “remaining in Europe” is considered as a motivation factor.

6.2 Limitations

Reliability and veracity of the questionnaire and interviews are the main limitations of this thesis. Although the results of previous studies are used as reference, it is not certain what have been discovered in this thesis are true. The biggest challenge in interview is to keep neutral and inspire the interviewees. And the number of interviewees is relatively small so that the responses may not represent the reality. And low response rate might be a problem with the questionnaire. A highly likely reason for the low response rate could be that when the survey was posted and open online, students were busy with preparing for their exams and some of invited students had gone back to China.

6.3 Contributions

The significant contributions of this thesis are to identify the cultural differences between Portugal and China in the perspective of Chinese students and to investigation the motivation

of Chinese students studying in Portugal. To some extent, it can be used to help Portuguese universities and institutes improve in cross-culture management.

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Annex 1: Power distance index (PDI) values of Hofstede's research.

Country or region	PDI score		Country or region	PDI score		Country or region	PDI score
Malaysia	104		Turkey	66		Jamaica	45
Guatemala	95		Belgium	65		USA	40
Panama	95		East Africa	64		Canada	39
Philippines	94		Peru	64		Netherlands	38
Mexico	81		Thailand	64		Australia	36
Venezuela	81		Chile	63		Costa Rica	35
Arab countries	80		Portugal	63		Germany	35
Equador	78		Uruguay	61		Great Britain	35
Indonesia	78		Greece	60		Switzerland	34
India	77		South Korea	60		Finland	33
West Africa	77		Iran	58		Norway	31
Yugoslavia	76		Taiwan	58		Sweden	31
Singapore	74		Spain	57		Ireland (Rep)	28
Brazil	69		Pakistan	55		New Zealand	22
France	68		Japan	54		Denmark	18
Hong Kong	68		Italy	50		Israel	13
Colombia	67		Argentina	49		Austria	11
Salvador	66		South Africa	49			

Source: <http://www.geert-hofstede.com/> (May, 2011)

Annex 2: Individualism index (IDV) values of Hofstede's research

Country or region	IDV score	Country or region	IDV score	Country or region	IDV score
USA	91	Israel	54	Hong Kong	25
Australia	90	Spain	51	Chile	23
Great Britain	89	India	48	West Africa	20
Canada	80	Japan	46	Singapore	20
Netherlands	80	Argentina	46	Thailand	20
New Zealand	79	Iran	41	Salvador	19
Italy	76	Jamaica	39	South Korea	18
Belgium	75	Brazil	38	Taiwan	17
Denmark	74	Arab countries	38	Peru	16
Sweden	71	Turkey	37	Costa Rica	15
France	71	Uruguay	36	Pakistan	14
Ireland (Rep)	70	Greece	35	Indonesia	14
Norway	69	Philippines	32	Colombia	13
Switzerland	68	Mexico	30	Venezuela	12
Germany F.R.	67	East Africa	27	Panama	11
South Africa	65	Yugoslavia	27	Equador	8
Finland	63	Portugal	27	Guatemala	6
Austria	55	Malaysia	26		

Source: <http://www.geert-hofstede.com/> (May, 2011)

Annex 3: Masculinity index (MAS) values of Hofstede's research

<i>Country or region</i>	<i>MAS score</i>	<i>Country or region</i>	<i>MAS score</i>	<i>Country or region</i>	<i>MAS score</i>
Japan	95	Hong Kong	57	Spain	42
Austria	79	Argentina	56	Peru	42
Venezuela	73	India	56	East Africa	41
Italy	70	Belgium	54	Salvador	40
Switzerland	70	Arab countries	53	South Korea	39
Mexico	69	Canada	52	Uruguay	38
Ireland	68	Malaysia	50	Guatemala	37
(Rep of) Jamaica	68	Pakistan	50	Thailand	34
Great Britain	66	Brazil	49	Portugal	31
Germany FR	66	Singapore	48	Chile	28
Philippines	64	Israel	47	Finland	26
Colombia	64	Indonesia	46	Yugoslavia	21
South Africa	63	West Africa	46	Costa Rica	21
Equador	63	Turkey	45	Denmark	16
USA	62	Taiwan	45	Netherlands	14
Australia	61	Panama	44	Norway	8
New Zealand	58	Iran	43	Sweden	5
Greece	57	France	43		

Source: <http://www.geert-hofstede.com/> (May, 2011)

Annex 4: Uncertainty avoidance index (UAI) values of Hofstede's research

Country or region	UAI score	Country or region	UAI score	Country or region	UAI score
Greece	112	Israel	81	Australia	51
Portugal	104	Colombia	80	Norway	50
Guatemala	101	Venezuela	76	South Africa	49
Uruguay	100	Brazil	76	New Zealand	49
Belgium	94	Italy	75	Indonesia	48
Salvador	94	Pakistan	70	Canada	48
Japan	92	Austria	70	USA	46
Yugoslavia	88	Taiwan	69	Philippines	44
Peru	87	Arab countries	68	India	40
France	86	Equador	67	Malaysia	36
Chile	86	Germany FR	65	Great Britain	35
Spain	86	Thailand	64	Ireland (Republic of)	35
Costa Rica	86	Iran	59	Hong Kong	29
Panama	86	Finland	59	Sweden	29
Argentina	86	Switzerland	58	Denmark	23
Turkey	85	West Africa	54	Jamaica	13
South Korea	85	Netherlands	53	Singapore	8
Mexico	82	East Africa	52		

Source: <http://www.geert-hofstede.com/> (May, 2011)

Annex 5: Further research of Index score estimate for countries not in the IBM set

Country and Part	Power Distance Index	Uncertainty Avoidance Index	Individualism Index	Masculinity Index	Long-Term Orientation Index
Bangladesh	80	60	20	55	40
Bulgaria	70	85	30	40	
China	80	30	20	66	118
Czechia	57	74	58	57	13
Estonia	40	60	60	30	
Hungary	46	82	80	88	50
Luxembourg	40	70	60	50	
Malta	56	96	59	47	
Morocco	70	68	46	53	
Poland	68	93	60	64	32
Romania	90	90	30	42	
Russia	93	95	39	36	
Slovakia	104	51	52	110	38
Surinam	85	92	47	37	
Trinidad	47	55	16	58	
Vietnam	70	30	20	40	80

Source: <http://www.geert-hofstede.com/> (May, 2011)

Annex 6: quantitative on line questionnaire translated from Chinese

Questionnaires

This questionnaire is composed into four parts, which are basic information (personal information), academic information, financial information and future & career. Please answer these questions based on your situation. And questions related to private information would not be leaked.

Basic information (personal information)

1. What is your current status?
 - A. I am planning to study abroad. (I am applying foreign universities)
 - B. I am studying abroad now.
 - C. I have already graduated and stayed in foreign countries.
 - D. I have already graduated and came back to China.

2. What is your gender?
 - A. male
 - B. female

3. When is your birthday? (year)

4. What is your most accurate description of the place you grew up?
 - A. metropolis
 - B. city
 - C. town
 - D. countryside

5. At which university/college did you get your previous degree?

6. What was your major in university/college?

7. What degree did you get?

A. Bachelor

B. Master

C. Ph.D

D. Others.(please specify) _____

Academic information

1. How did you get the information of the foreign university/college where you were at?

A. Middle agency

B. Classmates/schoolmates recommended

C. Government sent me here

D. From internet

E. Parents' suggestion

F. From previous university/college

G. Others.(please specify) _____

2. Is that easy to find information about Portuguese universities?

A. Yes

B. No

3. What is the type of your overseas' education?

A. Government funded

B. Self-supported

C. Exchange program

D. Others.(please specify) _____

4. What university are you at in Portugal?

5. What is your major in Portugal?

6. Which degree program are you in?

A. Exchange program

B. Bachelor

C. Master

D. Ph.D

E. Post doctor

H. Others. (Please specify) _____

7. Is Portugal the first choice at your applying list?

A. Yes

B. No

8. How many years of your program in Portugal?

A. One year

B. Two years

C. Three years

9. Four years and more (please specify)

10. Is Portugal your first choice when you applied for foreign universities and institutes?

A. Yes

B. No

11. How many universities were you enrolled by?

A. one

B. tow or more (please specify) _____

12. What is the reason for you to pursue study in Portugal? (no more than THREE answers)

A. From my own experience, it is necessary to pursue further study.

- B. I want to move to a new environment.
- C. I want to improve my language skills.
- D. My Portuguese university got high ranking
- E. Portuguese government/ university offer me higher financial aid.
- F. There are exchange programs between my previous Chinese university and Portuguese university.
- G. My professor has high prestige.
- H. My professor has high prestige.
- I. Portugal has very low costs of living and tuition compared to other countries.
- J. By the purpose of remaining in Europe.
- K. Families/friends' recommendation
- L. Others. (please specify) _____

13. Why did you decide to come to this university/college?

- A. My professors have high prestige.
- B. My Portuguese university/college got high ranking.
- C. higher financial aid
- D. My previous university/college in China has cooperate program with Portuguese university/college
- E. My families/friends recommended
- F. Others. (please specify) _____

14. Do you satisfy with your studying experience in Portugal?

- A. Yes, satisfied.
- B. Yes, a little.
- C. No, not satisfied.
- D. Others.

15. In which part, you dislike about studying in Portugal?

- A. Homesick and loneliness.
- B. Communicating barriers.

C. Academic discriminated as minorities.

D. Others. (please specify) _____

16. Compared to China, what do you think are the advantages studying in Portugal?

A. Advanced educational system

B. Portugal is better than China in my research field

C. Better faculties/facilities.

D. Lower expenses

E. Higher financial aid

F. Lectures are given in English

G. Others.(please specify) _____

17. Integrating to all your pervious answers, which reason is the most important one for you to choose this university/program?

A. Plan for the future/career

B. To improve language skills.(To learn a new language)

C. My Portuguese University has higher ranking

D. My Professor has high prestige.

E. Portuguese government/university offer financial aid

F. Lower costs and tuitions.

G. Other reasons. (Please specify) _____

Financial information

1. Do you have financial aid (including scholarship, loans, stipends, tuition, other funding etc.) in Portugal?

A. Yes. It covers all tuition and costs of living in Portugal.

B. Yes, it does not cover all tuition and living expenses.

C. No. I do not receive any financial aid.

2. What is /are the resource(s) for the part that your financial aid does not cover?

A. Parents

- B. Chinese government
- C. My Portuguese professors/universities
- D. My own deposit
- E. Part-time job
- F. Others. (please specify) _____

3. Do you have financial problem in Portugal?

- A. Yes, I have lots of financial problems.
- B. Yes, I have some problems.
- C. No, not at all.

4. To how much extent do you agree education is a kind of investment?

- A. Agree.
- B. Slightly agree
- C. Slightly disagree
- D. Disagree

Future & career information

1. After graduating from Portugal, which country do you want to go?

- A. Go back to China
- B. Stay in Portugal
- C. Other countries except Portugal and China. (Please specify)

2. If you decide stay in Portugal after your graduation, what is the most important reason?

- A. Portugal has better social insurance and welfare.
- B. There will be more opportunities in Portugal.
- C. Portugal is better than China in academic field
- D. Better education for the next generation.
- E. Others. (please specify) _____

3. If you decide go back to China, what is the most important reason?

- A. Constrains due to the contract with Chinese government
 - B. Chinese government launched better policies for Chinese people with abroad educational background.
 - C. China has better economic environment and opportunities.
 - D. Sense of belonging and social identity.
 - E. Other countries. (please specify) _____
4. To what extent do you agree your experience in Portugal will help for your future career and life?
- A. Yes, it will help me a lot.
 - B. Yes, it will help me a little.
 - C. Maybe, I am not sure.
 - D. No, not at all.
5. From your Portuguese experience, in which aspect do you think will influence you most?
- A. It will help me to find a better job.
 - B. The experience will broaden my mind.
 - C. It lets me know the cultural and academic divergences between China and Portugal.
 - D. It is convenient for me to move to another country.
 - E. Others.(please specify) _____

Annex 7: overview of the questions in the interviews

1. Please point out some cultural differences between China and Portugal according to your own experience.
2. During your study in Portugal, do you think the university or institute at which you are studying considers different cultural background sufficiently when it comes to international students?
3. Did you ever have any problems or dissatisfactions caused by the way your university or institute manages international students by culture (Portuguese culture or convention)?
4. By your own experience, can you give Portuguese universities or institutes some suggestions on how to deal with affairs related to international students, particularly Chinese students?