2013

Comparative analysis of corporate culture in a multinational organization

Don G. Gilman

Recommended Citation

Gilman, Don G., "Comparative analysis of corporate culture in a multinational organization" (2013). *Theses and Dissertations*. 375.

https://digitalcommons.pepperdine.edu/etd/375

Pepperdine University

Graduate School of Education and Psychology

COMPARATIVE ANALYSIS OF CORPORATE CULTURE IN A MULTINATIONAL

ORGANIZATION

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organization Change

by

Don G. Gilman

July, 2013

Kay Davis, Ed.D. – Dissertation Chairperson

This dissertation, written by

Don G. Gilman

under the guidance of a Faculty Committee and approved by its members, has been

submitted to and accepted by the Graduate Faculty in partial fulfillment of the

requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Kay Davis, Ed.D., Chairperson

Rogelio Martinez, Ed.D.

Michael Petran, Ed.D.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

DEDICATION

For my wife, Deana, whose endless love and support made this dream a reality.

And for my children, Emily, Brianna, and Adam, who now have to call me "Dr. Dad."

ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to my committee chair, Dr. Kay Davis. I am truly indebted to Kay for her investment of time, energy, and patience all along the very circuitous path I walked to get here.

I would also like to sincerely thank my committee members, Dr. Rogelio Martinez and Dr. Michael Petran, whose prescient insights gave me direction and encouragement over the course of this journey.

In addition, I would like to thank my Tiwa Cohort members, Bonnie Pierce, Kristine Quade, and Steve Swafford, for holding up the mirror ever so gently and helping me discover my own strengths and growth opportunities.

Finally, I would like to thank my parents, Gordon and Doris Gilman, who have loved me and believed in me all along this journey. I wouldn't be here without them.

VITA

Academic Degrees

1997   M.S. in Engineering Management, West Coast University, Los Angeles, CA

1991   B.S. in Nuclear Engineering, University of California at Santa Barbara, CA

1991   B.A. in Engineering Physics, Westmont College, Santa Barbara, CA

Professional Experience

2006 – Present   Principal, Gilman Consulting Group, Inc.

2008 – Present   Faculty, American Management Association

1998 – 2006   Director, Strategic Marketing, Business Development, Bosch GmbH

1990 – 1998   Mission Manager, Titan IV, Litton Guidance and Control Systems

Board Memberships

2011 – Present   Santa Barbara Youth Symphony

2009 – Present   Foundation for Girsh Park

2009 – Present   Coastal Housing Coalition

2006 – Present   Institute of Management Consultants

ABSTRACT

This study built upon the Project GLOBE (House, Hanges, Javidan, Dorfman, & Gupta, 2004) analysis by using a Web-based version of the GLOBE Questionnaire in order to examine the extent to which the cultural values and practices of middle managers in a multinational organization vary depending on (a) their cultural background and the region in which they work, (b) whether they were a member of a recently acquired company, and (c) the number of years employed by the multinational organization. Multinational organizations face the unique challenge of operating in societies that have different sets of cultural norms, expectations, beliefs, and values. Just as societies have distinct cultures, so do organizations. Individuals working in organizations are influenced by the organizational culture as well as by the societal culture and competition between these 2 sets of distinct cultures can dramatically impact the success or failure of an acquisition, a strategic alliance, or any other initiative involving multiple cultures. Focusing on data from over 200 middle managers from the United States parent organization, and the regional organizations in Ireland, France, and Japan, a secondary analysis shows that an individual's values and beliefs tend to be more closely aligned with the corporate culture of the parent organization than with the societal culture of the regional organization. Additionally, an examination of the culture of an acquired company shows that there are no statistically significant differences in cultural practices, and only 2 statistically significant differences in cultural values, several years after the acquisition. Finally, the results from this study show that statistically significant differences for cultural practices and values between individual respondents and the overall organization tend to be most prevalent among middle managers with 5 to 10 years of service with the organization.

Chapter One: Introduction

Over 60 years ago, anthropologist Redfield (1948) defined *culture* as "shared understandings made manifest in act and artifact" (p. vii). Hofstede's (1980) landmark value-belief cultural analysis attempted to quantify these shared understandings by researching employees in multiple subsidiaries of one large international business organization (IBM) in 72 different countries. Hofstede's research was unique in that it considered differences in organizational culture based on geographical location, as well as on societal beliefs and values. Hofstede introduced the notion of multiple cultural dimensions with which any society must cope. Hofstede's four dimensions of cultural variation include Power Distance, Individualism, Masculinity, and Uncertainty Avoidance. Hofstede later added a fifth dimension of cultural variation, labeling it Long-Term Orientation.

Influenced by Hofstede's research, House, Hanges, Javidan, Dorfman, and Gupta (2004) launched the Global Leadership and Organizational Behavior Effectiveness (GLOBE) Study of 62 societies. Table 1 shows the 62 reported countries or societies, which were included in the GLOBE research. The societal cultures have not been called "nations" as the researchers' intent was more anthropologically oriented, rather than politically oriented.

The GLOBE research involved a team of 170 researchers from 62 cultures collecting data from 17,300 middle managers in 951 organizations. They measured the variables using instruments developed in consultation with members of the relevant cultures. The researchers engaged in pilot tests, used double translations, checked the psychometric characteristics of their instruments, and eliminated response biases. They

used multiple measurements of the constructs, and checked reliabilities and construct

validity with multitrait multimethod approaches. Additionally, the researchers checked

their results against the work of Hofstede (1980), Schwartz (2004), and Inglehart (1997).

Using slightly different instruments, the researchers measured both organizational and

societal culture, and then analyzed the data with multilevel confirmative factor analysis

and hierarchical linear modeling.

Table 1

Countries Participating in the GLOBE Research Study

Albania	Finland	Kazakhstan	South Africa (Black)
Argentina	France	Kuwait	South Africa (White)
Australia	Georgia	Malaysia	South Korea
Austria	Germany-East	Mexico	Spain
Bolivia	Germany-West	Morocco	Sweden
Brazil	Greece	Namibia	Switzerland
Canada (English)	Guatemala	The Netherlands	Switzerland (French)
China	Hong Kong	New Zealand	Taiwan
Colombia	Hungary	Nigeria	Thailand
Costa Rica	India	Philippines	Turkey
Czech Republic	Indonesia	Poland	United States
Denmark	Iran	Portugal	Venezuela
Ecuador	Ireland	Qatar	Zambia
Egypt	Israel	Russia	Zimbabwe
El Salvador	Italy	Singapore	
England	Japan	Slovenia	

Note. From *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies*
(p. 12), by R. J. House, P. J. Hanges, M. Javidan, P. W. Dorfman, and V. Gupta, 2004,
Thousand Oaks, CA: Sage Publications, Copyright 2004 by Sage Publications; used with
permission.

In performing their research, the team developed additional dimensions of culture variation. For instance, the researchers split *collectivism* into *institutional* and *in-group collectivism*. They added new dimensions of organizational culture, and found that both practices and values are beneficial in distinguishing among different kinds of organizations. Additionally, they found that organizational cultures reflect societal cultures.

Statement of the Problem

Multinational corporations face the unique challenge of operating in societies that have different sets of cultural norms, expectations, beliefs, and values. Practices, policies, and procedures that work effectively in one culture may produce counterproductive behavior in another culture. According to House et al. (2004), "There are compelling reasons for considering the role of societal and organizational culture in influencing leadership and organizational processes. What we need are theories of leadership and organizations that transcend cultures" (p. 10).

Just as societies have distinct cultures, so do organizations. Whereas societal cultures tend to shift relatively slowly, culture change within organizations can happen much more rapidly, particularly if the organization is acquired, or if the existing leadership is replaced. Individuals working in organizations are influenced by the organizational culture as well as by the societal culture. The interaction and competition between these two sets of distinct cultural norms, expectations, beliefs, and values can dramatically impact the success or failure of an acquisition, a strategic alliance, or any other initiative involving multiple cultures.

Purpose of the Research

This study involved a multinational company ("Company AB") with over 26,000 employees, revenue in excess of $8B, and operations in more than 40 countries worldwide. Company AB is the result of multiple mergers and acquisitions over the past three decades, with the most recent significant acquisition happening in the 2000s when Company A acquired Company B, thus forming Company AB. Having a leadership team that operates with a global mindset has been identified as an important element in their continued business operations. And having grown largely by acquisition, the interaction of differing corporate cultures has impacted integration efforts and ongoing sales activities.

Focusing on close to 200 middle managers within Company AB, through secondary analysis, this study identifies whether an individual's values and beliefs are more closely aligned with the societal culture in which they were raised, or with the corporate culture of Company AB and/or with the corporate culture of a recently acquired company ("Company B"). Using existing archived data, this study compares the scores of the targeted group of middle managers to the scores from Project GLOBE's finding for the societies represented in the archived data. The comparisons determine the cultural impact of a corporation on the norms, expectations, beliefs, and values of this group.

Background of the targeted organization data. Company A was founded in the 1970s. The founding principles centered around transparency, responsibility, and accountability spread across the organization.

Throughout the 1980s, Company A grew through numerous acquisitions. In the 1990s, they went public through an Initial Public Offering (IPO), and engaged in

acquisitions and strategic alliances. By the late 1990s, Company A had acquired nine additional companies, earned $1.8B in revenue, and employed over 9,000 people. In the 2000s, Company A launched a global, cross-functional effort to reengineer its corporate quality systems, focusing on preventing quality concerns, rather than reacting to quality concerns.

Company A continued acquiring companies, most notably Company B in the mid-2000s, thus forming Company AB and solidifying Company AB as one of the world's largest multinational companies. More than 40% of Company AB's revenue was generated internationally (outside the United States) in 2008, bringing multiple cultures into regular contact within the company.

The data targeted for this study represent a group of individuals generally considered to be middle managers. At the time data was collected (2008-2009), the individuals worked in various regions throughout the world, with most working in the GLOBE culture clusters of Anglo, Confucian Asia, Germanic Europe, and Latin Europe. As part of an internal leadership training and development initiative that occurred in 2008-2009, participants filled out a survey modeled after the GLOBE survey. The data as it exists now is available to the researcher with no identifying information.

The comparison GLOBE data is available through the GLOBE project researchers, specifically Dr. Mansour Javidan and Dr. Robert House. Additionally, specific GLOBE cultural data for countries and clusters is published in two volumes (Chhokar, Brodbeck, & House, 2008; House et al., 2004).

Research hypotheses. This research study centers on examining any statistically significant differences in the nine cultural dimension preferences scores between middle

managers within several divisions of Company AB and the GLOBE scores. Three primary hypotheses are examined.

1. There is a statistically significant difference in cultural dimension scores between Company AB managers and the GLOBE scores for the associated societal culture.

2. There is a statistically significant difference in cultural dimension scores based on whether division data are considered "legacy Company A" or "legacy Company B."

3. There is a statistically significant difference in cultural dimension scores based on years of experience with Company AB.

Hypothesis 1. Hypothesis 1 speculates that there are statistically significant differences in the cultural dimension scores for Uncertainty Avoidance, Power Distance, Institutional Collectivism, In-Group Collectivism, Gender Egalitarianism, Assertiveness, Future Orientation, Performance Orientation, and Humane Orientation between middle managers within Company AB and the corresponding GLOBE scores for their societal culture (United States, Japan, France, and Ireland).

Hypothesis 2. Hypothesis 2 speculates that there are statistically significant differences in the cultural dimension scores for Uncertainty Avoidance, Power Distance, Institutional Collectivism, In-Group Collectivism, Gender Egalitarianism, Assertiveness, Future Orientation, Performance Orientation, and Humane Orientation among middle managers within Company AB when controlling for the division or internal group in which the individual operates (i.e., whether the individual is a member of "legacy Company A" or a member of the acquired Company B).

Hypothesis 3. Hypothesis 3 speculates that there are statistically significant differences among middle managers within Company AB in the cultural dimension scores for Uncertainty Avoidance, Power Distance, Institutional Collectivism, In-Group Collectivism, Gender Egalitarianism, Assertiveness, Future Orientation, Performance Orientation, and Humane Orientation based on their years of experience with Company AB.

Conceptual Foundation of Study

The GLOBE study identified nine variables for culture measurement standards, called *culture dimensions* or *attributes*. These attributes are scaled from 1 to 7 on a Likert-type scale. For example, a score of "1" would indicate "non-assertive" while a score of "7" would indicate "greatly assertive." In this research, the nine dependent variables, or attributes, are defined as follows:

Uncertainty Avoidance is the extent to which members of an organization or society strive to avoid uncertainty by relying on established social norms, rituals, and bureaucratic practices (House et al., 2004).

Power distance is the degree to which members of an organization or society expect and agree that power should be stratified and concentrated at higher levels of an organization or government (House et al., 2004).

Institutional Collectivism is the degree to which organizational and societal institutional practices encourage and reward collective distribution of resources and collective action (House et al., 2004).

In-Group Collectivism is the degree to which individuals express pride, loyalty, and cohesiveness in their organizations or families (House et al., 2004).

Gender Egalitarianism is the degree to which an organization or a society minimizes gender role differences while promoting gender equality (House et al., 2004).

Assertiveness is the degree to which individuals in organizations or societies are assertive, confrontational, and aggressive in social relationships (House et al., 2004).

Future Orientation is the degree to which individuals in organizations or societies engage in future-oriented behaviors such as planning, investing in the future, and delaying individual or collective gratification (House et al., 2004).

Performance Orientation is the degree which an organization or society encourages and rewards group members for performance improvement and excellence (House et al., 2004).

Humane Orientation is the degree to which individuals in organizations or societies encourage and reward individuals for being fair, altruistic, friendly, generous, caring, and kind to others (House et al., 2004).

In this study, several independent variables are examined. These variables include the country of citizenship/passport, country of birth, language(s) spoken at home as a child, years at Company AB, and whether the individual was categorized as a *legacy member* of Company A or an *acquisition member* of Company B. This current study determines what, if any, the impact of each of the independent variables make, as well as looking at comparisons to the overall GLOBE dataset.

Significance of the Study

Failures of corporate acquisitions have been dissected and analyzed from a wide variety of perspectives (Badrtalei & Bates, 2007; Levinson, 1970; Marks & Mirvis, 1998). One finding in the research is that acquisitions are most often viewed negatively by the acquired company's employees (Whittle, 2002). Not surprisingly, research also shows that most acquisitions fail principally due to issues relating to people (Cartwright & Cooper, 1993a; Cho, 2003; Davies, 2003).

In many acquisitions, the corporate culture of the acquired company differs significantly from the corporate culture of the acquiring company. As a result, some level of cultural integration happens over time. Cultural integration, or blending, is the process over time where two or more cultures combine, forming a single amalgamated culture (Wolf, 2003). The successful integration of corporate cultures has been shown to be a requirement to reduce or prevent conflict from occurring among the employees from the different cultural backgrounds (Shrivastava, 1986). And yet, often cultural integration is undervalued as a success factor by the executives involved in the acquisition process (Dixon, 2002). Depending on the relative size of the companies, the environment in which the companies operate, the strength of each culture, and other factors, cultural integration can take many years to successfully complete (Shrivastava, 1986; Whittle, 2002).

This study explores the cultural differences between an acquired company and the acquiring company several years after the acquisition. The findings provide business leaders and managers with information that can help determine the length of time for cultural integration following an acquisition.

This study also explores the relationship between an employee's tenure with a company and an employee's cultural values, beliefs, and norms, as they compare to the organization's values, beliefs, and norms. The findings provide business leaders and managers with information pertaining to the length of time required for cultural assimilation of new employees.

The culture of an organization can differ between departments, or between geographically separated operating units (Schein, 1996). The culture at headquarters may be very direct and focused on bottom line profitability, while the culture at a regional office may be much more friendly and nurturing. Both sets of employees belong to the same organization, and yet would have dramatically different views of the corporate culture.

With many organizations running operations in multiple countries around the world, the concept of cultural integration is expanded to include societal culture as well as organizational culture (House et al., 2004). As with acquisitions, the cultural differences between individuals and the organization for which they work can cause tension and stress if the differences are significant (Cartwright & Cooper, 1993a; Davies, 2003). The culture of regional operations geographically separated from the corporate headquarters may be influenced both by the culture of the society in which it operates as well as the culture of the corporate parent.

This study explores the cultural differences apparent in the archived data for individuals working geographically separated from the corporate headquarters. The data is analyzed for the relative differences between an individual's cultural values, beliefs, and norms, the organization's cultural values, beliefs, and norms, and the individual's

societal cultural values, beliefs, and norms. The findings provide business leaders and

managers with information that can help gauge the anticipated tension resulting from

cultural differences between the organization and a geographically separated operating

unit.

Chapter Two: Literature Review

Introduction

The main purpose of this chapter is to ensure a common knowledge base exists among the readers of this study, and to further underscore the scope and challenges to researching culture, both societal and organizational. This is achieved by providing a review of the literature in several relevant supporting areas.

GLOBE Cross-Cultural Project Overview

A portion of this study utilized prior research conducted as part of the GLOBE Project, which engaged one hundred seventy social scientists and management scholars from 62 cultures in a long-term programmatic series of cross-cultural studies. The activities of these researchers included collecting quantitative and qualitative data, ensuring the accuracy of questionnaire translations, writing country specific descriptions of their cultures, interpreting the results of quantitative data relevant to their culture, and contributing insights from their unique cultural perspectives to the ongoing GLOBE research (House et al., 2004).

The GLOBE Project study lasted approximately 10 years. The data were collected between 1994 and 1997. For purposes of the GLOBE study, House et al. (2004) defined culture as "shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives that are transmitted across generations" (p. 15).

GLOBE research data were collected from 17,300 middle managers employed in 951 organizations in three distinct industries (finance, food processing, and telecommunications). These participants completed the culture and leadership

questionnaires in both Phase 1 and 2 – specifically, 1,943 survey participants in Phase 1, and 15,427 survey participants in Phase 2. Qualitative research methods were initially used to assist in the development of the quantitative instruments. Targeted culture, translated instruments, response bias, data gathering, and analysis were all utilized. Ultimately, 27 research hypotheses were tested (House et al., 2004).

The GLOBE Project proceeded through three distinct phases. Phase 1 concentrated on the development of the scales and the questions needed to test the constructs of the research model. Phase 2 focused on assessing the nine core attributes of societal and organizational cultures, ranking 62 cultures according to their societal dimensions, and testing the hypotheses about the relationship between culture dimensions and dependent variables. Phase 3 is ongoing and focuses on the impact and effectiveness of specific leadership behaviors of executives, and culturally endorsed implicit theories of leadership (CLT), leadership acceptance, leadership effectiveness, and organizational effectiveness (House et al., 2004).

GLOBE's Conceptual and Methodological Foundation

The GLOBE research measured both practices and values for each of the nine attributes or dimensions. In the GLOBE study, practices and values were measured for societies and organizations within the societies (House et al., 2004). The GLOBE study defines practices as actions, common behaviors, or institutional practices. This approach to the assessment of culture derives from a behavioral tradition in which it is assumed that cultures should be studied as they are interpreted by their members (Segall, Lonner, & Berry, 1998) and that shared values are demonstrated in behaviors, practices, and policies.

The GLOBE study defines values as judgments of what should be. The study focused on contextualized values as opposed to more abstract values such as justice, freedom, and beauty. Considering values in an approach to culture derives from an anthropological tradition of culture assessment (Kluckhohn & Strodtbeck, 1961; Schein, 1984, 2010).

The GLOBE's theoretical framework is described as an integration of implicit leadership theory (Lord & Maher, 1991), value-belief theory of culture (Hofstede, 1980, 2001; Triandis, 1995), implicit motivation theory (McClelland, 1987), and structural contingency theory of organizational form and effectiveness (Donaldson, 1993; Hickson, Hinings, McMillan, & Schwitter, 1974).

According to value-belief theory, the values and beliefs espoused by members of a society or culture impact the degree to which the actions and behaviors of individuals, groups, and organizations within cultures are taken, and the degree to which these actions are considered acceptable, legitimate, and effective. The nine core dimensions included in the GLOBE study reflect the dimensions in Hofstede's and Trandis' theories, as well as McClelland's theory of human motivation (Hofstede, 1980; McClelland, 1987; Triandis, 1995). The dimensions of performance orientation, power distance, and humane orientation of cultures are conceptually similar to the achievement, power, and affiliative motives in McClelland's theory of human motivation. However, McClelland's theory is foundationally an individual theory of nonconscious and conscious motivation, while the GLOBE theory is a theory of motivation resulting from cultural forces, measured by aggregating individual responses to the societal or organizational level.

One central proposition asserted by the GLOBE study is that societal values and practices affect organizational culture and practices. Research shows that organizational cultures, over time, influence the broader societal culture (House, Wright, & Aditya, 1997). The collective meaning that derives from the most dominant values, beliefs and assumptions, when combined with the implicit motives endorsed by the society, results in common values and practices enacted by members of the culture (Lord & Maher, 1991).

The GLOBE's methodological framework is based on the instruments developed by the researchers and grounded in existing literature. The GLOBE's country co-investigators (CCIs) either had existing roots in their culture, or were considered very knowledgeable about the culture for which they were responsible. The GLOBE researchers developed two separate instruments for two different groups of respondents in each society or culture. The targeted groups for each of the two forms are listed in Table 2.

Table 2

Instruments Used in GLOBE Research

Survey Form	Targeted Group
Form "Alpha"	Measure organizational culture and leadership effectiveness
Form "Beta"	Measure societal culture and leadership effectiveness

Note. From *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies* (p. 98), by R. J. House, P. J. Hanges, M. Javidan, P. W. Dorfman, and V. Gupta, 2004, Thousand Oaks, CA: Sage Publications, Copyright 2004 by Sage Publications; used with permission.

The questionnaire items were written and tested to measure respondent ratings of current societal and organizational practices and values. The items were derived from an in-depth review of relevant literature, interviews with subject matter experts, focus groups held in several cultures, and existing organizational and culture theory.

Respondents rated the various items on a 7-point Likert-type scale with isomorphic structures across both areas of analysis (organizational and societal), as well as across both cultural perspectives (as-is and should-be).

Prior cultural research has often suffered from the challenge of common source bias. To eliminate this potential problem, GLOBE researchers split respondents into two groups within each participating organization. The Alpha group responded to questions regarding their organizations, while the Beta group responded to questions relating to their society. This division effectively eliminated the problem of common source bias or variance, since one group described organizational culture, the other described societal culture.

GLOBE's Nine Cultural Dimensions

In addition to conceptualizing nine cultural dimensions, House et al. (2004) provided background information on each dimension's origin, the dimension's construct, the definitions used for each scale, overall and industry-specific findings, societal rankings, and significant relationships between GLOBE findings and other social and/or economic indicators.

Uncertainty avoidance. Uncertainty Avoidance has been discussed in organizational behavior literature for many years, and was conceptualized as an organizational attribute by Cyert and March (1963). Societies and organizations vary in their reliance on established social norms, rituals, and bureaucratic practices to reduce or eliminate uncertainty. Uncertainty Avoidance concerns the extent to which ambiguous situations are threatening to individuals, where rules and order are preferred, and the degree to which uncertainty is tolerated in a society or organization (House et al., 2004).

The GLOBE study defines uncertainty avoidance as the extent to which members of a collective seek orderliness, consistency, structure, formalized procedures, and laws to address and govern situations in their daily lives. The three levels of uncertainty identified in the GLOBE study are individual, organizational, and societal.

Hofstede (1980) defined uncertainty avoidance, using primarily individual level samples, as "a national syndrome that relates to neuroticism, anxiety, stress, uncertainty avoidance, or whatever we want to call it, that differentiates among modern nations and affected IBM employees as much as anyone else" (p. 156). Brunswik (1949), in efforts to explain individual's cognitive need to make sense of World War II, is one of the earliest known references to differing levels of tolerance for ambiguity. Cyert and March (1963) used uncertainty avoidance to examine organizational phenomena, while Hofstede investigated societies behavior (1980), personality development within various countries or societies (1994), and an individual's response to ambiguity and uncertainty within institutions and organizations across national boundaries (2001).

Future orientation. Future orientation refers to the degree to which a society encourages and rewards planning, delayed gratification, and other future-oriented behaviors (House et al., 2004). It is linked to the more general construct of time orientation, which relates to the more subjective experience of time (Trommsdorff, 1983). Characteristics of societies and organizations with high levels of future orientation may be goal setting, strategy development, and an emphasis on plan making.

Future Orientation is based upon Kluckhohn and Strodtbeck's (1961) Past, Present, Future Orientation dimension, which focuses primarily on the temporal orientation of most members of a society. This dimension is marginally similar in concept to the

Confucian Work Dynamism dimension put forth by Hofstede and Bond (1988), and later referred to as Long-Term Orientation in Hofstede's (2001) second edition of *Culture's Consequences*.

According to House et al. (2004), Future Orientation has historically been an important facet of cultures, originating with early agricultural endeavors, and incorporating Judeo-Christian theology and the Chinese philosophy feng-shui. Although early clocks were found in the Western world during the 17th century, future orientation began to receive increased attention during the 20th century as a key differentiator among cultures and societies.

Power distance orientation. House et al. (2004) defined power distance orientation as the extent to which a community accepts and endorses authority, power differences, and privileges directly correlated to status. Previous literature posits that power can be deconstructed into five bases: coercive power, based on one's perception that a person has the ability to mediate punishments for him/her; reward power, based on one's perception that a person has the ability to mediate rewards for him/her; legitimate power, based on one's perception that a person has a legitimate right to prescribe behavior for him/her; expert power, based on one's perception that a person has some special knowledge or expertise; and referent power, based on one's identification with the person in power (French & Raven, 1959).

Power Distance was initially defined by Mulder (1971) as a measure of power differential between superiors and subordinates. Hofstede (1980) subsequently applied the dimension of power distance to the societal level of analysis.

House et al. (2004) found early examples of power distance in China circa 500 BCE, based on Confucius' five hierarchical relationships in society: ruler-minister, father-son, husband-wife, elder brother-younger brother, and senior friend-junior friend. The behaviors dictated by these hierarchical relationships are based on age and seniority.

Two major literature areas emerge related to the study of power: psychology, investigating the needs, the motivations, and the enactment of power, and cultural research, exploring the existence of power distance differences across cultures or societies. The GLOBE study does not differentiate between these two approaches, but instead combines and validates both, drawing on literature from both streams to inform their instruments and conclusions.

In-group and institutional collectivism orientation. Individualism and collectivism have been extensively discussed and debated in cross-cultural literature (Segall & Kagitcibasi, 1997; Segall et al., 1998). House et al. (2004) defines collectivism as the cultural construct recognizing individuals as being interdependent and as having duties and obligations to other group members. Individualism is present in societies in which the relationships between individuals are weak, and where every member is expected to provide for himself or herself and his or her immediate family.

Social or Institutional Collectivism may take the form of laws, social programs, or institutional practices designed to encourage or reward collective behavior, and has not been widely studied in prior research. In-Group Collectivism derives from research conducted by Triandis (1995), where the degree to which people demonstrate and express pride and loyalty in their families and organizations was studied.

Hofstede (1980) differentiated between individualism and collectivism based on data from his survey of IBM employees. Collectivism was seen as pertaining to societies in which members are integrated into strong, cohesive groups, which protect the individual members in exchange for unquestioning loyalty.

The GLOBE study examined both values and practices at the societal and organizational levels. At the societal level, observation focused on the relationship of the individual and the extent to which societal members are autonomous. At the organizational level, individualism versus collectivism were observed as varying levels of organizational members' common beliefs and shared assumptions (Aycan, Al-Hamad, Davis, & Budhwar, 2007; Aycan et al., 2000; Schein, 2010).

Humane orientation. House et al. (2004) posits that the GLOBE dimension of Humane Orientation can trace its values and ideas to multiple disciplines, including history, theology, psychology, organization studies, philosophy, political science, anthropology, and sociology. Aristotle's ideology included the concept that "a person becomes a friend when he is loved and returns that love, and this is recognized by both people in question" (Price, 1989, p. 132). In Socrates' ideology, people have a fundamental need and desire to win friends and enjoy the ensuing friendship.

The GLOBE's definition of Humane Orientation centers on the degree to which a society or organization encourages and/or rewards individuals for being fair, altruistic, friendly, generous, caring, and kind to others (House et al., 1999). Humane Orientation concerns the way in which people treat one another, which research has shown varies by culture (Schwartz & Bilsky, 1990).

Humane Orientation is based upon Kluckhohn and Strodtbeck's (1961) dimension entitled Human Nature as Good versus Human Nature as Bad, as well as Putnam's (1993) concept of the civic society, and McClelland's (1987) conceptualization of the affiliative motive.

Performance orientation. The Performance Orientation cultural dimension refers to the extent a society or organization embraces and rewards innovation, high standards, and performance improvement (House et al., 2004). While seemingly intuitive, the construct of performance orientation has been largely ignored in the literature. As an example, even the most cited cross-cultural study did not measure performance orientation as an independent cultural dimension (Hofstede, 1980, 1994, 2001; Hofstede, Neuijen, Ohayv, & Sanders, 1990).

House et al. (2004) theorized that performance orientation is a critical dimension of a society's and an organization's culture, since it concerns the issues of both external adaptation and internal integration. Performance orientation is defined as an internally consistent set of practices and values that have a direct impact on the way a society or organization defines success in adapting to external challenges, and the way the society or organization manages relationships among its members.

Performance Orientation is based upon McClelland's (1961) work on an individual's need for achievement. While McClelland's research focused on the individual's nonconscious need for achievement, the GLOBE's dimension assumes a conscious motivation. As such, while McClelland used projective tests, House et al. (2004) measured Performance Orientation by using closed-end questionnaire items.

Gender egalitarianism. Societies and organizations can be observed to differentiate individuals based on gender (Hofstede, 1980, 1998). Some societies and organizations seek to "minimize gender role differences" (House et al., 1999), while some seek to maximize such gender role differences. Gender egalitarianism refers to "an organization providing equal or unequal opportunities for men and women to advance in the managerial echelon" (Segall, Dasen, Berry, & Poortinga, 1999, p. 250).

As a construct, gender egalitarianism correlates loosely with Hofstede's (1980, 1998, 2001) masculinity/femininity. Hofstede's masculinity/femininity dimension encompassed several distinct aspects of societal culture. One such aspect relates to the degree to which a society emphasizes and rewards *masculine* values, such as assertiveness, success, and competition, rather than *feminine* values, such as tenderness, caring, and nurturance (Triandis, 1994). Another aspect relates to a society's belief concerning appropriate behavior for its male members versus its female members. For masculine cultures, men are rewarded for assertiveness and competition, while feminine cultures reward both males and females for modesty and tenderness (Coltrane, 1992; Williams & Best, 1982, 1990).

The GLOBE study defines Gender Egalitarianism as the degree to which a society or organization believes that a member's biological gender should determine the roles that they play in their homes, businesses, and communities. Societies and organizations with lower gender egalitarianism rely more on biological gender to determine the allocation of roles between the sexes.

Assertiveness orientation. House et al. (2004) defines assertiveness as a society or organization's beliefs as to whether members are or should be encouraged to be assertive

and aggressive, or nonassertive and tender in social relationships. The Assertiveness Orientation dimension within the GLOBE study is defined as the degree to which members of societies or organizations are assertive, tough, dominant, and aggressive in social relationships (House et al., 1999). Additionally, assertiveness correlates loosely with Hofstede's (1980, 1998, 2001) masculinity/femininity dimension.

While related, assertiveness and aggressiveness are differentiated in the literature. Assertiveness has been conceptualized as the midpoint on a continuum between nonassertive and aggressive behavior (Rakos, 1991). Aggressive behavior is often defined in the literature as causing or threatening physical harm to others (Loeber & Hay, 1997). Aggression is attributed with different intentions, attempting to coerce, dominate, humiliate, or blame others, while assertiveness manifests itself as standing up for one's own personal rights and confidently expressing one's opinion (Crawford, 1988).

GLOBE's Key Findings on the Cultural Dimensions

House et al. (2004) concluded that the GLOBE Project was able to validate a multilevel theory of the relationship between culture and societal, organizational, and leadership effectiveness. The GLOBE research provided empirical findings of each of nine cultural dimensions (uncertainty avoidance, future orientation, power distance, institutional collectivism, humane orientation, performance orientation, in-group collectivism, gender egalitarianism, and assertiveness) in the 62 societies studied. The GLOBE cultural practices and values findings were based on average scores of the respondents in each society. Table 3 provides the GLOBE findings with range, mean, and standard deviation for GLOBE cultural practices and values based on 62 societal cultures.

Table 3

Means and Standard Deviations for GLOBE Cultural Practices and Values Descriptive

Statistics

GLOBE Cultural Dimensions Practices and Values	Minimum	Maximum	Mean	Standard Deviation
Uncertainty Avoidance practices	2.88	5.37	4.16	.60
Future Orientation practices	2.88	5.07	3.85	.46
Power Distance practices	3.89	5.80	5.17	.41
Institutional Collectivism practices	3.25	5.22	4.25	.42
Humane Orientation practices	3.18	5.23	4.09	.47
Performance Orientation practices	3.20	4.94	4.10	.41
In-Group Collectivism practices	3.53	6.36	5.13	.73
Gender Egalitarianism practices	2.50	4.08	3.37	.37
Assertiveness practices	3.38	4.89	4.14	.37
Uncertainty Avoidance values	3.16	5.61	4.62	.61
Future Orientation values	4.33	6.20	5.49	.41
Power Distance values	2.04	3.65	2.75	.35
Institutional Collectivism values	3.83	5.65	4.73	.49
Humane Orientation values	4.49	6.09	5.42	.25
Performance Orientation values	4.92	6.58	5.94	.34
In-Group Collectivism values	4.94	6.52	5.66	.35
Gender Egalitarianism values	3.18	5.17	4.51	.48
Assertiveness values	2.66	5.56	3.82	.65

Note. From *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies* (p. 31), by R. J. House, P. J. Hanges, M. Javidan, P. W. Dorfman, and V. Gupta, 2004, Thousand Oaks, CA: Sage Publications, Copyright 2004 by Sage Publications; used with permission.

All responses were received from middle managers representing three different

industries: food processing, telecommunications, and financial services. These three

industries were determined to be present in every society studied, and were considered to

be differentiated from each other, thus providing a representative cross-section of differing organizational practices used to successfully adapt to various types of environments.

Kluckhohn and Strodtbeck's Values Orientation Theory

Kluckhohn and Strodtbeck's (1961) theory of Values Orientation proposes that all human societies must address a relatively small number of universal problems, that value-based solutions are limited in number and universally known across cultures, but that different cultures have different preferences among them. Some suggested questions include an individual's relation with time, nature and each other, as well as basic human motives and the good versus evil categorization of human nature. Kluckhohn and Strodtbeck developed culture-specific measures of each question response, and described the value orientation profiles of five cultural groups located in the southwestern United States, including itinerant Navaho, Mexican-Americans, Texan homesteaders, Mormon villagers, and Zuni pueblo dwellers.

Kluckhohn and Strodtbeck (1961) suggested five basic types of problems to be solved by any given society, and that the solutions for these problems would accurately reflect that society's values:

- On what aspect of time should we primarily focus on – past, present, or future?

- What is the relationship between humanity and its natural environment – mastery, submission, or harmony?

- How should individuals relate with others – lineally (or hierarchically), collaterally (as equals), or individualistically (according to each individual's merit)?

- What is the prime motivation for behavior – to express one's self (*being*), to grow (*being-in-becoming*), or to achieve (*doing*)?

- What is the nature of human nature – good, evil (bad), or a mixture?

Kluckhohn and Strodtbeck's theory has been tested in many other cultures, and has demonstrated value in helping different ethnic groups understand one another (Jandt, 2004). The Values Orientation Theory has also been applied to examine the inter-generational value shifts caused by migration.

Relationship with the environment. According to Values Orientation Theory, cultures differ in their views on the individual's relationship with nature. On one extreme, cultures dominate nature. On the other extreme, cultures are subjugated to nature. A third, more moderate approach is to live in harmony with nature. Cultures that try to dominate nature believe that their destiny is not determined by fate. Members will attempt to find cures for disease, and reasons for natural disasters. Cultures that feel subjugated to nature believe that everything is pre-ordained and that members can do nothing to change their destiny.

Time orientation. Some societies or cultures focus more on the past, some on the present, and some on the future. These differences in focus are captured in the dimension of time orientation, according to Values Orientation Theory. Cultures that focus on the present and near future often consider *time is money* and invest in time-saving technologies such as e-mail, the Internet, and instant messaging. Cultures that focus primarily on the past have little time consciousness, and hence, little time urgency. An organization's time orientation can be ascertained by their adherence to deadlines, planning for the future, duration of assignments, and being punctual to meetings.

Nature of people. Some organizations and cultures view individual members as essentially dishonest and untrustworthy, while others view individual members as basically honest and trustworthy. A more moderate view is that individual members are generally good, but all members should be alert so as to not be taken advantage of. In societies or organizations that view individual members as bad or evil, an autocratic leadership style will often prevail. In societies or organizations that trust individual members may demonstrate a participatory style of leadership. More moderate cultures, not at either extreme, may emphasize participation, but have control mechanisms in place to control deviant behaviors.

Activity orientation. Some cultures are more activity, or doing, oriented, while others focus more on living for the moment, or being. A third category is the cultures that focus on controlling by restraining their desires through detachment from objects. Societies or organizations that focus on activity tend to emphasize achieving in life. Members pride themselves on working hard and playing hard, and prefer to be rewarded in tangible ways for their efforts. In contrast, societies or organizations that live in the moment tend to make their decisions on an emotional basis, preferring to live at a slower pace and enjoy the moment.

Focus of responsibility. This dimension is similar to Hofstede's individualism versus collectivism, in that societies and organizations differ in terms of assuming responsibility for others. Individualistic cultures use personal characteristics and achievements to define their identity, while collectivistic cultures emphasize harmony, unity, and loyalty to a group. Societies or organizations between the extremes tend to value the individual while still showing concern for other members. The concept of

hierarchy is also embedded in this dimension, in that some societies and organizations demonstrate a high degree of status differentiation.

Conception of space. The final dimension in the Values Orientation Theory refers to the ownership of personal space. Some societies and organizations are very open and public, while others tend to keep things private. Most societies and organizations fall between the two extremes and exhibit a hybridized approach. Organizations demonstrate their conception of space by their norms around meetings (in an open area or behind closed doors), and offices (all members in cubicles or private offices).

Hofstede's Cultural Dimensions Theory

Geert Hofstede, a Dutch social psychologist and anthropologist, executed a large survey study of 117,000 IBM employees focusing on differences in national values across the worldwide subsidiaries of this global company. His initial analysis identified significant differences in four primary areas or dimensions: power distance (PDI), individualism (IDV), uncertainty avoidance (UAI), and masculinity (MAS). In 1980, Hofstede published *Culture's Consequences*, which combined his personal experiences with the statistical analysis from the survey study (Hofstede, 1980).

Subsequently, between 1990 and 2002, six additional cross-national studies have been conducted, confirming and extending the early results from the IBM study. The six additional studies covered between 14 to 28 countries, and included students, up-market consumers, civil service managers, and commercial airline pilots.

In 1991, Bond et al. developed a survey instrument in cooperation with Chinese employees and managers (Bond, 1988; Chinese Culture Connection, 1987). Their research included students in 23 countries, and resulted in Hofstede adding a fifth

dimension to his model: long-term orientation (LTO), initially labeled Confucian dynamism. Minkov then extended the research on this new dimension to include 93 countries, using the World Values Survey (Inglehart, 2000; Minkov, 2007), which led Hofstede to introduce a sixth dimension: indulgence versus restraint (Hofstede, Hofstede, & Minkov, 2010).

Power distance. Power distance is the extent to which the less powerful members of society or organizations accept and expect that power is distributed unequally (Hofstede, 1980). Cultures that endorse low power distance expect power relations to be more democratic, with members relating to one another as equals, regardless of position. In high power distance cultures, subordinates acknowledge the power of others simply based on their level in the organization chart. Importantly, Hofstede's power distance index does not measure an objective difference in power distribution, but rather the way society or organization members perceive power differences.

Individualism versus collectivism. This dimension measures the degree to which individuals are integrated into larger groups (Hofstede, 1980). In highly individualistic societies or cultures, personal achievements and individual rights are emphasized. Members are expected to assert their own individuality and stand up for their own rights. In highly collective societies or cultures, individuals act primarily as members of a larger cohesive group or organization.

Uncertainty avoidance index. Uncertainty avoidance measures an organization's or society's tolerance for ambiguity and uncertainty (Hofstede, 1980). In high uncertainty avoidance societies or cultures, members of the society expend effort to minimize the level of uncertainty to reduce feelings of anxiety, relying heavily on laws,

rules, and formal regulations. In contrast, low uncertainty avoidance societies and cultures accept and feel comfortable in ambiguous situations or shifting environments. Members tend to be more pragmatic and accepting of change.

Masculinity versus femininity. This dimension measures the distribution of emotional roles between the stereotypical characteristics of genders (Hofstede, 1980, 1998). Masculine societies or organizations value competitiveness, assertiveness, materialism, ambition, and power, whereas feminine societies or organizations value relationships, nurturing, and quality of life. Due in part to the sensitivity to gender generalizations, many users of Hofstede's framework rename this dimension to Quantity of Life versus Quality of Life (Robbins, Judge, Odendall, & Roodt, 2009).

Long-term orientation. This dimension, initially called Confucian dynamism, describes a society's time horizon (Hofstede & Bond, 1988). Long term oriented societies value the future, fostering a pragmatic approach, valuing persistence, saving, and an increased capacity for adaptation. In short term oriented cultures, values are related to the past and present, including steadiness, fulfilling social obligations, and respect for tradition.

Indulgence versus restraint. This newest dimension measures the level of engagement in activities driven by needs and desires (Hofstede et al., 2010). Hofstede identified this sixth dimension based on Minkov's (2007) analysis of the World Values Survey data. Societies with a high level of indulgence accept and allow more hedonistic behaviors, where members can freely satisfy their basic needs and desires without violating social norms. Cultures with a high level of restraint expect members to suppress and regulate their desires in accordance with strict social norms.

Trompenaars' Cultural Framework

Fons Trompenaars and Charles Hampden-Turner (1998) developed a model of differences in national cultures, which includes seven dimensions. These dimensions were conceptualized based on results to survey questions designed to portray different dilemmas of everyday life. The most frequent responses illustrate the deep values entrenched in different cultures and were used to generalize each national culture's most likely human interactions.

Research was conducted in 55 countries, and 15,000 managers were included in their survey. A particular focus was to address some of the perceived limitations of the Hofstede study in their research.

Universalism versus particularism. Members of a society or an organization with a universalistic view believe that ideas and practices can be applied everywhere without any modification (Trompenaars & Hampden-Turner, 1998). Such cultures emphasize formal rules and procedures in their interactions with others. In contrast, cultures that believe circumstances should determine how ideas and practices are applied are said to be particularistic in their views. These societies and organizations tend to put more emphasis on personal relationships and trust.

Individualism versus collectivism. This dimension is similar to the Hofstede dimension, however it was operationalized differently. Trompenaar et al. defined individualism as referring to members of a society or an organization who regard themselves as individuals, while collectivism refers to people who regard themselves as part of a larger group (Trompenaars & Hampden-Turner, 1998).

Neutral versus affective. In neutral societies and organizations, emotions are

controlled and members are not outwardly expressive. Physical contact, gesturing, or strong facial expressions are often in conflict with social norms. In affective societies and organizations, emotions are expressed openly and naturally. Touching, gesturing, and strong facial expressions are common in member interactions (Trompenaars & Hampden-Turner, 1998).

Specific versus diffuse. In some societies or organizations, labeled specific cultures, each individual who owns or controls a large public space shares a portion of this space only with close friends or relatives. Members do not mix business with pleasure. In diffuse cultures, the differentiation between public and private space is less clear. Entry into the public space also means entering into the private space. Interactions with members of a specific culture are often viewed as evasive, tactful, ambiguous, and opaque (Trompenaars & Hampden-Turner, 1998).

Achievement versus ascription. Societies or organizations with an achievement culture award status based on individual performance. Respect for superiors is based on their job performance and their knowledge. Titles are often only used when relevant to the competence related to the task at hand. Ascription cultures award status on the basis of who and what a person is in that society or organization. Respect for superiors is viewed as a measure of the member's commitment to the society or organization. Often, members employ the extensive use of titles throughout the organization to clarify hierarchy or status within the organization (Trompenaars & Hampden-Turner, 1998).

Internal versus external control. This dimension measures the placement of responsibility and control within a society or an organization (Trompenaars & Hampden-Turner, 1998). Members of internal control societies or organizations tend to view

themselves as responsible for their own destiny. There is a focus on self, and a behavioral norm to demonstrate your individual force and point of view, even when it conflicts with the majority. Members of external control societies or organizations tend to view themselves as victims of fate, with their destiny controlled or guided by the environment or by a supreme being. Trust tends to be placed in the community or group, and living in harmony with the environment is valued.

Sequential versus synchronic. Societies and organizations develop norms regarding time and members' response to time. This dimension in Trompenaars' framework measures a society's or an organization's approach to structuring time (Trompenaars & Hampden-Turner, 1998). Societies or organizations that approach time as a linear, forward moving, hour by hour structure are said to be sequential. Members tend to do one thing at a time, viewing time as a narrow line of distinct, consecutive segments. Members prefer planning and keeping to plans once they have been made. Time commitments are paramount and punctuality is valued. In contrast, societies or organizations that approach time as a cycle are said to be synchronic. Members structuring time synchronically often perform several tasks in parallel. Time is viewed as a wide ribbon, allowing many things to take place simultaneously. Time commitments are not absolute, and plans are easily changed.

Hall's Model of Culture

Edward T. Hall, a noted American cultural anthropologist, has proposed a model of culture based on his ethnographic research in several societies, most notably the United States, Japan, Germany, and France (Hall & Hall, 1990). His research focuses primarily on how cultures vary in interpersonal communication preferences, but also includes

research on personal space and time (Hall, 1989, 1990). Many of Hall's terms are used in the cross-cultural management field, such as monochronic versus polychronic (Hall, 1981).

Context. In Hall's model, context refers to the extent to which the context, or the surrounding environment, is as important to understanding as the message itself. In societies and organizations considered to be low context, communication is direct and frank. The message itself conveys its meaning, leaving very little ambiguity and room for interpretation. In high context societies or organizations, much of the meaning in communication is conveyed indirectly through the context surrounding a message, such as body position, tone of voice, eye contact, and the relationship between the members (Hall & Hall, 1990).

Space. This dimension, according to Hall, refers to the extent to which members are comfortable sharing physical space with others. For societies or organizations considered to be center of power in Hall's terminology, members tend to be territorial and desire clearly delineated personal space between themselves and others. For societies or organizations considered to be center of community in Hall's terminology, members tend to be more communal, exhibiting a high level of comfort sharing personal space with others (Hall, 1982).

Time. In Hall's model, time refers to the extent to which members approach one task at a time or, in contrast, multiple tasks simultaneously. Monochronic societies or organizations tend to be sequential in their attention to individual goals, valuing a separation between work and personal life. Members tend to have a very precise concept of time. In contrast, polychronic societies or organizations tend to be simultaneous in

their attention to multiple goals, and value an integration of work and personal life. Members tend to have a relativistic concept of time (Hall, 1989).

Schwartz's Values Model

Shalom Schwartz (Schwartz, 1992, 1994, 2004; Schwartz & Bilsky, 1990) and his associates approached culture from a much more psychological point of view, asserting that the essential distinction between societal values is the motivational goals they express. Schwartz identified ten universal human values that reflect needs, social motives, and social institutional demands (Kagitcibasi, 1997). These values, according to Schwartz, are found in all cultures and represent universal needs of human existence.

Schwartz (1994) argued that individual and cultural levels of analysis are conceptually independent. Individual-level dimensions reflect the psychological dynamics that individuals experience when acting on their values in everyday life, while cultural-level dimensions reflect the solutions that societies or organizations find to regulate human actions. Based on this model, Schwartz studied school teachers and college students in 54 countries. His model has been applied to basic areas of social behavior, but its application to organizational research has thus far been limited (Bond, Fu, & Pasa, 2001).

Conservation versus autonomy. Schwartz defined this dimension as the extent to which individuals are integrated into groups, similar to individualism versus collectivism in other models (Schwartz, 1992). In societies or organizations considered to be conservative, members are embedded into a collective, finding meaning through participation and identification with a group that shares their values and/or their way of life. In societies or organizations considered to be autonomous, members are separate

from groups, finding meaning on their own. Schwartz identifies two types of autonomy: intellectual autonomy, stressing the independent pursuit of ideas and rights, and affective autonomy, stressing the independent pursuit of an affectively positive experience.

Hierarchy versus egalitarianism. Similar to other models, this dimension measures the extent to which equality is valued and expected. In highly hierarchical societies and organizations, members are organized hierarchically, and social interactions comply with their roles and positions. In societies and organizations that stress egalitarianism, members are seen as moral equals who share basic interests and values as human beings (Schwartz, 1992).

Mastery versus harmony. In Schwartz's model, this dimension measures the extent to which members seek to change the natural and/or social environment to advance their own personal or group interests. In societies and organizations considered to be high on the mastery scale, members value getting ahead through self-assertion and seek to change the natural and social environment to achieve their own goals and objectives, or those of their group. In societies and organizations considered to be high on the harmony scale, members accept the world as it is and try to preserve it, rather than exploit it for their own individual or group gain (Schwartz, 1992).

Convergence of Culture Models

As is evident in the preceding section, there exist many different ways to represent cultural differences. In recent years, several researchers have attempted to harmonize the various cultural models in an effort to provide a set of dimensions that comprehensively describe various cultures around the world. Two researchers, Nardon and Steers (2009), proposed an integrated and adapted model, incorporating elements of the six primary

models of national culture widely cited in the literature, focusing on the utility for better understanding business and management in multi-national settings. Through comparative analysis, Nardon and Steers derived five principal cultural characteristics that emerged from their comparison, and identified similarities and differences where they existed. They labeled these five themes as core cultural dimensions (CCDs). Their objective was not to identify any new dimensions, but to identify a means of integrating, interpreting, and building upon the existing contributions.

A separate group of researchers (Magnusson, Wilson, Zdravkovic, Zhou, & Westjohn, 2008) examined and compared the validity of different operationalizations of cultural and institutional distance by evaluating how well each framework groups countries into appropriate clusters. Comparisons between the different frameworks were also drawn. The researchers found that the cultural distance constructs based on Hofstede (Hofstede, 1980) and Trompenaars (Trompenaars & Hampden-Turner, 1998) have strong convergent validity. According to Magnusson et al. (2008), "An additional advancement in the GLOBE study is the attempt to capture both a culture's values, i.e. how members of a society believe that it Should Be, and current practices in their society, i.e. As Is" (p. 187).

Leung et al. (2005) reviewed several advances in culture and international business, focusing on the issues surrounding cultural convergence and divergence, the processes underlying cultural changes, and identifying areas for further research. As part of their study, the researchers examined novel constructs for characterizing cultures. The researchers conclude:

The immediate challenge…is to map out other more complex effects of culture

systematically and integrate these effects routinely into substantive theories, so that cultural elements constitute a major type of building block for theoretical models in international business. A recent, highly visible attempt in this direction is the GLOBE project…which attempts to build a model of leadership with cultural elements as integral elements of the model. (p. 374)

Table 4 provides a summary of the above referenced models and attempts to correlate and harmonize the various dimensions, based on previous research (Leung et al., 2005; Magnusson et al., 2008; Nardon & Steers, 2009).

Table 4

Common Themes Across Models of National Culture

Common Themes	Culture Models		
	Kluckhohn-Strodtbeck	Hofstede	Hall
Distribution of power and authority	Conception of space	Power distance	Space
Emphasis on groups or individuals in society	Relationship with people	Individualism/ Collectivism	
Emphasis on groups or individuals in organizations			
Relationship with environment	Relationship with nature	Masculinity/Femininity	
Time orientation	Relationship with time	Long term orientation	Time
Personal and social control	Activity orientation	Uncertainty avoidance	
Level of context	Nature of people		Context
Display of emotions		Indulgence/Restraint	
Level of gender differentiation			

Common Themes	Culture Models		
	Trompenaars	Schwartz	GLOBE
Distribution of power and authority	Achievement/ Ascription	Hierarchy/ Egalitarianism	Power distance
Emphasis on groups or individuals in society	Individualism/ Collectivism	Conservatism/ Autonomous	Institutional collectivism
Emphasis on groups or individuals in organizations			In-group collectivism
Relationship with environment	Internal/External control	Mastery/Harmony	Performance orientation
Time orientation	Sequential/Synchronic		Future orientation
Personal and social control	Universalism/ Particularism		Uncertainty avoidance
Level of context	Specific/Diffuse		Assertiveness
Display of emotions	Neutral/Affective		Humane orientation
Level of gender differentiation			Gender egalitarianism

Societal Culture Influences on Organizational Culture

One of the significant premises of the GLOBE study is that organizational cultures are impacted by societal factors. Most members of organizations reside for the majority of their lives within one culture. It seems reasonable that societal behavioral expectations and normative practices would manifest themselves within an organization operating within that culture.

Authors have long considered organizations as open systems with permeable boundaries separating the organization from the societal culture around it (Katz & Kahn, 1966; Lee & Barnett, 1997). Additionally, the impact of a single leader on the culture of an organization, its policies and procedures, and practices, has been studied in the literature (Schneider, 1987; Schneider, Goldstein, & Smith, 1995). Since organizational

leaders, including founders, often belong to the same societal culture as the organization, these leaders may also bring their cultural biases to their role.

House et al. (2004) hypothesized that the societal system in which an organization operates has a significant effect on organizational cultural practices. Researchers tested this hypothesis with the nine GLOBE organizational cultural practices scales, using an analysis of variance (ANOVA) model to estimate the amount of variance operating at the societal level. Using an ANOVA of hierarchical design, the GLOBE researchers addressed organizations operating within cultures, and individuals operating within organizations (Kirk, 1995).

Culture Change Resulting from Acquisition

Culture fit and cultural compatibility between two organizations considering a merger or acquisition has been identified in the literature as a key component of the eventual success or failure of the partnership (Cartwright & Cooper, 1993a, 1993b). One study examined the relationship between two organizations' culture types and their post-merger/acquisition performance (Kanter, 1991). The participating organizations were from various industries, of various sizes, involving acquired workforces of under 100 to over several thousand workers. Researchers found the overall success rate to be around 50%.

Organizations have unique cultures based on their founders, the society in which they operate, and many other factors. Organizational culture literature proposes that there are four main types of organizational culture: power, role, task/achievement, and person/support (Harrison, 1972). When merging, the literature suggests that success

hinges on the organizational cultures of each party, as well as the approach taken to the integrated culture post-merger/acquisition (Cartwright & Cooper, 1993b).

The interaction of cultures during and after a merger/acquisition occurs through four different modes, depending on the extent to which organizational members are content with their existing culture, as well as their assessment of the attractiveness of the other culture. The first mode, assimilation, occurs when members of the acquired organization willingly forfeit their existing culture, and adopt the culture of the acquirer. The second mode, deculturation, occurs when members of the acquired organization are dissatisfied with their existing culture, but are also unconvinced as to the attractiveness of the other culture. The third mode, integration, occurs when members of both organizations interact and adapt to form a third, new combined culture. And the fourth mode, separation, occurs when members of the acquired organization resist any pressure to adopt the culture of the acquirer (Nahavandi & Malekzadeh, 1988).

Studies have linked the time a member spends in the new organization as strongly correlated to the level of cultural assimilation achieved by that member (Ferraro, 1994). Also, the age of the member appears to also impact the speed and level of cultural assimilation achieved by the members of the acquired organization (Suinn, Richard-Figueroa, Lew, & Vigil, 1987). Berry (2003) proposed a framework showing how member- and organization-level factors come together to form acculturation, emphasizing that cultural and psychological changes (both short- and long-term) occur in members of both organizations, as well as in the resulting culture of the acquiring organization.

The process of being acquired has been shown to cause stress on members of the acquired organization when forced to operate within a new organizational culture (Berry,

1970). Berry noted that members' reactions to acculturative stress often includes heightened levels of depression linked to the experience of culture loss, and of anxiety linked to uncertainty about how one should behave in the new organization. Other researchers have labeled this reaction as culture shock (Oberg, 1960; Ward, Bochner, & Furnham, 2001). Numerous studies have been carried out of how people deal with negative experiences by engaging in various coping strategies, leading eventually to some form of adaptation (Lazarus & Folkman, 1984). Within this frame of reference, members of an acquired organization may have varying degrees of success in adapting to their new culture. If adaptation does not take place, members may choose to leave the organization to pursue other opportunities. After a period of time, studies have shown that the existing culture of the acquired organization gradually disappears over time, in part due to the attrition of its members who chose to leave rather than adapt, and in part due to the acculturation of the members who chose to stay (Berry & Sam, 1997).

Chapter Three: Research Methodology

This study proposes three research questions, each composed of nine sub-questions relating specifically to the nine cultural dimensions outlined in the GLOBE study. The first research question proposes to compare the nine culture dimension scores between the sampled data from Company AB middle managers and the GLOBE study scores for the individual societies representing data of the United States, France, Japan, and Ireland. The second research question is designed to compare the nine culture dimension scores between the aggregated sampled data from Company AB middle managers when data is grouped by whether the individual is considered to be of *legacy Company A* or considered to be part of a *legacy Company B* group. The third research question attempts to determine whether there are differences in any of the nine culture dimension scores based on the number of years the individual has been an employee of Company AB and/or its subsidiaries. In this chapter, the research methodology was developed and applied to quantitatively test hypotheses that have been defined.

Research Design

This study conducts Secondary Analysis on an existing set of data, and compares the data to a larger existing dataset. Both distinct sources of data existed prior to this study. First, data residing within the GLOBE research dataset was captured beginning in 1993 and continuing throughout the 1990s. Second, archival data from 2009 captured from middle managers who participated in Company AB's internal development seminars was captured from June to December 2009.

Secondary Analysis is being used for this study, since the hypotheses being tested were not originally envisaged by those responsible for the data collection during

Company AB's internal global leadership development seminars. Consistent with prior literature (Dale, Arber, & Proctor, 1988), this study will analyze quantitative data.

Sources of Data

The data analyzed during this study come from two primary existing sources. The first data source was created as a result of a multi-year global data gathering initiative called Project GLOBE. The second data source was created as a result of an internal leadership development initiative at several global Company AB locations as part of a global leadership seminar series. Both sources of data are described in greater detail below.

GLOBE source of data. The research design of this study follows the design of Project GLOBE, which differed from other cultural research conducted previously. Project GLOBE used multiple measurement methods to empirically test and validate the hypothesized relationships, including the statistical procedure of standardization of scores used to eliminate response bias. They also developed a procedure to estimate and remove response bias for each country with respect to the nine core GLOBE cultural dimensions.

The Project GLOBE researchers did not make assumptions about how best to measure cultural phenomena, but instead used multiple measurement methods to empirically test which methods were most meaningful. This led to the development of four sets of measures assessing culture (House et al., 2004):

1. Those based on shared values of organizational or society members,

2. Those based on reported current organizational and societal practices,

3. Unobtrusive measures, and

4. Those based on scales derived from the World Value Survey (Inglehart,

    Basanez, & Moreno, 1998)

Additionally, this study is a non-experimental research design. The nine cultural

dimensions of uncertainty avoidance, power distance, institutional collectivism, in-group

collectivism, gender egalitarianism, assertiveness, future orientation, performance

orientation, and humane orientation were identified by the Project GLOBE researchers as

independent variables (House et al., 2004).

The statistical tables – presented in Chapter Four and used as the basis for the

findings – were designed specifically to answer the three research questions. All of the

data contained in the tables comes directly from the Excel® spreadsheet. Additionally,

none of the data contained in the GLOBE dataset includes any individual's identifying

information.

Organization data. The second set of data for this study focused on data gathered

from middle managers employed by Company AB. The data was gathered as part of a

series of training and development seminars focused on global leadership. A total of 268

individuals completed some or all of the questions contained in the questionnaire,

beginning in June, 2009, and continuing through December, 2009. A total of 13 different

training and development seminars were held in various locations around the world,

including, Ireland, France, Japan, and three locations within the United States.

Specifically considering the second research question, comparing the nine cultural

dimension scores between the aggregated sampled data when data is grouped by whether

the individual is considered to be of *legacy Company A* or considered to be part of a

legacy Company B group. Data from sessions at two particular locations are considered to

be from *legacy Company B* group members, while data from all other locations are considered to be from *legacy Company A*.

The specific dataset being analyzed as part of this study contains no individual's identifying information. The only demographic information included in the dataset relates directly to the hypotheses being tested, such as number of years with the company.

The Cultural Dimensions Instrument

The GLOBE research survey, version Alpha, was used as the original instrument for collecting the data from the participants. Version Alpha questionnaire focuses on the organizational culture, while Version Beta questionnaire focuses on the societal culture. The archived data were collected using Version Alpha since all original participants were employed by Company AB at the time of data collection. As such, the original intent of collecting the data was to provide information on cultural differences so the participants could develop their global leadership skills.

The instrument was presented in three distinct sections. The first section asked questions about the individual's perception of the way their company was at that particular moment. The second section asked questions about the individual's opinion regarding the way their company should be in the future. The third section asked for general demographic information.

The instrument used a seven-point Likert-type rating scale for each of the 34 questions in the first section, and for each of the 41 questions in the second section, resulting in 75 total questions for the first two sections combined. For some scales, the verbal anchors in the seven-point scale reflected the end points on a continuum, such as 1 indicating assertive, and 7 indicating nonassertive. For other scales, the response

indicators ranged from 1, indicating high agreement, to 7, indicating high disagreement. The third section, which asked demographic information, used 28 open-ended questions. The entire GLOBE Version Alpha questionnaire as used for the original data collection is included in Appendix A.

Project GLOBE involved 170 social scientists and management scholars from 62 cultures representing all major regions of the world. To differentiate attributes of societal and organizational culture, the researchers developed 735 questionnaire items based on prior literature and their own theorizing. Responses to these questions during two pilot studies were analyzed using conventional psychometric procedures, including item analysis, factor analysis, cluster analysis, and generalizability analysis, which resulted in the identification of nine attributes of culture and six global leader behaviors of culturally endorsed implicit theories of leadership.

The nine cultural attributes are referred to as cultural dimensions and served as the independent variables of Project GLOBE. Version Alpha of the questionnaire was developed to measure managerial reports of actual practices in their organization and managerial reports of what should be in their organization. The cultural dimension scales are all unidimensional and have demonstrated significant and non-trivial within-culture response agreement, between-culture differences, and respectable reliability of response consistency. Generalizability coefficients exceed 0.85 for all scales, indicating that these scales can be meaningfully applied to cultural variables at the societal and organizational levels of analysis.

After the initial phase which include two pilots, Project GLOBE's second phase aggregated the cultural-level responses of middle managers in three industries: food

processing, financial services, and telecommunications services. The researchers obtained

more than 17,000 middle manager questionnaire responses from 951 organizations.

These data have already been used in more than 100 research projects and papers

presented at scholarly conferences in which cultural and managerial practices have been

compared among subsets of the GLOBE societies included in the original research.

Hypotheses Tested

This study examines three primary research hypotheses.

1. There is a statistically significant difference in cultural dimension scores
   between Company AB managers and the GLOBE scores for the associated
   societal culture (United States, France, Japan, and Ireland).

2. There is a statistically significant difference in cultural dimension scores based
   on whether division data are considered "legacy Company A" or acquired
   Company B.

3. There is a statistically significant difference in cultural dimension scores based
   on years of experience with Company AB.

As there are nine cultural dimension scores, each was tested independently resulting

in a total of 54 null hypotheses to be tested. For the first research hypotheses, 36 null

hypotheses were tested.

Hypotheses 1 – 36. There is no statistically significant difference between the

following cultural dimensions scores calculated from the data collected in 2009 from

Company AB middle managers and the GLOBE scores for the various societies

represented by the Company AB data for the United States, France, Japan, and Ireland:

uncertainty avoidance, power distance, institutional collectivism, in-group collectivism,

gender egalitarianism, assertiveness, future orientation, performance orientation, and humane orientation.

For the second research hypothesis, nine null hypotheses were tested.

Hypotheses 37 – 45. There is no statistically significant difference between the following cultural dimension scores calculated from the data collected in 2009 from Company AB middle managers employed in the acquired division formerly known as Company B and the following cultural dimension scores calculated from the data collected in 2009 from Company AB middle managers employed in the divisions considered legacy Company A: uncertainty avoidance, power distance, institutional collectivism, in-group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, and humane orientation.

For the third research hypothesis, nine null hypotheses were tested.

Hypotheses 46 – 54. There is no statistically significant difference between the following cultural dimension scores calculated from the data collected in 2009 from Company AB middle managers on the basis of years as a Company AB employee: uncertainty avoidance, power distance, institutional collectivism, in-group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, and humane orientation.

Analysis

For the first research hypothesis, a set of one-sample t-tests were run comparing the mean scores of the testing data for each of the nine culture dimensions to the mean scores of the GLOBE study for the various societies. All t-tests are considered two-tailed tests since differences in either direction are noteworthy. During the analysis of the first

research hypothesis, additional hypotheses were developed to examine any significant

differences between each of the regions (France, Ireland, and Japan) and the parent

organization in the United States. These additional hypotheses, and the corresponding

null hypotheses, are provided in Appendix F. Hence, to test these additional hypotheses,

two-tailed Mann-Whitney tests were run comparing the mean scores of the testing data

for each of the nine cultural dimensions scores of the United States parent organization to

the mean scores of each of the regional organizations (France, Ireland, and Japan). For

the second research hypothesis, two-tailed Mann-Whitney tests were run comparing the

mean scores of the testing data from the acquired Company B division for each of the

nine culture dimensions to the mean scores of the testing data from the legacy Company

A division. Finally, for the third research hypothesis, two-tailed Mann-Whitney tests

were run comparing the mean scores of the testing data for each of the nine cultural

dimensions from Company AB for a particular number of years at Company AB and the

mean scores for each of the nine culture dimensions for all other mean scores from

Company AB. For each two-tailed Mann-Whitney test related to this research

hypothesis, the subset of responses corresponding to the year of service being tested were

removed from the overall dataset prior to running the test.

Human Subject Considerations

This research qualified for an Exempt Review by Pepperdine University's

Institutional Review Board (IRB) since it involved the use of existing data contained

within datasets where individual's identifying information had been removed. Two

datasets were involved. The information contained in each of the data sets was recorded

in such a manner that subjects cannot be identified, directly or through identifiers linked

to the subjects. This research involved secondary analyses of existing quantitative data originally collected for purposes other than the purpose of this study. Approval for conducting the study was received on June 9, 2011 (Appendix A).

Data Retention and Availability

The entire set of data generated for and referred to, as well as the analysis spreadsheets in this study, are made available for a minimum of 5 years after the publication of this document. An electronic copy of the data may be obtained by contacting the researcher directly.

Summary

The methods and underlying detailed design of this study were carefully selected to ensure the findings from this study are valid and make a credible contribution to the understanding of culture, both corporate and societal. This study utilized one set of data obtained in the mid-1990s, and a second set of data collected in 2009, both using a fully validated instrument for data collection. Secondary analyses were performed and the application of the findings of this study has relevance to both practitioners and researchers as discussed in Chapter Five.

Chapter Four: Results

This chapter provides the results from the research, divided into three main sections corresponding to the three primary Research Hypotheses being studied.

1. There is a statistically significant difference in cultural dimension scores between Company AB managers and the GLOBE scores for the associated societal culture.

2. There is a statistically significant difference in cultural dimension scores based on whether respondents are considered "legacy" Company A or "acquired" Company B.

3. There is a statistically significant difference in cultural dimension scores based on years of experience with Company AB.

Section one represents the statistical comparisons between each region (France, Japan, and Ireland) with the parent organization located in the United States, and with the GLOBE scores for the associated societal culture (France, Japan, and Ireland). Additionally, the parent organization located in the United States is compared with the GLOBE scores for the United States. Section two presents the statistical comparisons between the acquiring organization (Company A) headquartered in the United States with the acquired organization (Company B), also headquartered in the United States. Section 3 presents the statistical comparisons of the cultural scores for each trait with the number of years at the organization. For purposes of clarity, some of the results are summarized in the respective sections. When data is summarized, it is noted in the text and complete data is provided in the Appendixes.

Research Hypothesis 1: Regional Organizations Compared with GLOBE

This section provides the results from statistical comparisons between each region (France, Japan, Ireland, and United States) with the corresponding GLOBE cultural scores. One-sample t-tests were run to evaluate the null hypotheses that the difference of responses between the regional organizations and the corresponding GLOBE participant scores would be zero. The alternative hypotheses stated that the difference of responses between the regional organizations and the GLOBE participant scores would be different than zero.

Based on initial analyses, additional hypotheses were generated concerning the differences between each regional organization (France, Japan, and Ireland) and the United States parent organization. Hence, this section also provides the results from statistical comparisons between each region (France, Japan, and Ireland) with the United States parent organization. Two-tailed Mann-Whitney tests were run to evaluate the null hypotheses that the difference of responses between the United States parent organization and each regional organization would be zero. The alternative hypotheses stated that the difference of responses between the United States parent organization and each regional organization would be different than zero. For each regional organization other than the United States (France, Japan, and Ireland), the results from both the two-tailed Mann-Whitney tests as well as the one-sample t-tests are presented in combined tables. For the United States regional organization, only the t-test comparing the parent organization with the corresponding GLOBE scores from the United States respondents is presented.

France regional organization. Two-tailed Mann-Whitney tests were run to evaluate differences of responses between the United States parent organization and the

France Regional Organization for each of the cultural traits' practices and values. To

determine if there were significant differences in the ratings of participants from the

France Regional Organization and the GLOBE participants from France, a one-sample t-

test was conducted for each cultural trait. A few significant differences were found and

are listed on Table 5 below. This follows with detailed explanations for each of the

cultural traits.

Table 5

Significant Findings for France Regional Organization

Cultural Dimension	France Regional Org vs. U.S. Parent Org		France Regional Org vs. GLOBE France	
	U	p-Value	t(10)	p-Value
Power Distance Practices			-4.87	0.001
Power Distance Values	349.0	0.004	-3.36	0.007
Gender Egalitarianism Values			4.24	0.002
Assertiveness Practices			3.20	0.009
Assertiveness Values			3.82	0.003
Future Orientation Practices			3.55	0.005
Future Orientation Values			2.78	0.019
Performance Orientation Practices			3.24	0.009
Humane Orientation Practices			2.53	0.030
Humane Orientation Values			-2.83	0.018

Uncertainty avoidance practices and values. Differences between the two groups

were not statistically significant for either *Uncertainty Avoidance Practices (UAP)* (U =

777; p = 0.833), nor for *Uncertainty Avoidance Values (UAV)* (U = 920; p = 0.205). For

the *UAP* rating, participants from the France Regional Organization had a higher mean

rating (M = 3.97) than participants from the United States Parent Organization (M =

3.83). Similarly, for the *UAV* rating, participants from the France Regional Organization

had a higher mean rating (M = 4.34) than participants from the United States Parent

Organization (M = 3.94) (see Table 6).

Table 6

Uncertainty Avoidance Practices and Values for France Regional Organization

	Mean	SD	U	p-Value	t(10)
Uncertainty Avoidance Practices					
United States Organization	3.83	0.975	777.0	0.833	
France Regional Organization	3.97	0.994			
GLOBE France	4.43			0.156	-1.54
Uncertainty Avoidance Values					
United States Organization	3.94	0.881	920.0	0.205	
France Regional Organization	4.34	1.103			
GLOBE France	4.26			0.813	0.24

Considering differences in the ratings of participants from the France Regional

Organization and the GLOBE participants from France, there was no statistically

significant result for either the *UAP* rating (*t*(10) = -1.54; p = 0.156) or for the *UAV*

rating (*t*(10) = 0.24, *p* = 0.813). For the *UAP* rating, GLOBE participants from France

had a higher mean rating (M = 4.43) than participants from the regional office (M =

3.97). For the *UAV* rating, this was reversed with the France Regional Organization

participants having a mean rating (M = 4.34) slightly higher than the mean rating of the

GLOBE participants (M = 4.26).

For *Uncertainty Avoidance Practices*, the France Regional Organization responded

more similarly to the United States Parent Organization than to the GLOBE France

participants, while for *Uncertainty Avoidance Values,* the France Regional Organization

aligned more closely with the GLOBE France participants than with the United States

Parent Organization.

Power distance practices and values. Differences between the two groups were not

statistically significant for *Power Distance Practices (PDP)* (U = 523; p = 0.096), but

were statistically significant for *Power Distance Values (PDV)* (U = 349; p = 0.004). For

the *PDP* rating, participants from the France Regional Organization had a lower mean

rating (M = 3.21) than participants from the United States Parent Organization (M =

3.90). Similarly, for the *PDV* rating, participants from the France Regional Organization

had a lower mean rating (M = 1.97) than participants from the United States Parent

Organization (M = 2.67) (see Table 7).

Table 7

Power Distance Practices and Values for France Regional Organization

	Mean	SD	U	p-Value	t(10)
Power Distance Practices					
United States Organization	3.90	0.968	523.0	0.096	
France Regional Organization	3.21	1.408			
GLOBE France	5.28			0.001	-4.87
Power Distance Values					
United States Organization	2.67	0.785	349.0	0.004	
France Regional Organization	1.97	0.781			
GLOBE France	2.76			0.007	-3.36

      T-tests to determine if there were significant differences in the ratings of

participants from the France Regional Organization and the GLOBE participants from

France revealed statistically significant differences for both the *PDP* rating (*t*(10) = -

4.87; p = 0.001) and for the *PDV* rating (*t*(10) = -3.36, *p* = 0.007). For the *PDP* rating,

GLOBE participants from France had a higher mean rating (M = 5.28) than participants

from the France Regional Organization (M = 3.21). Similarly, for the *PDV* rating,

GLOBE participants from France had a higher mean rating (M = 2.76) than participants

from the France Regional Organization (M = 1.97). For both *Power Distance Practices*

and *Power Distance Values*, the France Regional Organization responded more similarly to the United States Parent Organization than to the GLOBE France participants.

Institutional collectivism practices and values. Two-tailed Mann-Whitney tests revealed no statistically significant differences for *Institutional Collectivism Practices (ICP)* (U = 546; p = 0.135), nor for *Institutional Collectivism Values (ICV)* (U = 945; p = 0.144). For the *ICP* rating, participants from the France Regional Organization had a lower mean rating (M = 3.94) than participants from the United States Parent Organization (M = 4.32). For the *ICV* rating, participants from the France Regional Organization had a higher mean rating (M = 4.49) than participants from the United States Parent Organization (M = 4.10) (see Table 8).

Table 8

Institutional Collectivism Practices and Values for France Regional Organization

	Mean	SD	U	p-Value	t(10)
Institutional Collectivism Practices					
United States Organization	4.32	0.961	546.0	0.135	
France Regional Organization	3.94	0.611			
GLOBE France	3.93			0.960	0.05
Institutional Collectivism Values					
United States Organization	4.10	0.753	945.0	0.144	
France Regional Organization	4.49	0.751			
GLOBE France	4.86			0.128	-1.66

T-tests to determine if there were significant differences in the ratings of participants from the France Regional Organization and the GLOBE participants from France revealed no statistically significant differences for either the *ICP* rating (*t*(10) = 0.05; p = 0.960) nor for the *ICV* rating (*t*(10) = -1.66, *p* = 0.128). For the *ICP* rating, GLOBE participants from France had a nearly equal mean rating (M = 3.93) with participants from the France Regional Organization (M = 3.94). For the *ICV* rating,

GLOBE participants from France had a higher mean rating (M = 4.86) than participants

from the France Regional Organization (M = 4.49).

For *Institutional Collectivism Practices*, participants from the France Regional

Organization responded more similarly to the GLOBE France participants than to the

United States Parent Organization. For *Institutional Collectivism Values,* participants

from the France Regional Organization responded essentially equidistant from the

GLOBE France participants and from the participants from the United States Parent

Organization.

In-group collectivism practices and values. Differences between the two groups

were not statistically significant for *In-Group Collectivism Practices (IGCP)* (U = 660.5;

p = 0.521), nor for *In-Group Collectivism Values (IGCV)* (U = 654.5; p = 0.492). For the

IGCP rating, participants from the France Regional Organization had a slightly lower

mean rating (M = 4.67) than participants from the United States Parent Organization (M

= 4.86). Similarly, for the *IGCV* rating, participants from the France Regional

Organization had a slightly lower mean rating (M = 5.79) than participants from the

United States Parent Organization (M = 5.85) (see Table 9).

Table 9

In-Group Collectivism Practices and Values for France Regional Organization

	Mean	SD	U	p-Value	t(10)
In-Group Collectivism Practices					
United States Organization	4.86	0.852	660.5	0.521	
France Regional Organization	4.67	1.171			
GLOBE France	4.37			0.411	0.86
In-Group Collectivism Values					
United States Organization	5.85	0.611	654.5	0.492	
France Regional Organization	5.79	0.584			
GLOBE France	5.42			0.061	2.11

T-test results were not statistically significant for either the *IGCP* rating ($t(10) =$ 0.86; p $= 0.411$) nor for the *IGCV* rating ($t(10) = 2.11$, $p = 0.061$). For the *IGCP* rating, participants from the France Regional Organization had a higher mean rating (M $= 4.67$) than GLOBE participants from France (M $= 4.37$). Similarly, for the *IGCV* rating, participants from the France Regional Organization had a higher mean rating (M $= 5.79$) than GLOBE participants from France (M $= 5.42$).

For *In-Group Collectivism Practices,* participants from the France Regional Organization responded essentially equidistant from the GLOBE France participants and from the participants from the United States Parent Organization. For *In-Group Collectivism Values*, participants from the France Regional Organization responded more similarly to the United States Parent Organization than to the GLOBE France participants.

Gender egalitarianism practices and values. Differences between the two groups were not statistically significant for *Gender Egalitarianism Practices (GENP)* (U $= 677$; p $= 0.602$), nor for *Gender Egalitarianism Values (GENV)* (U $= 733.5$; p $= 0.916$). For the *GENP* rating, participants from the France Regional Organization had a slightly lower mean rating (M $= 3.79$) than participants from the United States Parent Organization (M $= 3.81$). Similarly, for the *GENV* rating, participants from the France Regional Organization had a lower mean rating (M $= 5.30$) than participants from the United States Parent Organization (M $= 5.44$) (see Table 10).

Table 10

Gender Egalitarianism Practices and Values for France Regional Organization

	Mean	SD	U	p-Value	t(10)
Gender Egalitarianism Practices					
United States Organization	3.81	0.750	677.0	0.602	
France Regional Organization	3.79	0.958			
GLOBE France	3.64			0.620	0.51
Gender Egalitarianism Values					
United States Organization	5.44	0.527	733.5	0.916	
France Regional Organization	5.30	0.702			
GLOBE France	4.40			0.002	4.24

T-test results were not statistically significant for the *GENP* rating ($t(10) = 0.51$; p = 0.620) but were statistically significant for the *GENV* rating ($t(10) = 4.24$, $p = 0.002$). For the *GENP* rating, participants from the France Regional Organization had a higher mean rating (M = 3.79) than GLOBE participants from France (M = 3.64). Similarly, for the *GENV* rating, participants from the France Regional Organization had a higher mean rating (M = 5.30) than GLOBE participants from France (M = 4.40).

For both *Gender Egalitarianism Practices* and *Gender Egalitarianism Values,* participants from the France Regional Organization responded more similarly to the participants from the United States Parent Organization than to the GLOBE France participants.

Assertiveness practices and values. Differences between the two groups were not statistically significant for *Assertiveness Practices (ASP)* (U = 670; p = 0.567), nor for *Assertiveness Values (ASV)* (U = 636; p = 0.406). For the *ASP* rating, participants from the France Regional Organization had a lower mean rating (M = 4.68) than participants from the United States Parent Organization (M = 4.79). Similarly, for the *ASV* rating,

participants from the France Regional Organization had a lower mean rating (M = 4.49)

than participants from the United States Parent Organization (M = 4.77) (see Table 11).

Table 11

Assertiveness Practices and Values for France Regional Organization

	Mean	SD	U	p-Value	t(10)
Assertiveness Practices					
United States Organization	4.79	0.918	670.0	0.567	
France Regional Organization	4.68	0.571			
GLOBE France	4.13			0.009	3.20
Assertiveness Values					
United States Organization	4.77	0.699	636.0	0.406	
France Regional Organization	4.49	0.959			
GLOBE France	3.38			0.003	3.82

T-test results were statistically significant for both the *ASP* rating (*t*(10) = 3.20; p =

0.009) and for the *ASV* rating (*t*(10) = 3.82, *p* = 0.003). For the *ASP* rating, participants

from the France Regional Organization had a higher mean rating (M = 4.68) than

GLOBE participants from France (M = 4.13). Similarly, for the *ASV* rating, participants

from the France Regional Organization had a significantly higher mean rating (M = 4.49)

than GLOBE participants from France (M = 3.38).

For both *Assertiveness Practices* and *Assertiveness Values,* participants from the

France Regional Organization responded significantly more similarly to the participants

from the United States Parent Organization than to the GLOBE France participants.

Future orientation practices and values. Differences between the two groups were

not statistically significant for *Future Orientation Practices (FOP)* (U = 812.5; p =

0.636), nor for *Future Orientation Values (FOV)* (U = 886; p = 0.306). For the *FOP*

rating, participants from the France Regional Organization had a higher mean rating (M =

4.76) than participants from the United States Parent Organization (M = 4.57). Similarly,

for the *FOV* rating, participants from the France Regional Organization had a higher

mean rating (M = 5.48) than participants from the United States Parent Organization (M

= 5.28) (see Table 12).

Table 12

Future Orientation Practices and Values for France Regional Organization

	Mean	SD	U	p-Value	t(10)
Future Orientation Practices					
United States Organization	4.57	1.120	812.5	0.636	
France Regional Organization	4.76	1.193			
GLOBE France	3.48			0.005	3.55
Future Orientation Values					
United States Organization	5.28	0.530	886.0	0.306	
France Regional Organization	5.48	0.617			
GLOBE France	4.96			0.019	2.78

T-test results were statistically significant for both the *FOP* rating ($t(10) = 3.55$; p =

0.005) and for the *FOV* rating ($t(10) = 2.78$, $p = 0.019$). For the *FOP* rating, participants

from the France Regional Organization had a significantly higher mean rating (M = 4.76)

than GLOBE participants from France (M = 3.48). Similarly, for the *FOV* rating,

participants from the France Regional Organization had a significantly higher mean

rating (M = 5.48) than GLOBE participants from France (M = 4.96).

For both *Future Orientation Practices* and *Future Orientation Values,* participants

from the France Regional Organization responded significantly more similarly to the

participants from the United States Parent Organization than to the GLOBE France

participants.

Performance orientation practices and values. Differences between the two groups

were not statistically significant for *Performance Orientation Practices (POP)* (U = 858;

p = 0.418), nor for *Performance Orientation Values (POV)* (U = 637; p = 0.408). For the

POP rating, participants from the France Regional Organization had a higher mean rating

(M = 5.30) than participants from the United States Parent Organization (M = 5.10).

However, for the *POV* rating, participants from the France Regional Organization had a

lower mean rating (M = 6.19) than participants from the United States Parent

Organization (M = 6.48) (see Table 13).

Table 13

Performance Orientation Practices and Values for France Regional Organization

	Mean	SD	U	p-Value	t(10)
Performance Orientation Practices					
United States Organization	5.10	0.906	858.0	0.418	
France Regional Organization	5.30	1.214			
GLOBE France	4.11			0.009	3.24
Performance Orientation Values					
United States Organization	6.48	0.439	637.0	0.408	
France Regional Organization	6.19	0.814			
GLOBE France	5.65			0.052	2.20

T-test results were statistically significant for the *POP* rating ($t(10) = 3.24$; p =

0.009), but were not statistically significant for the *POV* rating ($t(10) = 2.20$, $p = 0.052$).

For the *POP* rating, participants from the France Regional Organization had a

significantly higher mean rating (M = 5.30) than GLOBE participants from France (M =

4.11). Similarly, for the *POV* rating, participants from the France Regional Organization

had a higher mean rating (M = 6.19) than GLOBE participants from France (M = 5.65).

For both *Performance Orientation Practices* and *Performance Orientation Values,*

participants from the France Regional Organization responded more similarly to the

participants from the United States Parent Organization than to the GLOBE France

participants.

Humane orientation practices and values. Differences between the two groups

were not statistically significant for *Humane Orientation Practices (HOP)* (U = 525; p =

0.100), nor for *Humane Orientation Values (HOV)* (U = 726.5; p = 0.876). For the *HOP*

rating, participants from the France Regional Organization had a lower mean rating (M =

4.36) than participants from the United States Parent Organization (M = 4.99). However,

for the *HOV* rating, participants from the France Regional Organization had a slightly

higher mean rating (M = 5.14) than participants from the United States Parent

Organization (M = 5.12) (see Table 14).

Table 14

Humane Orientation Practices and Values for France Regional Organization

	Mean	SD	U	p-Value	t(10)
Humane Orientation Practices					
United States Organization	4.99	0.934	525.0	0.100	
France Regional Organization	4.36	1.262			
GLOBE France	3.40			0.030	2.53
Humane Orientation Values					
United States Organization	5.12	0.635	726.5	0.876	
France Regional Organization	5.14	0.626			
GLOBE France	5.67			0.018	-2.83

T-test results were statistically significant for both the *HOP* rating (*t*(10) = 2.53; p =

0.030), and also for the *HOV* rating (*t*(10) = -2.83, *p* = 0.018). For the *HOP* rating,

participants from the France Regional Organization had a significantly higher mean

rating (M = 4.36) than GLOBE participants from France (M = 3.40). In contrast, for the

HOV rating, participants from the France Regional Organization had a significantly lower

mean rating (M = 5.14) than GLOBE participants from France (M = 5.67).

For both *Humane Orientation Practices* and *Humane Orientation Values,*

participants from the France Regional Organization responded significantly more

similarly to the participants from the United States Parent Organization than to the GLOBE France participants.

Japan regional organization. Two-tailed Mann-Whitney tests were run to evaluate differences of responses between the United States parent organization and the Japan Regional Organization for each of the cultural traits' practices and values. To determine if there were significant differences in the ratings of participants from the Japan Regional Organization and the GLOBE participants from Japan, a one-sample t-test was conducted for each cultural trait. A few significant differences were found and are listed on Table 15 below. This follows with detailed explanations for each of the cultural traits.

Table 15

Significant Findings for Japan Regional Organization

Cultural Dimension	Japan Regional Org vs. U.S. Parent Org		Japan Regional Org vs. GLOBE Japan	
	U	p-Value	t(10)	p-Value
Power Distance Practices			-4.14	0.002
Institutional Collectivism Practices			-4.80	0.001
In-Group Collectivism Practices	1142.5	0.022		
In-Group Collectivism Values	1433.5	<0.001		
Gender Egalitarianism Values	1369.5	<0.001		
Assertiveness Practices			3.01	0.012
Assertiveness Values			-2.51	0.029
Performance Orientation Values	1107.0	0.040	2.86	0.015
Performance Orientation Practices	1370.5	<0.001	2.76	0.019
Humane Orientation Practices	1117.5	0.034		

Uncertainty avoidance practices and values. Differences between the two groups were not statistically significant for either *Uncertainty Avoidance Practices (UAP)* (U = 846.5; p = 0.832), nor for *Uncertainty Avoidance Values (UAV)* (U = 660; p = 0.272). For the *UAP* rating, participants from the Japan Regional Organization had a lower mean rating (M = 3.67) than participants from the United States Parent Organization (M = 3.83). However, for the *UAV* rating, participants from the Japan Regional Organization had a higher mean rating (M = 4.21) than participants from the United States Parent Organization (M = 3.94) (see Table 16).

Table 16

Uncertainty Avoidance Practices and Values for Japan Regional Organization

	Mean	SD	U	p-Value	t(10)
Uncertainty Avoidance Practices					
United States Organization	3.83	0.975	846.5	0.832	
Japan Regional Organization	3.67	1.092			
GLOBE Japan	4.07			0.227	-1.28
Uncertainty Avoidance Values					
United States Organization	3.94	0.881	660.0	0.272	
Japan Regional Organization	4.21	0.722			
GLOBE Japan	4.33			0.571	-0.58

T-test results were not statistically significant for either the *UAP* rating (*t*(10) = -1.28; p = 0.227) nor for the *UAV* rating (*t*(10) = -0.58, *p* = 0.571). For the *UAP* rating, participants from the Japan Regional Organization had a lower mean rating (M = 3.67) than GLOBE participants from Japan (M = 4.07). Similarly, for the *UAV* rating, participants from the Japan Regional Organization had a lower mean rating (M = 4.21) than the GLOBE participants from Japan (M = 4.33).

For *Uncertainty Avoidance Practices*, the Japan Regional Organization responded more similarly to the United States Parent Organization than to the GLOBE Japan

participants, while for *Uncertainty Avoidance Values,* the Japan Regional Organization

aligned more closely with the GLOBE Japan participants than with the United States

Parent Organization.

    Power distance practices and values. Differences between the two groups were not

statistically significant for *Power Distance Practices (PDP)* (U = 873.5; p = 0.687), nor

for *Power Distance Values (PDV)* (U = 769; p = 0.741). For the *PDP* rating, participants

from the Japan Regional Organization had a lower mean rating (M = 3.72) than

participants from the United States Parent Organization (M = 3.90). However, for the

PDV rating, participants from the Japan Regional Organization had a higher mean rating

(M = 2.78) than participants from the United States Parent Organization (M = 2.67) (see

Table 17).

Table 17

Power Distance Practices and Values for Japan Regional Organization

	Mean	SD	U	p-Value	t(10)
Power Distance Practices					
United States Organization	3.90	0.968	873.5	0.687	
Japan Regional Organization	3.72	1.162			
GLOBE Japan	5.11			0.002	-4.14
Power Distance Values					
United States Organization	2.67	0.785	769.0	0.741	
Japan Regional Organization	2.78	0.936			
GLOBE Japan	2.86			0.766	-0.30

    T-test results were statistically significant for the *PDP* rating (*t*(10) = -4.14; p =

0.002). However, the results were not statistically significant for the *PDV* rating (*t*(10) =

-0.30, *p* = 0.766). For the *PDP* rating, participants from the Japan Regional Organization

had a significantly lower mean rating (M = 3.72) than the GLOBE participants from

Japan (M = 5.11). Similarly, for the *PDV* rating, participants from the Japan Regional

Organization had a lower mean rating (M = 2.78) than the GLOBE participants from

Japan (M = 2.86).

For *Power Distance Practices*, the Japan Regional Organization responded

significantly more similarly to the United States Parent Organization than to the GLOBE

Japan participants. However, for *Power Distance Values*, the Japan Regional

Organization responded slightly more similarly to the GLOBE Japan participants than to

the participants from the United States Parent Organization.

Institutional collectivism practices and values. Differences between the two

groups were not statistically significant for *Institutional Collectivism Practices (ICP)* (U

= 763.5; p = 0.713), nor for *Institutional Collectivism Values (ICV)* (U = 1048; p =

0.100). For the *ICP* rating, participants from the Japan Regional Organization had a

slightly higher mean rating (M = 4.44) than participants from the United States Parent

Organization (M = 4.32). For the *ICV* rating, participants from the Japan Regional

Organization had a lower mean rating (M = 3.72) than participants from the United States

Parent Organization (M = 4.10) (see Table 18).

Table 18

Institutional Collectivism Practices and Values for Japan Regional Organization

	Mean	SD	U	p-Value	t(10)
Institutional Collectivism Practices					
United States Organization	4.32	0.961	763.5	0.713	
Japan Regional Organization	4.44	0.538			
GLOBE Japan	5.19			0.001	-4.80
Institutional Collectivism Values					
United States Organization	4.10	0.753	1048.0	0.100	
Japan Regional Organization	3.72	0.583			
GLOBE Japan	3.99			0.140	-1.59

T-test results were statistically significant for the *ICP* rating (t(10) = -4.80; p = 0.001), but were not statistically significant for the *ICV* rating (t(10) = -1.59, *p* = 0.140). For the *ICP* rating, participants from the Japan Regional Organization had a lower mean rating (M = 4.44) than the GLOBE participants from Japan (M = 5.19). Similarly, for the *ICV* rating, participants from the Japan Regional Organization had a lower mean rating (M = 3.72) than GLOBE participants from Japan (M = 3.99).

For *Institutional Collectivism Practices*, participants from the Japan Regional Organization responded more similarly to the United States Parent Organization than to the GLOBE Japan participants. For *Institutional Collectivism Values,* however, participants from the Japan Regional Organization responded more similarly to the GLOBE Japan participants than to the participants from the United States Parent Organization.

In-group collectivism practices and values. Differences between the two groups were statistically significant for *In-Group Collectivism Practices (IGCP)* (U = 1142.5; p = 0.022), as well as for *In-Group Collectivism Values (IGCV)* (U = 1433.5; p <0.001). For the *IGCP* rating, participants from the Japan Regional Organization had a lower mean rating (M = 4.28) than participants from the United States Parent Organization (M = 4.86). Similarly, for the *IGCV* rating, participants from the Japan Regional Organization had a lower mean rating (M = 4.90) than participants from the United States Parent Organization (M = 5.85) (see Table 19).

Table 19

In-Group Collectivism Practices and Values for Japan Regional Organization

	Mean	SD	U	p-Value	t(10)
In-Group Collectivism Practices					
United States Organization	4.86	0.852	1142.5	0.022	
Japan Regional Organization	4.28	0.859			
GLOBE Japan	4.63			0.190	-1.40
In-Group Collectivism Values					
United States Organization	5.85	0.611	1433.5	<0.001	
Japan Regional Organization	4.90	0.575			
GLOBE Japan	5.26			0.054	-2.15

T-test results were not statistically significant for either the *IGCP* rating ($t(10)$ = -1.40; p = 0.190) nor for the *IGCV* rating ($t(10)$ = -2.15, p = 0.054). For the *IGCP* rating, participants from the Japan Regional Organization had a lower mean rating (M = 4.28) than GLOBE participants from Japan (M = 4.63). Similarly, for the *IGCV* rating, participants from the Japan Regional Organization had a lower mean rating (M = 4.90) than GLOBE participants from Japan (M = 5.26).

For both *In-Group Collectivism Practices* and *In-Group Collectivism Values,* participants from the Japan Regional Organization responded more similarly to the GLOBE Japan participants than to the participants from the United States Parent Organization.

Gender egalitarianism practices and values. Differences between the two groups were not statistically significant for *Gender Egalitarianism Practices (GENP)* (U = 967.5; p = 0.286), but were statistically significant for *Gender Egalitarianism Values (GENV)* (U = 1369.5; p < 0.001). For the *GENP* rating, participants from the Japan Regional Organization had a lower mean rating (M = 3.50) than participants from the United States Parent Organization (M = 3.81). Similarly, for the *GENV* rating,

participants from the Japan Regional Organization had a significantly lower mean rating

(M = 4.40) than participants from the United States Parent Organization (M = 5.44) (see

Table 20).

Table 20

Gender Egalitarianism Practices and Values for Japan Regional Organization

	Mean	SD	U	p-Value	t(10)
Gender Egalitarianism Practices					
United States Organization	3.81	0.750	967.5	0.286	
Japan Regional Organization	3.50	0.810			
GLOBE Japan	3.19				0.212 1.33
Gender Egalitarianism Values					
United States Organization	5.44	0.527	1369.5	<0.001	
Japan Regional Organization	4.40	0.956			
GLOBE Japan	4.33				0.816 0.24

T-test results were not statistically significant for either the *GENP* rating ($t(10) =$

1.33; p = 0.212) or for the *GENV* rating ($t(10) = 0.24$, $p = 0.816$). For the *GENP* rating,

participants from the Japan Regional Organization had a higher mean rating (M = 3.50)

than GLOBE participants from Japan (M = 3.19). Similarly, for the *GENV* rating,

participants from the Japan Regional Organization had a slightly higher mean rating (M =

4.40) than GLOBE participants from Japan (M = 4.33).

For *Gender Egalitarianism Practices,* participants from the Japan Regional

Organization responded essentially equidistant from the participants from the United

States Parent Organization and from the GLOBE Japan participants. For *Gender*

Egalitarianism Values, participants from the Japan Regional Organization responded

more similarly to the GLOBE Japan participants than to the participants from the United

States Parent Organization.

Assertiveness practices and values. Differences between the two groups were not statistically significant for *Assertiveness Practices (ASP)* (U = 881.5; p = 0.647), nor for *Assertiveness Values (ASV)* (U = 738.5; p = 0.584). For the *ASP* rating, participants from the Japan Regional Organization had a lower mean rating (M = 4.56) than participants from the United States Parent Organization (M = 4.79). However, for the *ASV* rating, participants from the Japan Regional Organization had a higher mean rating (M = 4.97) than participants from the United States Parent Organization (M = 4.77) (see Table 21).

Table 21

Assertiveness Practices and Values for Japan Regional Organization

	Mean	SD	U	p-Value	t(10)
Assertiveness Practices					
United States Organization	4.79	0.918	881.5	0.647	
Japan Regional Organization	4.56	1.119			
GLOBE Japan	3.59			0.012	3.01
Assertiveness Values					
United States Organization	4.77	0.699	738.5	0.584	
Japan Regional Organization	4.97	0.810			
GLOBE Japan	5.56			0.029	-2.51

T-test results were statistically significant for both the *ASP* rating (*t*(10) = 3.01; p = 0.012) and for the *ASV* rating (*t*(10) = -2.51, *p* = 0.029). For the *ASP* rating, participants from the Japan Regional Organization had a higher mean rating (M = 4.56) than GLOBE participants from Japan (M = 3.59). In contrast, however, for the *ASV* rating, participants from the Japan Regional Organization had a lower mean rating (M = 4.97) than GLOBE participants from Japan (M = 5.56).

For both *Assertiveness Practices* and *Assertiveness Values,* participants from the Japan Regional Organization responded more similarly to the participants from the United States Parent Organization than to the GLOBE Japan participants.

Future orientation practices and values. Differences between the two groups were not statistically significant for *Future Orientation Practices (FOP)* (U = 858; p = 0.769), nor for *Future Orientation Values (FOV)* (U = 934; p = 0.404). For the *FOP* rating, participants from the Japan Regional Organization had an almost equivalent mean rating (M = 4.56) as the participants from the United States Parent Organization (M = 4.57). For the *FOV* rating, participants from the Japan Regional Organization had a lower mean rating (M = 5.08) than participants from the United States Parent Organization (M = 5.28) (see Table 22).

Table 22

Future Orientation Practices and Values for Japan Regional Organization

	Mean	SD	U	p-Value	t(10)
Future Orientation Practices					
United States Organization	4.57	1.120	858.0	0.769	
Japan Regional Organization	4.56	0.783			
GLOBE Japan	4.29			0.265	1.18
Future Orientation Values					
United States Organization	5.28	0.530	934.0	0.404	
Japan Regional Organization	5.08	0.842			
GLOBE Japan	5.25			0.507	-0.69

To determine if there were significant differences in the ratings of participants from the Japan Regional Organization and the GLOBE participants from Japan, a one-sample t-test was conducted. The results were not statistically significant for either the *FOP* rating ($t(10)$ = 1.18; p = 0.265) nor for the *FOV* rating ($t(10)$ = -0.69, p = 0.507). For the *FOP* rating, participants from the Japan Regional Organization had a higher mean rating (M = 4.56) than GLOBE participants from Japan (M = 4.29). However, for the *FOV* rating, participants from the Japan Regional Organization had a lower mean rating (M = 5.08) than GLOBE participants from Japan (M = 5.25).

For *Future Orientation Practices,* participants from the Japan Regional Organization responded significantly more similarly to the participants from the United States Parent Organization than to the GLOBE Japan participants. However, for *Future Orientation Values*, participants from the United States Parent Organization responded similarly to GLOBE Japan participants, while participants from the Japan Regional Organization scored lower than either of the other two groups.

Performance orientation practices and values. Differences between the two groups were statistically significant for both *Performance Orientation Practices (POP)* (U = 1107; p = 0.040), as well as for *Performance Orientation Values (POV)* (U = 1370.5; p < 0.001). For the *POP* rating, participants from the Japan Regional Organization had a significantly lower mean rating (M = 4.69) than participants from the United States Parent Organization (M = 5.10). Similarly, for the *POV* rating, participants from the Japan Regional Organization had a significantly lower mean rating (M = 5.69) than participants from the United States Parent Organization (M = 6.48) (see Table 23).

Table 23

Performance Orientation Practices and Values for Japan Regional Organization

	Mean	SD	U	p-Value	t(10)
Performance Orientation Practices					
United States Organization	5.10	0.906	1107.0	0.040	
Japan Regional Organization	4.69	0.565			
GLOBE Japan	4.20			0.015	2.86
Performance Orientation Values					
United States Organization	6.48	0.439	1370.5	<0.001	
Japan Regional Organization	5.69	0.650			
GLOBE Japan	5.17			0.019	2.76

T-test results were statistically significant for both the *POP* rating (*t*(10) = 2.86; p = 0.015), as well as for the *POV* rating (*t*(10) = 2.76, *p* = 0.019). For the *POP* rating,

participants from the Japan Regional Organization had a significantly higher mean rating (M = 4.69) than GLOBE participants from Japan (M = 4.20). Similarly, for the *POV* rating, participants from the Japan Regional Organization had a significantly higher mean rating (M = 5.69) than GLOBE participants from Japan (M = 5.17).

For both *Performance Orientation Practices* and *Performance Orientation Values,* participants from the Japan Regional Organization responded significantly differently from both the participants from the United States Parent Organization as well as from the GLOBE Japan participants. For *POV*, participants from the Japan Regional Organization responded slightly more similarly to the GLOBE Japan participants than to the participants from the United States Parent Organization.

Humane orientation practices and values. Differences between the two groups were statistically significant for *Humane Orientation Practices (HOP)* (U = 1117.5; p = 0.034), but were not statistically significant for *Humane Orientation Values (HOV)* (U = 834.5; p = 0.899). For the *HOP* rating, participants from the Japan Regional Organization had a significantly lower mean rating (M = 4.40) than participants from the United States Parent Organization (M = 4.99). However, for the *HOV* rating, participants from the Japan Regional Organization had a slightly higher mean rating (M = 5.15) than participants from the United States Parent Organization (M = 5.12) (see Table 24).

Table 24

Humane Orientation Practices and Values for Japan Regional Organization

	Mean	SD	U	p-Value	t(10)
Humane Orientation Practices					
United States Organization	4.99	0.934	1117.5	0.034	
Japan Regional Organization	4.40	0.956			
GLOBE Japan	4.30			0.735	0.35

(continued)

	Mean	SD	U	p-Value	t(10)
Humane Orientation Values					
United States Organization	5.12	0.635	834.5	0.899	
Japan Regional Organization	5.15	0.661			
GLOBE Japan	5.41			0.194	-1.38

T-test results were not statistically significant for either the *HOP* rating ($t(10)$ = 0.35; p = 0.735), or for the *HOV* rating ($t(10)$ = -1.38, p = 0.194). For the *HOP* rating, participants from the Japan Regional Organization had a slightly higher mean rating (M = 4.40) than GLOBE participants from Japan (M = 4.30). In contrast, however, for the *HOV* rating, participants from the Japan Regional Organization had a lower mean rating (M = 5.15) than GLOBE participants from Japan (M = 5.41).

For *Humane Orientation Practices*, participants from the Japan Regional Organization responded more similarly to the GLOBE Japan participants than to the participants from the United States Parent Organization. In contrast, however, for *Humane Orientation Values,* participants from the Japan Regional Organization responded more similarly to the participants from the United States Parent Organization than to the GLOBE Japan participants.

Ireland regional organization. Two-tailed Mann-Whitney tests were run to evaluate differences of responses between the United States parent organization and the Ireland Regional Organization for each of the cultural traits' practices and values. To determine if there were significant differences in the ratings of participants from the Ireland Regional Organization and the GLOBE participants from Ireland, a one-sample t-test was conducted for each cultural trait. A few significant differences were found and are listed on Table 25 below. This follows with detailed explanations for each of the cultural traits.

Table 25

Significant Findings for Ireland Regional Organization

Cultural Dimension	Ireland Regional Org vs. U.S. Parent Org		Ireland Regional Org vs. GLOBE Ireland	
	U	p-Value	t(10)	p-Value
Uncertainty Avoidance Practices	425.0	0.006		
Power Distance Practices			-3.50	0.005
Gender Egalitarianism Practices			4.24	0.001
Assertiveness Practices			6.45	<0.001
Assertiveness Values			4.60	0.001
Future Orientation Practices	471.5	0.015	7.35	<0.001
Future Orientation Values	484.5	0.019	2.34	0.039
Performance Orientation Practices			4.95	<0.001
Humane Orientation Practices	1111.5	0.037	-2.31	0.041

Uncertainty avoidance practices and values. Differences between the two groups were statistically significant for *Uncertainty Avoidance Practices (UAP)* (U = 425; p = 0.006), but were not statistically significant for *Uncertainty Avoidance Values (UAV)* (U = 793; p = 0.877). For the *UAP* rating, participants from the Ireland Regional Organization had a significantly higher mean rating (M = 4.75) than participants from the United States Parent Organization (M = 3.83). However, for the *UAV* rating, participants from the Ireland Regional Organization had only a slightly higher mean rating (M = 3.98) than participants from the United States Parent Organization (M = 3.94) (see Table 26).

Table 26

Uncertainty Avoidance Practices and Values for Ireland Regional Organization

	Mean	SD	U	p-Value	t(10)
Uncertainty Avoidance Practices					
United States Organization	3.83	0.975	425.0	0.006	
Ireland Regional Organization	4.75	1.065			
GLOBE Ireland	4.30			0.171	1.46
Uncertainty Avoidance Values					
United States Organization	3.94	0.881	793.5	0.877	
Ireland Regional Organization	3.98	0.678			
GLOBE Ireland	4.02			0.839	-0.21

T-test results were not statistically significant for either the *UAP* rating (t(10) = 1.46; p = 0.171) or for the *UAV* rating (t(10) = -0.21, p = 0.839). For the *UAP* rating, participants from the Ireland Regional Organization had a higher mean rating (M = 4.75) than GLOBE participants from Ireland (M = 4.30). However, for the *UAV* rating, participants from the Ireland Regional Organization had a slightly lower mean rating (M = 3.98) than the GLOBE participants from Ireland (M = 4.02).

For *Uncertainty Avoidance Practices*, the Ireland Regional Organization responded more similarly to the GLOBE Japan participants than to participants from the United States Parent Organization, while for *Uncertainty Avoidance Values,* the Ireland Regional Organization was essentially equidistant from both the GLOBE Ireland participants and the participants from the United States Parent Organization.

Power distance practices and values. Differences between the two groups were not statistically significant for *Power Distance Practices (PDP)* (U = 670.5; p = 0.305), nor for *Power Distance Values (PDV)* (U = 716; p = 0.480). For the *PDP* rating, participants from the Ireland Regional Organization had a higher mean rating (M = 4.14) than participants from the United States Parent Organization (M = 3.90). Similarly, for the

PDV rating, participants from the Ireland Regional Organization had a higher mean rating (M = 2.86) than participants from the United States Parent Organization (M = 2.67) (see Table 27).

Table 27

Power Distance Practices and Values for Ireland Regional Organization

	Mean	SD	U	p-Value	t(10)
Power Distance Practices					
United States Organization	3.90	0.968	670.5	0.305	
Ireland Regional Organization	4.14	1.000			
GLOBE Ireland	5.15			0.005	-3.50
Power Distance Values					
United States Organization	2.67	0.785	716.0	0.480	
Ireland Regional Organization	2.86	0.834			
GLOBE Ireland	2.71			0.543	0.63

T-test results were statistically significant for the *PDP* rating ($t(10)$ = -3.50; p = 0.005). However, the results were not statistically significant for the *PDV* rating ($t(10)$ = 0.63, p = 0.543). For the *PDP* rating, participants from the Ireland Regional Organization had a significantly lower mean rating (M = 4.14) than the GLOBE participants from Ireland (M = 5.15). However, for the *PDV* rating, participants from the Ireland Regional Organization had a higher mean rating (M = 2.86) than the GLOBE participants from Ireland (M = 2.71).

For *Power Distance Practices*, the Ireland Regional Organization responded significantly more similarly to the United States Parent Organization than to the GLOBE Ireland participants. However, for *Power Distance Values*, the Ireland Regional Organization responded slightly more similarly to the GLOBE Ireland participants than to the participants from the United States Parent Organization.

Institutional collectivism practices and values. Differences between the two

groups were not statistically significant for *Institutional Collectivism Practices (ICP)* (U

= 793.5; p = 0.876), nor for *Institutional Collectivism Values (ICV)* (U = 560.5; p =

0.070). For the *ICP* rating, participants from the Ireland Regional Organization had a

slightly higher mean rating (M = 4.36) than participants from the United States Parent

Organization (M = 4.32). Similarly, for the *ICV* rating, participants from the Ireland

Regional Organization had a higher mean rating (M = 4.42) than participants from the

United States Parent Organization (M = 4.10) (see Table 28).

Table 28

Institutional Collectivism Practices and Values for Ireland Regional Organization

	Mean	SD	U	p-Value	t(10)
Institutional Collectivism Practices					
United States Organization	4.32	0.961	793.5	0.876	
Ireland Regional Organization	4.36	0.989			
GLOBE Ireland	4.63			0.367	-0.94
Institutional Collectivism Values					
United States Organization	4.10	0.753	560.5	0.070	
Ireland Regional Organization	4.42	0.780			
GLOBE Ireland	4.59			0.458	-0.77

T-test results were not statistically significant for the *ICP* rating (*t*(10) = -0.94; p =

0.367), nor for the *ICV* rating (*t*(10) = -0.77, *p* = 0.458). For the *ICP* rating, participants

from the Ireland Regional Organization had a lower mean rating (M = 4.36) than the

GLOBE participants from Ireland (M = 4.63). Similarly, for the *ICV* rating, participants

from the Ireland Regional Organization had a lower mean rating (M = 4.42) than GLOBE

participants from Ireland (M = 4.59).

For *Institutional Collectivism Practices*, participants from the Ireland Regional

Organization responded more similarly to the United States Parent Organization than to

the GLOBE Ireland participants. For *Institutional Collectivism Values,* however,

participants from the Ireland Regional Organization responded more similarly to the

GLOBE Ireland participants than to the participants from the United States Parent

Organization.

   In-group collectivism practices and values. Differences between the two groups

were not statistically significant for *In-Group Collectivism Practices (IGCP)* (U = 726; p

= 0.528), nor for *In-Group Collectivism Values (IGCV)* (U = 656.5; p = .262). For the

IGCP rating, participants from the Ireland Regional Organization had a higher mean

rating (M = 5.07) than participants from the United States Parent Organization (M =

4.86). Similarly, for the *IGCV* rating, participants from the Ireland Regional

Organization had a higher mean rating (M = 6.03) than participants from the United

States Parent Organization (M = 5.85) (see Table 29).

Table 29

In-Group Collectivism Practices and Values for Ireland Regional Organization

	Mean	SD	U	p-Value	t(10)
In-Group Collectivism Practices					
United States Organization	4.86	0.852	726.0	0.528	
Ireland Regional Organization	5.07	0.888			
GLOBE Ireland	5.14			0.780	-0.29
In-Group Collectivism Values					
United States Organization	5.85	0.611	656.5	0.262	
Ireland Regional Organization	6.03	0.791			
GLOBE Ireland	5.74			0.234	1.26

T-test results were not statistically significant for either the *IGCP* rating ($t(10) = -0.29$; $p = 0.780$) nor for the *IGCV* rating ($t(10) = 1.26$, $p = 0.234$). For the *IGCP* rating, participants from the Ireland Regional Organization had a slightly lower mean rating (M = 5.07) than GLOBE participants from Ireland (M = 5.14). However, for the *IGCV* rating, participants from the Ireland Regional Organization had a higher mean rating (M = 6.03) than GLOBE participants from Ireland (M = 5.74).

For *In-Group Collectivism Practices,* participants from the Ireland Regional Organization responded more similarly to the GLOBE Ireland participants than to the participants from the United States Parent Organization. However, for *In-Group Collectivism Values,* participants from the Ireland Regional Organization responded more similarly to the participants from the United States Parent Organization than to the GLOBE Ireland participants.

Gender egalitarianism practices and values. Differences between the two groups were not statistically significant for *Gender Egalitarianism Practices (GENP)* (U = 712; $p = 0.464$), nor for *Gender Egalitarianism Values (GENV)* (U = 879; $p = 0.653$). For the *GENP* rating, participants from the Ireland Regional Organization had a higher mean rating (M = 3.94) than participants from the United States Parent Organization (M = 3.81). However, for the *GENV* rating, participants from the Ireland Regional Organization had a slightly lower mean rating (M = 5.40) than participants from the United States Parent Organization (M = 5.44) (see Table 30).

Table 30

Gender Egalitarianism Practices and Values for Ireland Regional Organization

	Mean	SD	U	p-Value	t(10)
Gender Egalitarianism Practices					

	Mean	SD	U	p-Value	t(10)
United States Organization	3.81	0.750	712.0	0.464	
Ireland Regional Organization	3.94	0.600			
GLOBE Ireland	3.21			0.001	4.24
Gender Egalitarianism Values					
United States Organization	5.44	0.527	879.0	0.653	
Ireland Regional Organization	5.40	0.419			
GLOBE Ireland	5.14			0.058	2.11

T-test results were statistically significant for the *GENP* rating ($t(10) = 4.24$; $p = 0.001$), but were not statistically significant for the *GENV* rating ($t(10) = 2.11$, $p = 0.058$). For the *GENP* rating, participants from the Ireland Regional Organization had a significantly higher mean rating (M = 3.94) than GLOBE participants from Ireland (M = 3.21). Similarly, for the *GENV* rating, participants from the Ireland Regional Organization had a higher mean rating (M = 5.40) than GLOBE participants from Ireland (M = 5.14).

For both *Gender Egalitarianism Practices* and *Gender Egalitarianism Values,* participants from the Ireland Regional Organization responded more similarly to the participants from the United States Parent Organization than to the GLOBE Ireland participants.

Assertiveness practices and values. Differences between the two groups were not statistically significant for *Assertiveness Practices (ASP)* (U = 556; p = 0.067), nor for *Assertiveness Values (ASV)* (U = 747; p = 0.626). For the *ASP* rating, participants from the Ireland Regional Organization had a higher mean rating (M = 5.31) than participants from the United States Parent Organization (M = 4.79). Similarly, for the *ASV* rating, participants from the Ireland Regional Organization had a higher mean rating (M = 4.92) than participants from the United States Parent Organization (M = 4.77) (see Table 31).

Table 31

Assertiveness Practices and Values for Ireland Regional Organization

	Mean	SD	U	p-Value	t(10)
Assertiveness Practices					
United States Organization	4.79	0.918	556.0	0.067	
Ireland Regional Organization	5.31	0.744			
GLOBE Ireland	3.92			<0.001	6.45
Assertiveness Values					
United States Organization	4.77	0.699	747.0	0.626	
Ireland Regional Organization	4.92	0.698			
GLOBE Ireland	3.99			0.001	4.60

T-test results were statistically significant for both the *ASP* rating ($t(10) = 6.45$; $p <$

0.001) and for the *ASV* rating ($t(10) = 4.60$, $p = 0.001$). For the *ASP* rating, participants

from the Ireland Regional Organization had a significantly higher mean rating ($M = 5.31$)

than GLOBE participants from Ireland ($M = 3.92$). Similarly, for the *ASV* rating,

participants from the Ireland Regional Organization had a significantly higher mean

rating ($M = 4.92$) than GLOBE participants from Ireland ($M = 3.99$).

For both *Assertiveness Practices* and *Assertiveness Values,* participants from the

Ireland Regional Organization responded more similarly to the participants from the

United States Parent Organization than to the GLOBE Ireland participants.

Future orientation practices and values. Differences between the two groups were

statistically significant for *Future Orientation Practices (FOP)* ($U = 471.5$; $p = 0.015$), as

well as for *Future Orientation Values (FOV)* ($U = 484.5$; $p = 0.019$). For the *FOP* rating,

participants from the Ireland Regional Organization had a significantly higher mean

rating ($M = 5.39$) than the participants from the United States Parent Organization ($M =$

4.57). Similarly, for the *FOV* rating, participants from the Ireland Regional Organization

had a significantly higher mean rating (M = 5.71) than participants from the United States

Parent Organization (M = 5.28) (see Table 32).

Table 32

Future Orientation Practices and Values for Ireland Regional Organization

	Mean	SD	U	p-Value		t(10)
Future Orientation Practices						
United States Organization	4.57	1.120	471.5	0.015		
Ireland Regional Organization	5.39	0.664				
GLOBE Ireland	3.98				<0.001	7.35
Future Orientation Values						
United States Organization	5.28	0.530	484.5	0.019		
Ireland Regional Organization	5.71	0.722				
GLOBE Ireland	5.22				0.039	2.34

T-test results were statistically significant for both the *FOP* rating (*t*(10) = 7.35; p <

0.001) and for the *FOV* rating (*t*(10) = 2.34, *p* = 0.039). For the *FOP* rating, participants

from the Ireland Regional Organization had a significantly higher mean rating (M = 5.39)

than GLOBE participants from Ireland (M = 3.98). Similarly, for the *FOV* rating,

participants from the Ireland Regional Organization had a significantly higher mean

rating (M = 5.71) than GLOBE participants from Ireland (M = 5.22).

For *Future Orientation Practices,* participants from the Ireland Regional

Organization responded significantly more similarly to the participants from the United

States Parent Organization than to the GLOBE Ireland participants. For *Future*

Orientation Values, participants from the United States Parent Organization responded

similarly to GLOBE Ireland participants, while participants from the Ireland Regional

Organization scored significantly higher than either of the other two groups.

Performance orientation practices and values. Differences between the two

groups were not statistically significant for either *Performance Orientation Practices*

(POP) (U = 623.5; p = 0.175), or for *Performance Orientation Values (POV)* (U = 907.5; p = 0.515). For the *POP* rating, participants from the Ireland Regional Organization had a higher mean rating (M = 5.50) than participants from the United States Parent Organization (M = 5.10). However, for the *POV* rating, participants from the Ireland Regional Organization had a lower mean rating (M = 6.31) than participants from the United States Parent Organization (M = 6.48) (see Table 33).

Table 33

Performance Orientation Practices and Values for Ireland Regional Organization

	Mean	SD	U	p-Value	t(10)
Performance Orientation Practices					
United States Organization	5.10	0.906	623.5	0.175	
Ireland Regional Organization	5.50	0.798			
GLOBE Ireland	4.36			<0.001	4.95
Performance Orientation Values					
United States Organization	6.48	0.439	907.5	0.515	
Ireland Regional Organization	6.31	0.641			
GLOBE Ireland	5.98			0.100	1.80

T-test results were statistically significant for the *POP* rating ($t(10) = 4.95$; $p <$ 0.001), but were not statistically significant for the *POV* rating ($t(10) = 1.80$, $p = 0.100$). For the *POP* rating, participants from the Ireland Regional Organization had a significantly higher mean rating (M = 5.50) than GLOBE participants from Ireland (M = 4.36). Similarly, for the *POV* rating, participants from the Ireland Regional Organization had a higher mean rating (M = 6.51) than GLOBE participants from Ireland (M = 5.98).

For both *Performance Orientation Practices* and *Performance Orientation Values,* participants from the Ireland Regional Organization responded more similarly to the participants from the United States Parent Organization than to the GLOBE Ireland participants.

Humane orientation practices and values. Differences between the two groups were statistically significant for *Humane Orientation Practices (HOP)* (U = 1111.5; p = 0.037), but were not statistically significant for *Humane Orientation Values (HOV)* (U = 727; p = 0.531). For the *HOP* rating, participants from the Ireland Regional Organization had a significantly lower mean rating (M = 4.44) than participants from the United States Parent Organization (M = 4.99). However, for the *HOV* rating, participants from the

Ireland Regional Organization had a higher mean rating (M = 5.29) than participants

from the United States Parent Organization (M = 5.12) (see Table 34).

Table 34

Humane Orientation Practices and Values for Ireland Regional Organization

	Mean	SD	U	p-Value	t(10)
Humane Orientation Practices					
United States Organization	4.99	0.934	1111.5	0.037	
Ireland Regional Organization	4.44	0.784			
GLOBE Ireland	4.96			0.041	-2.31
Humane Orientation Values					
United States Organization	5.12	0.635	727.0	0.531	
Ireland Regional Organization	5.29	0.730			
GLOBE Ireland	5.47			0.415	-0.85

T-test results were statistically significant for the *HOP* rating ($t(10) = -2.31$; p =

0.041), but were not statistically significant for the *HOV* rating ($t(10) = -0.85$, $p = 0.415$).

For the *HOP* rating, participants from the Ireland Regional Organization had a

significantly lower mean rating (M = 4.44) than GLOBE participants from Ireland (M =

4.96). Similarly, for the *HOV* rating, participants from the Ireland Regional Organization

had a lower mean rating (M = 5.29) than GLOBE participants from Ireland (M = 5.47).

For *Humane Orientation Practices*, participants from the United States Parent

Organization responded similarly to the GLOBE Ireland participants. Participants from

the Ireland Regional Organization had a lower mean rating than both the United States

Parent Organization and the GLOBE Ireland participants, responding essentially

equidistant from both groups. For *Humane Orientation Values,* participants from the

Ireland Regional Organization responded essentially equidistant from the participants

from the United States Parent Organization and the GLOBE Ireland participants.

United States regional organization and GLOBE United States. To determine if there were significant differences in the ratings of participants from the United States Regional Organization and the GLOBE participants from the United States, a series of one-sample t-tests were conducted for each cultural trait. A number of significant differences were found and are provided in Table 35 below.

Table 35

Significant Findings for United States Regional Organization

	U.S. Regional Org vs. GLOBE U.S.	
Cultural Dimension	t(135)	p-Value
Uncertainty Avoidance Practices	-3.81	<0.001
Power Distance Practices	-11.84	<0.001
Power Distance Values	-2.66	0.009
In-Group Collectivism Practices	8.40	<0.001
Gender Egalitarianism Practices	7.30	<0.001
Gender Egalitarianism Values	8.50	<0.001
Assertiveness Practices	3.08	0.003
Assertiveness Values	7.54	<0.001
Future Orientation Practices	4.41	<0.001
Performance Orientation Practices	7.86	<0.001
Performance Orientation Values	8.93	<0.001
Humane Orientation Practices	9.94	<0.001
Humane Orientation Values	-7.45	<0.001

Significant differences for United States Regional Organization. The results showed that the United States Regional Organization differed significantly in many of the tested cultural practices and values when compared with the GLOBE participants from the United States. In eight out of nine cultural trait practices, the results of the t-tests were

statistically significant. Social or Institutional Collectivism Practices was the only

cultural trait practice which had differences which were not statistically significant

(t(135) = 1.42, p = 0.159).

The results of five t-tests for cultural values were statistically significant, while

the results of remaining four t-tests were not statistically significant. While fewer

cultural traits showed significant statistical differences for cultural values when compared

with cultural practices, the participants from the United States Regional Organization still

differed significantly from the GLOBE participants from the United States. Only one

cultural dimension, Social or Institutional Collectivism, did not differ significantly in

either cultural practices or cultural values.

Research Hypothesis 2: Acquiring Organization Comparison to Acquired

Organization

This section provides the results from statistical comparisons between an acquiring

organization in the United States with the acquired organization, also in the United

States. For each cultural trait, two-tailed Mann-Whitney tests were run to evaluate the

null hypotheses that the difference of responses between the acquired organization and

the acquiring organization would be zero. The alternative hypotheses stated that the

difference of responses between the acquired organization and the acquiring organization

would be different than zero. Two statistically significant differences were found and are

listed on Table 36 below. This follows with detailed explanations for each of the cultural

traits.

Table 36

Significant Findings for Research Hypothesis 2

	Acquiring Org vs. Acquired Org	
Cultural Dimension	Mann-Whitney U	p-Value
Power Distance Values	2767.0	0.025
Social Collectivism Values	2796.5	0.018

Uncertainty avoidance practices and values. The results from the two-tailed

Mann-Whitney tests showed that the differences between the acquiring organization and

the acquired organization were not statistically significant for either *Uncertainty*

Avoidance Practices (U = 2390.5, p = 0.571) or *Uncertainty Avoidance Values* (U =

2472.5, p = 0.353). The acquiring organization had slightly higher mean ratings than the

acquired organization for both *Practices* and *Values*. When comparing *Practices* with

Values, the mean ratings for both organizations showed a slightly higher rating for *Values*

than for *Practices* (see Table 37).

Table 37

Uncertainty Avoidance Practices and Values for Acquiring and Acquired Organizations

	N	Mean	SD	U	p-Value
Uncertainty Avoidance Practices					
Acquiring Organization	78	3.873	0.923	2390.5	0.571
Acquired Organization	58	3.776	1.046		
Uncertainty Avoidance Values					
Acquiring Organization	78	3.975	0.856	2472.5	0.353
Acquired Organization	58	3.880	0.920		

Power distance practices and values. The results from the two-tailed Mann-

Whitney tests showed that the differences between the acquiring organization and the

acquired organization were not statistically significant for *Power Distance Practices* (U =

2311, p = 0.830), but were statistically significant for *Power Distance Values* (U = 2767,

p = 0.025). The acquiring organization and the acquired organization had equivalent

mean ratings for *Power Distance Practices*, while the acquiring organization had a

statistically significant higher mean rating than the acquired organization for *Power*

Distance Values. When comparing *Practices* with *Values*, the mean ratings for both

organizations showed a lower rating for *Values* than for *Practices* (see Table 38).

Table 38

Power Distance Practices and Values for Acquiring and Acquired Organizations

	N	Mean	SD	U	p-Value
Power Distance Practices					
Acquiring Organization	78	3.897	0.976	2311.0	0.830
Acquired Organization	58	3.897	0.966		
Power Distance Values					
Acquiring Organization	78	2.799	0.841	2767.0	0.025
Acquired Organization	58	2.487	0.686		

Institutional collectivism practices and values. The results from the two-tailed

Mann-Whitney tests showed that the differences between the acquiring organization and

the acquired organization were not statistically significant for *Social or Institutional*

Collectivism Practices (U = 2415, p = 0.500), but were statistically significant for *Social*

or Institutional Collectivism Values (U = 2796.5, p = 0.018). The acquiring organization

had slightly higher mean ratings than the acquired organization for *Institutional*

Collectivism Practices, while the acquiring organization had a statistically significant

higher mean rating than the acquired organization for *Institutional Collectivism Values*.

When comparing *Practices* with *Values*, the mean ratings for both organizations showed

a slightly lower rating for *Values* than for *Practices* (see Table 39).

Table 39

Institutional Collectivism Practices and Values for Acquiring and Acquired

Organizations

	N	Mean	SD	U	p-Value
Institutional Collectivism Practices					
Acquiring Organization	78	4.347	1.002	2415.0	0.500
Acquired Organization	58	4.276	0.909		
Institutional Collectivism Values					
Acquiring Organization	78	4.248	0.728	2796.5	0.018
Acquired Organization	58	3.943	0.795		

In-group collectivism practices and values. The results from the two-tailed Mann-Whitney tests showed that the differences between the acquiring organization and the acquired organization were not statistically significant for either *In-Group Collectivism Practices* (U = 2129.5, p = 0.560) or *In-Group Collectivism Values* (U = 2604.5, p = 0.131). The acquiring organization had a slightly lower mean rating than the acquired organization for *Practices,* while the acquiring organization had a slightly higher mean rating than the acquired organization for *Values*. When comparing *Practices* with *Values*, the mean ratings for both organizations showed a higher rating for *Values* than for *Practices* (see Table 40).

Table 40

In-Group Collectivism Practices and Values for Acquiring and Acquired Organizations

	N	Mean	SD	U	p-Value
In-Group Collectivism Practices					
Acquiring Organization	78	4.856	0.750	2129.5	0.560
Acquired Organization	58	4.883	0.970		
In-Group Collectivism Values					
Acquiring Organization	78	5.929	0.612	2604.5	0.131
Acquired Organization	58	5.753	0.602		

Gender egalitarianism practices and values. The results from the two-tailed

Mann-Whitney tests showed that the differences between the acquiring organization and

the acquired organization were not statistically significant for either *Gender*

Egalitarianism Practices (U = 2166.5, p = 0.674) or *Gender Egalitarianism Values* (U =

2330.5, p = 0.760). The acquiring organization had a slightly lower mean rating than the

acquired organization for *Practices,* while the acquiring organization had a slightly

higher mean rating than the acquired organization for *Values.* When comparing

Practices with *Values*, the mean ratings for both organizations showed a higher rating for

Values than for *Practices* (see Table 41).

Table 41

Gender Egalitarianism Practices and Values for Acquiring and Acquired Organizations

	N	Mean	SD	U	p-Value
Gender Egalitarianism Practices					
Acquiring Organization	78	3.815	0.699	2166.5	0.674
Acquired Organization	58	3.854	0.819		
Gender Egalitarianism Values					
Acquiring Organization	78	5.434	0.560	2330.5	0.760
Acquired Organization	58	5.427	0.489		

Assertiveness practices and values. The results from the two-tailed Mann-Whitney

tests showed that the differences between the acquiring organization and the acquired

organization were not statistically significant for either *Assertiveness Practices* (U =

1893, p = 0.104) or *Assertiveness Values* (U = 2618, p = 0.114). The acquiring

organization had a higher mean rating than the acquired organization for *Practices,* while

the acquiring organization had a lower mean rating than the acquired organization for

Values. Interestingly, when comparing *Practices* with *Values*, the mean ratings for the

acquiring organization showed a higher rating for *Values* than for *Practices,* while the

mean ratings for the acquired organization showed a higher rating for *Practices* than for

Values (see Table 42).

Table 42

Assertiveness Practices and Values for Acquiring and Acquired Organizations

	N	Mean	SD	U	p-Value
Assertiveness Practices					
Acquiring Organization	78	4.676	0.890	1893.0	0.104
Acquired Organization	58	4.974	0.927		
Assertiveness Values					
Acquiring Organization	78	4.862	0.589	2618.0	0.114
Acquired Organization	58	4.638	0.827		

Future orientation practices and values. The results from the two-tailed Mann-

Whitney tests showed that the differences between the acquiring organization and the

acquired organization were not statistically significant for either *Future Orientation*

Practices (U = 2339.5, p = 0.733) or *Future Orientation Values* (U = 2461.5, p = 0.376).

The acquiring organization had slightly higher mean ratings than the acquired

organization for both *Practices* and *Values*. When comparing *Practices* with *Values*, the

mean ratings for both organizations showed a higher rating for *Values* than for *Practices*

(see Table 43).

Table 43

Future Orientation Practices and Values for Acquiring and Acquired Organizations

	N	Mean	SD	U	p-Value
Future Orientation Practices					
Acquiring Organization	78	4.611	0.996	2339.5	0.733
Acquired Organization	58	4.523	1.275		
Future Orientation Values					
Acquiring Organization	78	5.308	0.488	2461.5	0.376
Acquired Organization	58	5.218	0.595		

Performance orientation practices and values. The results from the two-tailed

Mann-Whitney tests showed that the differences between the acquiring organization and

the acquired organization were not statistically significant for either *Performance*

Orientation Practices (U = 2397, p = 0.552) or *Performance Orientation Values* (U =

2040, p = 0.320). The acquiring organization had a slightly higher mean rating than the

acquired organization for *Practices* and a slightly lower mean rating for *Values*. When

comparing *Practices* with *Values*, the mean ratings for both organizations showed a

higher rating for *Values* than for *Practices* (see Table 44).

Table 44

Performance Orientation Practices and Values for Acquiring and Acquired

Organizations

	N	Mean	SD	U	p-Value
Performance Orientation Practices					
Acquiring Organization	78	5.153	0.852	2397.0	0.552
Acquired Organization	58	5.039	0.978		
Performance Orientation Values					
Acquiring Organization	78	6.468	0.396	2040.0	0.320
Acquired Organization	58	6.509	0.466		

Humane orientation practices and values. The results from the two-tailed Mann-

Whitney tests showed that the differences between the acquiring organization and the

acquired organization were not statistically significant for either *Humane Orientation*

Practices (U = 2379.5, p = 0.605) or *Humane Orientation Values* (U = 2267, p = 0.984).

The acquiring organization had slightly higher mean ratings than the acquired

organization for both *Practices* and *Values*. When comparing *Practices* with *Values*, the

mean ratings for both organizations showed a slightly higher rating for *Values* than for

Practices (see Table 45).

Table 45

Humane Orientation Practices and Values for Acquiring and Acquired Organizations

	N	Mean	SD	U	p-Value
Humane Orientation Practices					
Acquiring Organization	78	5.040	0.816	2379.5	0.605
Acquired Organization	58	4.914	1.076		
Humane Orientation Values					
Acquiring Organization	78	5.115	0.608	2267.0	0.984
Acquired Organization	58	5.114	0.692		

Research Hypothesis 3: Cultural Scores Comparison to Years at Organization

This section provides the results from statistical comparisons of the cultural scores for each trait with the number of years at the organization. For each cultural trait, two-tailed Mann-Whitney tests were run to evaluate the null hypotheses that the difference between the responses within a specific year of service and the responses from all other years of service would be zero. The alternative hypotheses stated that the difference between the responses within a specific year of service and the responses from all other years of service would be different than zero.

Summary for years of service.   The years of service were analyzed individually for years 1 through 15. Those responses indicating more than 15 years of service were grouped together and analyzed as a group (n=11) with more than 15 years of service. Thus there were 16 groupings of years of service that were used in the analysis of cultural practices (9 dimensions) and traits (9 dimensions) resulting in 288 total two-tailed Mann-Whitney tests. Table 46 contains the P values for each test. There were 18 statistically significant differences with 14 of these differences occurring in cultural values, and only four of these differences occurring in cultural dimension practices.

Discussion of statistically significant differences. The statistically significant

differences were seen in most of the years of service groupings. There were only five

groupings of responses based on years of service that showed no statistically significant

differences in any of the cultural practices or values (see Table 46).

Table 46

Summary of P Values for Years of Service Groupings (n = total number of subjects)

	Years at Organization (n)							
Cultural Practices	1 (17)	2 (5)	3 (11)	4 (18)	5 (31)	6 (20)	7 (9)	8 (9)
Uncertainty Avoidance	0.076	0.757	0.605	0.155	0.739	0.042	0.640	0.812
Power Distance	0.548	0.124	0.665	0.937	0.642	0.257	0.662	0.911
Social Collectivism	0.518	0.843	0.880	0.969	0.626	0.380	0.056	0.423
In-Group Collectivism	0.873	0.982	0.762	0.989	0.746	0.873	0.629	0.108
Gender Egalitarianism	0.403	0.545	0.122	0.719	0.398	0.624	0.384	0.922
Assertiveness	0.839	0.380	0.307	0.221	0.131	0.349	0.773	0.039*
Future Orientation	0.439	0.135	0.943	0.413	0.365	0.293	0.361	0.021*
Performance Orientation	0.252	0.544	0.378	0.584	0.770	0.393	0.547	0.342
Humane Orientation	0.950	0.078	0.671	0.935	0.983	0.968	0.558	0.805
Cultural Values								
Uncertainty Avoidance	0.653	0.803	0.016*	0.157	0.090	0.004*	0.998	0.600
Power Distance	0.717	0.308	0.675	0.251	0.684	0.640	0.657	0.298
Social Collectivism	0.141	0.274	0.300	0.379	0.325	0.837	0.539	0.753
In-Group Collectivism	0.754	0.809	0.726	0.878	0.903	0.892	0.882	0.666
Gender Egalitarianism	0.873	0.339	0.604	0.265	0.038*	0.977	0.566	0.127
Assertiveness	0.575	0.556	0.603	0.363	0.057	0.081	0.718	0.157
Future Orientation	0.020*	0.141	0.597	0.058	0.280	0.212	0.004*	0.048*
Performance Orientation	0.835	0.272	0.307	0.984	0.292	0.509	0.035*	0.618
Humane Orientation	0.973	0.096	0.450	0.721	0.493	0.415	0.021*	0.962

	Years at Organization (n)							
Cultural Practices	9 (10)	10 (17)	11 (18)	12 (12)	13 (10)	14 (8)	15 (5)	16+ (11)
Uncertainty Avoidance	0.583	0.178	0.572	0.780	0.784	0.328	0.327	0.261
Power Distance	0.981	0.236	0.194	0.651	0.299	0.370	0.500	0.811
Social Collectivism	0.685	0.667	0.196	0.699	0.318	0.667	0.405	0.478
In-Group Collectivism	0.066	0.065	0.844	0.986	0.473	0.223	0.345	0.350
Gender Egalitarianism	0.290	0.700	0.369	0.127	0.528	0.794	0.896	0.935
Assertiveness	0.540	0.580	0.434	0.907	0.332	0.946	0.603	0.555
Future Orientation	0.544	0.278	0.868	0.095	0.592	0.268	0.893	0.133

(continued)

Performance Orientation	0.301	0.522	0.421	0.613	0.512	0.089	0.145	0.132
Humane Orientation	0.045*	0.272	0.112	0.815	0.418	0.227	0.494	0.160

Cultural Values

Uncertainty Avoidance	0.158	0.811	0.756	0.094	0.286	0.776	0.704	0.889
Power Distance	0.214	0.062	0.356	0.308	0.604	0.647	0.923	0.583
Social Collectivism	0.583	0.872	0.906	0.804	0.363	0.743	0.171	0.039*
In-Group Collectivism	0.854	0.150	0.472	0.336	0.367	0.229	0.829	0.919
Gender Egalitarianism	0.346	0.119	0.082	0.912	0.120	0.403	0.162	0.319
Assertiveness	0.284	0.002*	0.710	0.045*	0.060	0.788	0.299	0.812
Future Orientation	0.066	0.116	0.156	0.438	0.382	0.126	0.290	0.128
Performance Orientation	0.041*	0.123	0.925	0.018*	0.846	0.036*	0.069	0.343
Humane Orientation	0.387	0.530	0.307	0.881	0.070	0.327	0.791	0.342

* = Statistically significant Mann-Whitney

The number of subjects in each Years of Service grouping (n) ranges from a low of

five to a high of 31. For each two-tailed Mann-Whitney test, the subset of responses

corresponding to the year of service being tested were removed from the overall dataset,

resulting in the number of remaining responses provided in last column in Table 47.

Table 47

Summary of Statistically Significant Data for Years of Service Groupings

Years of Service	n	Cultural Dimension	p-value	Mann-Whitney U	Years of Service Mean	Company AB Mean	Company AB n
1	17	Future Orientation - Values	0.020	1090.5	5.029	5.418	194
2	5	*No significant findings*					206
3	11	Uncertainty Avoidance - Values	0.016	625.5	3.432	4.075	200
4	18	*No significant findings*					193
5	31	Gender Egalitarianism - Values	0.038	3435.0	5.532	5.333	180
6	20	Uncertainty Avoidance - Practices	0.042	1384.0	3.417	3.883	191
	20	Uncertainty Avoidance - Values	0.004	1167.0	3.375	4.111	191
7	9	Future Orientation - Values	0.004	1420.5	6.028	5.358	202
	9	Performance Orientation - Values	0.035	1283.0	6.722	6.386	202
	9	Humane Orientation - Values	0.021	1321.0	5.583	5.137	202
8	9	Assertiveness - Practices	0.039	1277.5	5.355	4.715	202
	9	Future Orientation - Practices	0.021	1320.5	5.380	4.548	202
	9	Future Orientation - Values	0.048	1261.5	5.750	5.371	202
9	10	Humane Orientation - Practices	0.045	1381.5	5.402	4.788	201
	10	Performance Orientation - Values	0.041	624.5	6.068	6.417	201

(continued)

Years of Service	n	Cultural Dimension	p-value	Mann-Whitney U	Years of Service Mean	Company AB Mean	Company AB n
10	17	Assertiveness - Values	0.002	2381.5	5.216	4.665	194
11	18	*No significant findings*					193
12	12	Assertiveness - Values	0.045	787.0	4.222	4.739	199
	12	Performance Orientation - Values	0.018	713.5	6.146	6.416	199
13	10	*No significant findings*					201
14	8	Performance Orientation - Values	0.036	461.0	6.050	6.414	203
15	5	*No significant findings*					206
16	11	Social Collectivism - Values	0.039	1504.0	4.758	4.167	200

The eighteen statistically significant differences are provided by cultural dimension in graphical format in Figure 1. This shows the distribution of these differences both by dimension as well as the distribution between the cultural dimensions related to practices and those related to values.

Figure 1 graphically shows the variance of statistically significant differences between practices and values for the nine cultural dimensions. There were substantially more statistically significant differences between the United States parent organization and each grouping by years of service for cultural values than for cultural practices.

Detailed results from each of the 288 two-tailed Mann-Whitney tests run as part of Research Hypothesis Three are included in the Appendix for reference.

Distribution of Statistically Significant Differences
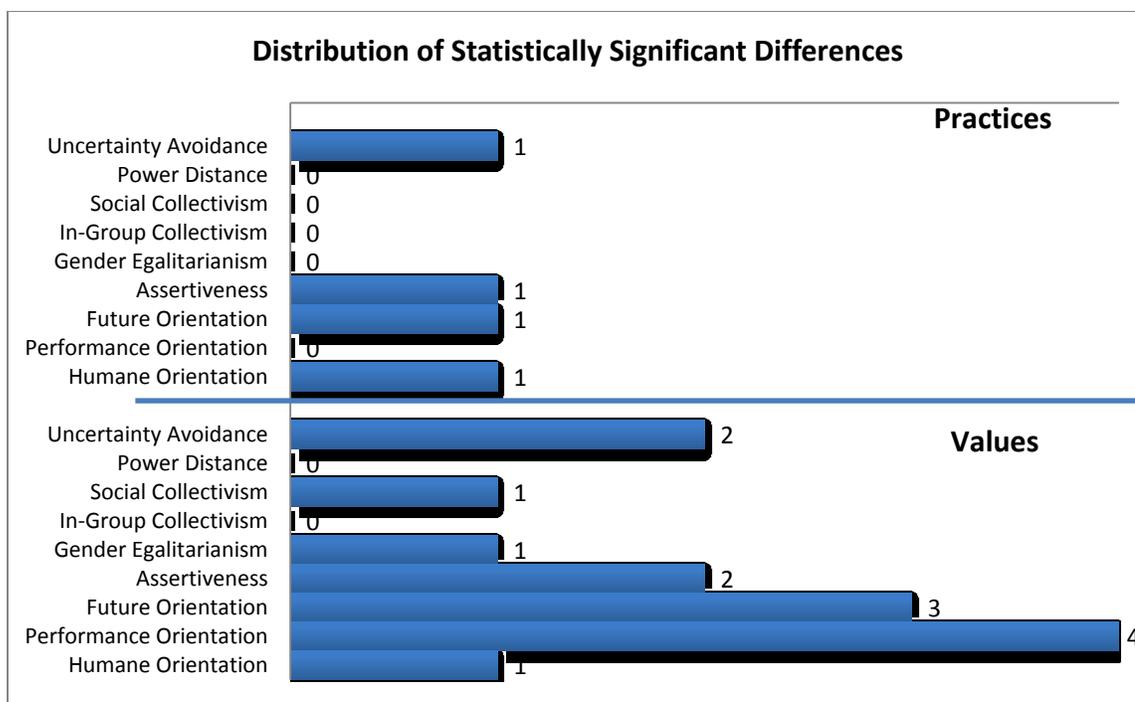
Figure 1. Distribution of statistically significant differences in cultural practices and values for years of service vs. Company AB.

Key Findings

For research hypothesis 1, the France regional organization differed in more cultural dimensions from the United States parent organization than from the GLOBE respondents from France. While there were 10 statistically significant differences with the parent organization, there was only one statistically significant difference with the GLOBE respondents from France. In contrast, the Japan regional organization showed an equal number (six) of statistically significant differences in cultural dimensions from the United States parent organization as from the GLOBE respondents from Japan. And the Ireland regional organization differed statistically significantly from the GLOBE respondents from Ireland in four cultural dimensions, and from the United States parent organization in eight cultural dimensions. And when comparing the United States parent

organization with the GLOBE respondents from the United States, 13 out of 18 cultural dimension scores differed statistically significantly.

For research hypothesis 2, there were only two statistically significant differences between the cultural dimension scores of the acquiring company versus the acquired company. Both these differences were in their cultural values, namely Power Distance and Social or Institutional Collectivism.

For research hypothesis 3, there were 18 statistically significant differences when comparing each years of service grouping with the remaining participants from the parent organization out of 288 two-tailed Mann-Whitney tests for statistically significant differences. It is noteworthy that 14 of these differences occurred in cultural values, and only four of these differences occurred in cultural practices.

Implications, both practical and theoretical with study conclusions are presented in Chapter Five. Also, a discussion of study limitations, and recommendations for further research are provided.

Chapter Five: Discussion and Conclusion

Companies with operations in multiple countries and/or regions face the significant challenge of functioning in societies that may have dramatically different sets of cultural norms, expectations, beliefs, and values. Corporate practices, policies, and procedures that work well in one culture may actually be counterproductive in another culture.

Similar to societies, organizations likewise have distinct cultures. Whereas societal cultures tend to shift relatively slowly, culture shift within organizations can happen much more rapidly, particularly if the existing leadership is replaced, or if the organization is acquired. Culture, both organizational as well as societal, influences individuals working in all organizations. The joining of these two sets of distinct cultural norms, expectations, beliefs, and values can dramatically impact the success or failure of an acquisition, a strategic alliance, or any other initiative involving multiple cultures.

This study involved a multinational company ("Company AB") with over 26,000 employees, and operations in more than 40 countries worldwide. Company AB is the result of multiple mergers and acquisitions over the past three decades, with the most recent significant acquisition happening when Company A acquired Company B, thus forming Company AB. Having grown largely by acquisition, the interaction of differing corporate cultures has impacted integration efforts and ongoing sales activities.

With archived data from over 200 middle managers within Company AB, through secondary analysis, this study examined differences in the values and beliefs between the societal culture in which the organization operates, the corporate culture of Company AB, and the corporate culture of a recently acquired company ("Company B"), including

variance based on years of service with the organization. Using existing archived data, this study compares the scores of the targeted group of middle managers to the scores from Project GLOBE's finding for the societies represented in the archived data, as well as comparing subsets of the archived data to address three distinct research hypotheses. The comparisons address the cultural impact of a corporation on the norms, expectations, beliefs, and values of this group.

The results of this investigation were presented in Chapter Four. This chapter presents the study findings for each of the three research hypotheses, along with theoretical and practical implications. Limitations of the findings and recommendations for future research are also discussed.

Research Hypotheses

This research study centers on examining differences in the 9 cultural dimension preferences scores between middle managers within several divisions of Company AB and the corresponding GLOBE scores.

Research hypothesis 1. This area of the research concerned differences in the cultural dimension scores between middle managers within Company AB and the corresponding GLOBE scores for their societal culture (United States, Japan, France, and Ireland). Specifically, this research hypothesis explored the cultural differences apparent in the archived data for individuals working geographically separated from the corporate headquarters. One-sample t-tests were run and the results were analyzed for the relative differences between an individual respondent's cultural values, beliefs, and norms, and the cultural values, beliefs, and norms of the society to which the individual belonged. The notable findings are discussed in the succeeding sections.

During the testing and analysis of research hypothesis 1, additional hypotheses were generated concerning the differences between each regional organization (France, Japan, and Ireland) and the United States parent organization. Two-tailed Mann-Whitney tests were run to evaluate the null hypotheses that the difference of responses between the United States parent organization and each regional organization would be zero. The alternative hypotheses stated that the difference of responses between the United States parent organization and each regional organization would be different than zero. For each regional organization other than the United States (France, Japan, and Ireland), the results from both the two-tailed Mann-Whitney tests as well as the one-sample t-tests were presented, while for the United States regional organization, only the t-test comparing the parent organization with the corresponding GLOBE scores from the United States respondents was presented.

France Regional Organization. Two-tailed Mann-Whitney tests were run to evaluate the differences of responses between the United States parent organization and the France Regional Organization for both practices and values of each of the nine cultural traits. Additionally, one-sample t-tests were conducted to determine if there were statistically significant differences of responses between the France Regional Organization and the GLOBE participants from France. For the France Regional Organization, n equaled 11. For the United States parent organization, n equaled 136.

The differences between the United States parent organization and the France Regional Organization were not statistically significant for any of the nine cultural traits for either practices or values, with the single exception of Power Distance Values. While the differences in responses for Power Distance Practices between the parent organization

and the France Regional Organization were not statistically significant, Power Distance

Values showed a statistically significant difference. The France Regional Organization

had a mean rating lower than the U.S. parent organization. It may be that respondents

from the France Regional Organization were frustrated with the level of hierarchy in the

parent organization and would like to see internal politics reduced. While both the parent

organization and the France Regional Organization showed drops in their mean ratings

between practices and values for Power Distance, the France Regional Organization's

drop was significantly larger than the parent organization's drop.

For Power Distance, there was a statistically significant difference between the

France Regional Organization and the GLOBE participants from France. Interestingly,

the France Regional Organization felt that Power Distance practices at their organization

were significantly lower than in France in general. The difference in Power Distance

values was also statistically significant, although less so than Power Distance practices,

primarily due to the large drop in the GLOBE France participants' responses between

practices and values. It is possible that being remotely located from the parent

organization has led to increased frustration with being able to successfully navigate the

political landscape within the organization. Clearly, the participants from the France

Regional Organization practices lower levels of Power Distance than their French

colleagues, and their desire for even lower levels of Power Distance in the future is

reflected in the results.

The differences between the France Regional Organization and the GLOBE

participants from France were statistically significant for ten of the eighteen cultural

traits, treating practices and values independently. Hence, the tests clearly showed that

the France Regional Organization was much more closely aligned with the United States parent organization than with France as assessed by the GLOBE study.

While there were no statistically significant differences in Gender Egalitarianism practices between the France Regional Organization and the GLOBE France respondents, the results for Gender Egalitarianism values were statistically different. The France Regional Organization scored significantly higher than their GLOBE France counterparts for valuing Gender Egalitarianism within their organization. While not quite as high as their U.S. parent organization, the France Regional Organization still tested significantly higher than the GLOBE France respondents. It is possible that the more recent emphasis on gender equality shown by many U.S. organizations, including the parent organization in this study, may have impacted the values of the France Regional Organization.

Differences between the France Regional Organization and the GLOBE France participants were statistically significant for both Assertiveness practices and Assertiveness values. The France Regional Organization aligned much more closely with the U.S. parent organization for Assertiveness than with the GLOBE respondents from France, testing higher for both practices and values. While not quite as high as their U.S. parent organization counterparts, the France Regional Organization still tested higher than the GLOBE France respondents. It is possible that the higher levels of assertiveness in general from U.S. organizations as compared with organizations in France may have contributed to the higher testing results in the France Regional Organization, with respondents modifying their behavior and values to more closely align with behaviors and values that are deemed important in the parent organization. It is also possible that, through self-selection and voluntary separation, those respondents remaining in the

France Regional Organization are those whose natural inclinations align more closely with the levels of assertiveness demonstrated and valued in the U.S. parent organization.

The results from the one-sample t-tests for Future Orientation values and practices showed statistically significant differences between the France Regional Organization and the GLOBE participants from France. For both Future Orientation values and practices, the France Regional Organization tested higher than the GLOBE France participants. Indeed, the France Regional Organization even scored slightly higher than their U.S. parent organization for both Future Orientation values and practices. Company AB is a publically traded organization in the United States, which poses unique challenges for long-term planning, since shareholders often dictate quarterly returns. It is possible that the France Regional Organization perceived a short-term orientation on the part of their colleagues in the United States and, as such, desired a more long range orientation.

While Performance Orientation values did not show statistically significant differences between the France Regional Organization and the GLOBE France participants, differences in Performance Orientation practices were statistically significant. The France Regional Organization tested higher than the GLOBE France participants, although both groups valued a higher level of Performance Orientation than was currently being practiced. Interestingly, the France Regional Organization felt that their organization was even more oriented toward performance than their U.S. parent organization, although only slightly higher. However, the U.S. parent organization valued performance orientation slightly more than their France Regional Organization. It is possible that the France Regional Organization's geographical separation from the

parent organization forces performance to be measured by metrics and dashboards, rather than frequent meetings and hallway conversations. As such, the perception may be that the focus on measurable and quantifiable results is higher in the France Regional Organization than it is in other organizations.

The results from the Humane Orientation values and practices t-tests are unique. The France Regional Organization tested statistically significantly higher than the GLOBE France participants for Humane Orientation practices. However, the GLOBE France participants scored statistically significantly higher than the France Regional Organization for Humane Orientation values. It may be that the France Regional Organization felt that their colleagues were friendly, generous, caring, and kind to others, more so than other organizations in France. However, other organizations in France, specifically those participating in the GLOBE survey, valued generosity and kindness more than participants in the France Regional Organization. Interestingly, the results from the France Regional Organization were not statistically significantly different from the U.S. parent organization for Humane Orientation practices and values, indicating that the France Regional Organization more closely aligned with the parent organization than with the GLOBE France participants.

Japan Regional Organization. Two-tailed Mann-Whitney tests were run to evaluate the differences of responses between the United States parent organization and the Japan Regional Organization for both practices and values of each of the nine cultural traits. Additionally, one-sample t-tests were conducted to determine if there were significant differences of responses between the Japan Regional Organization and the

GLOBE participants from Japan. For the Japan Regional Organization, n equaled 12. For the United States parent organization, n equaled 136.

The Japan Regional Organization showed statistically significant differences from the GLOBE Japan respondents for Power Distance practices, testing lower, although more closely aligned with their U.S. parent organization. Interestingly, Power Distance values were not statistically significantly different between the Japan Regional Organization and the U.S. parent organization and the GLOBE Japan respondents. It is possible that the Japan Regional Organization recognized the flatter organizational structure and reporting relationships within their organization, especially when compared to the hierarchical relationships within more traditional Japanese firms.

For Institutional Collectivism practices, the Japan Regional Organization tested similarly to the U.S. parent organization, but statistically significantly lower than the GLOBE Japan respondents. There were no statistically significant differences for Institutional Collectivism values. It may be that the participants from the Japan Regional Organization perceived the emphasis on individual achievement in their organization, versus the practices designed to encourage or reward collective behavior in more traditional Japanese firms, such as those included in the GLOBE study. Interestingly, the results for Institutional Collectivism Values show the Japan Regional Organization valuing individualism slightly more than respondents from their U.S. parent organization.

There were statistically significant differences between the United States parent organization and the Japan Regional Organization for In-Group Collectivism, both practices and values. Indeed, the GLOBE respondents from Japan scored lower than the respondents from the United States parent organization, yet the Japan Regional

Organization tested even lower than the GLOBE Japan respondents for both practices and values. It is possible that these results arise from a higher sense of pride and loyalty felt by respondents at the United States parent organization when compared with the respondents from the Japan Regional Organization. Interestingly, the results may indicate that there is a distinct feeling of separation on the part of the respondents from the Japan Regional Organization, since their results were even lower than the GLOBE respondents from Japan.

For Gender Egalitarianism, the Japan Regional Organization did not differ significantly from the GLOBE respondents from Japan for either practices or values. Similarly, there were no statistically significant differences between the United States parent organization and the Japan Regional Organization for Gender Egalitarianism practices. However, the Japan Regional Organization tested statistically significantly lower than the United States parent organization for Gender Egalitarianism values. It is possible that, while the Japan Regional Organization did not differ statistically significantly from the U.S. parent organization for Gender Egalitarianism practices, their values aligned much more closely with the GLOBE respondents from Japan.

The Japan Regional Organization showed no statistically significant difference from the United States parent organization for levels of Assertiveness for either practices or values. However, the Japan Regional Organization showed statistically significant differences when compared to the GLOBE respondents from Japan, who tested lower for Assertiveness practices and higher for Assertiveness values. It is possible that the Japan Regional Organization has adapted their levels of assertiveness to match the U.S. parent

organization and feel that they are essentially at a productive level, indicating only a slight increase from practices to values for Assertiveness.

For Performance Orientation, the Japan Regional Organization differed statistically significantly from both the United States parent organization and from the GLOBE respondents from Japan for both practices and values. The GLOBE respondents from Japan tested lower than the U.S. parent organization for both practices and values, and the Japan Regional Organization tested between both groups, although statistically significantly different from both groups. This could allude to tension on the part of the Japan Regional Organization respondents, feeling the need to stress performance more than they were comfortable based on their cultural background, and yet also seeing the value of an increased level of focus on achieving results by interacting with the U.S. parent organization.

The Japan Regional Organization differed statistically significantly from the United States parent organization for Humane Orientation practices. Interestingly, the parent organization tested higher than the respondents from the Japan Regional Organization, which in turn was slightly higher than the GLOBE respondents from Japan for Humane Orientation practices. This could represent the feeling that there is a lack of concern and caring within their organization on the part of the Japan Regional Organization respondents, which may be a byproduct of being geographically separated from the parent organization.

Ireland Regional Organization. Two-tailed Mann-Whitney tests were run to evaluate the differences of responses between the United States parent organization and the Ireland Regional Organization for both practices and values of each of the nine

cultural traits. Additionally, one-sample t-tests were conducted to determine if there were statistically significant differences of responses between the Ireland Regional Organization and the GLOBE participants from Ireland. For the Ireland Regional Organization, n equaled 12. For the United States parent organization, n equaled 136.

The Ireland Regional Organization showed statistically significant differences from the United States parent organization for Uncertainty Avoidance practices, while Uncertainty Avoidance values were closely aligned. The Ireland Regional Organization tested higher than the U.S. parent organization, possibly indicating an aversion to taking risks. The Ireland Regional Organization was slightly higher than even the GLOBE respondents from Ireland for Uncertainty Avoidance practices, while Uncertainty Avoidance values were closely aligned for all three groups.

For Power Distance practices, the Ireland Regional Organization showed statistically significant differences from the GLOBE respondents from Ireland, testing lower. This indicates a lower acceptance of hierarchy within their organization. The Ireland Regional Organization was much more closely aligned with the United States parent organization for Power Distance practices, although the parent organization tested slightly lower than the Ireland Regional Organization, indicating an even lower level of acceptance of hierarchy for the U.S. parent organization. Given the statistically significant difference between the Ireland Regional Organization and the GLOBE respondents from Ireland, this could indicate an adaptation on the part of the respondents from the Ireland Regional Organization to better align with their U.S. parent organization, demonstrating a lower level of acceptance of privileges directly correlated to status.

The Ireland Regional Organization showed statistically significant differences with the GLOBE respondents form Ireland for Gender Egalitarianism practices, testing higher. This may be due to the increased focus in recent years in many U.S. organizations on stressing the importance of equality based on gender in the workplace. Interestingly, the Ireland Regional Organization even tested slightly higher than the U.S. parent organization for Gender Egalitarianism practices, although not statistically significantly higher. Interestingly, the Ireland Regional Organization tested higher than the GLOBE respondents from Ireland for Gender Egalitarianism values as well, narrowly missing the level required for statistical significance. Given the zero tolerance policy many U.S. organizations have to any form of discrimination, this difference between the Ireland Regional Organization and the GLOBE respondents from Ireland may be due to the fact that the regional organization is part of a U.S. organization.

For Assertiveness, the Ireland Regional Organization showed statistically significant differences in both practices and values with the GLOBE respondents from Ireland, while more closely aligning with their United States parent organization. The Ireland Regional Organization tested higher for both practices and values than the GLOBE respondents from Ireland. Indeed, the Ireland Regional Organization even tested slightly higher than their U.S. parent organization for both Assertiveness practices and Assertiveness values. This may indicate a perceived need to demonstrate more assertiveness in their relationships within their organization in order to produce results. Or it may reflect a degree of self-selection, in that the middle managers remaining with the Ireland Regional Organization are those that demonstrate a level of assertiveness that

is more in line with the level of assertiveness shown at the United States parent organization.

The Ireland Regional Organization showed statistically significant differences with both their United States parent organization and with the GLOBE respondents from Ireland for both Future Orientation practices and Future Orientation values. The results from the Ireland Regional Organization were higher than the U.S. parent organization and the GLOBE respondents from Ireland for both practices and values. It is possible that the Ireland Regional Organization practices and values increased levels of goal setting, strategy development, and an emphasis on plan making. Perhaps, being separated from the parent organization, the Ireland Regional Organization suffers from a perceived case of operational whiplash, falling victim to the apparent changes in direction emanating from the parent organization. Thus they practice and value a higher level of future orientation.

Similarly, the Ireland Regional Organization tested higher than the GLOBE respondents from Ireland for Performance Orientation practices. Indeed, the Ireland Regional Organization even tested higher than their United States parent organization, although not significantly. Performance orientation is defined as an internally consistent set of practices and values that have a direct impact on the way an organization defines success in adapting to external challenges. It is possible that the Ireland Regional Organization has been required to successfully adapt to external challenges at a higher level than their U.S. parent organization.

For Humane Orientation practices, the Ireland Regional Organization tested statistically significantly lower than both their United States parent organization and the

GLOBE respondents from Ireland, while Humane Orientation values did not differ

significantly between all three groups. It would appear from the results that respondents

from the Ireland Regional Organization do not feel that their organization encourages

and/or rewards individuals for being fair, altruistic, friendly, generous, caring, and kind to

others. This may reflect a sense of disenfranchisement from the U.S. parent organization.

United States Regional Organization. For comparing the United States Regional

Organization of Company AB with the GLOBE respondents from the United States, a

series of one-sample T-tests were conducted. Cultural practices and values were tested

separately. For the United States Regional Organization, n equaled 136.

In comparing the nine cultural trait practices, test results showed statistically

significant differences for eight cultural trait practices. Social Collectivism was the only

cultural trait that did not show statistically significant differences between the U.S.

Regional Organization and the GLOBE respondents from the United States.

In comparing the nine cultural trait values, test results showed statistically

significant differences for five cultural trait values, namely Power Distance, Gender

Egalitarianism, Assertiveness, Performance Orientation, and Humane Orientation. The

other four traits did now show statistically significant differences between the U.S.

Regional Organization and the GLOBE respondents from the United States. Overall, it

appears that the U.S. Regional Organization aligned more closely with the GLOBE

respondents from the U.S. in terms of cultural trait values than in terms of cultural trait

practices.

When compared to the GLOBE respondents from the United States, the United

States Regional Organization was less risk averse, testing lower for Uncertainty

Avoidance practices. Given the competitive nature of the industry for Company AB, the

lower testing for Uncertainty Avoidance practices for the U.S. Regional Organization

may reflect a higher comfort level with calculated risk taking. Interestingly, though, the

U.S. Regional Organization did not differ significantly from the GLOBE respondents

from the United States for Uncertainty Avoidance values. The GLOBE respondents from

the U.S. tested slightly higher for Uncertainty Avoidance values than practices, while the

U.S. Regional Organization tested slightly lower for Uncertainty Avoidance values than

practices, thus testing closer to the GLOBE respondents for values than for practices. It

is possible that the U.S. Regional Organization feels that their current level of comfort

with risks is too great and needs to be more in line with the GLOBE respondents from the

United States.

The United States Regional Organization tested lower than the GLOBE

respondents from the United States for Power Distance practices and values. Since

Power Distance relates to the extent to which an organization accepts and endorses

authority, power differences, and privileges directly correlated to status, it is possible that

the respondents from the U.S. Regional Organization feel that their organization is flatter

than the organizations of the U.S. respondents to the GLOBE study. And while the U.S.

Regional Organization tested lower than the GLOBE respondents from the United States

for Power Distance practices, the respondents from the U.S. Regional Organization tested

even lower for Power Distance values, perhaps indicating a desire for even less

hierarchical differentiation within the organization.

For In-Group Collectivism, the United States Regional Organization showed

statistically significant differences with the GLOBE respondents from the United States

for practices, but not for values, although both scores were higher for the U.S. Regional Organization than for the GLOBE respondents from the U.S. While the U.S. Regional Organization showed higher testing scores than the GLOBE respondents from the U.S. for In-Group Collectivism practices, they tested even higher for In-Group Collectivism values. Hence, while the U.S. Regional Organization apparently recognizes individuals as being interdependent and as having duties and obligations to other organization members, they would like that interdependence to be even higher, although not significantly higher than the GLOBE respondents from the United States.

The United States Regional Organization tested higher than the GLOBE respondents from the United States for Gender Egalitarianism practices and values. Since the GLOBE study defines Gender Egalitarianism as the degree to which an organization believes that a member's biological gender should determine the roles that they play within their organization, it appears that the U.S. Regional Organization believes that gender plays a significantly lower role in determining an individual's position in their organization when compared with respondents from the U.S. for the GLOBE study. Interestingly, respondents from the U.S. Regional Organization appear to believe that gender should play an even smaller role in determining positions in their organization. Some of the statistically significant difference between the U.S. Regional Organization and the GLOBE respondents from the U.S. may be due to the ensuing period, roughly ten years, between when the GLOBE responses were collected and when the U.S. Regional Organization responses were collected. Within many U.S. organizations, a heavy emphasis was placed on gender-neutral policies during that time period, some as a direct result of legislation.

For Assertiveness, the United States Regional Organization tested higher than the GLOBE respondents from the United States for both practices and values. Respondents from the U.S. Regional Organization perceive a very high level of assertiveness within their current organization, and yet seem to feel that it is appropriate. While the GLOBE respondents from the United States seemed to value a lower level of assertiveness than the level currently being practiced, this decline was not nearly as pronounced with the U.S. Regional Organization, perhaps indicating a comfort level with their current level of assertiveness.

The United States Regional Organization tested higher than the GLOBE respondents from the U.S. for Future Orientation practices, but slightly lower for Future Orientation values. Future orientation refers to the degree to which an organization encourages and rewards planning and delayed gratification. Company AB operates in an industry that requires many years of research and development before introducing any new products. Thus, the statistically significant higher score for Future Orientation practices for the U.S. Regional Organization may be a direct result of the reality facing all organizations in their industry. Interestingly, for Future Orientation values, respondents from the U.S. Regional Organization did not differ significantly than the GLOBE respondents from the U.S. who represented three different industries.

For Performance Orientation, the United States Regional Organization showed statistically significant differences with the GLOBE respondents from the United States for both practices and values, testing higher for both. This apparently reflects a higher emphasis on rewarding innovation, high standards, and performance improvement within the U.S. Regional Organization than in the organizations participating in the GLOBE

study. Interestingly, while Performance Orientation practices were higher for the U.S.

Regional Organization, Performance Orientation values increased still further, apparently

indicating a desire on the part of respondents for even more rewards based on innovation

and performance improvements.

The last of the nine cultural traits studied was Humane Orientation. Interestingly,

the United States Regional Organization tested higher than the GLOBE respondents from

the United States for Humane Orientation practices, but lower than the GLOBE

respondents for Humane Orientation values. Humane Orientation centers on the degree

to which an organization encourages and/or rewards individuals for being fair, altruistic,

friendly, generous, caring, and kind to others. Hence, while the GLOBE respondents

from the U.S. felt that within their organizations, this type of behavior was not

encouraged and/or rewarded as highly as they would prefer, the respondents from the

U.S. Regional Organization seemed to feel that these behaviors were in fact encouraged

and/or rewarded. Additionally, while the respondents from the U.S. Regional

Organization desired more encouragement and/or rewards for these behaviors, the level

of increase was not nearly as significant as the respondents from the United States who

participated in the GLOBE study. Humane Orientation was the only cultural dimension

of the nine that showed this shift from statistically significantly higher to statistically

significantly lower than the GLOBE respondents from the United States.

Research hypothesis 2. This area of the research concerned statistically

significant differences in the corporate cultural dimension scores among middle managers

within Company AB when controlling for the division or internal group in which the

individual operates (i.e., is the individual a member of "legacy" Company A or a member

of the "acquired" Company B?). This research hypothesis explored the cultural differences between an acquired company and the acquiring company several years after the acquisition.

For each cultural trait, two-tailed Mann-Whitney tests were run to evaluate the null hypotheses that the difference of responses between the acquired organization and the acquiring organization would be zero. The alternative hypotheses stated that the difference of responses between the acquired organization and the acquiring organization would be different than zero. For Company A, n equaled 78, and for Company B, n equaled 58.

Interestingly, for all nine cultural dimensions, there were no statistically significant differences in the testing results for the cultural practices. This could mean that both Company A and Company B had a fairly consistent assessment of the current culture of the combined organization. Since several years had elapsed since Company A acquired Company B, this may indicate that any significant cultural differences between the two companies have largely vanished by the point in time when the data was gathered.

For cultural values, two of the nine dimensions showed statistically significant differences between Company A and Company B, namely for Power Distance and Institutional Collectivism. For Power Distance values, Company A, the acquiring company, had a higher result than Company B, the acquired company. Again, Power Distance is the extent to which an organization accepts and endorses authority, power differences, and privileges directly correlated to status. This could indicate that Company B valued a less hierarchical, more homogenous organization where authority and

privileges are not related to the achievement of a certain level of status. Hence, while both Company A and Company B did not differ significantly in their assessment of their current organization's level of Power Distance, they did differ significantly in how they felt the organization should behave regarding Power Distance in the future.

For Institutional Collectivism values, Company A, the acquiring company, had a higher result than Company B, the acquired company. Institutional Collectivism may take the form of rules, programs, or organizational practices designed to encourage or reward collective behavior within the organization. The results could indicate that Company B, the acquired company, perceived less encouragement for demonstrating collective behavior in the organization. Even after several years, the level of integration between Company A and Company B was perceived to be relatively low, perhaps exacerbated by the fact that their respective facilities were geographically separated by a significant distance. Hence, the feeling that more individualistic behaviors should be rewarded, rather than collective behaviors, may be related to the physical and organizational distance from Company A and the organization's headquarters. Hence, while both Company A and Company B did not show statistically significant differences in their assessment of their current organization's level of Institutional Collectivism (practices), they did show statistically significant differences in how they felt the organization should behave regarding Institutional Collectivism in the future.

Hence, several years post-acquisition, Company B, the acquired company, seemed to have a fairly consistent understanding of the corporate culture of Company AB, the combined company. However, there were still some statistically significant

differences between the two groups concerning cultural values, or how respondents believed that the organization should behave.

Research hypothesis 3. This area of the research concerned statistically significant differences among middle managers within Company AB in the cultural dimension scores based on their years at Company AB. This research hypothesis explores the relationship between an employee's tenure with a company and an employee's cultural values, beliefs, and norms, as they compare to the organization's values, beliefs, and norms.

For each cultural trait, two-tailed Mann-Whitney tests were run to evaluate the null hypotheses that the difference between the responses within a specific year of service and the responses from all other years of service would be zero. The alternative hypotheses stated that the difference between the responses within a specific year of service and the responses from all other years of service would be different than zero.

The years of service were analyzed individually for years one through 15. Those responses indicating more than 15 years of service were grouped together and analyzed as a separate and distinct group, with n = 11. Thus there were 16 groupings of years of service that were separately analyzed and compared with all other responses in the data. Nine dimensions related to Practices and nine dimensions related to Values were analyzed, resulting in 288 total two-tailed Mann-Whitney tests.

Cultural practices and cultural values. For cultural practices, 144 two-tailed Mann-Whitney tests were run, corresponding to nine cultural dimensions for 16 groupings of responses based on years of service. Out of those 144 tests, only four showed statistically significant differences between the United States parent organization

and the individual groupings based on years of service. The cultural practices that differed significantly were Uncertainty Avoidance for those respondents with 6 years of service, Assertiveness and Future Orientation for those respondents with 8 years of service, and Humane Orientation for those respondents with 9 years of service.

Perhaps one explanation for the lack of statistically significant differences in the assessment of cultural practices between the United States parent organization respondents and the individual groupings based on years of service is that the organizational culture, as practiced, is so strong that there is little ambiguity as to its nature and dimensions. Indeed, 140 out of 144 total tests showed no statistically significant difference between the parent organization and the groupings based on years of service when assessing cultural practices within the organization.

For cultural values, an additional set of 144 two-tailed Mann-Whitney tests were run, again corresponding to the nine cultural dimensions for 16 groupings of responses based on years of service. Out of those 144 tests, fourteen showed statistically significant differences between the United States parent organization and the individual groupings based on years of service. While the fourteen tests that showed statistically significant differences represent slightly less than 10% of the total number of tests run to assess cultural values, the number of differences was still 3.5 times as many statistically significant differences as were seen in cultural practices. This may mean that, while individuals have a fairly accurate perception of the current organizational culture, they differ somewhat significantly in their desires for what the organizational culture should be.

In examining the individual Mann-Whitney tests for cultural values, there was inconsistency in the direction of the differences for several of the individual dimensions. For example, in examining the Assertiveness dimension for cultural values, respondents with 10 years of service desired more assertiveness, while respondents with 12 years of service desired less assertiveness in their organizational culture. These inconsistencies in the direction of the differences may be an artifact of the relatively small n values for each grouping based on years of service, which ranged from 5 to 31. These results may also reflect the diversity that exists in smaller sub-units or teams within the organization as a whole.

Individual cultural dimensions. For the nine cultural dimensions, four dimensions showed statistically significant differences with at least one grouping based on years of service for both practices and values. Three cultural dimensions showed statistically significant differences with at least one grouping for values only. And two cultural dimensions showed no statistically significant differences with any grouping based on years of service for either practices or values.

For Uncertainty Avoidance, there were three results from the two-tailed Mann-Whitney tests that showed statistically significant differences when comparing the parent organization with each grouping of respondents based on years of service. Uniquely, all three results showed that the individual groupings of respondents scored lower than the parent organization. For Uncertainty Avoidance practices, respondents with 6 years of service believed that the organizational culture was more tolerant of risk when compared to responses from respondents with other than 6 years of service. But those same respondents with 6 years of service also desired that the organization become even more

risk tolerant, differing significantly from the responses from the rest of the organization.

Indeed, the rest of the organization felt that the level of uncertainty or risk avoidance

should be increased moving forward, with the exception of those respondents with 3

years of service who aligned with the respondents with 6 years of service in desiring a

noticeably lower level of uncertainty avoidance. In no cases did the groupings of

respondents based on years of service desire significantly more organizational avoidance

of uncertainty. This was the only dimension where two or more groups of respondents

unanimously agreed with respect to their evaluation of the organization's culture in terms

of direction of desired movement (values).

There were no statistically significant differences in either practices or values for

the Power Distance cultural dimension. For cultural practices, this may mean that all

groupings of respondents based on years of service have an accurate understanding

regarding the level of rewards awarded based on rank or position in the organization. For

cultural values, this may mean that all groups agree with each other with respect to the

desired level of power distance in the organization for the future. In-Group Collectivism

is the only other cultural dimension that shows no statistically significant differences in

the results of the Mann-Whitney tests for all 16 groupings based on years of service

compared to the parent organization.

For Social Collectivism, there were no statistically significant differences for

cultural practices, however respondents with the most years of service (16 or over)

differed statistically significantly from the rest of the organization regarding their desired

level of social collectivism that they felt the organization should demonstrate in the

future. This may mean that respondents with 16 or more years of service desired more

policies and programs that encouraged and rewarded more collective, and hence less individualistic, behavior. The statistically significantly lower score may reflect a lesser desire for individual recognition in favor of more collective recognition at this stage of the respondents' careers, given that they have 16 or more years of service with the organization.

There were no statistically significant differences in either cultural practices or values for the In-Group Collectivism cultural dimension. For cultural practices, this may mean that all groupings of respondents based on years of service have an accurate understanding regarding the level of pride demonstrated by members of the organization. For cultural values, this may mean that all groups agree with each other with respect to the desired level of pride and loyalty organization members should show in the future.

For Gender Egalitarianism, only respondents with 5 years of service differed statistically significantly with the rest of the respondents from the parent organization in terms of cultural values. Respondents with 5 years of service desired a statistically significantly higher level of gender egalitarianism than the rest of the organization, while they did not differ statistically significantly with the rest of the organization concerning their assessment of the organization's current practices regarding gender egalitarianism. This may mean that respondents with 5 years of service wanted less differentiation in the organization based solely on gender.

For Assertiveness, respondents with 8 years of service showed statistically significant differences with the rest of the organization concerning the organization's current level of assertiveness. Respondents with 8 years of service rated the current level of assertiveness higher than the rest of the organization. This may indicate that

respondents with 8 years of service experienced higher levels of aggressiveness and dominance in their relationships with others in the organization. Interestingly, for Assertiveness cultural values, respondents with 10 years of service desired a higher level of assertiveness while respondents with 12 years of service desired a lower level of assertiveness within the organization. This may reflect the diversity that exists in smaller sub-units or teams within the organization as a whole. This may also be an artifact of relatively small n values for these two groupings (17 and 12 respectively), more easily resulting in statistically significant differences when compared to the overall parent organization.

For Future Orientation, as with Assertiveness, respondents with 8 years of service differed statistically significantly with the remaining respondents from the parent organization concerning the organization's current level of orientation toward the future. Respondents indicated that they perceived an increased level of Future Orientation when compared to the rest of the organization. This may indicate that this grouping of respondents with 8 years of service witnessed higher levels of planning and/or delayed gratification than others in the organization. Interestingly, for Future Orientation cultural values, three groupings based on years of service differed statistically significantly from respondents from the rest of the organization, however one of these three groups desired a lower level of orientation toward the future, while the other two groups desired a higher level of future orientation on the part of the organization. Respondents with 1 year of service valued a lower level of orientation toward the future. This may indicate a desire for better short-term results and a general propensity toward action, rather than planning. Respondents with 7 and 8 years of service desired a higher level of orientation toward the

future when compared to respondents from the rest of the organization. This may indicate a desire to move away from a short-term focus and emphasize longer term goals and objectives. This was the only cultural dimension that respondents with 1 year of service differed in either practices or values with the other respondents from the parent organization.

For Performance Orientation, respondents from four groupings based on years of service showed statistically significant differences with respondents from the rest of the parent organization. While there were no statistically significant differences in assessing current practices of Performance Orientation, all four of the statistically significant differences were found in Performance Orientation cultural values. Interestingly, only respondents with 7 years of service desired a higher level of performance orientation within the organization. Respondents with 9, 12, and 14 years of service all desired lower levels of performance orientation within the organization. This may indicate that those respondents who desired lower levels of performance orientation believed that the organization placed too great of an emphasis on innovation and results.

For Humane Orientation current practices, respondents with 9 years of service experienced a statistically significantly higher level than their colleagues in the rest of the organization. This may indicate that in their groups, there is a higher level of altruism, fairness and kindness than others in the organization experience. Interestingly, respondents with 7 years of service with the organization valued a higher level of humane orientation than their colleagues in the rest of the organization. Perhaps these respondents desired a more caring and nurturing environment than their colleagues in the

parent organization. This may indicate their dissatisfaction with the current level of altruism and fairness that exists within their current organization or team.

Individual groupings based on years of service. As previously stated, there were 16 groupings of respondents based on total years of service in the organization. Out of these 16 groupings, five groupings showed no statistically significant differences for any of the nine dimensions for either practices or values when compared to the respondents from the rest of the organization. Additionally, six of the remaining groupings showed only one statistically significant difference when compared to respondents from the rest of the organization. Three groupings showed two statistically significant differences, and the remaining two groupings showed three statistically significant differences when compared to respondents from the rest of the organization.

Respondents with 2, 4, 11, 13, and 15 years of service did not show statistically significant differences with respondents from the rest of the organization for any of the nine cultural dimensions for either practices or values. This may indicate assimilation in terms of assessing current organizational practices. It also may indicate an understanding and alignment around the direction the organization should move culturally in the future.

Respondents with 1 year of service were very similar to the rest of the respondents from the parent organization, differing statistically significantly only for Future Orientation cultural values. These respondents felt that the organization should plan more and place a larger emphasis on future goals, opportunities, and results when compared to respondents from the rest of the organization. Since these respondents have not been with the organization that long, this may indicate a desire to have the

organization emphasize and reward planning and strategizing, rather than focusing on perceived short-term shareholder returns.

Respondents with 3 years of service only showed statistically significant differences with other respondents from the organization in Uncertainty Avoidance cultural values, desiring less avoidance of uncertainty than their colleagues in the rest of the organization. This may indicate a generally higher level of tolerance for taking risks. This may also reflect a general frustration with the level of analysis and data collection that must happen before any significant decision is made, which may be perceived as being overly cautious.

Respondents with 5 years of service showed statistically significant differences from other respondents in the organization concerning Gender Egalitarianism cultural values, but not cultural practices. Respondents with 5 years of service desired a higher level of gender egalitarianism than respondents from the rest of the organization. This may indicate that respondents in this grouping felt that the organization could benefit from less differentiation in the workplace based solely on gender. The group of respondents showed an accurate assessment of cultural practices surrounding Gender Egalitarianism, showing no significant differences when compared with the rest of the organization. Interestingly, this grouping of respondents with 5 years of service was the only grouping to differ significantly from the rest of the organization on Gender Egalitarianism, either cultural practices or values.

Respondents with 6 years of service differed statistically significantly from other respondents in the organization in Uncertainty Avoidance, both cultural practices and cultural values. Interestingly, while the organization as a whole desired a higher level of

risk avoidance than currently being practiced, the respondents with 6 years of service desired a lower level of risk avoidance than currently being practiced. Yet the respondents with 6 years of service also assessed the organization as having a statistically significantly lower level of risk avoidant practices than respondents from the rest of the organization. This may mean that respondents with 6 years of service believe the organization could perform better with less reluctance to take calculated risks.

Respondents with 7 years of service showed statistically significant differences with respondents from the rest of the organization in three distinct cultural values: Future Orientation, Performance Orientation, and Humane Orientation. Interestingly, respondents with 7 years of service showed no statistically significant differences with respondents from the rest of the organization in any of the nine cultural dimensions for current practices. This may mean that by 7 years of service with the organization, respondents had an accurate understanding and assessment of the organization's culture. Yet respondents differed statistically significantly in the previously mentioned three cultural dimensions for values. This may mean that, while the respondents accurately understand and assess the current organization's culture, they believe the organization would be better served with a longer term perspective, a higher emphasis on performance, and a more respectful environment in which to work.

While respondents with 7 years of service showed statistically significant differences in three cultural values when compared with respondents from the rest of the organization, respondents with 8 years of service showed statistically significant differences in two cultural practices and one cultural value. Specifically respondents with 8 years of service appeared to feel that the organization was more assertive than

respondents in the rest of the organization. Additionally, respondents with 8 years of service appeared to feel that the organization was more oriented toward the future than respondents in the rest of the organization and that the organization should have even a longer term orientation in the future. As previously noted, there were only four statistically significant differences among the 144 two-tailed Mann-Whitney tests run to evaluate cultural practices. Two of those four statistically significant differences were from respondents with 8 years of service. This may mean that this group is relatively insulated from the rest of the organization, assessing their own culture as more representative of the overall organizational culture, differing significantly from respondents from the rest of the organization.

Respondents with 9 years of service showed statistically significant differences with respondents from the rest of the organization in Humane Orientation cultural practices and Performance Orientation cultural values. Specifically, respondents with 9 years of service differed from the rest of the organization, assessing organizational practices such as concern for the employees, warm atmosphere, etc., significantly higher. This may mean that this group of respondents were in a unique area of the organization that demonstrated higher levels of these characteristics associated with Humane Orientation than other areas of the organization. Similarly, respondents with 9 years of service valued a lower level of an emphasis on performance than the rest of the organization. When combined with their assessment of Humane Orientation cultural practices, this may indicate that this group of respondents work in a harmonious environment where competition is underemphasized.

Respondents with 10 years of service showed statistically significant differences with respondents from the rest of the organization only in Assertiveness cultural values, desiring a more assertive organizational culture in the future. Interestingly, the only other group of respondents that differed from the rest of the organization for Assertiveness cultural values was those respondents with 12 years of service with the organization. However, respondents with 12 years of service valued a significantly lower level of assertiveness than the rest of the organization. This may be an artifact of the smaller group size of 17 respondents with 10 years of service and 12 respondents with 12 years of service. This may also reflect individual values influenced by the department or team the respondents interacted with on a regular basis. This is the only instance of two groups of respondents separated by only 2 years differing statistically significantly from the rest of the organization with one group having a higher mean and one group having a lower mean for a particular cultural dimension.

There were no statistically significant findings for those respondents with 11 years of service. For respondents with 12 years of service, statistically significant differences were noted for Assertiveness cultural values as discussed above, as well as Performance Orientation cultural values. Respondents with 12 years of service valued a lower level of emphasis on performance than respondents from the rest of the organization. When combined with valuing a lower level of assertiveness in the organization, this may indicate that respondents with 12 years of service experienced an uncomfortable level of competition and emphasis on performance that resulted in them desiring or valuing an increased level of harmony within their organizations. With 12 years of service, they did not differ statistically significantly from the rest of the

organization assessing the overall organization's cultural practices, but did differ statistically significantly in two of the nine cultural values.

Respondents with 13 years of service did not show statistically significant differences with the rest of the organization in any cultural value or practice, resulting in no statistically significant findings. Respondents with 14 years of service showed statistically significant differences with the rest of the organization in Performance Orientation cultural values. Respondents with 14 years of service desired a lower level of emphasis on performance within the organization. While total years of professional experience of respondents was not independently tracked, it may be reasonable to assume that respondents with 14 years of service have been in the workforce on average longer than those respondents with far fewer years of service. Hence, the significantly lower level of Performance Orientation cultural values may be influenced by the relatively advanced career stage of the respondents.

There were no statistically significant findings for those respondents with 15 years of service, yet respondents with 16 or more years of service showed statistically significant differences with respondents from the rest of the organization for Institutional Collectivism cultural values. This may indicate that those respondents with 16 or more years of service valued an environment that promoted institutional practices designed to encourage or reward collective behavior. As postulated above, this may be influenced by the relatively advanced career stage of the respondents in this group. This result stands in contrast with the rest of the organization desiring a more individualistic environment that rewards more independent behavior.

Conclusions

Through secondary analysis of over 200 middle managers of global Company AB, this study assessed whether an individual's values and beliefs are more closely aligned with the societal culture in which they were raised, or with the corporate culture of Company AB and/or with the corporate culture of a recently acquired company ("Company B"). From the results of research hypothesis 1, the conclusion is that the Regional Organizations showed statistically significant variance in their comparison to the United States Parent Organization and to the corresponding GLOBE results from each region.

The France regional organization showed more statistically significant differences in cultural dimensions with the GLOBE respondents from France than with the United States parent organization. While there were 10 statistically significant differences with the GLOBE respondents from France, there was only one statistically significant difference with the parent organization. Thus, the conclusion is that respondents from the France Regional Organization are more closely aligned with the values and beliefs of the respondents in their United States parent organization than with the GLOBE respondents from France.

In contrast, the Japan regional organization showed an equal number (six) of statistically significant differences in cultural dimensions from the United States parent organization as from the GLOBE respondents from Japan. Interestingly, Performance Orientation showed statistically significant differences in both practices and values when comparing respondents from the Japanese Regional Organization to both the GLOBE respondents from Japan and the respondents from the United States parent organization.

Thus, the conclusion is that respondents from the Japan Regional Organization showed significant differences in their values and beliefs from both the GLOBE respondents from Japan and the respondents from their United States parent organization.

The Ireland regional organization showed statistically significant differences with the United States parent organization in four cultural dimensions, and with the GLOBE respondents from Ireland in eight cultural dimensions. Examining the statistically significant differences leads to the conclusion that respondents from the Ireland Regional Organization showed a slightly closer alignment with the United States parent organization than with the GLOBE respondents from Ireland.

When comparing the United States parent organization with the GLOBE respondents from the United States, 13 out of 18 cultural dimension scores showed statistically significant differences. Thus, the cultural practices and values of the United States parent organization showed statistically significant differences when compared to the GLOBE respondents from the United States, leading to the conclusion that the United States parent organization should not be considered representative of the cultural practices and values of the United States overall.

With the increased importance of building truly global companies, executives may acquire organizations in strategic locations in order to capitalize on the value different approaches can bring to organizational operations. However, as shown in this study, since each Regional Organization aligned more closely with the United States parent organization than with the corresponding GLOBE results from each region, leaders should be aware that any anticipated leveraging of cultural differences between the parent organization and the regional operations may be limited. This study shows

that, in the absence of significant effort to the contrary, regional organizations will align more closely with the parent organization rather than with their own cultural values and practices.

For research hypothesis 2, there were only two statistically significant differences between the cultural dimension scores of the acquiring company (Company A) versus the acquired company (Company B). Both these statistically significant differences were in cultural values, namely Power Distance and Social or Institutional Collectivism. Hence, respondents from Company A and respondents from Company B showed considerable alignment when comparing their cultural practices and values. Thus, by examining the data, the conclusion is that, by several years post-acquisition, almost all statistically significant cultural differences that existed at the time of the acquisition had been reduced or eliminated.

The cultures of Company A and Company B were noticeably different at the time of acquisition, according to several executives involved in the process. However, within a few short years, the cultures were practically indistinguishable. According to the results of this study, leaders should be aware that cultural alignment between the acquired company and the acquiring company may happen rather quickly.

For research hypothesis 3, there were 18 statistically significant differences when comparing each years of service grouping with the remaining respondents from the parent organization out of 288 two-tailed Mann-Whitney tests. Since 14 of these 18 statistically significant differences occurred in cultural values, and only four of these statistically significant differences occurred in cultural practices, the conclusion is that overall, respondents differed more in their cultural values than in their individual assessments of

the current organization's cultural practices. For those respondents with between 5 and 10 years of service with the organization, each grouping showed statistically significant differences in at least one cultural dimension, with two of the groupings differing statistically significantly in three cultural dimensions. This is in contrast with those respondents with less than 5 years of service, or more than 10 years of service with the organization. Only half of these groupings showed any statistically significant differences with the rest of the organization. This may indicate that there is an adjustment period of 4 years where individual cultural practices and values closely align with organizational cultural practices and values. Then, during years 5 to 10, individuals begin deviating from the rest of the organization in terms of cultural practices and values. Finally, during years 11 and following, individuals again find their cultural practices and values closely aligned with organizational cultural practices and values.

The implications for leaders of the results from research hypothesis 3 are that there appears to be a honeymoon period of approximately 4 years when employees are relatively aligned with the values and practices of the organization. Then comes a period of approximately 6 years when employees become more demonstrative in their disagreements with the corporate culture, perhaps in an attempt to change values and practices. After approximately 11 years with the company, employees tend to stop outwardly chaffing against the corporate cultural values and practices. This could be a sign of acquiescing after attempting to change things for 6 years, or it may be a sign that those employees who were most opposed to the cultural practices and values decided to leave the company, thus leaving those employees who were more aligned with the practices and values in the employee population. Leaders should take advantage of

employees in each of these three distinct phases, utilizing the harmony to drive effective execution, and leveraging the discord to drive operational and cultural improvements.

Limitations

This research study was conducted using only the GLOBE Behavior Questionnaire to measure the nine cultural dimensions for current practices and values. There is an assumption that the GLOBE data provides a valid measure of these practices and values. Given this assumption, these results can be generalized to other similar organizational employees of varying ethnicities, work areas, professional backgrounds, and years of service at the organization. However, when the data was grouped for analysis, some desired subgroups were quite small. This limits the extent of generalizability for some of the findings.

Since English was the official language of Company AB, the GLOBE Assessment was distributed electronically in English. Since some of the respondents were not native English speakers, the possibility of misunderstanding the questionnaire, or of applying cultural filters that were not anticipated, exists. This could impact the responses given, although the overall impact to the validity and reliability of this study is most likely negligible, since the majority of respondents were native English speakers, and those that were not native English speakers were deemed proficient enough in English to participate in the Global Leadership training which was conducted entirely in English.

Recommendations for Further Research

This study has provided information on the cultural dimensions of individuals working as middle managers in various regional organizations that were components of a larger global organization. As a result of this study, many new questions could be

generated that future research would address, thus advancing our current knowledge of cultural dimensions operating within global organizations. Questions that could be addressed through future research include:

1. Can the study of cultural dimensions of individuals working within a global organization be repeated and adequately measured using the GLOBE assessment and/or Hofstede's VSM 08 instrument?

2. Can this study be repeated for other global organizations in different industries and with different regional organizations?

3. Does increasing the number of respondents within the various groups studied significantly impact the results of the study?

4. Since cultures change over time, what are the current GLOBE scores for the various countries and regions included in this study and how do they compare to the middle managers included in this study?

5. Although not specifically addressed in this study, does the gender of respondents factor into cultural practices and values within a global organization?

The GLOBE Study has provided a significant contribution to the study of cultural attributes both in organizations and in various countries and regions around the world. Its findings have shown many cultural differences, as well as many similarities among and between various cultures across the globe. Further research should focus on validating the findings in different organizations, with different cross-sections of populations, and from different demographic groups, thus bringing as much breadth as possible to complement the considerable depth provided by the GLOBE Study.

REFERENCES

Aycan, Z., Al-Hamad, A. B., Davis, A., & Budhwar, P. (2007). Cultural orientations and preferences for HRM policies and practices: The case of Oman. *International Journal of Human Resource Management, 18*(1), 22. doi:10.1080 /09585190601068243

Aycan, Z., Kanungo, R. N., Mendonca, M., Yu, K., Deller, J., Stahl, G., & Khursid, A. (2000). Impact of culture on human resource management practices: a ten-country comparison. *Applied psychology: International Rev., 49*(1), 29. doi:10.1111/1464-0597.00010

Badrtalei, J., & Bates, D. L. (2007). Effect of organizational cultures on mergers and acquisitions: The case of Daimler Chrysler. *International Journal of Management, 24*(2), 15. Retrieved from http://www.internationaljournalofmanagement.co.uk

Berry, J. W. (1970). Marginality, stress and ethnic identification in an acculturated Aboriginal community. *Journal of Cross-Cultural Psychology, 1*, 14. doi:10.1177/135910457000100303

Berry, J. W. (2003). Conceptual approaches to acculturation. In K. Chun, P. Balls-Organista & G. Marin (Eds.), *Acculturation: Advances in theory, measurement and applied research*. Washington, D.C.: APA Books.

Berry, J. W., & Sam, D. (1997). Acculturation and adaptation. In J. W. Berry, M. H. Segall & C. Kagitcibasi (Eds.), *Handbook of cross-cultural psychology* (Vol. III: Social behavior and applications, pp. 291-326). Boston, MA: Allyn & Bacon.

Bond, M. H. (1988). Finding universal dimensions of individual variation in multicultural studies of values: The Rokeach and Chinese value surveys. *Journal of Personality and Social Psychology, 55*(6), 7. doi:10.1037//0022-3514.55.6.1009

Bond, M. H., Fu, p. P., & Pasa, S. F. (2001). A declaration of independence for editing a new international journal of cross cultural management. *International Journal of Cross-Cultural Management, 1*, 7. doi:10.1177/147059580111005

Brunswik, F. (1949). Authoritarianism and teamwork disposition on teacher personality. *Journal of Personality and Social Psychology* (18), 36.

Cartwright, S., & Cooper, C. (1993a). The psychological impact of mergers and acquisitions. *Human Relations, 46*(3), 22. doi:10.1177/001872679304600302

Cartwright, S., & Cooper, C. (1993b). The role of culture compatibility in successful organizational marriage. *Academy of Management Executive, 7*(2), 14. doi:10.5465/AME.1993.9411302324

Chhokar, J. S., Brodbeck, F. C., & House, R. J. (2008). *Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies*. New York, NY: Taylor and Francis Group, LLC.

Chinese Culture Connection. (1987). Chinese values and the search for culture-free dimensions of culture. *Journal of Cross-Cultural Psychology, 18*(2), 22. doi:10.1177/0022002187018002002

Cho, B. (2003). *Employees' reactions to a merger and acquisition: A social identity perspective* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (AAT 3113482)

Coltrane, S. (1992). The micropolitics of gender in nonindustrial societies. *Gender and society, 6*, 22. doi:10.1177/089124392006001006

Crawford, M. (1988). Gender, age and the social evaluation of assertion. *Behavior modification, 12*(4), 16. doi:10.1177/01454455880124004

Cyert, R. M., & March, J. G. (1963). *A behavioral theory of the firm*. Englewood Cliffs, NJ: Prentice Hall.

Dale, A., Arber, S., & Proctor, M. (1988). *Doing Secondary Analysis*. London, United Kingdom: Unwin Hyman.

Davies, C. J. (2003). *Mergers and acquisitions: The human factor* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (AAT 3097684)

Dixon, D. L. (2002). Surviving mergers and acquisitions. *Health Forum Journal, 45*(2), 4.

Donaldson, L. (1993). *Anti-management theories of organization: A critique of paradigm proliferation*. Cambridge, United Kingdom: Cambridge University Press.

Ferraro, G. P. (1994). *The cultural dimension of international business*. Englewood Cliffs, NJ: Prentice Hall.

French, J. R. P., & Raven, B. (1959). *Bases of social power*. New York, NY: Harper and Row.

Hall, E. T. (1981). *Beyond culture*. New York, NY: Anchor Books.

Hall, E. T. (1982). *The hidden dimension*. New York, NY: Anchor Books.

Hall, E. T. (1989). *The dance of life: The other dimension of time*. New York, NY: Anchor Books.

Hall, E. T. (1990). *The silent language*. New York, NY: Anchor Books.

Hall, E. T., & Hall, Mildred R. (1990). *Understanding cultural differences: Keys to success in West Germany, France, and the United States*. Boston, MA: Intercultural Press, Inc.

Harrison, R. (1972). Understanding your organization's character. *Harvard Business Review, 50*(3), 10.

Hickson, D. J., Hinings, C. R., McMillan, J., & Schwitter, J. P. (1974). The culture-free context of organization structure: A tri-national comparison. *Sociology, 8*(1), 32. doi:10.1177/003803857400800104

Hofstede, G. (1980). *Culture's Consequences: International Differences in Work-related Values*. Beverly Hills, CA: Sage.

Hofstede, G. (1994). *Uncommon sense about organizations: Cases, studies, and field observations*. Thousand Oaks, CA: Sage Publishing.

Hofstede, G. (1998). *Masculinity and femininity: The taboo dimension of national cultures*. Thousand Oaks, CA: Sage Publishing.

Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Thousand Oaks, CA: Sage Publishing.

Hofstede, G., & Bond, M. H. (1988). The Confucius connection: From cultural roots to economic growth. *Organizational Dynamics, 16*, 18. doi:10.1016/0090-2616(88)90009-5

Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). New York, NY: McGraw-Hill.

Hofstede, G., Neuijen, B., Ohayv, D. D., & Sanders, G. (1990). Measuring organizational

cultures: A qualitative and quantitative study across twenty studies.

Administrative Science Quarterly, 35(2), 31. doi:10.2307/2393392

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). *Culture,*

leadership, and organizations: The GLOBE study of 62 societies. Thousand Oaks,

CA: Sage Publications, Inc.

House, R. J., Hanges, P. J., Ruiz-Quintanilla, S. A., Dorfman, P. W., Falkus, S. A., &

Ashkanasy, N. M. (1999). Cultural influences on leadership and organizations:

Project GLOBE. In W. H. Mobley, M. J. Gessner, & V. Arnold (Eds.), *Advances*

in global leadership (pp. 171-233). Stamford, CT: JAI.

House, R. J., Wright, N. S., & Aditya, R. N. (1997). Cross-cultural research on

organizational leadership: A critical analysis and a proposed theory. In P. C.

Earley & M. Erez (Eds.), *New perspectives in international industrial*

organizational psychology (pp. 91). San Francisco, CA: New Lexington.

Inglehart, R. F. (1997). *Modernization and postmodernization: Cultural, economic, and*

political change in 43 societies. Princeton, NJ: Princeton University Press.

Inglehart, R. F. (2000). *World values surveys and European values surveys, 1981-1984,*

1990-1993, and 1995-1997. Ann Arbor, MI: Inter-university Consortium for

Political and Social Research.

Inglehart, R. F., Basanez, M., & Moreno, A. (1998). *Human values and beliefs: A cross-*

cultural sourcebook. Ann Arbor, MI: University of Michigan Press.

Jandt, F. E. (2004). *An introduction to intercultural communication*. Thousand Oaks, CA:

Sage Publications.

Kagitcibasi, C. (1997). Individualism and collectivism. In J. W. Berry, M. H. Segall, & C. Kagitcibasi (Eds.), *Handbook of cross-cultural psychology: Volume 3. Social behavior and applications* (Vol. 3). Boston, MA: Allyn & Bacon.

Kanter, R. M. (1991). Transcending business boundaries: 12,000 world managers view change. *Harvard Business Review, May-June*, 14.

Katz, D., & Kahn, R. L. (1966). *The social psychology of organizations*. New York, NY: Wiley.

Kirk, R. E. (1995). *Experimental design: Procedures for the behavioral sciences* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Kluckhohn, F. R., & Strodtbeck, F. L. (1961). *Variations in value orientations*. Evanstone, IL: Row, Peterson and Company.

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal and coping*. New York, NY: Springer.

Lee, M., & Barnett, G. A. (1997). A symbols-and-meaning approach to the organizational cultures of banks in the United States, Japan, and Taiwan. *Communication research, 24*(4), 21. doi:10.1177/009365097024004004

Leung, K., Bhagat, R. S., Buchan, N. R., Erez, M., & Gibson, C. B. (2005). Culture and international business: Recent advances and their implications for future research. *Journal of International Business Studies, 36*(4), 22. doi:10.1057 /palgrave.jibs.8400150

Levinson, H. (1970). A psychologist diagnoses merger failures. *Harvard Business Review, 48*(2), 9.

Loeber, R., & Hay, D. (1997). Key issues in the development of aggression and violence from childhood to early adulthood. *Annual review of psychology, 48*, 40. doi:10.1146/annurev.psych.48.1.371

Lord, R., & Maher, K. J. (1991). *Leadership and information processing: Linking perceptions and performance*. Boston, MA: Unwin-Everyman.

Magnusson, P., Wilson, R. T., Zdravkovic, S., Zhou, J. X., & Westjohn, S. A. (2008). Breaking through the cultural clutter: A comparative assessment of multiple cultural and institutional frameworks. *International Marketing Review, 25*(2), 19. doi:10.1108/02651330810866272

Marks, M, & Mirvis, P. (1998). *Joining Forces*. San Francisco, CA: Jossey-Bass.

McClelland, D. C. (1961). *The achieving society*. Princeton, NJ: D. Van Nostrand.

McClelland, D. C. (1987). *Human motivation*. Cambridge, United Kingdom: Cambridge University Press.

Minkov, M. (2007). *What makes us different and similar: A new interpretation of the World Values Survey and other cross-cultural data*. Sofia, Bulgaria: Klasika i Stil Publishing House.

Mulder, M. (1971). Power equalization through participation. *Administrative Science Quarterly, 16*, 8. doi:10.2307/2391284

Nahavandi, A., & Malekzadeh, A. R. (1988). Acculturation in mergers and acquisitions. *Academy of Management Review, 13*(1), 12. doi:10.2307/258356

Nardon, L., & Steers, R. M. (2009). The culture theory jungle: Divergence and convergence in models of national culture. In R. S. Bhagat & R. M. Steers (Eds.), *Cambridge handbook of culture, organizations, and work*. Cambridge, United Kingdom: Cambridge University Press.

Oberg, K. (1960). Cultural shock: Adjustment to new cultural environments. *Practical Anthropology, 7*, 6. Retrieved from http://www.agem-ethnomedizin.de

Price, A. W. (1989). *Love and friendship in Plato and Aristotle*. Oxford, United Kingdom: Clarendon.

Putnam, R. D. (1993). *Making democracy work*. Princeton, NJ: Princeton University Press.

Rakos, R. F. (1991). *Assertive behavior: Theory, research and training*. London, United Kingdom: Routledge.

Redfield, R. (1948). *Introduction to B. Malinowski: Magic, science, and religion*. Boston, MA: Beacon Press.

Robbins, S. P., Judge, T. A., Odendall, A., & Roodt, G. (2009). *Organisational behaviour: Global and Southern African perspectives* (2nd ed.). Cape Town, South Africa: Pearson Education South Africa.

Schein, E. (1984). Coming to a new awareness of organizational culture. *Sloan Management Review, 25*(2), 14.

Schein, E. (1996). Three Cultures of Management: The Key to Organizational Learning. *Sloan Management Review, 38*(1), 9.

Schein, E. (2010). *Organizational culture and leadership* (4th ed.). San Francisco, CA: Jossey-Bass.

Schneider, B. (1987). The people make the place. *Personnel Psychology, 40*(3), 17. doi:10.1111/j.1744-6570.1987.tb00609.x

Schneider, B., Goldstein, H. W., & Smith, D. B. (1995). The ASA framework: As update. *Personnel Psychology, 48*(4), 33. doi:10.1111/j.1744-6570.1995.tb01780.x

Schwartz, S. (1992). Universals in the content and structure of values: Theory and empirical tests in 20 countries. In M. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 25). New York, NY: Academic Press.

Schwartz, S. (1994). Are there universal aspects in the structure and contents of human values? *Journal of Social Issues, 50*(4), 27. doi:10.1111/j.1540-4560.1994.tb01196.x

Schwartz, S. (2004). Mapping and interpreting cultural differences around the world. In H. Vinken, J. Soeters, & P. Ester (Eds.), *Comparing cultures, dimensions of culture in a comparative perspective*. Leiden, The Netherlands: Brill.

Schwartz, S, & Bilsky, W. (1990). Toward a theory of the universal content and structure of values: Extensions and cross-cultural replications. *Journal of Personality and Social Psychology, 58*(5), 14. doi:10.1037//0022-3514.58.5.878

Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1999). *Human behavior in global perspective: An introduction to cross-cultural psychology* (2nd ed.). Needham Heights, MA: Allyn & Bacon.

Segall, M. H., & Kagitcibasi, C. (1997). Introduction. In J. W. Berry, M. H. Segall, & C. Kagitcibasi (Eds.), *Handbook of cross-cultural psychology* (2nd ed., Vol. 3). Needham Heights, MA: Allyn and Bacon.

Segall, M. H., Lonner, W. J., & Berry, J. W. (1998). Cross-cultural psychology as a scholarly discipline: On the flowering of culture in behavioral research. *American Psychologist, 53*(10), 10. doi:10.1037/0003-066X.53.10.1101

Shrivastava, P. (1986). Postmerger integration. *The Journal of Business Strategy, 7*(1), 12. doi:10.1108/eb039143

Suinn, R. M., Richard-Figueroa, K., Lew, S., & Vigil, P. (1987). The Suinn-Lew Asian self-identity acculturation scale: An initial report. *Education and Psychological Measurement, 47*(2), 7. doi:10.1177/0013164487472012

Triandis, H. C. (1994). Cross-cultural industrial and organizational psychology. In H. C. Triandis, M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (2nd ed., Vol. 4, pp. 103-172). Palo Alto, CA: Consulting Psychologists Press.

Triandis, H. C. (1995). *Individualism and collectivism*. Boulder, CO: Westview Press.

Trommsdorff, V. (1983). Future orientation and socialization. *International Journal of Psychology, 18*(1-4), 26. doi:10.1080/00207598308247489

Trompenaars, F., & Hampden-Turner, C. (1998). *Riding the waves of culture: Understanding diversity in global business* (2nd ed.). New York, NY: McGraw-Hill.

Ward, C., Bochner, S., & Furnham, A. (2001). *The psychology of culture shock*. Philadelphia, PA: Taylor & Francis.

Whittle, D. D. (2002). *Mergers and acquisitions: The employee perspective* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (AAT 3051501)

Williams, J. E., & Best, D. L. (1982). *Measuring sex stereotypes: A thirty nation study*. Beverly Hills, CA: Sage Publishing.

Williams, J. E., & Best, D. L. (1990). *Sex and psyche: Gender and self viewed cross-culturally*. Newbury Park, CA: Sage Publishing.

Wolf, R. (2003). Integration: Key to M & A success. *Financial Executive, 19*(6), 3.

APPENDIX A

Institutional Review Board Approval Letter

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

June 9, 2011

Donald Gilman

Protocol #: E0611D05
Project Title: *A Comparative Analysis of Corporate Culture in a Multinational Organization*

Dear Mr. Gilman:

Thank you for submitting your application, *A Comparative Analysis of Corporate Culture in a Multinational Organization,* for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Kay Davis, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(4) states:

> (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:
>
> **Category (4) of 45 CFR 46.101**, research, involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/).

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Jean Kang, CIP
Manager, GPS IRB & Dissertation Support
Pepperdine University
Graduate School of Education & Psychology
6100 Center Dr. 5th Floor
Los Angeles, CA 90045
jean.kang@pepperdine.edu
W: 310-568-5753
F: 310-568-5755

cc: Dr. Lee Kats, Associate Provost for Research & Assistant Dean of Research, Seaver College
        Ms. Alexandra Roosa, Director Research and Sponsored Programs
        Dr. Yuying Tsong, Interim Chair, Graduate and Professional Schools IRB
        Ms. Jean Kang, Manager, Graduate and Professional Schools IRB
        Dr. Kay Davis
        Ms. Christie Dailo

APPENDIX B

GLOBE Alpha Survey Original

Research Survey

GLOBE Project

(Global Leadership and Organizational Behavior Effectiveness Project)

Form Alpha

Introduction

The purpose of this research is to learn about national cultures, management practices, and perceptions of leadership. The questionnaire that you are asked to complete will take about one hour of your time.

The resulting information will be useful for individuals who conduct business or government relations with the countries' studies. This information may be used for classroom instruction of students and managers in universities, technological institutes, and other organizations throughout the world. Hopefully, this information will be helpful to better understand business and leadership in other cultures.

In the following pages, you are asked to choose a number of statements that reflect your observations of cultural or organizational practices, your beliefs, your values, or your perceptions. This is not a test, and there are no right or wrong answers. We are mainly interested in learning about the beliefs and values in your society, and how various societal and organizational practices are perceived by you and the others participating in this research. Your responses will be kept completely confidential. No individual respondent will be identified to any other person or in any written form. Further, the name of your organization will not be publicly released.

General Instructions

In completing this survey, you will be asked questions focusing on the organization in which you work, and on your perceptions of leaders and leadership. Most people complete the survey in approximately 60 minutes.

There are five sections to this questionnaire. Sections 1 and 3 ask about your organization. Sections 2 and 4 ask about leaders and leadership. Section 5 asks about you.

Explanation of the Types of Questions

There are several different types of questions in this questionnaire. Sections 1 and 3 have questions with two different formats. An example of the first type of question is shown below.

A. In this country, the weather is generally:

very pleasant			moderately pleasant			very unpleasant
1	2	3	4	5	6	7

For a question like this, you would circle the number from 1 to 7 that is closest to your perceptions about your country. For example, if you think the weather in your country is "very pleasant," you would circle 1. If you think the weather is not quite "very pleasant" but is better than "moderately pleasant," you could circle either 2 or 3, depending on whether you think the weather is closer to "very pleasant" or to "moderately pleasant."

The second type of question asks how much you agree or disagree with a particular statement. An example of this kind of question is given below.

B. The weather in this country is very pleasant.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

For a question like this, you would circle the number from 1 to 7 that is closest to your level of agreement with the statement. For example, if you strongly agree that the weather in your country is very pleasant, you would circle 1. If you generally agree with the statement but disagree slightly, you could circle either 2 or 3, depending on how strongly you agree with the statement. If you disagree with the statement, you would circle 5, 6, or 7, depending on how much you disagree with the statement.

Sections 2 and 4 have a different type of question. For these sections, you are given a list of behaviors and characteristics that a leader might display. You are asked to rate these behaviors and characteristics using the scale shown below. To do this, on the line next to each behavior or characteristic, write the number from the scale that best describes how displaying that behavior or characteristic affects the leader's effectiveness.

SCALE
1 = This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
2 = This behavior or characteristic **somewhat inhibits** a person from being an outstanding leader.
3 = This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
4 = This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
5 = This behavior or characteristic **contributes slightly** to a person being an outstanding leader.
6 = This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
7 = This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

An example is shown below. If you believed that being tall <u>inhibited</u> a person from being an outstanding leader, you would write 1, 2, or 3 on the line to the left of "Tall," depending on how much you thought being tall inhibited outstanding leadership. If you believed that being tall <u>contributes</u> to a person's being an outstanding leader, you would write 5, 6, or 7 on the line to the left of "Tall," depending on how much you thought being tall contributed to outstanding leadership. Finally, if you believed that being tall had no effect on whether a person was an outstanding leader, you would write 4 on the line to the left of "Tall."

_____ A.   Tall   = Of significantly above average height

Section 1
The Way Things <u>Are</u> in Your Work Organization

Instructions

In this section, we are interested in your beliefs about what the norms, values, and practices are in the organization in which you work as a manager. In other words, we are interested in <u>the way your organization is</u>—not the way you think it should be.

There are no right or wrong answers, and answers don't indicate goodness or badness of the organization.

Please respond to the questions by circling the number that most closely represents your observations about your organization.

Section 1 questions begin here.

1-1. In this organization, orderliness and consistency are stressed, even at the expense of experimentation and innovation.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

1-2. In this organization, people are generally:

aggressive						non-aggressive
1	2	3	4	5	6	7

1-3. The way to be successful in this organization is to:

plan ahead						take events as they occur
1	2	3	4	5	6	7

1-4. In this organization, the accepted norm is to:

plan for the future						accept the status quo
1	2	3	4	5	6	7

1-5. In this organization, a person's influence is based primarily on:

one's ability and contribution to the organization						the authority of one's position
1	2	3	4	5	6	7

1-6. In this organization, people are generally:

						non-assertive
assertive						
1	2	3	4	5	6	7

1-7. In this organization, managers encourage group loyalty even if individual goals suffer.

| strongly agree | | | neither agree nor disagree | | | strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-8. In this organization, meetings are usually:

| planned well in advance (2 or more weeks in advance) | | | | | | spontaneous (planned less than an hour in advance) |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-9. In this organization, people are generally:

						not at all concerned about others
very concerned about others						
1	2	3	4	5	6	7

1-10. In this organization, people are generally:

						non-dominant
dominant						
1	2	3	4	5	6	7

1-11. In this organization, group members take pride in the individual accomplishments of their group manager.

| strongly agree | | | neither agree nor disagree | | | strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-12. The pay and bonus system in this organization is designed to maximize:

| individual interests | | | | | | collective interests |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-13. In this organization, subordinates are expected to:

						question their boss when in disagreement
obey their boss without question						
1	2	3	4	5	6	7

1-14. In this organization, people are generally:

| tough | | | | | | tender |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-15. In this organization, employees are encouraged to strive for continuously improved performance.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

1-16. In this organization, most work is highly structured, leading to few unexpected events.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

1-17. In this organization, men are encouraged to participate in professional development activities more than women.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

1-18. In this organization, major rewards are based on:

only performance effectiveness			performance effectiveness and other factors (for example, seniority or political connections)			only factors other than performance effectiveness (for example, seniority or political connections)
1	2	3	4	5	6	7

1-19. In this organization, job requirements and instructions are spelled out in detail so employees know what they are expected to do.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

1-20. In this organization, being innovative to improve performance is generally:

substantially rewarded			somewhat rewarded			not rewarded
1	2	3	4	5	6	7

1-21. In this organization, people are generally:

very sensitive toward others						not at all sensitive toward others
1	2	3	4	5	6	7

1-22. In this organization, physically demanding tasks are usually performed by:

men						women
1	2	3	4	5	6	7

1-23. In this organization, group managers take pride in the individual accomplishments of group members.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

1-24. In this organization, people are generally:

very friendly						very unfriendly
1	2	3	4	5	6	7

1-25. In this organization, people in positions of power try to:

increase their social distance from less powerful individuals						decrease their social distance from less powerful people
1	2	3	4	5	6	7

1-26. In this organization, employees feel loyalty to the organization.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

1-27. In this organization, most employees set challenging work goals for themselves.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

1-28. Members of this organization:

take no pride in working for the organization			take a moderate amount of pride in working for the organization			take a great deal of pride in working for the organization
1	2	3	4	5	6	7

1-29. In this organization, people are generally:

very generous						not at all generous
1	2	3	4	5	6	7

1-30. In this organization:

group cohesion is more valued than individualism			group cohesion and individualism are equally valued			individualism is more valued than group cohesion
1	2	3	4	5	6	7

1-31. In this organization, most people believe that work would be more effectively managed if there were:

many more women in positions of authority than there are now			about the same number of women in positions of authority as there are now			many less women in positions of authority than there are now
1	2	3	4	5	6	7

1-32. When people in this organization have serious disagreements with each other, whom do they tell about the disagreements?

no one			only other members of the work group			anyone they want to tell
1	2	3	4	5	6	7

1-33. This organization shows loyalty towards employees.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

1-34. What percentage of management positions in this organization are filled by women?

less than 10%	10-25%	26-44%	45-55%	56-75%	76-90%	more than 90%
1	2	3	4	5	6	7

This is the end of Section 1 of the questionnaire. Please continue on to Section 2.

Section 2
Leader Behaviors

Instructions

You are probably aware of people in your organization or industry who are exceptionally skilled at motivating, influencing, or enabling you, others, or groups to contribute to the success of the organization or task. In this country, we might call such people "outstanding leaders."

On the following pages are several behaviors and characteristics that can be used to describe leaders. Each behavior or characteristic is accompanied by a short definition to clarify its meaning.

Using the above description of outstanding leaders as a guide, rate the behaviors and characteristics on the following pages. To do this, on the line next to each behavior or characteristic, write the number from the scale below that best describes how important that behavior or characteristic is for a leader to be outstanding.

```
                              SCALE
1 =  This behavior or characteristic greatly inhibits a person from being an outstanding leader. 2 =
       This behavior or characteristic somewhat inhibits a person from being an outstanding leader.
3 =  This behavior or characteristic slightly inhibits a person from being an outstanding leader.
4 =  This behavior or characteristic has no impact on whether a person is an outstanding leader.
5 =  This behavior or characteristic contributes slightly to a person being an outstanding leader.
6 =  This behavior or characteristic contributes somewhat to a person being an outstanding leader.
7 =  This behavior or characteristic contributes greatly to a person being an outstanding leader.
```

Section 2 questions start here.

		Characteristic or Behavior		**Definition**
_____	2-1	Diplomatic	=	Skilled at interpersonal relations, tactful
_____	2-2	Evasive	=	Refrains from making negative comments to maintain good relationships and save face
_____	2-3	Mediator	=	Intervenes to solve conflicts between individuals
_____	2-4	Bossy	=	Tells subordinates what to do in a commanding way
_____	2-5	Positive	=	Generally optimistic and confident
_____	2-6	Intra-group competitor	=	Tries to exceed the performance of others in his or her group
_____	2-7	Autonomous	=	Acts independently, does not rely on others
_____	2-8	Independent	=	Does not rely on others; self-governing

		Characteristic or Behavior		**Definition**
_____	2-9	Ruthless	=	Punitive; having no pity or compassion
_____	2-10	Tender	=	Easily hurt or offended
_____	2-11	Improvement-oriented	=	Seeks continuous performance improvement
_____	2-12	Inspirational	=	Inspires emotions, beliefs, values, and behaviors of others, inspires others to be motivated to work hard
_____	2-13	Anticipatory	=	Anticipates, attempts to forecast events, considers what will happen in the future
_____	2-14	Risk taker	=	Willing to invest major resources in endeavors that do not have high probability of successful
_____	2-15	Sincere	=	Means what he/she says; earnest
_____	2-16	Trustworthy	=	Deserves trust, can be believed and relied upon to keep his/her word
_____	2-17	Worldly	=	Interested in temporal events; has a world outlook
_____	2-18	Intra-group conflict avoider	=	Avoids disputes with members of his or her group
_____	2-19	Administratively skilled	=	Able to plan, organize, coordinate, and control work of large numbers (over 75) of individuals
_____	2-20	Just	=	Acts according to what is right or fair
_____	2-21	Win/win problem-solver	=	Able to identify solutions which satisfy individuals with diverse and conflicting interests
_____	2-22	Clear	=	Easily understood
_____	2-23	Self-interested	=	Pursues own best interests
_____	2-24	Tyrannical	=	Acts like a tyrant or despot; imperious
_____	2-25	Integrator	=	Integrates people or things into cohesive, working whole
_____	2-26	Calm	=	Not easily distressed
_____	2-27	Provocateur	=	Stimulates unrest
_____	2-28	Loyal	=	Stays with and supports friends even when they have substantial problems or difficulties

SCALE
1 = This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
2 = This behavior or characteristic **somewhat inhibits** a person from being an outstanding leader.
3 = This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
4 = This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
5 = This behavior or characteristic **contributes slightly** to a person being an outstanding leader.
6 = This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
7 = This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

		Characteristic or Behavior		**Definition**
_____	2-29	Unique	=	An unusual person; has characteristics of behaviors that are different from most others
_____	2-30	Collaborative	=	Works jointly with others
_____	2-31	Encouraging	=	Gives courage, confidence, or hope through reassuring and advising
_____	2-32	Morale booster	=	Increases morale of subordinates by offering encouragement, praise, and/or by being confident
_____	2-33	Arrogant	=	Presumptuous or overbearing
_____	2-34	Orderly	=	Is organized and methodological in work
_____	2-35	Prepared	=	Is ready for future events
_____	2-36	Autocratic	=	Makes decisions in dictatorial way
_____	2-37	Secretive	=	Tends to conceal information from others
_____	2-38	Asocial	=	Avoids people or groups; prefers own company
_____	2-39	Fraternal	=	Tends to be a good friend of subordinates
_____	2-40	Generous	=	Willing to give time, money, resources, and help to others
_____	2-41	Formal	=	Acts in accordance with rules, convention, and ceremonies
_____	2-42	Modest	=	Does not boast; presents self in a humble manner
_____	2-43	Intelligent	=	Smart; learns and understands easily
_____	2-44	Decisive	=	Makes decisions firmly and quickly
_____	2-45	Consultative	=	Consults with others before making plans or taking action
_____	2-46	Irritable	=	Moody; easily agitated
_____	2-47	Loner	=	Works and acts separately from others
_____	2-48	Enthusiastic	=	Demonstrates and imparts strong positive emotions for work
_____	2-49	Risk averse	=	Avoids taking risks; dislikes risk

		Characteristic or Behavior		**Definition**
_____	2-50	Vindictive	=	Vengeful; seeks revenge when wronged
_____	2-51	Compassionate	=	Has empathy for others; inclined to be helpful or show mercy
_____	2-52	Subdued	=	Suppressed, quiet, tame
_____	2-53	Egocentric	=	Self-absorbed; thoughts focus mostly on one's self
_____	2-54	Non-explicit	=	Subtle, does not communicate explicitly, communicates by metaphor, et allegory, et example
_____	2-55	Distant	=	Aloof, stands off from others, difficult to become friends with
_____	2-56	Intellectually stimulating	=	Encourages others to think and use their minds; challenges beliefs, stereotypes, and attitudes of others

This is the end of Section 2. Please continue on to Section 3.

Section 3
The Way Things Generally <u>Should Be</u>
in Your Work Organization

Instructions

In this section, we are interested in your beliefs about what the norms, values, and practices <u>should be</u> in the organization in which you work as a manager.

Again, there are no right or wrong answers, and answers don't indicate goodness or badness of the organization.

Please respond to the questions by circling the number that most closely represents your observations about your organization.

Section 3 questions start here.

3-1. In this organization, orderliness and consistency <u>should</u> be stressed, even at the expense of experimentation and innovation.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

3-2. In this organization, people <u>should</u> be encouraged to be:

aggressive						non-aggressive
1	2	3	4	5	6	7

3-3. In this organization, people who are successful <u>should</u>:

plan ahead						take events as they occur
1	2	3	4	5	6	7

3-4. In this organization, the accepted norm <u>should</u> be to:

plan for the future						accept the status quo
1	2	3	4	5	6	7

3-5. In this organization, a person's influence <u>should</u> be based primarily on:

one's ability and contribution to the organization						the authority of one's position
1	2	3	4	5	6	7

3-6. In this organization, people <u>should be</u> encouraged to be:

						non-assertive
assertive						
1	2	3	4	5	6	7

3-7. I believe that in this organization, managers <u>should</u> generally encourage group loyalty even if individual goals suffer.

| strongly agree | | | neither agree nor disagree | | | strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-8. In this organization, meetings <u>should</u> be:

| planned well in advance (2 or more weeks in advance) | | | | | | spontaneous (planned less than an hour in advance) |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-9. In this organization, people <u>should</u> be encouraged to be:

						very unconcerned about others
very concerned about others						
1	2	3	4	5	6	7

3-10. In this organization, people <u>should</u> be encouraged to be

						non-dominant
dominant						
1	2	3	4	5	6	7

3-11. In this organization, group members <u>should</u> take pride in the individual accomplishments of their group manager.

| strongly agree | | | neither agree nor disagree | | | strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-12. In this organization, the pay and bonus system <u>should</u> be designed to maximize:

| individual interests | | | | | | collective interests |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-13. In this organization, subordinates <u>should</u>:

						question their boss when in disagreement
obey their boss without question						
1	2	3	4	5	6	7

3-14. In this organization, people <u>should</u> be encouraged to be:

| tough | | | | | | tender |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-15. In this organization, employees <u>should</u> be encouraged to strive for continuously improved performance.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

3-16. In this organization, a person whose work is highly structured with few unexpected events:

has a lot to be thankful for						is missing a lot of excitement
1	2	3	4	5	6	7

3-17. In this organization, men <u>should</u> be encouraged to participate in professional development activities more than women.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

3-18. In this organization, major rewards <u>should</u> be based on:

only performance effectiveness			performance effectiveness and other factors (for example, seniority or political connections)			only factors other than performance effectiveness (for example, seniority or political connections)
1	2	3	4	5	6	7

3-19. In this organization, job requirements and instructions <u>should</u> be spelled out in detail so employees know what they are expected to do.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

3-20. In this organization, being innovative to improve performance <u>should</u> be:

substantially rewarded			somewhat rewarded			not rewarded
1	2	3	4	5	6	7

3-21. In this organization, people <u>should</u> be encouraged to be:

very sensitive toward others						not at all sensitive toward others
1	2	3	4	5	6	7

3-22. In this organization, physically demanding tasks <u>should</u> usually be performed by:

men						women
1	2	3	4	5	6	7

3-23. In this organization, group managers <u>should</u> take pride in the individual accomplishments of group members.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

3-24. I believe that managers in this organization <u>should</u>:

provide detailed instructions concerning how to achieve goals						allow subordinates freedom in determining how to achieve goals
1	2	3	4	5	6	7

3-25. I believe that in this organization, work would be more effectively managed if there were:

many more women in positions of authority than there are now			about the same number of women in positions of authority as there are now			many less women in positions of authority than there are now
1	2	3	4	5	6	7

3-26. In this organization, rank and position in the hierarchy <u>should</u> have special privileges.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

3-27. In this organization, employees <u>should</u> feel loyalty to the organization.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

3-28. I feel that in this organization, being accepted by the other members of a group <u>should</u> be very important.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

3-29. How important <u>should</u> it be to members of your work organization that your organization is viewed positively by persons in other organizations?

it should not be important at all			it should be moderately important			it should be very important
1	2	3	4	5	6	7

3-30. In this organization, people <u>should</u>:

worry about current crises						plan for the future
1	2	3	4	5	6	7

3-31. How much <u>should</u> it bother people in your organization if an outsider publicly made negative comments about the organization?

it should not bother them at all			it should bother them a moderate amount			it should bother them a great deal
1	2	3	4	5	6	7

3-32. In this organization, people <u>should</u> be encouraged to be:

very tolerant of mistakes						not at all tolerant of mistakes
1	2	3	4	5	6	7

3-33. In this organization, employees <u>should</u> set challenging work goals for themselves.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

3-34. In this organization, important organizational decisions <u>should</u> be made by:

management						employees
1	2	3	4	5	6	7

3-35. I believe that in this organization, time devoted to reaching consensus is:

a waste of time			sometimes wasted and sometimes well spent			time well spent
1	2	3	4	5	6	7

3-36. When in disagreement with superiors, subordinates in this organization <u>should</u> generally go along with what superiors say or want.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

3-37. Members of this organization should:

take no pride in working for the organization			take a moderate amount of pride in working for the organization			take a great deal of pride in working for the organization
1	2	3	4	5	6	7

3-38. In this organization, people <u>should</u> be encouraged to be:

very generous						not at all generous
1	2	3	4	5	6	7

3-39. In this organization, opportunities for management positions <u>should</u> be:

more available for men than for women			equally available for men and women			more available for women than for men
1	2	3	4	5	6	7

3-40. In this organization, people <u>should</u> work on:

only individual projects			some individual and some team projects			only team projects
1	2	3	4	5	6	7

3-41. In this organization, it <u>should</u> be worse for a man to fail in his job than for a woman to fail in her job.

strongly agree			neither agree nor disagree			strongly disagree
1	2	3	4	5	6	7

This is the end of Section 3. Please continue on to Section 4.

Section 4
Leader Behaviors (Part II)

Instructions

This section follows the same format as that of Section 2. You should again rate the leader behaviors and characteristics on the following pages. To do this, on the line next to each behavior or characteristic write the number from the scale below that best describes how important that behavior or characteristic is for a leader to be outstanding.

SCALE
1 = This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
2 = This behavior or characteristic **somewhat inhibits** a person from being an outstanding leader.
3 = This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
4 = This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
5 = This behavior or characteristic **contributes slightly** to a person being an outstanding leader.
6 = This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
7 = This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

Section 4 questions begin here.

_____	4-1	Cautious	=	Proceeds/performs with great care and does not take risks
_____	4-2	Organized	=	Well organized, methodical, orderly
_____	4-3	Cunning	=	Sly, deceitful, full of guile
_____	4-4	Informed	=	Knowledgeable; aware of information.
_____	4-5	Effective bargainer	=	Is able to negotiate effectively, able to make transactions with others on favorable terms
_____	4-6	Egotistical	=	Conceited, convinced of own abilities
_____	4-7	Noncooperative	=	Unwilling to work jointly with others
_____	4-8	Logical	=	Applies logic when thinking
_____	4-9	Status-conscious	=	Aware of others' socially accepted status
_____	4-10	Foresight	=	Anticipates possible future events
_____	4-11	Plans ahead	=	Anticipates and prepares in advance
_____	4-12	Normative	=	Behaves according to the norms of his or her group
_____	4-13	Individually oriented	=	Concerned with and places high value on preserving individual rather than group needs

SCALE
1= This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
2= This behavior or characteristic **somewhat inhibits** a person from being an outstanding leader.
3= This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
4= This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
5= This behavior or characteristic **contributes slightly** to a person being an outstanding leader.
6= This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
7= This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

	Characteristic or Behavior		**Definition**
_____	4-14	Non-egalitarian	= Believes that all individuals are not equal and only some should have equal rights and privileges
_____	4-15	Intuitive	= Has extra insight
_____	4-16	Indirect	= Does not go straight to the point; uses metaphors and examples to communicate
_____	4-17	Habitual	= Given to a constant, regular routine
_____	4-18	Self-effacing	= Presents self in a modest way
_____	4-19	Able to anticipate	= Able to successfully anticipate future needs
_____	4-20	Motive arouser	= Mobilizes and activates followers
_____	4-21	Sensitive	= Aware of slight changes in other's moods; restricts discussion to prevent embarrassment
_____	4-22	Convincing	= Unusually able to persuade others of his/her viewpoint
_____	4-23	Communicative	= Communicates with others frequently
_____	4-24	Excellence-oriented	= Strives for excellence in performance of self and subordinates
_____	4-25	Procedural	= Follows established rules and guidelines
_____	4-26	Confidence builder	= Instills others with confidence by showing confidence in them
_____	4-27	Group-oriented	= Concerned with the welfare of the group
_____	4-28	Class conscious	= Is conscious of class and status boundaries and acts accordingly
_____	4-29	Nonparticipative	= Does not participate with others
_____	4-30	Self-sacrificial	= Foregoes self-interests and makes personal sacrifices in the interest of a goal or vision
_____	4-31	Patient	= Has and shows patience
_____	4-32	Honest	= Speaks and acts truthfully
_____	4-33	Domineering	= Inclined to dominate others

		Characteristic or Behavior		**Definition**
_____	4-34	Intra-group face-saver	=	Ensures that other group members are not embarrassed or shamed
_____	4-35	Dynamic	=	Highly involved, energetic, enthused, motivated
_____	4-36	Coordinator	=	Integrates and manages work of subordinates
_____	4-37	Elitist	=	Believes that a small number of people with similar backgrounds are superior and should enjoy privileges
_____	4-38	Team-builder	=	Able to induce group members to work together
_____	4-39	Cynical	=	Tends to believe the worst about people and events
_____	4-40	Performance-oriented	=	Sets high standards of performance
_____	4-41	Ambitious	=	Sets high goals; works hard
_____	4-42	Motivational	=	Stimulates others to put forth efforts above and beyond the call of duty and make personal sacrifices
_____	4-43	Micromanager	=	An extremely close supervisor, one who insists on making all decisions
_____	4-44	Nondelegator	=	Unwilling or unable to relinquish control of projects or tasks
_____	4-45	Avoids negatives	=	Avoids saying no to another when requested to do something, even when it cannot be done
_____	4-46	Visionary	=	Has a vision and imagination of the future
_____	4-47	Willful	=	Strong-willed, determined, resolute, persistent
_____	4-48	Ruler	=	Is in charge and does not tolerate disagreement or questioning; gives orders
_____	4-49	Dishonest	=	Fraudulent, insincere
_____	4-50	Hostile	=	Actively unfriendly; acts negatively toward others
_____	4-51	Future-oriented	=	Makes plans and takes actions based on future goals
_____	4-52	Good administrator	=	Has ability to manage complex office work and administrative systems
_____	4-53	Dependable	=	Reliable

		SCALE
1= This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
2= This behavior or characteristic **somewhat inhibits** a person from being an outstanding leader.
3= This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
4= This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
5= This behavior or characteristic **contributes slightly** to a person being an outstanding leader.
6= This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
7= This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

	Characteristic or Behavior		**Definition**
_____	4-54	Dictatorial	= Forces her/his values and opinions on others
_____	4-55	Individualistic	= Behaves in a different manner than peers
_____	4-56	Ritualistic	= Uses a prescribed order to carry out procedures

This is the end of Section 4. Please continue on to Section 5.

Section 5
Demographic Questions

Following are several questions about you, your background, and the place where you work. These questions are important because they help us to see if different types of people respond to the questions on this questionnaire in different ways. They are NOT used to identify any individual.

Questions about Your Personal Background

5-1.   How old are you? _____ years

5-2.   What is your gender? *(check one)*   ❑ Male   ❑ Female

5-3.   What is your country of citizenship/passport? _____

5-4.   What country were you born in? _____

5-5.   How long have you lived in the country where you currently live? _____ years

5-6.   Besides your country of birth, how many other countries have you lived in for longer than one year? _____ countries

5-7.   What is your ethnic background?_____

5-8.   Do you have a religious affiliation?   ❑ Yes   ❑ No

5-9.   If you answered yes to question 5-8, please indicate the name of the religion.
       _____

Questions about Your Family Background

5-10. What country was your mother born in? _____

5-11. What country was your father born in? _____

5-12. What language(s) were spoken in your home when you were a child?
       _____

Questions about Your Work Background

5-13. How many years of full-time work experience have you had? _____ years

5-14. How many years have you been a manager? _____ years

5-15. How long have you worked for your current employer? _____ years and _____ months.

5-16. Have you ever worked for a multinational corporation?   ❐ Yes   ❐ No

5-17. Do you belong to any professional associations or networks?   ❐ Yes   ❐ No

5-18. Do you participate in any industrial or trade association activities?   ❐ Yes   ❐ No

Questions about Your Educational Background

5-19. How many years of formal education do you have? _____ years

5-20. If you have an educational major or area of specialization, what is it? _____
_____

5-21. Have you received any formal training in Western management practices?   ❐ Yes   ❐ No

Questions about This Organization

5-22. Please indicate the kind of work done primarily done by the unit you manage:

_____ Administration
_____ Engineering, manufacturing, or production
_____ Finance or accounting
_____ Human resource management or personnel management
_____ Marketing
_____ Planning
_____ Purchasing
_____ Research and development
_____ Sales
_____ Support services (for example, plant and equipment maintenance)
Other (please describe)_____
_____

5-23. How many people report directly to you in the chain of command? _____ people

5-24. How many people work in the subunit of the organization you manage? _____ people

5-25. How many organizational levels are there between you and the chief executive of your organization? _____ levels

5-26. How many hierarchical levels are there between you and the nonsupervisory personnel in your organization or unit? _____ levels

5-27. What language(s) do you use at work? _____

_____

This concludes the questionnaire. We truly appreciate your willingness to complete this questionnaire, and assist in this research project.

APPENDIX C

GLOBE Alpha Survey as Adapted

Leading with a Global Mindset – October 13-14, 2011

1. The Way Things Are in Your Organization

In this section, we are interested in your beliefs about what the norms, values, and practices are in the organization in which you work as a manager. In other words, we are interested in the way your organization is—not the way you think it should be.

There are no right or wrong answers, and answers don't indicate goodness or badness of the organization.

Please respond to the questions by clicking on the number that most closely represents your observations about your organization.

1. In this organization, orderliness and consistency are stressed, even at the expense of experimentation and innovation.

○ 1 Strongly Agree

○ 2

○ 3

○ 4 Neither Agree or Disagree

○ 5

○ 6

○ 7 Strongly disagree

2. In this organization, people are generally:

○ 1 aggressive

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7 not aggressive

3. The way to be successful in this organization is to:

○ 1 plan ahead

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7 take events as they occur

Leading with a Global Mindset - October 13-14, 2011

4. In this organization, the accepted norm is to:

◯ 1 plan for the future

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 accept the status quo

5. In this organization, a person's influence is based primarily on:

◯ 1 one's ability and contribution to the organization

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 the authority of one's position

6. In this organization, people are generally:

◯ 1. assertive

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 non-assertive

Leading with a Global Mindset - October 13-14, 2011

7. In this organization, managers encourage group loyalty even if individual goals suffer.

◯ 1. Strongly Agree

◯ 2

◯ 3

◯ 4 Neither agree or disagree

◯ 5

◯ 6

◯ 7 Strongly Disagree

8. In this organization, meetings are usually:

◯ 1 planned well in advance

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 spontaneous

9. In this organization, people are generally:

◯ 1 very concerned about others

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 not at all concerned about others

Leading with a Global Mindset - October 13-14, 2011

10. In this organization, people are generally:

◯ 1 dominant

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 non-dominant

11. In this organization, group members take pride in the individual accomplishments of their group manager.

◯ 1 Strongly agree

◯ 2

◯ 3

◯ 4 Neither agree nor disagree

◯ 5

◯ 6

◯ 7 Strongly disagree

12. The pay and bonus system in this organization is designed to maximize:

◯ 1 individual interests

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 collective interests

Leading with a Global Mindset - October 13-14, 2011

13. In this organization, subordinates are expected to:

◯ 1 obey their boss without question

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 question their boss when in disagreement

14. In this organization, people are generally:

◯ 1 tough

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 tender

15. In this organization, employees are encouraged to strive for continuously improved performance.

◯ 1 Strongly agree

◯ 2

◯ 3

◯ 4 Neither agree nor disagree

◯ 5

◯ 6

◯ 7 Strongly disagree

Leading with a Global Mindset - October 13-14, 2011

16. In this organization, most work is highly structured, leading to few unexpected events.

◯ 1 Strongly agree

◯ 2

◯ 3

◯ 4 Neither agree nor disagree

◯ 5

◯ 6

◯ 7 Strongly disagree

17. In this organization, men are encouraged to participate in professional development activities more than women.

◯ 1 Strongly agree

◯ 2

◯ 3

◯ 4 neither agree nor disagree

◯ 5

◯ 6

◯ 7 Strongly disagree

18. In this organization, major rewards are based on:

◯ 1 only performance effectiveness

◯ 2

◯ 3

◯ 4 performance effectiveness and other factors (for example, seniority or political connections)

◯ 5

◯ 6

◯ 7 only factors other than performance effectiveness (for example, seniority or political connections)

Leading with a Global Mindset – October 13-14, 2011

19. In this organization, job requirements and instructions are spelled out in detail so employees know what they are expected to do.

○ 1 Strongly agree

○ 2

○ 3

○ 4 neither agree nor disagree

○ 5

○ 6

○ 7 Strongly disagree

20. In this organization, being innovative to improve performance is generally:

○ 1 substantially rewarded

○ 2

○ 3

○ 4 somewhat rewarded

○ 5

○ 6

○ 7 not rewarded

21. In this organization, people are generally:

○ 1 very sensitive toward others

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7 not at all sensitive toward others

Leading with a Global Mindset - October 13-14, 2011

22. In this organization, physically demanding tasks are usually performed by:

◯ 1 men

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 women

23. In this organization, group managers take pride in the individual accomplishments of group members.

◯ 1 Strongly agree

◯ 2

◯ 3

◯ 4 neither agree nor disagree

◯ 5

◯ 6

◯ 7 Strongly disagree

24. In this organization, people are generally:

◯ 1 very friendly

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 Very unfriendly

Leading with a Global Mindset - October 13-14, 2011

25. In this organization, people in positions of power try to:

○ 1 increase their social distance from less powerful individuals

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7 decrease their social distance from less powerful people

26. In this organization, employees feel loyalty to the organization.

○ 1 Strongly agree

○ 2

○ 3

○ 4 neither agree nor disagree

○ 5

○ 6

○ 7 Strongly disagree

27. In this organization, most employees set challenging work goals for themselves.

○ 1 Strongly agree

○ 2

○ 3

○ 4 neither agree nor disagree

○ 5

○ 6

○ 7 Strongly disagree

Leading with a Global Mindset - October 13-14, 2011

28. Members of this organization:

○ 1 take no pride in working for the organization

○ 2

○ 3

○ 4 take a moderate amount of pride in working for the organization

○ 5

○ 6

○ 7 take a great deal of pride in working for the organization

29. In this organization, people are generally:

○ 1 very generous

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7 not generous at all

30. In this organization:

○ 1 group cohesion is more valued than individualism

○ 2

○ 3

○ 4 group cohesion and individualism are equally valued

○ 5

○ 6

○ 7 individualism is more valued than group cohesion

Leading with a Global Mindset - October 13-14, 2011

31. When people in this organization have serious disagreements with each other, whom do they tell about the disagreements?

◯ 1 no one

◯ 2

◯ 3

◯ 4 only other members of the work group

◯ 5

◯ 6

◯ 7 anyone they want to tell

32. In this organization, most people believe that work would be more effectively managed if there were:

◯ 1 many more women in positions of authority than there are now

◯ 2

◯ 3

◯ 4 about the same number of women in positions of authority as there are now

◯ 5

◯ 6

◯ 7 many less women in positions of authority than there are now

33. This organization shows loyalty towards employees.

◯ 1 Strongly agree

◯ 2

◯ 3

◯ 4 neither agree nor disagree

◯ 5

◯ 6

◯ 7 Strongly disagree

Leading with a Global Mindset - October 13-14, 2011

34. What percentage of management positions in this organization are filled by women?

○ 1 less than 10%

○ 2 10-25%

○ 3 26-44%

○ 4 45-55%

○ 5 56-75%

○ 6 76-90%

○ 7 more than 90%

Leading with a Global Mindset - October 13-14, 2011

2. The Way Things Generally Should Be in Your Organization

In this section, we are interested in your beliefs about what the norms, values, and practices should be in the organization in which you work as a manager.
Again, there are no right or wrong answers, and answers don't indicate goodness or badness of the organization.
Please respond to the questions by selecting the number that most closely represents your observations about your organization.

1. In this organization, orderliness and consistency should be stressed, even at the expense of experimentation and innovation

○ 1 Strongly Agree

○ 2

○ 3

○ 4 Neither agree nor disagree

○ 5

○ 6

○ 7 Strongly Disagree

2. In this organization, people should be encouraged to be:

○ 1 aggressive

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7 non-aggressive

3. In this organization, people who are successful should:

○ 1 plan ahead

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7 take events as they occur

Leading with a Global Mindset - October 13-14, 2011

4. In this organization, the accepted norm should be to:

◯ 1 plan for the future

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 accept the status quo

5. In this organization, a person's influence should be based primarily on:

◯ 1 one's ability and contribution to the organization

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 the authority of one's position

6. In this organization, people should be encouraged to be:

◯ 1 assertive

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 non-assertive

Leading with a Global Mindset – October 13-14, 2011

7. I believe that in this organization, managers should generally encourage group loyalty even if individual goals suffer.

◯ 1 Strongly Agree

◯ 2

◯ 3

◯ 4 Neither agree nor disagree

◯ 5

◯ 6

◯ 7 Strongly Disagree

8. In this organization, meetings should be:

◯ 1 planned well in advance (2 or more weeks in advance)

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 spontaneous (planned less than an hour in advance)

9. In this organization, people should be encouraged to be:

◯ 1 very concerned about others

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 very unconcerned about others

Leading with a Global Mindset - October 13-14, 2011

10. In this organization, people should be encouraged to be:

○ 1 dominant

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7 non-dominant

11. In this organization, group members should take pride in the individual accomplishments of their group manager.

○ 1 Strongly Agree

○ 2

○ 3

○ 4 Neither agree nor disagree

○ 5

○ 6

○ 7 Strongly Disagree

12. In this organization, the pay and bonus system should be designed to maximize:

○ 1 individual interests

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7 collective interests

Leading with a Global Mindset - October 13-14, 2011

13. In this organization, subordinates should:

◯ 1 obey their boss without question

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 question their boss when in disagreement

14. In this organization, people should be encouraged to be:

◯ 1 tough

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 tender

15. In this organization, employees should be encouraged to strive for continuously improved performance.

◯ 1 Strongly Agree

◯ 2

◯ 3

◯ 4 neither agree nor disagree

◯ 5

◯ 6

◯ 7 Strongly Disagree

Leading with a Global Mindset - October 13-14, 2011

16. In this organization, a person whose work is highly structured with few unexpected events:

○ 1 has a lot to be thankful for

○ 2

○ 3

○ 4

○ 5

○ 6

○ 7 is missing a lot of excitement

17. In this organization, men should be encouraged to participate in professional development activities more than women.

○ 1 Strongly Agree

○ 2

○ 3

○ 4 neither agree nor disagree

○ 5

○ 6

○ 7 Strongly Disagree

18. In this organization, major rewards should be based on:

○ 1 only performance effectiveness

○ 2

○ 3

○ 4 performance effectiveness and other factors (for example, seniority or political connections)

○ 5

○ 6

○ 7 only factors other than performance effectiveness (for example, seniority or political connections)

Leading with a Global Mindset – October 13-14, 2011

19. In this organization, job requirements and instructions should be spelled out in detail so employees know what they are expected to do.

◯ 1 Strongly Agree

◯ 2

◯ 3

◯ 4 neither agree nor disagree

◯ 5

◯ 6

◯ 7 Strongly Disagree

20. In this organization, being innovative to improve performance should be:

◯ 1 substantially rewarded

◯ 2

◯ 3

◯ 4 somewhat rewarded

◯ 5

◯ 6

◯ 7 not rewarded

21. In this organization, people should be encouraged to be:

◯ 1 very sensitive toward others

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 not at all sensitive toward others

Leading with a Global Mindset - October 13-14, 2011

22. In this organization, physically demanding tasks should usually be performed by:

◯ 1 men

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 women

23. In this organization, group managers should take pride in the individual accomplishments of group members.

◯ 1 Strongly Agree

◯ 2

◯ 3

◯ 4 neither agree nor disagree

◯ 5

◯ 6

◯ 7 Strongly Disagree

24. I believe that managers in this organization should:

◯ 1 provide detailed instructions concerning how to achieve goals

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 allow subordinates freedom in determining how to achieve goals

Leading with a Global Mindset - October 13-14, 2011

25. I believe that in this organization, work would be more effectively managed if there were:

○ 1 many more women in positions of authority than there are now

○ 2

○ 3

○ 4 about the same number of women in positions of authority as there are now

○ 5

○ 6

○ 7 many less women in positions of authority than there are now

26. In this organization, rank and position in the hierarchy should have special privileges.

○ 1 Strongly Agree

○ 2

○ 3

○ 4 neither agree nor disagree

○ 5

○ 6

○ 7 Strongly Disagree

27. In this organization, employees should feel loyalty to the organization.

○ 1 Strongly Agree

○ 2

○ 3

○ 4 neither agree nor disagree

○ 5

○ 6

○ 7 Strongly Disagree

Leading with a Global Mindset – October 13-14, 2011

28. I feel that in this organization, being accepted by the other members of a group should be very important.

- ( ) 1 Strongly Agree
- ( ) 2
- ( ) 3
- ( ) 4 neither agree nor disagree
- ( ) 5
- ( ) 6
- ( ) 7 Strongly Disagree

29. How important should it be to members of your work organization that your organization is viewed positively by persons in other organizations?

- ( ) 1 it should not be important at all
- ( ) 2
- ( ) 3
- ( ) 4 it should be moderately important
- ( ) 5
- ( ) 6
- ( ) 7 it should be very important

30. In this organization, people should:

- ( ) 1 worry about current crises
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) 6
- ( ) 7 plan for the future

Leading with a Global Mindset – October 13-14, 2011

31. How much should it bother people in your organization if an outsider publicly made negative comments about the organization?

- ( ) 1 it should not bother them at all
- ( ) 2
- ( ) 3
- ( ) 4 it should bother them a moderate amount
- ( ) 5
- ( ) 6
- ( ) 7 it should bother them a great deal

32. In this organization, people should be encouraged to be:

- ( ) 1 very tolerant of mistakes
- ( ) 2
- ( ) 3
- ( ) 4
- ( ) 5
- ( ) 6
- ( ) 7 not at all tolerant of mistakes

33. In this organization, employees should set challenging work goals for themselves.

- ( ) 1 Strongly Agree
- ( ) 2
- ( ) 3
- ( ) 4 neither agree nor disagree
- ( ) 5
- ( ) 6
- ( ) 7 Strongly Disagree

Leading with a Global Mindset - October 13-14, 2011

34. When in disagreement with superiors, subordinates in this organization should generally go along with what superiors say or want.

◯ 1 Strongly Agree

◯ 2

◯ 3

◯ 4 neither agree nor disagree

◯ 5

◯ 6

◯ 7 Strongly Disagree

35. I believe that in this organization, time devoted to reaching consensus is:

◯ 1 a waste of time

◯ 2

◯ 3

◯ 4 sometimes wasted and sometimes well spent

◯ 5

◯ 6

◯ 7 time well spent

36. In this organization, important organizational decisions should be made by:

◯ 1 management

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 employees

Leading with a Global Mindset – October 13-14, 2011

37. Members of this organization should:

◯ 1 take no pride in working for the organization

◯ 2

◯ 3

◯ 4 take a moderate amount of pride in working for the organization

◯ 5

◯ 6

◯ 7 take a great deal of pride in working for the organization

38. In this organization, people should be encouraged to be:

◯ 1 very generous

◯ 2

◯ 3

◯ 4

◯ 5

◯ 6

◯ 7 not at all generous

39. In this organization, opportunities for management positions should be:

◯ 1 more available for men than for women

◯ 2

◯ 3

◯ 4 equally available for men and women

◯ 5

◯ 6

◯ 7 more available for women than for men

Leading with a Global Mindset - October 13-14, 2011

40. In this organization, people should work on:

○ 1 only individual projects

○ 2

○ 3

○ 4 some individual and some team projects

○ 5

○ 6

○ 7 only team projects

41. In this organization, it should be worse for a man to fail in his job than for a woman to fail in her job.

○ 1 Strongly Agree

○ 2

○ 3

○ 4 neither agree nor disagree

○ 5

○ 6

○ 7 Strongly Disagree

Leading with a Global Mindset - October 13-14, 2011

3. Demographic Information

Following are several questions about you, your background, and the place where you work. These questions are important because they help us to see if different types of people respond to the questions on this questionnaire in different ways. We will be collecting data from ██ employees around the world, and then using the information to help understand the cultural differences that exist within ████████. The data are NOT used to identify any individual.

1. What is your name? (optional)

2. How old are you? (years)

3. What is your gender?

◯ Male

◯ Female

4. What is your country of citizenship/passport?

5. What country were you born in?

6. How long have you lived in the country where you currently live? (years)

7. Besides your country of birth, how many other countries have you lived in for longer than one year?

8. What is your ethnic background?

9. Do you have a religious affiliation?

◯ Yes

◯ No

10. If you answered yes to question 8, please indicate the name of the religion.

11. In what country was your mother born?

12. In what country was your father born?

Leading with a Global Mindset – October 13-14, 2011

13. What language(s) were spoken in your home when you were a child?

[   ]

14. How many years of full-time work experience do you have?

[   ]

15. How many years have you been a manager?

[   ]

16. How long have you worked for ████████ **or your current employer (in the case of recent acquisitions)?**

[   ]

17. Other than ████████ **, have you ever worked for a multinational corporation?**

◯ Yes

◯ No

18. Do you belong to any professional associations or networks?

◯ Yes

◯ No

19. Do you participate in any industrial or trade association activities?

◯ Yes

◯ No

20. How many years of formal (college or university) education do you have?

[   ]

21. What was your major or area of specialization?

[   ]

22. Have you received any formal training in Western management practices?

◯ Yes

◯ No

Leading with a Global Mindset - October 13-14, 2011

23. Please indicate the kind of work done primarily done by the unit you manage:

○ Administration

○ Engineering, manufacturing, or production

○ Finance or accounting

○ Human resource management or personnel management

○ Marketing

○ Planning

○ Purchasing

○ Research and development

○ Sales

○ Support services (for example, plant and equipment maintenance)

○ Other

24. How many people report directly to you?

[   ]

25. How many people work in the sub-unit of the organization you manage?

[   ]

26. How many organizational levels are there between you and ███████**, the CEO of** ██████████**?**

[   ]

27. How many hierarchical levels are there between you and the non-supervisory personnel in your organization or unit?

[   ]

28. What language(s) do you regularly use at work?

[   ]

APPENDIX D

Mann-Whitney Test Results for Hypothesis 3

Legend:

UAI	Uncertainty Avoidance
PDI	Power Distance
SOC	Social or Institutional Collectivism
IN-G	In-Group Collectivism
GEN	Gender Differentiation
ASRT	Assertiveness
FUT	Future Orientation
PERF	Performance Orientation
HO	Humane Orientation

	1 Year				Company AB	
	(N = 17)				(N = 194)	
	Mean	Std. Dev.	U	p-Value	Mean	Std. Dev.
Practices						
UAI	4.255	1.250	2076.5	0.076	3.802	1.034
PDI	4.000	1.253	1794.0	0.548	3.772	1.069
SOC	4.157	1.155	1493.5	0.518	4.344	0.897
IN-G	4.765	0.944	1688.0	0.873	4.779	0.880
GEN	3.926	0.783	1850.0	0.403	3.755	0.761
ASRT	4.647	1.428	1698.5	0.839	4.750	0.884
FUT	4.784	1.124	1835.5	0.439	4.566	1.082
PERF	4.824	0.934	1373.0	0.252	5.125	0.874
HO	4.725	1.289	1664.5	0.950	4.825	0.959
Values						
UAI	4.015	0.817	1540.5	0.653	4.043	0.894
PDI	2.627	0.927	1736.5	0.717	2.523	0.898
SOC	3.941	0.922	1296.0	0.141	4.220	0.769
IN-G	5.696	0.769	1573.0	0.754	5.812	0.665
GEN	5.353	0.685	1687.5	0.873	5.363	0.640
ASRT	4.627	0.754	1514.5	0.575	4.717	0.750
FUT	5.029	0.810	1090.5	0.020	5.418	0.629
PERF	6.397	0.468	1599.0	0.835	6.401	0.517
HO	5.088	0.690	1640.5	0.973	5.162	0.642

	2 Years				Company AB	
	(N = 5)				(N = 206)	
	Mean	**Std. Dev.**	**U**	**p-Value**	**Mean**	**Std. Dev.**
Practices						
UAI	3.533	1.325	473.0	0.757	3.846	1.052
PDI	4.533	1.070	722.0	0.124	3.772	1.080
SOC	4.267	0.641	488.0	0.843	4.330	0.926
IN-G	4.800	0.316	511.5	0.982	4.778	0.893
GEN	4.067	1.116	596.5	0.545	3.762	0.754
ASRT	5.055	0.640	633.5	0.380	4.734	0.941
FUT	3.916	0.901	313.5	0.135	4.600	1.085
PERF	4.986	0.469	433.0	0.544	5.103	0.889
HO	4.050	0.925	278.0	0.078	4.835	0.983
Values						
UAI	4.050	0.837	481.0	0.803	4.041	0.889
PDI	2.133	0.767	378.0	0.308	2.541	0.901
SOC	4.600	0.796	662.0	0.274	4.188	0.783
IN-G	5.733	0.693	482.0	0.809	5.804	0.674
GEN	5.250	0.433	387.0	0.339	5.365	0.647
ASRT	5.000	0.882	594.0	0.556	4.703	0.747
FUT	4.800	0.942	317.5	0.141	5.401	0.640
PERF	6.650	0.379	661.5	0.272	6.394	0.514
HO	4.700	0.481	291.5	0.096	5.167	0.645

	3 Years				Company AB	
	(N = 11)				*(N = 200)*	
	Mean	**Std. Dev.**	**U**	**p-Value**	**Mean**	**Std. Dev.**
Practices						
UAI	3.700	0.991	998.0	0.605	3.846	1.062
PDI	3.848	0.721	1185.5	0.665	3.787	1.101
SOC	4.303	0.722	1070.0	0.880	4.330	0.930
IN-G	4.964	1.058	1160.0	0.762	4.768	0.875
GEN	4.079	0.814	1403.5	0.122	3.752	0.758
ASRT	4.523	1.081	899.0	0.307	4.754	0.928
FUT	4.576	1.066	1114.5	0.943	4.584	1.088
PERF	4.864	1.027	926.5	0.378	5.114	0.873
HO	4.750	0.791	1016.0	0.671	4.820	0.998
Values						
UAI	3.432	1.107	625.5	0.016	4.075	0.864
PDI	2.424	0.616	1017.5	0.675	2.538	0.912
SOC	3.939	0.828	897.0	0.300	4.212	0.781
IN-G	5.758	0.496	1030.5	0.726	5.805	0.682
GEN	5.295	0.568	998.5	0.604	5.366	0.647
ASRT	4.545	0.671	998.0	0.603	4.719	0.754
FUT	5.295	0.270	996.0	0.597	5.392	0.667
PERF	6.568	0.372	1299.0	0.307	6.391	0.518
HO	5.045	0.459	951.5	0.450	5.162	0.654

| | 4 Years | | | | Company AB | |
| | (N = 18) | | | | (N = 193) | |
	Mean	**Std. Dev.**	**U**	**p-Value**	**Mean**	**Std. Dev.**
Practices						
UAI	4.167	1.068	2088.5	0.155	3.808	1.053
PDI	3.796	1.079	1757.0	0.937	3.790	1.087
SOC	4.241	1.165	1727.0	0.969	4.337	0.896
IN-G	4.767	0.939	1733.0	0.989	4.779	0.881
GEN	3.826	0.540	1826.0	0.719	3.763	0.781
ASRT	5.000	0.675	2039.5	0.221	4.718	0.954
FUT	4.759	1.272	1939.5	0.413	4.567	1.067
PERF	5.167	0.985	1872.5	0.584	5.094	0.873
HO	4.847	0.849	1757.5	0.935	4.814	1.000
Values						
UAI	4.284	0.762	2087.0	0.157	4.018	0.895
PDI	2.274	0.904	1454.0	0.251	2.556	0.897
SOC	4.130	0.733	1520.5	0.379	4.204	0.790
IN-G	5.757	0.736	1698.5	0.878	5.807	0.668
GEN	5.569	0.641	2010.0	0.265	5.343	0.640
ASRT	4.646	0.450	1513.5	0.363	4.716	0.772
FUT	5.681	0.574	2204.0	0.058	5.360	0.653
PERF	6.375	0.620	1742.5	0.984	6.403	0.503
HO	5.167	0.675	1648.5	0.721	5.155	0.644

	5 Years (N = 31)				Company AB (N = 180)	
	Mean	Std. Dev.	U	p-Value	Mean	Std. Dev.
Practices						
UAI	3.882	0.872	2894.5	0.739	3.831	1.087
PDI	3.849	0.946	2936.0	0.642	3.780	1.107
SOC	4.387	0.861	2942.5	0.626	4.319	0.931
IN-G	4.839	0.718	2892.0	0.746	4.768	0.910
GEN	3.659	0.668	2526.0	0.398	3.788	0.777
ASRT	4.532	0.834	2316.5	0.131	4.778	0.949
FUT	4.409	1.091	2506.0	0.365	4.614	1.083
PERF	5.161	0.789	2882.0	0.770	5.090	0.897
HO	4.863	0.846	2783.0	0.983	4.809	1.011
Values						
UAI	4.282	0.856	3320.5	0.090	3.999	0.887
PDI	2.430	0.928	2662.5	0.684	2.549	0.895
SOC	4.312	0.769	3097.0	0.325	4.178	0.787
IN-G	5.806	0.727	2828.5	0.903	5.802	0.665
GEN	5.532	0.554	3435.0	0.038	5.333	0.653
ASRT	4.460	0.823	2197.5	0.057	4.753	0.730
FUT	5.282	0.664	2453.0	0.280	5.405	0.650
PERF	6.323	0.513	2463.5	0.292	6.414	0.512
HO	5.242	0.600	3004.5	0.493	5.141	0.653

	6 Years (N = 20)				Company AB (N = 191)	
	Mean	**Std. Dev.**	**U**	**p-Value**	**Mean**	**Std. Dev.**
Practices						
UAI	3.417	0.990	1384.0	0.042	3.883	1.056
PDI	3.550	1.504	1616.5	0.257	3.815	1.032
SOC	4.150	0.806	1683.0	0.380	4.348	0.930
IN-G	4.750	0.904	1952.0	0.873	4.781	0.884
GEN	3.697	0.761	1783.0	0.624	3.776	0.764
ASRT	4.625	0.833	1667.0	0.349	4.754	0.946
FUT	4.333	0.955	1637.5	0.293	4.610	1.096
PERF	4.963	0.901	1688.5	0.393	5.115	0.880
HO	4.850	0.796	1921.0	0.968	4.813	1.006
Values						
UAI	3.375	0.988	1167.0	0.004	4.111	0.848
PDI	2.467	1.023	1789.0	0.640	2.539	0.888
SOC	4.267	0.883	1963.5	0.837	4.190	0.775
IN-G	5.868	0.561	1945.5	0.892	5.795	0.684
GEN	5.381	0.631	1918.0	0.977	5.361	0.645
ASRT	4.500	0.426	1461.5	0.081	4.732	0.773
FUT	5.213	0.552	1588.0	0.212	5.405	0.660
PERF	6.475	0.472	2079.5	0.509	6.393	0.517
HO	5.033	0.557	1699.0	0.415	5.169	0.653

	7 Years (N = 9)		U	p-Value	Company AB (N = 202)	
	Mean	**Std. Dev.**	**U**	**p-Value**	**Mean**	**Std. Dev.**
Practices						
UAI	4.011	0.937	993.0	0.640	3.831	1.063
PDI	3.701	0.920	830.5	0.662	3.794	1.092
SOC	4.926	0.760	1249.5	0.056	4.302	0.918
IN-G	4.667	0.742	822.0	0.629	4.783	0.890
GEN	3.578	0.657	753.5	0.384	3.777	0.767
ASRT	4.824	0.911	961.0	0.773	4.738	0.938
FUT	4.963	0.873	1072.5	0.361	4.567	1.091
PERF	4.972	0.805	801.0	0.547	5.106	0.885
HO	4.972	0.824	1014.0	0.558	4.810	0.994
Values						
UAI	4.111	0.830	908.0	0.998	4.038	0.891
PDI	2.370	0.824	829.5	0.657	2.539	0.903
SOC	4.037	0.539	798.5	0.536	4.205	0.793
IN-G	5.852	0.475	936.0	0.882	5.800	0.681
GEN	5.494	0.481	1011.0	0.566	5.357	0.648
ASRT	4.741	0.465	973.5	0.718	4.708	0.760
FUT	6.028	0.592	1420.5	0.004	5.358	0.641
PERF	6.722	0.317	1283.0	0.035	6.386	0.515
HO	5.583	0.354	1321.0	0.021	5.137	0.649

	8 Years				Company AB	
	(N = 9)		U	p-Value	*(N = 202)*	
	Mean	Std. Dev.			Mean	Std. Dev.
Practices						
UAI	3.852	1.237	952.0	0.812	3.838	1.051
PDI	3.704	0.920	888.5	0.911	3.794	1.092
SOC	4.556	0.986	1052.0	0.423	4.319	0.917
IN-G	5.289	0.801	1196.5	0.108	4.755	0.882
GEN	3.837	1.022	927.0	0.922	3.766	0.752
ASRT	5.355	0.631	1277.5	0.039	4.715	0.938
FUT	5.380	1.000	1320.5	0.021	4.548	1.076
PERF	5.361	0.782	1079.0	0.342	5.089	0.885
HO	4.833	1.139	864.5	0.805	4.816	0.982
Values						
UAI	4.222	0.785	1003.0	0.600	4.033	0.892
PDI	2.852	1.015	1094.5	0.298	2.517	0.893
SOC	4.268	0.761	965.5	0.753	4.194	0.786
IN-G	5.926	0.683	986.5	0.666	5.797	0.673
GEN	5.688	0.207	1179.5	0.127	5.348	0.651
ASRT	5.000	0.577	1160.5	0.157	4.697	0.754
FUT	5.750	0.415	1261.5	0.048	5.371	0.656
PERF	6.361	0.435	820.5	0.618	6.402	0.516
HO	5.111	0.782	918.0	0.962	5.158	0.640

	9 Years				Company AB	
	(N = 10)		U	p-Value	(N = 201)	
	Mean	**Std. Dev.**	**U**	**p-Value**	**Mean**	**Std. Dev.**
Practices						
UAI	4.017	0.779	1108.5	0.583	3.830	1.069
PDI	3.710	1.100	1010.0	0.981	3.794	1.085
SOC	4.340	0.810	928.5	0.685	4.328	0.926
IN-G	5.260	0.806	1351.5	0.066	4.754	0.882
GEN	3.977	0.541	1203.5	0.290	3.758	0.771
ASRT	4.939	0.771	1120.5	0.540	4.732	0.943
FUT	4.783	0.817	1119.5	0.544	4.574	1.096
PERF	5.406	0.709	1199.5	0.301	5.085	0.887
HO	5.402	1.223	1381.5	0.045	4.788	0.968
Values						
UAI	3.725	0.506	739.5	0.158	4.057	0.899
PDI	2.933	1.040	1238.0	0.214	2.512	0.889
SOC	4.033	0.936	902.0	0.583	4.206	0.777
IN-G	5.850	0.580	1040.0	0.854	5.800	0.678
GEN	5.294	0.432	829.0	0.346	5.366	0.651
ASRT	4.979	0.682	1205.0	0.284	4.696	0.751
FUT	5.099	0.268	660.5	0.066	5.401	0.662
PERF	6.068	0.586	624.5	0.041	6.417	0.504
HO	5.318	0.578	1167.5	0.387	5.148	0.648

	10 Years (N = 17)				Company AB (N = 194)	
	Mean	Std. Dev.	U	p-Value	Mean	Std. Dev.
Practices						
UAI	3.471	1.093	1325.0	0.178	3.871	1.050
PDI	4.020	0.759	1934.5	0.236	3.770	1.106
SOC	4.255	0.693	1545.5	0.667	4.335	0.937
IN-G	4.353	1.101	1204.5	0.065	4.815	0.855
GEN	3.679	0.702	1556.0	0.700	3.777	0.768
ASRT	4.618	0.965	1515.5	0.580	4.753	0.934
FUT	4.255	1.199	1387.5	0.278	4.613	1.072
PERF	4.941	0.950	1494.5	0.522	5.115	0.876
HO	4.485	1.102	1384.5	0.272	4.846	0.974
Values						
UAI	4.099	0.868	1707.0	0.811	4.036	0.890
PDI	2.922	1.044	2096.0	0.062	2.498	0.880
SOC	4.179	0.699	1688.0	0.872	4.199	0.792
IN-G	6.010	0.655	1995.5	0.150	5.784	0.673
GEN	5.103	0.740	1277.0	0.119	5.385	0.630
ASRT	5.216	0.716	2381.5	0.002	4.665	0.737
FUT	5.574	0.403	2026.0	0.116	5.371	0.668
PERF	6.574	0.440	2017.0	0.123	6.385	0.516
HO	5.269	0.640	1800.0	0.530	5.146	0.646

	11 Years				Company AB	
	(N = 18)				(N = 193)	
	Mean	Std. Dev.	U	p-Value	Mean	Std. Dev.
Practices						
UAI	3.907	1.170	1877.0	0.572	3.832	1.048
PDI	3.444	1.288	1416.0	0.194	3.822	1.060
SOC	4.093	0.774	1418.0	0.196	4.351	0.930
IN-G	4.844	0.796	1786.0	0.844	4.772	0.893
GEN	3.956	0.888	1958.5	0.369	3.751	0.750
ASRT	4.904	0.594	1930.5	0.434	4.727	0.960
FUT	4.667	1.079	1778.5	0.868	4.576	1.087
PERF	5.208	1.037	1936.0	0.421	5.091	0.867
HO	5.194	1.002	2130.0	0.112	4.782	0.980
Values						
UAI	3.889	0.863	1660.0	0.756	4.055	0.889
PDI	2.741	0.882	1964.5	0.356	2.512	0.900
SOC	4.148	0.629	1707.5	0.906	4.202	0.798
IN-G	5.917	0.746	1915.0	0.472	5.792	0.667
GEN	5.056	0.881	1311.5	0.082	5.391	0.610
ASRT	4.741	0.578	1828.5	0.710	4.707	0.764
FUT	5.181	0.756	1387.5	0.156	5.406	0.640
PERF	6.403	0.543	1760.5	0.925	6.400	0.511
HO	4.976	0.812	1485.0	0.307	5.172	0.627

| | 12 Years | | U | p-Value | Company AB | |
| | (N = 12) | | | | (N = 199) | |
	Mean	Std. Dev.	U	p-Value	Mean	Std. Dev.
Practices						
UAI	3.833	0.948	1136.5	0.780	3.839	1.065
PDI	3.694	0.979	1101.0	0.651	3.796	1.091
SOC	4.389	1.238	1273.5	0.699	4.325	0.900
IN-G	4.750	1.006	1190.0	0.986	4.780	0.878
GEN	3.417	0.889	882.0	0.127	3.790	0.751
ASRT	4.771	1.047	1169.5	0.907	4.740	0.931
FUT	4.111	1.104	851.5	0.095	4.612	1.079
PERF	5.021	0.794	1090.0	0.613	5.105	0.887
HO	4.792	0.818	1145.5	0.815	4.818	0.998
Values						
UAI	4.536	0.960	1536.5	0.094	4.011	0.875
PDI	2.278	0.722	985.5	0.308	2.547	0.907
SOC	4.250	0.740	1245.0	0.804	4.194	0.788
IN-G	5.667	0.497	996.5	0.336	5.811	0.682
GEN	5.478	0.470	1217.0	0.912	5.356	0.651
ASRT	4.222	0.880	787.0	0.045	4.739	0.733
FUT	5.521	0.772	1352.5	0.438	5.379	0.645
PERF	6.146	0.328	713.5	0.018	6.416	0.518
HO	5.167	0.567	1225.0	0.881	5.155	0.651

	13 Years				Company AB	
	(N = 10)		U	p-Value	*(N = 201)*	
	Mean	Std. Dev.			Mean	Std. Dev.
Practices						
UAI	3.967	1.559	1057.0	0.784	3.832	1.030
PDI	3.533	1.259	809.5	0.299	3.803	1.076
SOC	4.600	1.245	1192.5	0.318	4.315	0.902
IN-G	4.960	1.138	1140.5	0.473	4.769	0.871
GEN	3.500	0.997	886.5	0.528	3.782	0.749
ASRT	4.425	1.496	822.5	0.332	4.758	0.901
FUT	4.867	1.307	1106.0	0.592	4.570	1.074
PERF	5.350	1.029	1128.5	0.512	5.088	0.874
HO	5.025	1.199	1157.5	0.418	4.806	0.977
Values						
UAI	4.275	0.583	1205.5	0.286	4.029	0.898
PDI	2.467	0.958	907.5	0.604	2.535	0.898
SOC	3.867	0.849	834.5	0.363	4.214	0.779
IN-G	5.583	0.858	835.0	0.367	5.813	0.663
GEN	5.150	0.459	715.0	0.120	5.373	0.649
ASRT	5.233	1.031	1356.5	0.060	4.684	0.726
FUT	5.600	0.747	1169.0	0.382	5.376	0.647
PERF	6.275	0.777	968.5	0.846	6.407	0.497
HO	5.532	0.665	1345.0	0.070	5.137	0.640

| | 14 Years | | | | Company AB | |
| | (N = 8) | | | | (N = 203) | |
	Mean	**Std. Dev.**	**U**	**p-Value**	**Mean**	**Std. Dev.**
Practices						
UAI	3.542	0.907	646.5	0.328	3.850	1.062
PDI	4.292	1.290	963.5	0.370	3.770	1.073
SOC	4.458	1.023	885.0	0.667	4.324	0.917
IN-G	4.450	0.754	605.5	0.223	4.791	0.887
GEN	3.750	0.345	767.5	0.794	3.770	0.774
ASRT	4.844	0.844	824.0	0.946	4.738	0.940
FUT	4.083	1.165	624.5	0.268	4.603	1.079
PERF	4.625	0.768	524.5	0.089	5.119	0.881
HO	4.531	0.700	607.5	0.227	4.828	0.996
Values						
UAI	4.115	0.565	860.5	0.776	4.038	0.897
PDI	2.617	0.837	889.5	0.647	2.528	0.903
SOC	4.108	0.496	756.5	0.743	4.201	0.794
IN-G	5.392	1.006	608.5	0.229	5.819	0.655
GEN	5.389	0.981	952.5	0.403	5.361	0.628
ASRT	4.844	0.688	857.5	0.788	4.704	0.752
FUT	5.116	0.432	554.0	0.126	5.398	0.657
PERF	6.050	0.502	461.0	0.036	6.414	0.509
HO	4.976	0.783	646.5	0.327	5.163	0.640

	15 Years				Company AB	
	(N = 5)		U	p-Value	(N = 206)	
	Mean	Std. Dev.			Mean	Std. Dev.
Practices						
UAI	4.333	1.269	647.0	0.327	3.827	1.052
PDI	3.467	0.506	424.0	0.500	3.798	1.093
SOC	4.733	0.955	627.0	0.405	4.319	0.918
IN-G	4.440	0.607	387.5	0.345	4.786	0.888
GEN	3.933	1.234	533.0	0.896	3.765	0.752
ASRT	4.500	0.968	444.5	0.603	4.748	0.936
FUT	4.667	0.850	533.5	0.893	4.582	1.091
PERF	5.600	0.802	711.5	0.145	5.089	0.881
HO	4.950	1.280	607.5	0.494	4.814	0.982
Values						
UAI	4.250	0.935	566.5	0.704	4.036	0.887
PDI	2.467	0.506	501.5	0.923	2.533	0.907
SOC	4.667	0.667	698.5	0.171	4.186	0.784
IN-G	5.900	0.713	544.5	0.829	5.800	0.673
GEN	5.700	0.597	702.0	0.162	5.354	0.642
ASRT	5.067	0.723	654.0	0.299	4.701	0.749
FUT	5.650	0.487	657.0	0.290	5.381	0.655
PERF	6.786	0.194	757.5	0.069	6.391	0.514
HO	5.050	0.925	479.0	0.791	5.158	0.640

	16 Years				Company AB	
	(N = 11)				*(N = 200)*	
	Mean	**Std. Dev.**	**U**	**p-Value**	**Mean**	**Std. Dev.**
Practices						
UAI	3.606	0.757	879.0	0.261	3.852	1.070
PDI	3.879	1.057	1147.5	0.811	3.785	1.087
SOC	4.182	0.736	960.5	0.478	4.337	0.929
IN-G	4.545	0.863	915.5	0.350	4.791	0.885
GEN	3.737	0.674	1083.5	0.935	3.771	0.768
ASRT	4.818	0.943	1216.5	0.555	4.738	0.937
FUT	5.061	0.664	1395.5	0.133	4.557	1.098
PERF	5.455	0.797	1396.0	0.132	5.081	0.883
HO	4.341	1.062	823.5	0.160	4.843	0.978
Values						
UAI	4.159	1.044	1128.0	0.889	4.035	0.879
PDI	2.364	0.781	992.0	0.583	2.541	0.906
SOC	4.758	0.967	1504.0	0.039	4.167	0.764
IN-G	5.894	0.559	1120.5	0.919	5.797	0.679
GEN	5.131	0.735	905.5	0.319	5.375	0.636
ASRT	4.515	1.079	1053.0	0.812	4.720	0.729
FUT	5.659	0.539	1398.5	0.128	5.372	0.655
PERF	6.523	0.506	1285.0	0.343	6.394	0.513
HO	5.023	0.627	913.5	0.342	5.163	0.647

APPENDIX E

United States Regional Organization vs. GLOBE U.S.

Legend:

UAI	Uncertainty Avoidance
PDI	Power Distance
SOC	Social or Institutional Collectivism
IN-G	In-Group Collectivism
GEN	Gender Differentiation
ASRT	Assertiveness
FUT	Future Orientation
PERF	Performance Orientation
HO	Humane Orientation

	USA Regional Organization Mean	Standard Deviation	Standard Error	95% Confidence Interval Low	95% Confidence Interval High	Difference (mean - population mean)	T (Observed Value)	P-Value (two tailed)	GLOBE USA (Population)
Practices									
UAI	3.83	0.97	0.28	3.67	4.00	-0.32	-3.81	< 0.001	4.15
PDI	3.90	0.97	0.28	3.73	4.06	-0.98	-11.84	< 0.001	4.88
SOC	4.32	0.96	0.28	4.15	4.48	0.12	1.42	0.159	4.20
IN-G	4.86	0.85	0.25	4.72	5.01	0.61	8.40	< 0.001	4.25
GEN	3.81	0.75	0.22	3.68	3.94	0.47	7.30	< 0.001	3.34
ASRT	4.79	0.92	0.26	4.64	4.95	0.24	3.08	0.003	4.55
FUT	4.57	1.12	0.32	4.38	4.76	0.42	4.41	< 0.001	4.15
PERF	5.10	0.91	0.26	4.95	5.25	0.61	7.86	< 0.001	4.49
HO	4.99	0.93	0.27	4.83	5.14	0.80	9.94	< 0.001	4.17
Values									
UAI	3.94	0.88	0.25	3.79	4.08	-0.06	-0.86	0.394	4.00
PDI	2.67	0.78	0.23	2.54	2.80	-0.18	-2.66	0.009	2.85
SOC	4.10	0.75	0.22	3.97	4.23	-0.07	-1.08	0.284	4.17
IN-G	5.85	0.61	0.18	5.75	5.96	0.08	1.58	0.116	5.77
GEN	5.44	0.53	0.15	5.35	5.53	0.38	8.50	< 0.001	5.06
ASRT	4.77	0.70	0.20	4.65	4.89	0.45	7.54	< 0.001	4.32
FUT	5.27	0.53	0.15	5.19	5.36	-0.04	-0.77	0.442	5.31
PERF	6.48	0.44	0.13	6.40	6.55	0.34	8.93	< 0.001	6.14
HO	5.12	0.64	0.18	5.02	5.23	-0.41	-7.45	< 0.001	5.53

APPENDIX F

Additional Hypotheses for First Research Hypothesis

As there are nine cultural dimension scores, for the additional hypotheses generated during testing and analysis of the first research hypotheses, 27 additional null hypotheses were tested.

Hypotheses 55 - 81

There is no statistically significant difference between the following cultural dimensions scores calculated from the data collected in 2009 from Company AB middle managers in each of the regions (France, Ireland, and Japan) and the parent organization in the United States: uncertainty avoidance, power distance, institutional collectivism, in-group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, and humane orientation.

APPENDIX G

Copyright Permission for GLOBE Survey

LICENSE YOUR CONTENT | **PRODUCTS AND SOLUTIONS** | **PARTNERS** | **EDUCATION** | **ABOUT US**

Copyright Clearance Center

Confirmation Number: 10365080

Citation Information

Order Detail ID: 53882217

Culture, leadership, and organizations : the GLOBE study of 62 societies by House, Robert J. Copyright 2011 Reproduced with permission of SAGE PUBLICATIONS INC BOOKS in the format Dissertation via Copyright Clearance Center.

Terms: Requests to republish distribution of > 15,000 should contact publisher directly at permissions@sagepub.com. Permission to adapt a work is granted with the condition that the adaptation will not alter the meaning, tone or intent of the author's work. If you have any questions about your adaptation of the work, please contact the Publisher for additional information at permissions@sagepub.com. Permissions to translate is granted for up to two languages with this request. If you wish to translate into more, please submit additional requests; one for each additional two languages.

Close