Catalogue of Instruments for Measuring Culture

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* This document includes only publicly-available information. Psychometric properties (reliabilities, etc.) reported here are based on the information in the original publications that introduced the instrument. Different data may be available based on subsequent applications of the instrument. Some of the included instruments were not originally intended for measuring cultural values or culture-bound behaviors and may not be best suitable for this purpose.
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<tr>
<td></td>
<td><strong>Vertical Idiocentrism</strong></td>
</tr>
<tr>
<td></td>
<td>Cronbach’s alpha = .73</td>
</tr>
<tr>
<td></td>
<td>It is important to me that I do my job better than other group members. .68</td>
</tr>
<tr>
<td></td>
<td>It annoys me when other group members perform a task better than I do. .62</td>
</tr>
<tr>
<td></td>
<td>I like to be the best in the group in performing our tasks. .54</td>
</tr>
<tr>
<td></td>
<td>Winning in discussions with other group members is important to me. .53</td>
</tr>
<tr>
<td></td>
<td>I like it if other group members know me as a student who can perform my group tasks better than others. .53</td>
</tr>
<tr>
<td></td>
<td><strong>Horizontal Allocentrism</strong></td>
</tr>
<tr>
<td></td>
<td>Cronbach’s alpha = .76</td>
</tr>
<tr>
<td></td>
<td>I feel good about being a member of the group. .68</td>
</tr>
<tr>
<td></td>
<td>It is important to me to maintain harmony within the group. .60</td>
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<td></td>
<td>It is important to me to consult other group members and get their ideas before making a decision about my tasks. .57</td>
</tr>
<tr>
<td></td>
<td>I like to help other group members if they have some problems performing their tasks. .55</td>
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<tr>
<td></td>
<td>I respect the majority’s opinions in the group. .49</td>
</tr>
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<td></td>
<td>I like to work interdependently with other group members. .46</td>
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<tr>
<td></td>
<td><strong>Horizontal Idiocentrism</strong></td>
</tr>
<tr>
<td></td>
<td>Cronbach’s alpha = .72</td>
</tr>
<tr>
<td></td>
<td>I am a unique person, different from other group members. –.74</td>
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<tr>
<td></td>
<td>My personal identity is very important to me. –.63</td>
</tr>
<tr>
<td></td>
<td>It is very important to me to be known as a unique person different from other group members. –.57</td>
</tr>
<tr>
<td></td>
<td>I would rather depend on myself than on other group members. –.46</td>
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<tr>
<td></td>
<td>Performing my own tasks independently from other group members is very important for me. –.42</td>
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<td></td>
<td><strong>Avoiding Arguments 1</strong></td>
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<td></td>
<td>Cronbach’s alpha = .52</td>
</tr>
<tr>
<td></td>
<td>Even when I strongly disagree with group members, I should avoid an argument. .76</td>
</tr>
<tr>
<td></td>
<td>In the group’s discussion, I should not disagree with ideas, which other group members agree on. .49</td>
</tr>
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<td></td>
<td>Factor loadings provided following each item</td>
</tr>
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<td></td>
<td>Scale: 1-9</td>
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<tr>
<td>(Ali, 1987)</td>
<td><strong>Individualism (IND)</strong></td>
</tr>
<tr>
<td></td>
<td>1. One should be proud of his own achievements and accomplishments</td>
</tr>
<tr>
<td></td>
<td>2. Individual incentives and rewards should be given priority over group incentives and rewards</td>
</tr>
<tr>
<td></td>
<td>3. One’s loyalty should be first and foremost to himself and his family</td>
</tr>
<tr>
<td></td>
<td>4. A man is the best judge of his own best interest</td>
</tr>
<tr>
<td></td>
<td>5. Giving personal orders may hurt an individual’s feelings and dignity</td>
</tr>
<tr>
<td></td>
<td>6. To be successful one has to rely on himself</td>
</tr>
<tr>
<td></td>
<td>7. Loyalty to one’s superior is necessary for an organization to survive</td>
</tr>
<tr>
<td></td>
<td>Scale 1-5; Cronbach’s α=0.79; test-retest: not available</td>
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<tr>
<td></td>
<td><strong>Islamic Work Ethic</strong></td>
</tr>
<tr>
<td></td>
<td>(46 items total, a few examples follow)</td>
</tr>
<tr>
<td></td>
<td>1. Cooperation is a virtue in work</td>
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<td>---</td>
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</tr>
<tr>
<td>2.</td>
<td>Laziness is a vice</td>
</tr>
<tr>
<td>3.</td>
<td>Dedication to work is virtue</td>
</tr>
<tr>
<td>4.</td>
<td>Money earned through gambling, selling intoxicants, a manipulative monopoly, bribery, and the like is harmful to society</td>
</tr>
<tr>
<td>5.</td>
<td>One should take community affairs into consideration in his work</td>
</tr>
<tr>
<td>6.</td>
<td>The state should provide work for everyone willing and able to work</td>
</tr>
<tr>
<td>7.</td>
<td>One should not be denied his full wages</td>
</tr>
</tbody>
</table>

Scale 1-5; Cronbach’s α=0.89; test-retest: not available

**The Norms Diagnostic Index**
Developed to assess organizational culture

**Instructions:**
Norms are expected or usual way of behavior in groups or organizations. This survey asks for your opinions concerning the norms that exist in your organization. You are to fill in the blank that best describes your agreement or disagreement with each of the statements in the survey. Some examples are given below. After completing the sample items, continue with the remaining survey items.

**Example**

- It’s a norm around here:
  - A. For people to be rude to each other
  - B. For people to be comfortably dressed
  - C. For coffee breaks to be pleasant

- It’s a norm around here:
  1. To maintain the progress that is made
  2. For people to regularly plan their work goals and review progress
  3. For new people to be properly oriented and trained to the job
  4. For leader to take time to follow up on the job they’ve assigned to people
  5. For organizational policies and procedures to be helpful, well understood, and up-to-date
  6. For people to confront negative behavior or “norms” constructive
  7. For people to avoid blame placing and concentrate on looking for constructive solutions
  8. For people to feel satisfied with their pay
  9. For people to feel that their work is important
  10. For people to feel that the organization offers good job security
  11. For people to feel satisfied with the benefits programs offered by the organization
  12. For people to feel responsible for doing their own jobs right
  13. For people to have some input on decisions that affect their work
  14. For job orientation for new people to be more than just “sink or swim”
  15. For leaders to be equally concerned for people as well as results
  16. To review policies and procedures regularly and change them as needed
  17. For people to get feedback on how they’re doing so they can develop as individuals
  18. For people to feel “turned on” and enthusiastic about what they’re doing
  19. For selection and promotion practices to be fair
  20. For good performance to be rewarded through increased pay
  21. For people to get good feelings of accomplishment from their work
  22. Not to have to rely on the “grapevine” as their best source of information about the organization
  23. To understand the organization’s benefits programs
  24. For people to help each other with on-the-job or personal problems
  25. For people to follow through on programs that they begin
  26. For training needs to be adequately met
  27. For people to have an effective means of communication with peers and supervisors
  28. For people to share responsibility for things that go wrong in their work groups

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If you have additional information about these or other culture survey instruments or their versions in other languages, please contact Vas Taras, taras@ucalgary.ca. Your input would be greatly appreciated.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>29.</strong> for a spirit of cooperation and teamwork to be felt throughout the organization</td>
<td></td>
</tr>
<tr>
<td><strong>30.</strong> for people to feel they are treated fairly in the area of pay</td>
<td></td>
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<tr>
<td><strong>31.</strong> for people to like the kind of work they are doing</td>
<td></td>
</tr>
<tr>
<td><strong>32.</strong> for people to work together effectively</td>
<td></td>
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<tr>
<td><strong>33.</strong> for people to take pride in their own work and that of the organization</td>
<td></td>
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<tr>
<td><strong>34.</strong> for work loads to be evenly distributed</td>
<td></td>
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<tr>
<td><strong>35.</strong> to care about and strive for excellent performance</td>
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<tr>
<td><strong>36.</strong> to feel really involved in the work of the organization</td>
<td></td>
</tr>
<tr>
<td><strong>37.</strong> to have a clear way of measuring results</td>
<td></td>
</tr>
<tr>
<td><strong>38.</strong> for leaders to help their work team members succeed</td>
<td></td>
</tr>
<tr>
<td><strong>39.</strong> to point out errors constructively</td>
<td></td>
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<tr>
<td><strong>40.</strong> for people working together to meet regularly on important issues</td>
<td></td>
</tr>
<tr>
<td><strong>41.</strong> for improvement efforts to be based on facts</td>
<td></td>
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<tr>
<td><strong>42.</strong> for people not to treat each other as just a “pair of hand”</td>
<td></td>
</tr>
<tr>
<td><strong>43.</strong> to use time and resources effectively</td>
<td></td>
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<tr>
<td><strong>44.</strong> for leaders to demonstrate their own commitment to what the organization is trying to accomplish</td>
<td></td>
</tr>
<tr>
<td><strong>45.</strong> for leaders to make a strong effort to involve and motivate people</td>
<td></td>
</tr>
<tr>
<td><strong>46.</strong> to give and receive feedback in helpful ways</td>
<td></td>
</tr>
<tr>
<td><strong>47.</strong> for authority to be delegated appropriately</td>
<td></td>
</tr>
<tr>
<td><strong>48.</strong> for people to share responsibility for what happens in the organization</td>
<td></td>
</tr>
<tr>
<td><strong>49.</strong> for groups to define goals clearly before a task is begun</td>
<td></td>
</tr>
<tr>
<td><strong>50.</strong> to people to get whatever training is needed to help them succeed in their work</td>
<td></td>
</tr>
<tr>
<td><strong>51.</strong> for people to feel that the organization keeps them informed on matters that directly affect them</td>
<td></td>
</tr>
<tr>
<td><strong>Subscales:</strong> Performance facilitation, job involvement, training, leader-subordinate interaction, policies and procedures, confrontation, supportive climate. No break-down of items by the subscales provided.</td>
<td></td>
</tr>
<tr>
<td><strong>Scale:</strong> 1-5 + don’t know; Reliability data: NA</td>
<td></td>
</tr>
</tbody>
</table>

(Allik & Realo, 1996)

**ESTCOL**
Estonian Collectivism Scale
Scale: 1-5, 24 items, 3 subscales (family-, peers-, and society-related collectivism)

(Allport, Vernon, & Lindzey, 1960)

**Study of Values**
Detailed description not available.

(Ang, Van Dyne, & Begley, 2003)

**Uncertainty Avoidance**
1. I prefer work that has detailed standard operating procedures spelled out.
2. It is better to have job requirements and instructions spelled out in detail so that employees always know what they are expected to do.
3. I prefer work that is highly structured.
4. I prefer to work for supervisors who expect employees to closely follow instructions and procedures.
5. Rules and regulations are important because they inform employees what the organization expects of them.

Scale: ? Cronbach’s alpha: .77

(Ashkanasy, Broadfoot, & Falkus, 2000)

**The Organizational Culture Profile**
Dimensions:
1. Leadership
2. Structure
3. Innovation
4. Job performance
5. Planning
6. Communication
7. Environment
8. Humanistic workplace  
9. Development of the individual  
10. Socialization and entry  
   (total 47 items)  
   Factors based on Varimax: Innovative Leadership (Cronbach’s alpha = 0.71) and Rules Orientation (Cronbach’s alpha = 0.69)  

The instrument has been designed to measure organizational culture. More details not available.

(Avsec, 2003)  
**Masculinity: Self-Perceived Gender-Related Personality Traits**  
10 Socially desirable masculine attributes: independent, competitive, determined, willing to take risk, logical, principled, dominant, courageous, athletic, forceful.
10 Socially desirable feminine attributes: affectionate, attentive, tender, sensitive to the needs of others, gentle, warm, compassionate, emotional, loving children, soft spoken.
5 Socially undesirable masculine attributes: boastful, dictatorial, insensitive, rude, aggressive.
5 Socially undesirable feminine attributes: hypersensitive, anxious, yielding, shy, subordinating self to others.
Scale 1-5; Cronbach’s α=0.76, 0.70, 0.82, 0.67; test-retest: not available.

(Aycan, Kanungo, Mendonca et al., 2000)  
**WORK OPINION SURVEY**  
The questionnaire contains a number of statements describing how people think about different situations. Please indicate how characteristic or descriptive each statement is about your opinion by circling the appropriate response. If you are not working currently, please respond on the basis of your previous work experience. Please DO NOT write your name on the questionnaire.

The response categories are as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>5</td>
<td>Moderately agree</td>
</tr>
<tr>
<td>4</td>
<td>Mildly agree</td>
</tr>
<tr>
<td>3</td>
<td>Mildly disagree</td>
</tr>
<tr>
<td>2</td>
<td>Moderately disagree</td>
</tr>
<tr>
<td>1</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

In my country, people generally believe that:

1. The ideal boss is like a parent in our society.
2. There needs to be a hierarchy of authority in our society.
3. Most of the time, it doesn't pay to try hard because things never turn out right anyway.
4. Inequality of status among individuals is not acceptable in our society.
5. Even when the demands of one's ingroup (family, relatives, close friends) are costly, one has to stay with it.
6. Superiors in our society know best what is good for their subordinates.
7. Planning only makes a person unhappy since your plans hardly ever work out anyway.
8. In our culture, one is expected to be loyal to his or her community even if one is inconvenienced by the demands of the community.
9. One should always obey the person in authority.
10. When bad things are going to happen they just are going to happen no matter what you do to stop them.
11. In our society, managers should provide fatherly advice and directions to their subordinates.
12. One has to be loyal to his/her community if one seeks their support and protection.
13. People having authority should be respected because of their position.
14. People in authority in our society should take care of their subordinates as they would take care of their children.
15. When one is born, the success or failure one is going to have is already in one's destiny, so one might as well accept.
16. The wise person lives for today and lets tomorrow take care of itself.
17. In our culture, group interests take precedence over personal interests.
18. In our society, the experience and wisdom of superiors are the best guidelines for subordinates.

In my organization, managers generally believe that:
19. There is no limit for those employees who really want to improve their skills.
20. People must be controlled and directed, in order to make them work.
21. Employees should be evaluated on the basis of their concern for the co-workers.
22. In organizational context, helping others is more important than helping oneself.
23. Taking on responsibility in one's job is nothing but a burden.
24. You cannot train people to change their work habits.
25. Organizations should provide flexibility for employees to do their jobs in their own way.
26. Effects of meeting family and social obligations on work performance should be given due weight while evaluating employees.
27. In organizations, employees should be encouraged to comply to the decisions made by authorities at the top.
28. Employees in organizations by nature do not change, no matter how much one provides opportunities for development.
29. In organizations, neatness and control should be encouraged among employees.
30. People lack ambition and initiative and avoid responsibility on the job.
31. As a matter of policy employees should have a say in all decisions which affect them.
32. People like to be consulted on matters that affect them in their job.
33. Employees have the capacity to change themselves at every stage in life.
34. It is preferable not to do one’s job in a manner different from what has been assigned to him or her.
35. In organizations, there should be an emphasis on delegation at all levels.
36. Employees should feel obliged to maintain harmonious relationships with their co-workers.
37. Personal characteristics of employees when they enter the organization do not undergo change over the years.
38. Employees achieve task objectives when they do the job in their own way rather than told how to do it.
39. People not only accept but seek responsibility on the job.
40. Taking on additional responsibilities leads to personal growth on the job.

Regarding my job, I believe that:
41. In my job I do not have complete responsibility for deciding how and when the work is done.
42. Although I put in more time and effort in my job than my peers, I am paid the same as my peers.
43. My supervisor and I jointly set specific goals (what and how much I should do on my job).
44. I am proud to belong to the department where I work because it produces good quality products/service.
45. I depend on my superior's instructions with regard to how and when to do my job.
46. My job requires me to do the same routine, repetitive tasks.
47. My supervisor and I jointly develop specific plans to achieve my work goals (how I should do my job).
48. My supervisor encourages and provides me with support to handle difficult assignments.
49. People in our department work hard even when the boss is not present.
50. I have very little influence on what happens in my department.
51. My supervisor gives me due credit for my work ideas and suggestions.
52. The boss makes me feel I am stupid when I ask for help in my job.
53. In our department no one is required to work very hard.
54. Often I do not understand what the boss is trying to accomplish.
55. My special work contributions and achievements are often acknowledged publicly - in the presence of others.
56. The boss does not pay much attention even when we waste time on the job.
57. I do not know how the results of my work affect other people.

Please kindly put a check mark in the appropriate space.
1. Are you male _____ female ______
2. What is your age in years? ______
3. Indicate your mother tongue. ______ English ______ Other: specify: ______
4. Indicate your highest attained level of formal education: ______
5. How long have you been serving in the organization? ______ years, OR ______ I am not currently working (DO NOT ANSWER THE FOLLOWING QUESTIONS)
6. What is your current position in the organization?
7. What is the nature of the organization you represent? ______ public ______ private

CODING

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>QUESTIONS</th>
<th>REVERSE CODED</th>
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</thead>
<tbody>
<tr>
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<td>-</td>
</tr>
<tr>
<td>Power Distance</td>
<td>2, 4, 9, 13</td>
<td>4</td>
</tr>
<tr>
<td>Fatalism</td>
<td>3, 7, 10, 15, 16</td>
<td>-</td>
</tr>
<tr>
<td>Loyalty toward Community</td>
<td>5, 8, 12, 17</td>
<td>-</td>
</tr>
<tr>
<td>Malleability</td>
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<td>24, 28, 37</td>
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<td>20, 29, 34</td>
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<td>Obligation towards others</td>
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<td>-</td>
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<tr>
<td>Responsibility seeking</td>
<td>23, 30, 39, 40</td>
<td>23, 30</td>
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</tr>
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<td>42</td>
</tr>
<tr>
<td>Performance-intrinsic reward contingency</td>
<td>55</td>
<td>-</td>
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<td>-</td>
</tr>
<tr>
<td>Supervisory control</td>
<td>53, 56</td>
<td>53, 56</td>
</tr>
<tr>
<td>Skill variety</td>
<td>46</td>
<td>46</td>
</tr>
</tbody>
</table>

(Kim, Atkinson, & Yang, 1999)

The Asian Values Scale (AVS)

Conformity to norms:
1. One should not deviate from familiar and social norms
2. Following familiar and social expectations is important
3. One need not follow one’s family’s and the society’s norms
4. One need not conform to one’s family’s and the society’s expectations
5. The worst thing one can do is bring disgrace to one’s family reputation
6. When one receives a gift, one should reciprocate with a gift of equal or greater values
7. One need not follow the role expectations (gender, family hierarchy) of one’s family
8. Family’s reputation is not the primary social concern

Family Recognition Through Achievement
1. Occupational failure does not bring shame to the family
2. Educational failure does not bring shame to the family

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<tr>
<th>3.</th>
<th>One need not achieve academically to make one’s parents proud</th>
<th>Emotional Self-Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The ability to control one’s emotions is a sign of strength</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Parental love should be implicitly understood and not openly expressed</td>
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<tr>
<td>3.</td>
<td>One should have sufficient inner resources to resolve emotional problems</td>
<td></td>
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<tr>
<td>Collectivism</td>
<td>1.</td>
<td>One should think about one’s group before oneself</td>
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<td></td>
<td>2.</td>
<td>One should consider the needs of others before considering one’s own needs</td>
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<td></td>
<td>3.</td>
<td>One’s achievement should be viewed as family’s achievements</td>
</tr>
<tr>
<td>Humility</td>
<td>1.</td>
<td>Modesty is an important quality for a person</td>
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<td></td>
<td>2.</td>
<td>One should not be boastful</td>
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<td></td>
<td>3.</td>
<td>One should be humble and modest</td>
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<tr>
<td>Filial Piety</td>
<td>1.</td>
<td>One’s family need be the main source of trust and dependence</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>Children need not care of their parents when the parents become unable to take care of themselves</td>
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<td></td>
<td>3.</td>
<td>Children should not place their parents in retirement homes</td>
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<td></td>
<td>4.</td>
<td>Elders may not have more wisdom than younger persons</td>
</tr>
<tr>
<td>Scale: 1-7. Cronbach’s alpha: .81/.82 depending on the sample; Test-retest (2 weeks) .83</td>
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</tbody>
</table>

(Baird, Lyles, & Wharton, 1990) Personal Management Philosophy

| Power Distance (PD): |
| 1. | Managers should make most decisions without consulting subordinates |
| 2. | A manager’s use of authority and power is often necessary to assure work is done efficiently |

Uncertainty Avoidance (UA): |

1. Managers should expect workers to follow instructions |
2. Nothing is worse for a manager than dealing with uncertainty |

Scale 1-5; Cronbach’s α: not available; test-retest: not available

(Bales & Couch, 1969) Value Profile

Detailed description not available.

(Bierbrauer, Meyer, & Wolfradt, 1994) Individualism (IND): Family Dimension

1. How often do teenagers in your native country listen to their parents’ advice on dating? |
2. How often do people in your native country share their ideas and newly acquired knowledge with their parents? |
3. How often do people in your native country listen to the advice of their parents or close relatives when choosing a career? |
4. How often do people in your native country talk to their neighbors about politics? |
5. How often do people in your native country take the advice of their friends on how to spend their money? |
6. If someone in your native country is together with friends or colleagues, how often does he or she do exactly what he or she wants to do, regardless of what the others think? |
7. How often do children in your native country live at home with their parents until they get married? |
8. Do people in your native country often find it annoying when visitors arrive unannounced? |
9. How often do people in your native country take care of a sick relative rather than go to work? |
10. How often do people in your native country consult their family before making an important decision? |
11. How often do people in your native country discuss job or study related problems with their parents? |
<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Do people in your native country often feel lonely when not with their brothers, sisters or close relatives?</td>
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<tr>
<td>13.</td>
<td>Would someone in your native country feel insulted, if his or her brother had been insulted?</td>
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<tr>
<td>14.</td>
<td>What do you think of teenagers listening to their parents’ advice on dating?</td>
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<tr>
<td>15.</td>
<td>What do you think of people sharing their ideas and newly acquired knowledge with their parents?</td>
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<tr>
<td>16.</td>
<td>What do you think of people listening to the advice of their parents or close relatives when choosing a career?</td>
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<tr>
<td>17.</td>
<td>What do you think of people talking to their neighbors about politics?</td>
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<tr>
<td>18.</td>
<td>What do you think if someone taking the advice of friends on how to spend his or her money?</td>
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<td>19.</td>
<td>What do you think of someone doing exactly what he or she wants to do, regardless of what friends and colleagues present may think?</td>
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<td>20.</td>
<td>What do you think of children living at home with their parents until they get married?</td>
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<tr>
<td>21.</td>
<td>What do you think of people being annoyed when visitors arrive unannounced?</td>
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<tr>
<td>22.</td>
<td>What do you think of people choosing to take care of a sick relative rather than …?</td>
</tr>
<tr>
<td>23.</td>
<td>What do you think of people consulting their family before making an important decision?</td>
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<tr>
<td>24.</td>
<td>What do you think of people discussing job or study related problems with their parents?</td>
</tr>
<tr>
<td>25.</td>
<td>What do you think of people feeling lonely when not with their brothers, sisters or close relatives?</td>
</tr>
<tr>
<td>26.</td>
<td>What do you think of someone feeling insulted because his or her brother had been insulted?</td>
</tr>
</tbody>
</table>

Subscales: Normative (13 items), Evaluative (13 items)

Scale 1-5 (subsequently used with 1-7 scale); Cronbach’s $\alpha$: .82/.56/.70 in different samples; test-retest: not available

(Bochner & Hesketh, 1994) **Power Distance (PD)**
The following are NOT the original items, but only the topics the items are about!

1. Inclination to argue against a management decision you disagree with
2. The extent to which you are cautious about how you express yourself when telling a superior from a different ethnic background about a problem at work
3. The extent to which you would be more cautious about how you express yourself when telling a subordinate from a different ethnic background about a problem at work
4. Would like to have more contact with their immediate supervisor
5. Would prefer close a direct supervision style
6. Prefer to be task rather than people oriented
7. Believe that in their department people do not work particularly hard
8. Believe that Australians work less hard than people from Southeast Asia

Scale 1-7; Cronbach’s $\alpha$: not available; test-retest: not available

(Bond, Leung, Au et al., 2004) **Social Axioms**

* **Cynicism** refers to a negative view of human nature, a view that life produces unhappiness, that people exploit others, and a mistrust of social institutions.

* **Social Complexity** refers to the belief in multiple ways of achieving a given outcome and agreement that human behavior is variable across situations.

* **Reward for Application** refers to a general belief that effort, knowledge, and careful planning will lead to positive results.
Spirituality (subsequently renamed Religiosity) refers to a belief in the reality of a supreme being and the positive functions of religious practice. Fate Control refers to a belief that life events are predetermined and that there are ways for people to influence these fated outcomes.

Dynamic Externality
Belief in a religion helps one understand the meaning of life
Good deeds will be rewarded, and bad deeds will be punished
Religious faith contributes to good mental health
There is a supreme being controlling the universe
All things in the universe have been determined
Belief in a religion makes people good citizens
The just will eventually defeat the wicked
Religion makes people escape from reality
One will succeed if he/she really tries
Hardworking people will achieve more in the end
Every problem has a solution
Religious people are more likely to maintain moral standards
Religious beliefs lead to unscientific thinking
Knowledge is necessary for success
Failure is the beginning of success
There are many ways for people to predict what will happen in the future
Ghosts or spirits are people’s fantasy
Human behavior changes with the social context
Competition brings about progress
Caution helps avoid mistakes
Adversity can be overcome by effort

Societal Cynicism
To care about societal affairs only brings trouble for yourself
Kindhearted people usually suffer losses
Old people are usually stubborn and biased
It is rare to see a happy ending in real life
People will stop working hard after they secure a comfortable life
Old people are a heavy burden on society
Kindhearted people are easily bullied
People deeply in love are usually blind
Humility is dishonesty
Power and status make people arrogant
Powerful people tend to exploit others

Scale 1-5; Cronbach’s α: not available; test-retest: not available

Original survey (demographics items excluded)

SURVEY ON SOCIAL BELIEFS (60-item version)
We are conducting a survey research on social beliefs and would like to seek your cooperation to answer some questions. There are no right or wrong answers. Please answer the questions according to your individual opinion. The results of the survey will only be used for the purpose of research, and we will keep the results strictly confidential.

Instructions:
The following sentences are statements related to beliefs. Please read each statement carefully, and check the box that most closely reflects your opinion.

Please answer all the questions. Thank you for your co-operation!
1. Religious faith contributes to good mental health.
2. Caution helps avoid mistakes.
3. Good luck follows if one survives a disaster.
4. Human behavior changes with the social context.
5. Religion makes people escape from reality.
6. People may have opposite behavior on different occasions.
7. One’s appearance does not reflect one’s character.
8. Fate determines one’s successes and failures.
9. Religious people are more likely to maintain moral standards.
10. Ghosts or spirits are people’s fantasy.
11. Individual effort makes little difference in the outcome.
12. There is a supreme being controlling the universe.
13. One who does not know how to plan his or her future will eventually fail.
14. There are phenomena in the world that can not be explained by science.
15. Knowledge is necessary for success.
16. Young people are impulsive and unreliable.
17. It is rare to see a happy ending in real life.
18. Mutual tolerance can lead to satisfactory human relationships.
19. Individual characteristics, such as appearance and birthday, affect one’s fate.
20. Females need a better appearance than males.
21. Adversity can be overcome by effort.
22. Every problem has a solution.
23. One has to deal with matters according to the specific circumstances.
24. Competition brings about progress.
25. There is usually only one way to solve a problem.
26. Most disasters can be predicted.
27. To deal with things in a flexible way leads to success.
28. Old people are usually stubborn and biased.
29. A person’s talents are inborn.
30. Good deeds will be rewarded, and bad deeds will be punished.
31. One’s behaviors may be contrary to his or her true feelings.
32. There are certain ways to help us improve our luck and avoid unlucky things.
33. One will succeed if he/she really tries.
34. Failure is the beginning of success.
35. Humility is dishonesty.
36. To experience various life styles is a way to enjoy life.
37. Religious beliefs lead to unscientific thinking.
38. Social justice can be maintained if everyone cares about politics.
39. Current losses are not necessarily bad for one’s long-term future.
40. To plan for possible mistakes will result in fewer obstacles.
41. Power and status makes people arrogant.
42. All things in the universe have been determined.
43. Powerful people tend to exploit others.
44. People will stop working hard after they secure a comfortable life.
45. The various social institutions in society are biased towards the rich.
46. Belief in a religion helps one understand the meaning of life.
47. It is easier to succeed if one knows how to take short-cuts.
48. Kind-hearted people are easily bullied.
49. Old people are a heavy burden on society.
50. The just will eventually defeat the wicked.
51. A modest person can make a good impression on people.
52. Belief in a religion makes people good citizens.
53. People deeply in love are usually blind.
54. Kind-hearted people usually suffer losses.
55. To care about societal affairs only brings trouble for yourself.
56. There are many ways for people to predict what will happen in the future.
57. Hard working people will achieve more in the end.
58. Significant achievement requires one to show no concern for the means needed for that achievement.
| 59. Harsh laws can make people obey. |
| 60. Most people hope to be repaid after they help others. |

**SURVEY ON SOCIAL BELIEFS (82-item version, Italian)**

*adapted by Anna Laura Comunian*

*University of Padua Italy*

1. La fede religiosa contribuisce ad una buona salute mentale.
2. La cautela aiuta ad evitare gli errori.
3. Se una persona sopravvive a un disastro seguirà la fortuna.
4. Il comportamento umano cambia in base ai contesti sociali.
5. La religione fa sì che le persone evadano dalla realtà.
6. Se due persone in una relazione intima sono aperte e oneste l’una con l’altra, la relazione sarà migliore e più duratura.
7. Le persone possono avere comportamenti opposti in differenti occasioni.
8. L’apparenza non è indice del carattere.
9. Il fato determina i successi o fallimenti di una persona.
10. Un piacevole ambiente interpersonale e un senso di benessere, contribuiscono ad una migliore prestazione.
11. Le persone religiose mantengono più facilmente degli standard morali.
12. I fantasmi e gli spiriti sono una fantasia della gente.
15. La vita senza amore è piatta e insulsa.
16. La persona che non sa come programmare il suo futuro alla fine fallirà.
17. Ci sono fenomeni che non possono essere spiegati con la scienza.
18. L’arte è una compensazione per i tratti deprimenti della vita quotidiana.
19. Il sapere è necessario per il successo.
20. I giovani sono impulsivi e inaffidabili.
21. Troppi soldi rovinano il carattere di una persona.
22. E’ raro vedere una conclusione felice nelle vite reale.
23. Una reciproca tolleranza può portare a una soddisfacente relazione umana.
24. Le caratteristiche individuali come per es. l’apparenza e il giorno di nascita, influenzano il destino.
25. Le persone hanno comportamenti diversi, anche se essenzialmente non sono diversi.
26. Per le donne è necessario avere un aspetto migliore che per gli uomini.
27. Le avversità possono essere superate con l’impegno.
28. Ogni problema ha una soluzione.
29. L’onestà è un pre-requisito per una vita felice.
30. Bisogna affrontare i problemi tenendo presente le circostanze specifiche.
31. La competizione contribuisce al progresso.
32. Solitamente c’è un solo modo per risolvere un problema.
33. La tranquillità e serenità contribuiscono ad una esistenza felice.
34. La maggior parte dei disastri può essere predetto.
35. Affrontare in modo flessibile le circostanze, porta al successo.
36. Le persone anziane sono ostinate e portate al pregiudizio.
37. Una relazione intima è un importante base per una vita equilibrata.
38. Le abilità sono innate.
39. Una buona azione sarà ricompensata, mentre una cattiva sarà punita.
40. I comportamenti di una persona possono essere contrari ai suoi reali sentimenti.
41. La famiglia assicura protezione e sicurezza contro la solitudine.
42. Ci sono certi metodi che ci aiutano ad avere fortuna e ad evitare cose spiacevoli.
43. Tutti possono avere successo se si impegnano veramente.
44. Il fallimento è l’inizio del successo.
45. Una vera relazione può esistere solo se vi un reciproco rispetto.
46. L’umiltà è disonestà.
47. Sperimentare diversi stili di vita è un modo per godersi la vita.
48. Le credenze religiose portano a un pensiero non scientifico.
49. Una persona si sente più sicura se crede in un essere supremo.
50. La giustizia sociale può essere mantenuta se ognuno si interessa di politica.
51. Attuali perdite non sono necessariamente negative in un futuro a lungo termine.
52. Prendere in considerazione i possibili errori implica il dover affrontare meno ostacoli.
53. Il potere e la posizione sociale rende le persone arroganti.
54. E’ difficile instaurare un rapporto d’amicizia con persone che manifestano opinioni diverse dalle proprie.
55. Tutte le cose nell’universo sono state determinate.
56. Le persone potenti tendono a sfruttare gli altri.
57. Le persone smettono di lavorare sodo non appena si assicurano una vita confortevole.
58. Un clima familiare armonioso porta al successo professionale.
59. Le varie istituzioni sociali favoriscono i ricchi.
60. La fede nella religione aiuta a comprendere il senso della vita.
61. Per una buona relazione sono necessari compromessi da entrambe le parti.
62. E’ più facile raggiungere il successo quando si conoscono le scorsatoie.
63. Dopo una vita terrena ci aspetta una nuova esistenza in un’altra forma.
64. Le persone anziane gravano sulla società.
65. Se una persona è soltanto egoista, difficilmente riuscirà a sviluppare relazioni soddisfacenti con gli altri.
66. Per una buona relazione sono necessari compromessi da entrambe le parti.
67. Alla fine il giusto sconfiggerà il cattivo.
68. È importante una critica aperta.
69. Una persona modesta può dare una buona impressione agli altri.
70. Il credo religioso rende le persone buoni cittadini.
71. Una persona non si realizzerà se non si impegna nelle cose importanti della vita.
72. Le persone molto innamorate di solito sono cieche.
73. Il dividere le persone in modo affrettato in classi sociali porta a pregiudizi e tensione.
74. La gente che lavora sodo alla fine avrà di più.
75. La maggior parte delle persone spera di essere ricompensata dopo aver aiutato gli altri.
76. Leggi severe possono rendere obbedienti le persone.
77. Ci sono diversi modi in cui le persone prevedono ciò che avverrà nel futuro.
78. La gente che lavora sodo alla fine avrà di più.
79. Per un risultato significativo una persona non si deve preoccupare dei mezzi necessari per raggiungere quel risultato.
80. Se una persona appartiene ad un gruppo di minoranza, gli sarà difficile essere accettato da un gruppo di maggioranza.
81. Le persone di buon cuore possono rendere obbedienti le persone.
82. La maggior parte delle persone spera di essere ricompensata dopo aver aiutato gli altri.

For the scoring key/factor groupings refer to http://personal.cityu.edu.hk/~mgkleung/SAS60_codebook.pdf

(Brockner, Ackerman, Greenberg et al., 2001)  
**Power Distance (PD)**

1. There should be established ranks in society with everyone occupying their rightful place regardless of whether that place is high or low in the ranking
2. Even if an employee may feel he deserves a salary increase, it would be disrespectful to ask his manager for it
3. People are better off not questioning the decisions of those in authority
4. Communications with superiors should always be done using formally established procedures

Scale 1-5; Cronbach’s α: .26/.66/.72/.75/.73/.77 depending on the sample; test-retest: not available

(Buchholz, 1977)  
**Managerial Beliefs About Work**

**A. Humanistic Beliefs**
Work can be made meaningful.
One's job should give one a chance to try out new ideas
The workplace can be humanized.
Work can be made satisfying.
Work should allow for the use of human capabilities.
Work can be a means of self-expression.
Work should enable one to learn new things.
Work can be organized to allow for human fulfillment.
Work can be made interesting rather than boring.
The job should be a source of new experiences.

B. Organizational Beliefs
Survival of the group is very important in an organization.
Working with a group is better than working alone.
It is best to have a job as part of an organization where all work together even if you don’t get individual credit.
One should take an active part in all group affairs.
The group is the most important entity in any organization.
One's contribution to the group is the most important thing about one's work.
Work is a means to foster group interests.

C. Work Ethic
Only those who depend on themselves get ahead in life.
To be superior a person must stand alone.
A person can learn better on the job by striking out boldly on his own than by following the advice of others.
One must avoid dependence on other persons whenever possible.
One should live one's life independent of others as much as possible.

D. Beliefs About Participation in Managerial Decisions
The working classes should have more say in running society.
Factories would be better run if workers had more of a say in management.
Workers should be more active in making decisions about products, financing, and capital investment
Workers should be represented on the board of directors of companies.

E. Leisure Ethic
The trend towards more leisure is not a good thing. (R)
More leisure time is good for people.
Increased leisure time is bad for society. (R)
Leisure time activities are more interesting than work.
The present trend towards a shorter workweek is to be encouraged.

F. Marxist-Related Beliefs
The free enterprise system mainly benefits the rich and powerful.
The rich do not make much of a contribution to society.
Workers get their fair share of the economic rewards of society. (R)
The work of the laboring classes is exploited by the rich for their own benefit.
Wealthy people carry their fair share of the burdens of life in this country. (R)
The most important work is done by the laboring classes.

Scale: 1 (strongly disagree) to 5 (strongly agree).
3. (R) denote reverse-scored items.

The instrument was not originally developed for cross-cultural comparison, however was used for this purpose by (Puffer, McCarthy, & Naumov, 1997). Also, many items from the instrument were subsequently used in “pure” culture measures.

(Budner, 1962) Attitudes to Unknown

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If you have additional information about these or other culture survey instruments or their versions in other languages, please contact Vas Taras, taras@ucalgary.ca. Your input would be greatly appreciated.
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<tbody>
<tr>
<td>1.</td>
<td>An expert who doesn’t come up with a definite answer probably doesn’t know too much.</td>
</tr>
<tr>
<td>2.</td>
<td>There is really no such thing as a problem that can’t be solved.</td>
</tr>
<tr>
<td>3.</td>
<td>A good job is one where what is to be done and how it is to be done are always clear.</td>
</tr>
<tr>
<td>4.</td>
<td>In the long run it is possible to get more done by tackling small, simple problems rather than large and complicated ones.</td>
</tr>
<tr>
<td>5.</td>
<td>What we are used to is always preferable to what is unfamiliar.</td>
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<tr>
<td>6.</td>
<td>A person who leads an even, regular life in which few surprises or unexpected happening arise, really has a lot to be grateful for.</td>
</tr>
<tr>
<td>7.</td>
<td>I like parties when I know most of the people more than ones where all or most of the people are complete strangers.</td>
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<tr>
<td>8.</td>
<td>The sooner we all acquire similar values and ideas the better.</td>
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<tr>
<td>9.</td>
<td>I would like to live in a foreign country for a while.</td>
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<td>10.</td>
<td>People who fit their lives to a schedule probably miss most of the joy of living.</td>
</tr>
<tr>
<td>11.</td>
<td>It is more fun to tackle a complicated problem than to solve a simple one.</td>
</tr>
<tr>
<td>12.</td>
<td>Often the most interesting and stimulating people are those who don’t mind being different and original.</td>
</tr>
<tr>
<td>13.</td>
<td>People who insist upon a yes or no answer just don’t know how complicated things really are.</td>
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<tr>
<td>14.</td>
<td>Many of our most important decisions are based upon insufficient information.</td>
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<tr>
<td>15.</td>
<td>Teachers or supervisors who hand out vague assignments give a chance for one to show initiative and originality.</td>
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<td>16.</td>
<td>A good teacher is one who makes you wonder about your way of looking at things.</td>
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Scale 1-7; Cronbach’s α: not available; test-retest: 0.85 (two weeks to two months gap), (-) indicates negatively scored items

(Carver, Scheier, & Weintraub, 1989)

COPE Scale
Not originally developed for cross-cultural comparison; however, some of the subscales of the instrument have been used for this purpose by other authors (e.g., Bailey & Dua, 1999).

Active coping
- I take additional action to try to get rid of the problem
- I concentrate my efforts on doing something about it
- I do what has to be done, one step at a time
- I take direct action to get around the problem

Planning
- I try to come to with a strategy about what to do
- I make a plan of action
- I think hard about what steps to take
- I think about how I might best handle the problem

Suppression of competing activities
- I put aside other activities in order to concentrate on this
- I focus on dealing with this problem, and if necessary let other things slide a little
- I keep myself from getting distracted by other thoughts or activities
- I try hard to prevent other things from interfering with my efforts at dealing with this

Restraint coping
- I force myself to wait for the right time to do something
- I hold off doing anything about it until the situation permits
- I make sure not to make matters worse by action too soon
- I restrain myself from doing anything too quickly

Seeking social support for instrumental reasons
- I ask people who have had similar experiences what they did
- I try to get advice from someone about what to do
- I talk to someone to find out more about the situation
- I talk to someone who could do something concrete about the problem

### Seeking social support for emotional reasons
- I talk to someone about how I feel
- I try to get emotional support from friends or relatives
- I discuss my feelings with someone
- I get sympathy and understanding from someone

### Positive reinterpretation and growth
- I look for something good in what is happening
- I try to see it in a different light, to make it seem more positive
- I learn something from the experience
- I try to grow as a person as a result of the experience

### Acceptance
- I learn to live with it
- I accept that this has happened and that it can’t be changed
- I get used to the idea that it happened
- I accept the reality of the fact that it happened

### Turning to religion
- I see God’s help
- I put my trust in God
- I try to find comfort in my religion
- I pray more than usual

### Focus on and venting of emotions
- I get upset and let my emotions out
- I let my feelings out
- I feel a lot of emotional distress and I find myself expressing those feelings a lot
- I get upset, and am really aware of it

### Denial
- I refuse to believe that it has happened
- I pretend that it hasn’t really happened
- I act as though it hasn’t even happened
- I say to myself “this isn’t real”

### Behavioral disengagement
- I give up the attempt to get what I want
- I just give up trying to reach my goal
- I admit to myself that I can’t deal with it, and quit trying
- I reduce the amount of effort I am putting into solving the problem

### Mental disengagement
- I turn to work or other substitute activities to take my mind off things
- I do to movies or watch TV, to think about it less
- I daydream about things other that this
- I sleep more than usual

### Alcohol-drug disengagement
- I drink alcohol or take drugs, in order to think about it less

Scale: 1-5, 15 subscales, 60 items.

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<thead>
<tr>
<th>(Chen, Brockner, &amp; Chen, 2002)</th>
<th><strong>Individual Self-Representation:</strong> (Cronbach’s alpha = 0.69)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. I enjoy being unique and different from others in many ways.</td>
</tr>
<tr>
<td></td>
<td>2. I often do “my own thing.”</td>
</tr>
<tr>
<td></td>
<td>3. I am a unique individual.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Relational Self-Representation:</strong> (Cronbach’s alpha = 0.69)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. My happiness depends very much on the happiness of those around me.</td>
</tr>
<tr>
<td></td>
<td>2. I often have the feeling that my relationships with others are more important than my own accomplishments.</td>
</tr>
</tbody>
</table>
3. If a coworker got a prize, I would feel proud.
4. To me, pleasure is spending time with others.
5. The well-being of my coworkers is important to me.
6. I feel good when I cooperate with others.

**Group Self-Representation:** (Cronbach’s $\alpha = 0.70$)
1. Overall, my group memberships have very little to do with how
2. I feel about myself.
3. The social groups I belong to are an important reflection of who I am.
4. In general, belonging to social groups is an important part of my self-image.
5. The social groups I belong to are unimportant to my sense of what kind of a person I am.

**Individual Agency Belief:** (Cronbach’s $\alpha = 0.61$)
1. What happens to me is my own doing.
2. I tend to do my own things, and most people in my family do the same.
3. Individuals should be judged on their own merits not on the company they keep.
4. When faced with a difficult person problem, it is better to decide what to do yourself rather than follow the advice of others.

**Group Value:** (Cronbach’s $\alpha = 0.64$)
1. People should be aware that if they are going to be part of a group, they sometimes will have to do things they don’t want to do.
2. I usually sacrifice my self-interest for the benefit of the group I am in.
3. It is important to me to respect decisions made by the group.
4. If the group is slowing me down, it is better to leave it and work alone. (reverse)
5. I will stay in a group if they need me, even when I’m not happy with the group.

(Chew, 1996)

**Individualism (IND)**
1. I work better alone than in a group
2. I would sacrifice my individual needs for the sake of the group
3. I prefer to live my life independently of others
4. I am not to blame if one of my family members fails
5. I like to work alone
6. I would sacrifice my well-being for benefit of my group
7. I would stay in a group if I were needed even if I were not happy with the group
8. I avoid dependence upon persons and things; the center of my life is found within myself
9. I do my own thing without concerning myself with the opinions of my classmates
10. I work better in a group than alone
11. I would do all I can to build up the status of the group to which I belong even if it entails the loss of my own prestige
12. I would sacrifice my well-being for the benefit of my family
13. I would do all I can to build up the status of my family even if it entails the loss of my prestige
14. I subordinate my desires and work consciously for the good of my family

**Risk Liking**
1. To risk one’s life for adventure is to affirm one’s existence
2. My life is an invaluable commodity and I do not place it in jeopardy
3. Situations are more fun when there is an element of uncertainty involved, even if there is a risk of failure
4. Taking risks is what life if all about
5. I admire people who take risks
6. I like the thrill of danger and uncertainty even if it means my life is at stake
7. I welcome the idea of living in a different country which has norms and rules that are very different from what I am used to
8. I avoid engaging in recreational activities that could potentially result in injuries
Scale 0-9; Cronbach’s α: .78/.73 depending on the sample; test-retest: not available

(Chinese Culture Connection, 1987)

<table>
<thead>
<tr>
<th>Integration</th>
<th>1. Tolerance of others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Harmony with others</td>
</tr>
<tr>
<td></td>
<td>3. Solidarity with others</td>
</tr>
<tr>
<td></td>
<td>4. Non-competitiveness</td>
</tr>
<tr>
<td></td>
<td>5. Trustworthiness</td>
</tr>
<tr>
<td></td>
<td>6. Contentedness</td>
</tr>
<tr>
<td></td>
<td>7. Being conservative</td>
</tr>
<tr>
<td></td>
<td>8. A close, intimate friend</td>
</tr>
<tr>
<td></td>
<td>9. Filial piety</td>
</tr>
<tr>
<td></td>
<td>10. Patriotism</td>
</tr>
<tr>
<td></td>
<td>11. Chastity in women</td>
</tr>
</tbody>
</table>

Confucian Work-Dynamism

1. Ordering relationships
2. Thrift
3. Persistence
4. Having a sense of shame
5. Reciprocity
6. Personal steadiness
7. Protecting your “face”
8. Respect for tradition

Human-Heartedness

1. Kindness
2. Patience
3. Courtesy
4. Sense of righteousness
5. Patriotism

Moral discipline

1. Moderation
2. Keeping oneself disinterested and pure
3. Having few desires
4. Adaptability
5. Prudence

Scale 1-9; Cronbach’s α: not available; test-retest: not available, factor loadings from .61 to .86
Normally used to differentiate between Individualists and Collectivists. High correlations with Hofstede’s original dimensions, as measured by VSM (Hofstede & Bond, 1988; Ralston, Gustafson, Cheung et al., 1993). Specifically, individualists score low on integration and human heartedness, and high on moral discipline and Confucian work dynamism.

(Christie, 1968)

<table>
<thead>
<tr>
<th>Machiavellism</th>
<th>Mach IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Never tell anyone the real reason you did something unless it is useful to do so</td>
<td></td>
</tr>
<tr>
<td>2. The best way to handle people is to tell them what they want to hear</td>
<td></td>
</tr>
<tr>
<td>3. R: One should take action only when sure it is morally right</td>
<td></td>
</tr>
<tr>
<td>4. R: Most people are basically good and kind</td>
<td></td>
</tr>
<tr>
<td>5. It is safest to assume that all people have a vicious streak and it will come out when they are given a chance</td>
<td></td>
</tr>
<tr>
<td>6. R: Honesty is the best policy in all cases</td>
<td></td>
</tr>
<tr>
<td>7. R: There is no excuse for lying to someone else</td>
<td></td>
</tr>
<tr>
<td>8. Generally speaking, men won't work hard unless they are forced to do so</td>
<td></td>
</tr>
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<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>9.</td>
<td>R: All in all, it is better to be humble and honest than to be important and dishonest</td>
</tr>
<tr>
<td>10.</td>
<td>R: When you ask someone to do something for you, it is best to give the real reasons for wanting it rather than giving reasons which carry the weight</td>
</tr>
<tr>
<td>11.</td>
<td>R: most people who get ahead in the world lead clean, moral lives</td>
</tr>
<tr>
<td>12.</td>
<td>Anyone who completely trusts anyone else is asking for trouble</td>
</tr>
<tr>
<td>13.</td>
<td>The biggest difference between most criminals and other people is that the criminals are stupid enough to get caught</td>
</tr>
<tr>
<td>14.</td>
<td>R: Most men are brave</td>
</tr>
<tr>
<td>15.</td>
<td>It is wise to flatter important people</td>
</tr>
<tr>
<td>16.</td>
<td>R: It is possible to be good in all respects</td>
</tr>
<tr>
<td>17.</td>
<td>R: Barnum was wrong when he said that there’s a sucker born every minute</td>
</tr>
<tr>
<td>18.</td>
<td>It is hard to get ahead without cutting corners here and there</td>
</tr>
<tr>
<td>19.</td>
<td>People suffering from incurable diseases should have the choice of being put painlessly to death</td>
</tr>
<tr>
<td>20.</td>
<td>Most men forget more easily the death of their father than the loss of their property</td>
</tr>
</tbody>
</table>

Scale -3 to +3, no 0; Cronbach’s α: not available; test-retest: not available

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<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Clark, Oullette, Powell et al., 1987)</td>
</tr>
<tr>
<td></td>
<td><strong>Communal Orientation Scale</strong></td>
</tr>
<tr>
<td>1.</td>
<td>It bothers me when other people neglect my needs</td>
</tr>
<tr>
<td>2.</td>
<td>When making a decision, I take other people’s needs and feelings into account</td>
</tr>
<tr>
<td>3.</td>
<td>I am not especially sensitive to other people’s feelings (-)</td>
</tr>
<tr>
<td>4.</td>
<td>I do not consider myself to be a particularly helpful person</td>
</tr>
<tr>
<td>5.</td>
<td>I believe people should go out of their way to be helpful</td>
</tr>
<tr>
<td>6.</td>
<td>I do not especially enjoy giving others aid (-)</td>
</tr>
<tr>
<td>7.</td>
<td>I expect people I know to be responsive to my needs and feelings</td>
</tr>
<tr>
<td>8.</td>
<td>I often go out of my way to help another person</td>
</tr>
<tr>
<td>9.</td>
<td>I believe it is best to get involved taking care of other people’s personal needs (-)</td>
</tr>
<tr>
<td>10.</td>
<td>I am not the sort of person who often comes to the aid of others (-)</td>
</tr>
<tr>
<td>11.</td>
<td>When I have a need, I turn to others I know for help</td>
</tr>
<tr>
<td>12.</td>
<td>When people get emotionally upset, I tend to avoid them (-)</td>
</tr>
<tr>
<td>13.</td>
<td>People should keep their troubles to themselves (-)</td>
</tr>
<tr>
<td>14.</td>
<td>When I have a need that others ignore, I am hurt</td>
</tr>
</tbody>
</table>

Scale 1 to 5; Cronbach’s α: .78; test-retest: not available; item loadings .29 to .58

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<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Cloetta, 1983)</td>
</tr>
<tr>
<td></td>
<td><strong>Der Fragebogen zur Erfassung von Machiavellismus und Konservatismus</strong></td>
</tr>
<tr>
<td></td>
<td>(Questionnaire for Assessment of Machiavelism and Conservatism)</td>
</tr>
<tr>
<td></td>
<td>(no Umlauts and Scharfes-S’s)</td>
</tr>
<tr>
<td>1.</td>
<td>Man sollte nur dann den wahren Grund seiner Handlungen sagen, wenn es ihm nutzt</td>
</tr>
<tr>
<td>2.</td>
<td>Jeder Mensch braucht etwas, woran er voll und ganz glauben kann</td>
</tr>
<tr>
<td>3.</td>
<td>Eine gute Sache darf man nur so lange unterstützen, als sie auch mit absolut sauberen Mitteln verfolgten wird</td>
</tr>
<tr>
<td>4.</td>
<td>Fast alle Menschen sind bei dem, was sie tun, nur auf ihren persönlichen Vorteil bedacht</td>
</tr>
<tr>
<td>5.</td>
<td>Unter Freiheit muss bei den heutigen Bedingungen zuerst einmal Freiheit von gesellschaftlichem und staatlichem Zwang verstanden werden</td>
</tr>
<tr>
<td>6.</td>
<td>Am sichersten fährt man mit der Annahme, dass alle Menschen einen boesartigen Zug haben, der bei gegebener Gelegenheit zutage tritt</td>
</tr>
<tr>
<td>7.</td>
<td>Menschen ohne feste Grundsätze sind allen Beeinflussungsversuchen hilflos ausgeliefert</td>
</tr>
<tr>
<td>8.</td>
<td>Im Umgang mit Menschen is es am besten, ihnen das zu sagen, was sie hören wollen</td>
</tr>
<tr>
<td>9.</td>
<td>Kriege wird es auch weiterhin geben, die Menschen sind nun einmal so</td>
</tr>
<tr>
<td>10.</td>
<td>Mit Aufrichtigkeit kommt man in jeder Situation am weitesten</td>
</tr>
<tr>
<td>11.</td>
<td>Es gehör t zur unveränderlichen Natur des Menschen, nach persönlichem Besitz zu streben</td>
</tr>
</tbody>
</table>
| 12. | Die Gründe für zwischenmenschliche Konflikte und Auseinandersetzungen muss man in erster Linie in den gesellschaftlichen Verhältnissen und nicht in der

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*If you have additional information about these or other culture survey instruments or their versions in other languages, please contact Vas Taras, taras@ucalgary.ca. Your input would be greatly appreciated.*
individuellen Moral der Menschen suchen
13. Der Mensch wird immer das Bedürfnis nach einer übergreifenden Ordnung haben, die seinem Denken und Handeln einen festen Halt gibt
14. Jeder, der einem andern vollständig vertraut, fordert Schwierigkeiten geradeaus heraus
15. Wenn man jemanden um etwas bittet, dann sollte man die wahren Gründe seiner Bitte nennen und nicht solche vorschlieben, von denen man sich mehr Erfolg verspricht
16. Unsere Gesellschaft verhindert immer noch die Befriedigung wichtiger menschlicher Bedürfnisse
17. Es gibt für den Menschen wirklich wichtigere Aufgaben, als alles mit dem Verstand durchdringen zu wollen
18. Alles in allem ist es besser, bescheiden und ehrlich zu sein, als bedeutend und unredlich
19. Ein weitgestecktes Ziel kann man nur erreichen, wenn man sich manchmal auch etwas ausserhalb des Erlaubten bewegt
20. Der Mensch sollte nuer diejenigen staatlichen Beschränkungen seiner Freiheit befolgen, deren Berechtigung er auch selber als vernünftig einsicht
21. Die meisten Menschen verschmerzen den Tod ihres Vaters leichter als den Verlust ihres Besitzes
22. Es gibt keinerlei Entschuldigung dafuer, jemanden anzulügen, jemanden anzulegen
23. Nicht die Vernunft, sondern das Gewissen ist die verläßliche Instanz zur Beurteilung von Gut und Böse
24. Die meisten Menschen sind im Grund ihres Wesens gut und friedfertig
25. Man soll seine Behanntschaften auch unter dem Gesichtspunkt auswählen, ob sie einem nützen können
26. Es liegt im Wesen des Menschen, dass er jemanden braucht, zu dem er aufblicken kann
27. Bei Menschen, die nach staendig genen das Boese in sich ankaempfen, gewinnt es rasch die Oberhand
29. Meistens ist es guenstiger, seine wahren Ansichten füe sich zu behalten
30. Es ist moeglich, in jeder Hinsicht in einer guten Mensch zu sein
31. Auch wenn man die Menschen vollstaendig uuber ein Problem informieren wuerde, waeren die meisten von ihnen in der Lage, eine vernuenftige Entscheidung zu treffen
32. Kriege sind nur die Folgen von gesellschaftlichen und politischen Gegebenheiten und haben mit der „Natur des Menschen“ nich zu tun
33. Um eine gute Idee durchzusetzen, darf man – wenn noetig – auch zu weniger feinen Mitteln greifen
34. Dass der Mensch ein Bedürfnis nach Unterordnung unter eine wahre Autoritaet habe, behaupten allein diejenigen, die ihn in Unmündigkeit halten wollen
35. Beim Zusammenleben von Menschen darf es nie unausgesprochene Hintergedanken geben
36. Ein noch so geschulter und kritischer Verstand kann letzen Endes doch keine echte innere Befriedigung verschaffen

Scale 1 to 6; Cronbach’s α: .78; test-retest: not available; item loadings .29 to .58

Apparently, the survey tool is based on Christi’s (1968) Mach IV

(Cooke & Lafferty, 1987)

Organizational Culture Inventory (OCI)
This instrument is one of the most widely used commercial instruments in the world designed to study organizational culture. Although its focus is not on national culture, it may be of interest to scholars primarily interested in individual and national cultural values.

The OCI is a 96-item survey (number of items per factor provided in parentheses) that measures 12 distinct behavioral norms or “styles” that identify the shared beliefs, values, and expectations that guide the way organization members interact with one another and approach their work. These styles are divided into three groups.
<table>
<thead>
<tr>
<th>Constructive Cultural Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultures in which members are encouraged to interact with others and approach tasks in ways that will help them meet their higher order satisfaction needs are characterized by the following styles.</td>
</tr>
<tr>
<td>Achievement (11)</td>
</tr>
<tr>
<td>Self-actualizing (12)</td>
</tr>
<tr>
<td>Humanistic-Encouraging (1)</td>
</tr>
<tr>
<td>Affiliative (2)</td>
</tr>
<tr>
<td>Aggressive/Defensive Cultural Styles</td>
</tr>
<tr>
<td>Cultures in which members believe they must interact with people in ways that will not threaten their own security are characterized by the following styles.</td>
</tr>
<tr>
<td>Oppositional (7)</td>
</tr>
<tr>
<td>Power (8)</td>
</tr>
<tr>
<td>Competitive (9)</td>
</tr>
<tr>
<td>Perfectionistic (10)</td>
</tr>
<tr>
<td>Passive/Defensive Cultural Styles</td>
</tr>
<tr>
<td>Cultures in which members are expected to approach tasks in forceful ways to protect their status and security are characterized by the following styles.</td>
</tr>
<tr>
<td>Approval (3)</td>
</tr>
<tr>
<td>Conventional (4)</td>
</tr>
<tr>
<td>Dependent (5)</td>
</tr>
<tr>
<td>Avoidance (6)</td>
</tr>
</tbody>
</table>

Original items, scoring key and data on psychometric properties of the instrument are not available.
Go to [http://www.humansyn.com](http://www.humansyn.com) for information on availability

(Cross, Bacon, & Morris, 2000) **Relational Interdependent Self-Construal Scale (RISC)**

1. My close relationships are important reflection of who I am
2. When I feel very close to someone, it often feels to me like that person is an important part of who I am
3. I usually feel a strong sense of pride when someone close to me has an important accomplishment
4. I think one of the most important parts of who I am can be captured by looking at my close friends and understanding of who they are.
5. When I think of myself, I often think of my close friends or my family
6. If a person hurts someone close to me, I feel personally hurt as well
7. In general, my close relationships are an important part of my self-image
8. Overall, my closer relationships have very little to do with how I feel about myself (-)
9. My close relationships are unimportant to my sense of what kind of person I am (-)
10. My sense of pride comes from knowing who I have as close friends
11. When I establish a close relationship with someone, I usually develop a strong sense of identification with that person

Scale 1 to 6; Cronbach’s α: .88; test-retest: 2 months .73/.63, 1 month .74/.76 in dif. samples
<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualism (IND)</td>
<td>1. Group welfare is more important than individual rewards 2. Group success is more important than individual success 3. Being accepted by the members of your work group is very important 4. Employees should only pursue their goals after considering the welfare of the group 5. Managers should encourage group loyalty even if individuals goals suffer 6. Individuals may be expected to give up their goals in order to</td>
<td></td>
</tr>
<tr>
<td>Masculinity (MAS)</td>
<td>1. Meetings are usually run more effectively when they are chaired by a man 2. It is more important for men to have a professional carrier than it is for a woman to have a professional carrier 3. Women do not value recognition and promotion in their work as much as men do 4. Women value working in friendly atmosphere more than men do 5. Men usually solve problems with logical analysis, woman usually solve problems with intuition 6. solving organizational problems usually requires the active forcible approach which is typical of men 7. it is preferable to have a man in high level position rather than a woman 8. there are some jobs in which a man can always do better than a woman 9. women are more concerned with social aspects of their job than they are with getting ahead</td>
<td></td>
</tr>
<tr>
<td>Power Distance (PD)</td>
<td>1. Managers should make most decisions without consulting subordinates 2. It is frequently necessary for a manager to use authority and power when dealing with subordinates 3. Managers should seldom ask for the opinions of employees 4. Managers should avoid off-the-job social contacts with employees 5. Employees should not disagree with management decisions 6. managers should not delegate important tasks to employees</td>
<td></td>
</tr>
<tr>
<td>Uncertainty Avoidance (UA)</td>
<td>1. It is important to have job requirements and instructions spelled out in detail so than employees always know what they are expected to do 2. Managers expect employees to closely follow instructions and procedures 3. Rules and regulations are important because they inform employees what the organization expects of them 4. Standard operating procedures are helpful to employees on the job 5. Instructions for operations are important to employees on the job</td>
<td>Scale 1-5; Cronbach’s α: .63/.80/.57/.73 for subscales; test-retest: not available In addition, the measure contains Paternalism Dimension:</td>
</tr>
<tr>
<td>(Earley &amp; Erez, 1997)</td>
<td>Power Distance (PD)</td>
<td>1. In most situations managers should make decisions without consulting their subordinates 2. In work related matters, managers have a right to expect obedience from their</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
subordinates
3. Employees who often question authority sometimes keep their managers from being effective
4. Once a decision of a top-level executive is made, people working for the company should not question it
5. Employees should not express disagreements with their managers
6. Managers should be able to make the right decision without consulting their others
7. Managers who let their employees participate in decision lose power
8. A company's rules should not be broken – not even when the employee thinks it is in the company's best interest

Scale 1-5; Cronbach's α: not available; test-retest: not available

(Earley, 1993) Individualism (IND)
1. Employees like to work in a group rather than by themselves
2. If a group is slowing me down, it is better to leave it and work alone
3. To be a superior, a man must stand alone
4. One does better work working alone than in a group
5. I would rather struggle through a personal problem by myself than discuss it with my friends
6. An employee should accept the group's decision even when personally he or she has a different opinion
7. Problem solving by groups gives better results than problem solving by individuals
8. The needs of people close to me should take priority over my personal needs
9. In society, people are born into extended families or clans who protect them in shared necessity for loyalty
10. Only those who depend upon themselves get ahead in life

Scale 1-5; Cronbach's α: .91; test-retest: not available, see also Earley, 1994

(Earley, 1994) Inclination to Teamwork
1. If the group is slowing me down, it is better to leave it and work alone (-)
2. A person does better work working alone than in a group (-)
3. Problem solving by groups gives better results than does problem solving by individuals
4. Cooperation among team members usually helps to solve problems

Scale 1-5; Cronbach's α: .73; test-retest: not available

(Elizur, Borg, Hunt et al., 1991) Work Values Questionnaire (WVQ)
1. Achievement at work
2. Advancement, chance for promotion
3. Benefits, vacation, sick leave, pension, insurance, etc
4. Company, to be employed by a company for which you are proud to work
5. Contribution to society
6. Convenient hours of work
7. Co-workers, fellow workers who are pleasant and agreeable
8. Esteem: that you value as a person
9. Feedback concerning the results of your work
10. Independence in work
11. Influence in organization
12. Influence in work
13. Job interest: to do work which is interesting to you
14. Job security: permanent job
15. Job status
16. Meaningful work
17. Opportunity for personal growth
18. Opportunity to meet people and interact with them
19. Pay: the amount of money you receive
20. Recognition for doing a good job
21. Responsibility
22. Supervisor: a fair and considerate boss
23. Use of your abilities and knowledge in your work
24. Work conditions: comfortable and clean

Scale 1-6; Cronbach’s α: not available; test-retest: not available

(England, 1967)  
**Personal Value Questionnaire**

1. Goals of Business Organizations
   - High productivity
   - Industry leadership
   - Employee Welfare
   - Organizational stability
   - Profit maximization
   - Organizational efficiency
   - Social welfare
   - Organizational growth

2. Personal Goals of Individuals
   - Leisure
   - Dignity
   - Achievement
   - Autonomy
   - Money
   - Individuality
   - Job satisfaction
   - Influence
   - Security
   - Power
   - Creativity
   - Success
   - Prestige

3. Groups of People
   - Employees
   - Customers
   - My co-workers
   - Craftsmen
   - My boss
   - Managers
   - Owners
   - My subordinates
   - Laborers
   - My company
   - Blue collar workers
   - Government
   - Me
   - Stockholders
   - Technical employees
   - Me
   - Labor unions
   - White collar employees

4. Ideas associated with People
   - Ambition
   - Ability
   - Obedience
   - Trust
   - Aggressiveness
   - Loyalty
- Projective
- Compassion
- Skill
- Cooperation
- Tolerance
- Conformity
- Honor

5. Ideas about General Topics
   - Authority
   - Caution
   - Change
   - Competition
   - Compromise
   - Conflict
   - Conservatism
   - Emotions
   - Equality
   - Force
   - Liberalism
   - Property
   - Rational
   - Religion
   - Risk

Scale: 1-6 (ranking); Cronbach’s α: not available; test-retest: not available

(Enz, 1986)

### Organizational Value Scale

Intended for measuring organizational culture

To what degree the following values are desirable in your organization:

1. High productivity
2. Industry leadership
3. Employee welfare
4. Superior quality
5. Company stability
6. Social well being
7. Company growth
8. Profit maximization
9. Low turnover
10. High morale
11. Employee satisfaction
12. Survival
13. Adaptability
14. Creative product development
15. Reduces labor costs
16. Open communication
17. Employee development
18. Growth in sales
19. Employee cohesiveness
20. Control over the environment
21. Superior service

Scale: 1-7 Likert + no opinion
<table>
<thead>
<tr>
<th>Instrument</th>
<th>Description</th>
</tr>
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</table>
| **Individualism (IND)** | 1. Only those who depend on themselves get ahead in life  
2. One should live one’s life independent of other as much as possible (-)  
3. Working with a group is better than working alone  
4. In society, people are born into extended families or clans who protect them in shared necessity for loyalty |
| **Power Distance (PD)** | 1. Powerful people should try to look less powerful than they are (-)  
2. Subordinates consider superiors as being of a different kind  
3. Other people are potential threat to one’s power and rarely can be trusted |
| **Collectivism and Attitudes to Teamwork** | 1. A person should accept the group’s decision even when personally he or she has a different opinion  
2. Problem solving by group gives better results than by individuals  
3. Working with a group is better than working alone  
4. The needs of people close to me should take priority over my personal needs |
| **Inventory of Values** | Detailed description not available. |
| **Individualism (IND)** | Pertains to societies in which the ties between individuals are loose: everyone is expected to look after himself or herself and his or her immediate family. The opposite is collectivism, which pertains to societies in which people from birth onward are integrated into strong, cohesive in-groups, which throughout people’s lifetimes continue to protect them in exchange for unquestioning loyalty.  
1. Everyone grows up to look after him/herself and his/her immediate family only  
2. People are identified independently of the groups they belong to  
3. An extended family member should be protected by other member in exchange for loyalty (-)  
4. People are identified by their position in the social networks to which they belong (-) |
| **Long-term orientation** | Is the extent to which a society exhibits a pragmatic future-oriented perspective (fostering virtues like perseverance and thrift) rather than a conventional historic or short-term point of view  
1. Willingness to subordinate oneself for a purpose is normal  
2. People should be perseverant toward long-term results  
3. Traditions should be respected (-)  
4. Social obligations should be respected regardless of cost (-) |
| **Masculinity** | Pertains to societies in which social gender roles are clearly distinct: men are supposed to be assertive, tough, and focused on material success, whereas women are supposed to be more modest, tender, and concerned with the quality of life. The opposite is femininity, which pertains to societies in which social gender roles overlap: both men and women are supposed to be modest, tender, and concerned with quality of life  
1. Money and material things are important  
2. Men are supposed to be assertive, ambitious, and tough  
3. Dominant values in society are the caring for others and preservation (-) |
4. Both men and women are allowed to be to be tender and to be concerned with relationships (-)

**Power distance** is the extent to which the less powerful members of institutions and organizations within a society expect and accept that power is distributed unequally (p. 369)

1. Inequalities among people are both expected and desired
2. Less powerful people should be dependent on the more powerful
3. Inequalities among people should be minimized (-)
4. There should be, and there is to some extent, interdependencies between less and more powerful people (-)

**Uncertainty avoidance** is the extent to which the members of a culture feel threatened by uncertain or unknown situations. This feeling is, among other things, expressed through nervous stress and in a need for predictability: a need for written and unwritten rules

1. High stress and subjective feeling of anxiety are frequent among people
2. Fear of ambiguous situations and of unfamiliar risks is normal
3. Uncertainty is a normal feature of life and each day is accepted as it comes (-)
4. Emotions should not be shown (-)

(Furrer *et al.*, 2000)

Scale: -3 +3; Cronbach’s α: not available; test-retest: not available

(Gabrenya, Wang, & Latane, 1985)

**Group-Orientedness Questionnaire**

5 items

| Items inquire about preferred solutions (self or group oriented) in various situations involving work, evaluations, leisure, or self-concept. |
| Scale: 1-10. More details not available. |

(Gaines, Marelich, Bledsoe *et al.*, 1997)

**Collectivism (COL)**

1. I don't feel that I am a success unless I've been helped others succeed as well
2. I want the opportunity to give back to my community
3. I am the type of person who lends a helping hand whenever possible
4. I consider myself a team player
5. My major missing in life is striving for social justice for all
6. My heart reaches out to those who are less fortunate than myself
7. If another person can learn from my mistakes, I am willing to share ups and downs with that person so that he or she can do better
8. It feels great to know that others can count on me
9. I have an important role to play in bringing to gather the peoples of the worlds
10. I believe in the motto, "United We Stand, Divided We Fall"

**Individualism (IND)**

1. I am not to blame for others' misfortunes
2. I feel that I am the master of my own fate
3. I really feel that the "pull-yourself-up-by-your-bootstraps" philosophy makes a lot of sense
4. These days, the only person you can depend upon is yourself
5. I take great pride in accomplishing what no one else can accomplish
6. I actively resist other people's efforts to mold me
7. Before I can feel comfortable with anybody else, I must feel comfortable with myself
8. I place personal freedom above all other values
9. I know myself better than anyone else possibly could know me
10. I see nothing wrong with self-promotion

Scale: 1-5; Cronbach’s α: not available; test-retest: not available
### Emic Cultural Metaphors

**Approach:** The terms originated in linguistics. “Etic” refers to sounds common to all languages and “emic” indicates sounds specific to one language or a group of related languages (Gannon, 2004). In cross-cultural studies, etic approach assumes that there is a set of universal cultural dimensions that are equally relevant to all cultures. A good example of this approach is Hofstede’s (1980) model that is based on five cultural dimensions that are used to classify and cluster a wide range of national cultures. According to Hofstede (1980, 2001), the dimensions are universal and any country can be positioned relative to other countries along each of the dimensions.

On the contrary, emic approach is based on the assumption that at least some cultural dimensions are culture-specific and cannot be used to analyze cultures of various entities. Unlike universal cultural dimensions that are used to describe cultures relative to each other, emic cultural metaphors are unique to specific cultures and are used to describe each culture independently. Typically, this approach is qualitative, but quantitative analysis is also possible under this paradigm. Emic studies usually use cultural metaphors to describe cultures.

Although emic cultural metaphors were used in cross-cultural studies for the first time more than thirty years ago (Geertz, 1973), the etic approach dominated the field of cross-cultural studies and it was not until the 2000’s that the emic approach started to become popular (e.g., Denny & Sunderland, 2005; Gannon *et al.*, 2005-2006; Paulson, 2005). Most of the proponents of the emic approach, however, do not limit their analysis to cultural metaphors and believe that the emic and etic approaches must be integrated and used simultaneously to truly understand cultures.

If cultural metaphors are used, the questionnaire is a set of metaphors referring to a single culture or a pair of cultures. The respondents are asked to indicate to what extend the metaphors describes each of the specified national cultures (see Gannon (2005-2006) for details of the survey administration procedures). Alongside, traditional etic items are used as well.

For this specific instrument, exploratory factor analyses identified as set of universal cultural dimensions. For example:

- **Expressive voice** (item example: in this culture, people tend to reveal thoughts and emotions to others rather than keeping them private).
- **Love of pageantry** (item example: in this culture, people are very concerned with the impression they make on others).
- **Importance of family** (items example: base their personal identity more on family affiliation than on affiliation with employers or political parties).
- **Respect for order and rules** (e.g., will correct people, even in public, if rules are ignored).

Other factors included preference for hierarchical leaders, individualism, importance of ancestry and family, calm personality, dignity valued, class focused, innovativeness, belief in the illusion of life, belief that individuals can get ahead, importance of familial connections, nationalism, and life’s uncertainty.

See also (Gannon, 2004) for details.

### Cultural Looseness/Tightness

**Instructions:** The following statements refer to [INSERT COUNTRY NAME] as a whole. Please indicate whether you agree or disagree with the following statements using the following scale. Note that the statements sometimes refer to “social norms”, which are standards for behavior that are generally unwritten.

1. There are many social norms that people are supposed to abide by in this country.
2. In this country, there are very clear expectations for how people should act in most situations.
3. People agree upon what behaviors are appropriate versus inappropriate in most situations this country.
4. People in this country have a great deal of freedom in deciding how they want to behave in most situations. (Reverse coded)

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*If you have additional information about these or other culture survey instruments or their versions in other languages, please contact Vas Taras, taras@ucalgary.ca. Your input would be greatly appreciated.*
| (Gerganov, Dilova, Petkova et al., 1996) | **Bulgarian IND-COL**  
Subscales:  
- traditionality  
- cooperativeness  
- order  
- self-confidence  
- justice  
- success  
- wealth  
Original items not available. Scale 1-5; Cronbach’s α: not available; test-retest: not available |
| (Glaser, 1983) | **The Corporate Culture Survey**  
Detailed description not available  
Examples of items (total 50 items)  
5. In our organizations, success comes with persistence; no single transition is critical.  
15. People in this organization are very conscious of titles and formalities.  
18. Our organization has a lot of individualists who regularly take big risks for high stakes.  
Items are scores along 4 factors:  
22. Tough Guy/Gal Macho Culture  
23. Work Hard/Play Hard Culture  
24. Bet-Your Company Culture  
Each factor has its own score. If the score is 9 to 12 at a factor, it suggests that this particular type of culture is dominant in the organization.  
Scale: 0 (the statement is not at all descriptive of my organization) to 4 (the statement is strongly descriptive of my organization) |
| (Gordon, 1960) | **Survey of Interpersonal Values**  
Detailed description not available.  
Examples of items (total 15 items)  
1. I should be judged on my own merit  
2. Being able to take care of myself is a primary concern for me  
3. My personal identity is important to me  
4. I consult others before making important decisions (-)  
5. I consult with co-workers on work-related matters (-)  
6. I prefer to be self-reliant rather than depend on others  
7. I will sacrifice my self-interest for the benefit of my group (-)  
8. I stick with my group even through difficulties (-)  
9. I respect decisions made by my group (-)  
10. I will stay in a group if it needs me, even if I am not happy with it (-)  
11. I maintain harmony in the groups of which I am a member (-)  
12. I respect the majority’s wishes in groups of which I am a member (-)  
13. I remain in the groups of which I am a member if they need me, even though I am dissatisfied with them (-)  
14. I am a unique person separate from others  
15. If there is a conflict between my values and values of groups of which I am a member, I follow my values |
16. I try to abide by customs and conventions at work  
17. I try not to depend on others  
18. I take responsibility for my own actions  
19. I give special consideration to others' personal situations so I can be efficient at work (-)  
20. It is better to consult others and get their opinions before doing anything (-)  
21. It is important to consult close friends and get their ideas before making a decision (-)  
22. It is important for me to act as an independent person  
23. I should decide my future on my own  
24. What happens to me is my own doing  
25. My relationships with others are more important to me than my accomplishments  
26. I enjoy being unique and different from others  
27. I am comfortable being singled out for praise and rewards  
28. I help acquaintances, even if it is inconvenient  

Information on psychometric properties of the instrument not available

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| 1. **Universal vs. Particular**: rules must apply equally to everyone and in under every circumstance vs. some exceptions from rules can be made depending on the person (my friend) and circumstances (rules, codes, laws and generalizations vs. exceptions, social circumstances, unique relations).  
   a. U: begins with the rules. P: consider relationships first  
   b. U: Consistency. P: Flexibility  
   c. U: Trustworthy person honors his/her word. P: Trustworthy person honors relationships and circumstances  
2. **Individualism vs. Collectivism**: mainly orientation towards group (personal freedom, competitiveness vs. social responsibility, harmonious relations, cooperation). Is the quality of life improved by acting alone or in groups?  
   a. I: People ideally achieve alone. C: People ideally achieve in groups.  
   b. I: Personal goals and wants. C: Group goals and wants.  
3. **Affective vs. Neutral**: professional vs. personal, no friends at work, leave your feelings at home. To what extent does your society sanction the expression of emotion?  
   b. A: Shows thoughts and emotions verbally and non-verbally. N: Reluctant to reveal thoughts and emotions  
4. **Specific vs. Diffuse**: (atomistic, reductive, analytic, objective vs. holistic, elaborative, synthetic, relational), we are friends at work (at the gym), but I do not know much about you outside work vs. if we are friends at work, we hang out together after work too. How quickly and to what extent do you get involved with others?  
   a. S: Surface involvement in relationships. D: Deep involvement in relationship  
   b. S: Mare relationships quickly. D: Slow to make relationships  
   c. S: Criticism of knowledge or skills is separate from individual and is OK. D: Criticism taken personally and seen as loss of face  
   d. S: Appear extroverted. D: Cool, closed  
   f. S: Being close friends with one while together (e.g. working together on a project), but not missing one once the project is over and not seeing each other. D: After separation, missing one with whom closer relationships had been developed.  
5. **Status by achievement vs. Status by ascription**: perceiving status based on who the person is (son of a president, Harvard graduate) vs. by what the person can do (has achieved) (what you’ve done, your track record vs. who you are, your potential connections). Is your status determined by what you do or who you are?  
   a. A: Status tied to accomplishments. As: status acquired with organization and function.  
   b. A: Titles used only when relevant – competence. As: Titles used to clarify status – influence.  
   c. A: Rewards based on current skills and knowledge. As: Rewards based on age, gender, family. |
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| **d.** A: Respect one’s superior for his or her knowledge and skill. As: Respect one’s superior for show commitment to the organization.**  
6. **Time orientation:** Past, Present, Future. Is your present situation strongly influences by your past or by your desired future?  
7. **Relationship to nature:** Subjugation vs. mastery, we can change the environment vs. we should adjust ourselves to the environment. Do you aim to control your environment or do you consider this a sheer impossibility? |   |
|   | a. M: Control the situation by influencing it. S: Control myself to go with flow and seek balance  
   | b. M: Expect the situation to adapt to our favor. S: Expect ourselves to adapt to the situation |
| Measured with a set of items that include questions, statements, and behavioral scenarios. |   |
| No detailed information on scoring and psychometric properties of the instrument is available. The instrument can be used only with permission from the authors, but the scoring key will not be released. Instead, it is requested that the original data is submitted to the authors and only the factor scores will be released to the researcher. |   |

(Harris & Moran, 1984)  
**Organizational Culture Scale**  
Detailed description not available  

(Harrison & Stokes, 1992)  
**Organizational Culture Scale**  
Designed to measure organizational culture  

Please check your answers to be sure that you have assigned only one 4, 3, one 2 and one 1 for each phrase in the “existing” column and for each phrase in the “preferred” column.  

| 4 = the dominant view, or your most preferred alternative  
| 3 = the next most dominant view of preferred alternative  
| 2 = the next most dominant view of preferred alternative  
| 1 = the least dominant view of preferred alternative |

For each question/Statement give a separate answer in terms of existing and preferred culture  

Existing Culture ____  
Preferred Culture ____  

1. Members of the organization are expected to give first priority to  
a. meetings the needs and demands of their supervisors and other high-level people in the organization  
b. carrying out the duties of their own jobs; staying within the policies and procedures related to their jobs  
c. meeting the challenges of the task, finding a better way to do things  
d. cooperating with the people with whom they work, to solve work and personal problems  

2. People who do well in the organization tend to be those who  
a. know how to please their supervisors and are able and willing to use power and politics to get ahead  
b. play by the rule, work within the system, and strive to do things correctly  
c. are technically competent and effective, with a strong commitment to getting the job done  
d. build close working relationships with others by being cooperative, responsive, and caring  

3. The organization treats individuals  
a. as “hands” whose time and energy are at the disposal of persons at higher levels in the hierarchy
b. as “employees” whose time and energy are purchased through a contract, with rights and obligations for both sides

c. as “associates” or peers who are mutually committed to the achievement and a common purpose

d. as “family” or “friends” who like being together and who care about and support one another

4. People are managed, directed, or influenced by

a. people in positions of authority, who exercise their power through the use of rewards and punishments

b. the systems, rules, and procedure that prescribe what people should do and the right ways of doing it

c. their own desire to be accepted by others and to be good members of their work group

5. Decision-making processes are characterized by

a. directives, orders, and instructions that come down from higher levels

b. the adherence to formal channels and reliance on policies and procedures form making decisions

c. decisions being made close to the point of action, by the people on the spot

d. the use of consensus decision-making methods to gain acceptance and support for decisions

6. Assignments of tasks or jobs to individual are based on

a. the personal judgments, values, and wishes of those in positions on power

b. the needs and plans of the organization and the rules of the system (seniority, qualifications, etc)

c. matching the requirements of the job with the interests and abilities of the individuals

d. the personal preferences of the individuals and their needs for growth and development

7. Employees are expected to be

a. hard-working, compliant, obedient, and loyal to the interests of those to whom they report

b. responsible and reliable, carrying out the duties and responsibilities of their jobs and avoiding actions that could surprise or embarrass their supervisors

c. self-motivated and competent, willing to take the initiative to get things done; willing to challenge those to whom they report if that is necessary to obtain good results

d. good team workers, supportive and cooperative, who get along well with others

8. Managers and supervisors are expected to be

a. strong and decisive, firm but fair

b. impersonal and proper, avoiding the exercise of authority for their own advantage

c. democratic and willing to accept subordinates’ ideas about he task

d. supportive, responsive, and concerned about he personal concerns and needs of those whose work they supervise

9. It is considered legitimate for one person to tell another what to do when

a. he or she has more power, authority, or “clout” in the organization

b. it is part of the responsibilities included in his or her job description

c. he or she has greater knowledge and expertise and uses it to guide the other person or to teach him or her to do the work

d. the other person asks for his or her help, guidance, or advice

10. Work motivation is primarily the result of

a. hope for rewards, fear of punishment, or personal loyalty to the supervisor

b. acceptances of the norm of providing a “fair day’s work for a fair day’s pay”

c. strong desires to achieve, to create, and to innovate and peer pressure to contribute to the success of the organization

d. people wanting to help others and to develop and maintain satisfying working
11. Relationships between work groups or departments are generally
   a. competitive, with both looking out for their own interests and helping each other only when they can see some advantage for themselves by doing so
   b. characterized by influence toward each other, helping each other only when it is convenient of when they are directed by higher levels to do so
   c. cooperative when they need to achieve common goals. People are normally willing to cut red tape and cross organizational boundaries in order to get the job done
   d. friendly, with a high level of responsiveness to requests for help from other groups

12. Intergroup and interpersonal conflicts are usually
   a. dealt with by the personal intervention of people at higher levels of authority
   b. avoided by reference to rules, procedures, and formal definitions of authority and responsibility
   c. resolved through discussions aimed at getting the best outcomes possible for the work issues involved
   d. dealt with in a manner that maintains good working relationships and minimizes the chances of people being hurt.

13. The larger environment outside the organization is responded to as though it were
   a. a jungle, where the organization is in competition for survival with others
   b. an orderly system in which relationships are determined by structures and procedures and where everyone is expected to abide by the rules
   c. a competition for excellence in which productivity, quality, and innovation bring success
   d. a community of interdependent parts in which the common interests are the most important

14. If rules, systems, or procedures get in the way, people
   a. break them if they have enough clout to get by with it or if they think they can get away with it without being caught
   b. generally abide by them or go through proper channels to get permission to deviate from them or have them changed
   c. tend to ignore or by-pass them to accomplish their tasks or perform their jobs better
   d. support on another in ignoring or bending them if they are felt to be unfair or to create hardships for others

15. New people in the organization need to learn
   a. who really runs things; who can help or hurt them; whom to avoid offending; the norms (unwritten rules) that have to be observed if they are to stay out of trouble
   b. the formal rules and procedures and to abide by them; to stay within the formal boundaries of their jobs
   c. what resources are available to help them do their jobs; to take the initiative to apply their skills and knowledge to their jobs
   d. how to cooperate; how to be good team members; how to develop good working relationships with others.

Scoring: a+b-c-d
Data on psychometric properties of the scale not available

(Harrison, 1975) **Organizational Ideology Scale**
Designed to measure organizational culture
Detailed description not available

(Hofstede & Bond, 1988) **Future**
1. Managers must be persistent to accomplish objectives
2. There is hierarchy to on-the-job relationships and it should be observed
3. A good manager knows how to economize
4. It is important to have a conscience in business

Past
1. Personal stability is not critical to success in business
2. Respect for tradition hampers performance
3. The exchange of favors and gifts is not necessary to excel
4. Upholding one's personal image makes little difference in goal achievement

Cronbach’s alpha: not available. Test-retest: not-available

(Hofstede, 1980, 2001)

<table>
<thead>
<tr>
<th>Individualism (IND)</th>
<th>VSM-94</th>
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<tbody>
<tr>
<td>How important would it be to you to:</td>
<td></td>
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<tr>
<td>1. Have sufficient time for your personal or family life?</td>
<td></td>
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<tr>
<td>2. Have good physical working conditions (good ventilation and lighting, adequate space, etc)?</td>
<td></td>
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<tr>
<td>4. Have security of employment?</td>
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<tr>
<td>8. Have an element of variety and adventure on the job?</td>
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<tr>
<td>IND = -50(01) + 30(02) + 20(04) -25(08) +130</td>
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<td>Possible range of scores: -195 to 305</td>
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<tr>
<th>VSM-82</th>
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<tbody>
<tr>
<td>How important would it be to you to:</td>
</tr>
<tr>
<td>1. (A6) Live in an area desirable to you and your family?</td>
</tr>
<tr>
<td>2. (A8) Work with people who cooperate well with one another</td>
</tr>
<tr>
<td>3. (A12) Have good physical working conditions (good ventilation and lighting, adequate space, etc)?</td>
</tr>
<tr>
<td>4. (A18) Have a job which leaves you sufficient time for your personal or family life?</td>
</tr>
<tr>
<td>IND = -27(mean A6) + 30(mean A8) + 76(mean A12) - 43(A18) -29</td>
</tr>
<tr>
<td>Possible range of scores: -273 to 431</td>
</tr>
</tbody>
</table>

Definition:
- Individualism indicates the relative importance in the country of the job aspects personal time, freedom, and challenge and the relative unimportance of training, of use of skills, of physical conditions, and of benefits. It thus stresses goals in which the individual is an active agent versus those in which he or she is dependent on the organization (being trained, skills being used, working conditions, and benefits being provided [by the organization] (Hofstede, 1983, p. 54:54)

- Individualist cultures assume that any person looks primarily after his/her own interest and the interest of his/her immediate family (husband, wife, and children). Collectivist cultures assume that any person through birth and possible later events belongs to one or more tight “in-groups”, from which he/she cannot detach him/herself. The ingroup (whether extended family, clan, or organization) protects the interest of its members, but in turn expects their permanent loyalty. A collectivist society is tightly integrated; the individualism society is loosely integrated (Hofstede, 1986: 307).

- … is the degree to which people in a country prefer to act as individuals rather than as members of groups (Hofstede, 1994: 6)

- Individualism vs. its opposite, collectivism, refers to the degree to which individuals are integrated into groups. In individualist societies, the ties between individuals are loose: Everyone is expected to look after himself or herself and his or her immediate family. In collectivist societies, people are integrated from birth onward into strong, cohesive in-groups, often extended families, protecting them in exchange for unquestioning loyalty (Hofstede & McCrae, 2004: 63).

- Individualism is defined as a situation in which people are supposed to look after themselves and their immediate family only, whereas collectivism is defined as a
situation in which people belong to in-groups or collectivities which are supposed to look after them in exchange for loyalty (Hofstede & Bond, 1984: 419)

Hofstede, 1984:166-167

**Masculinity (MAS)**
VSM-94
How important would it be to you to:
5. Work with people who cooperate well with one another
6. Have an opportunity for advancement to higher level jobs
To what extent do you agree or disagree with each of the following statements:
15. Most people can be trusted
20. When people have failed in life, it is often their own fault
MAS= $60(05) - 20(07) + 20(15) - 70(20) +100$

VSM-82
How important would it be to you to:
1. (A7) Have an opportunity for high earnings
2. (A8) Work with people who cooperate well with one another (also used in IND?)
3. (A14) Have the security that you will be able to work for your company as long as you want to
4. (15) Have an opportunity for advancement to higher level jobs
MAS = -66(A7) + 60(A8) + 30(A14) – 39(A15) + 76

Definition:
- Degree to which such masculine values as advancement, earnings, training, up-to-dateness and such feminine values as friendly atmosphere, position security, physical conditions, manager cooperation are valued (Hofstede, 2001:281).
- In masculine cultures … organizational values stress material success and assertiveness; in feminine cultures they stress other types of quality of life, interpersonal relationships, and concerns for the weak (Hofstede, 1986: 308).
- … is the degree to which values like assertiveness, performance, success and competition […] prevail over values like the quality of life, maintaining warm personal relationships, service, care for the weak, and solidarity (Hofstede, 1994: 6)
- Masculinity is defined as a situation in which the dominant values in society are success, money, and things, whereas its opposite pole, femininity, is defined as situations in which the dominant values in society are caring for others and the quality of life.

**Power Distance (PD)**
VSM-94
How important would it be to you to:
3. Have good working relationships with your direct superior?
4. Be consulted by your direct superior in his/her decisions?
5. How frequently, in your experience, are subordinates afraid to express disagreement with their superior?
17. To what extent do you agree or disagree with this statement: “An organization structure in which certain subordinates have two bosses should be avoided at all cost?”
PDI= $-35(03) + 35(06) + 25(14) -29(17) - 20$

VSM-82
1. (B46) Non-managerial employees are afraid to disagree with their managers
2. (A55) Subordinates’ perception that their boss tends to take decisions in an autocratic or persuasive/paternalistic way (manager type 1 or type 2)
3. (A54) Subordinates’ preference for anything but a consultative style of decision making in their boss; that is, for an autocratic, a persuasive/paternalistic, or a democratic style
PDI = 135 – 25(mean B46) + (% of 1 or 2 in A55) – (% of 3 in A54)

Theoretical range: 0-100
Possible scores: -90 to 210

Definition
- The power distance between a boss B and a subordinate S is a hierarchy is the difference between the extent to which B can determine the behavior of S and the extent to which S can determine the behavior of B (p. 72)
- Issues of human inequality (p. 65)
- Power distance as a characteristic of a culture defines the extent to which the less powerful persons in a society accept inequality in power and consider it as normal (Hofstede, 1986: 307).
- Power distance is the extent to which the less powerful members of organizations and institutions (such as family) accept that power is distributed unequally (Hofstede & Bond, 1984: 419; Hofstede & McCrae, 2004: 52)
- Power Distance (PD) can be defined "as the degree of inequality among people which the population of a country considers normal" (Hofstede, 1994: 5).

Uncertainty Avoidance
VSM-94
13 How often in your experience, do you feel nervous or tense at work?
To what extent do you agree or disagree with each of the following statements:
16. One can be a good manager without having precise answers to most questions that subordinates may raise about their work.
18. Competition between employees usually does more harm than good
19. A company’s or organization’s rules should not be broken – not even when the employee thinks it is in the best interest
UAI = 25(13) + 20(16) -50(18) -15(19) +120

VSM-82
1. (B60) Rule orientation: agreement with the statement “Company rules should not be broken – even when the employee thinks it is in the company’s best interest”
2. (A43) Employment satiability: employee’s statement that they intend to continue with the company
3. (A37) Stress, as expressed in the mean answer to the question “How often do you feel nervous or tense at work?”
UAI = 300 – 30(mean B60) – (% less than 5 years) – 40(mean stress score)

Theoretical range: 0-100
Possible scores: -150 to 230

Definition:
- Should not be confused with risk-avoidance (Hofstede 2001:145)
- Uncertainty avoidance is associated with preferences for clear rules and guidance
- Based on the analysis of the items (Hofstede, 2001:149) uncertainty avoidance relates to
  - Rule orientation
  - Employment stability
  - Stress at work
- Uncertainty avoidance as a characteristic of a culture defines the extent to which people within a culture are made nervous by situations which they perceive as unstructured, unclear, or unpredictable, situations which they therefore try to avoid by maintaining strict codes of behavior and a belief in absolute truth (Hofstede, 1986: 308).
- … the degree to which people in a country prefer structured over unstructured situations. Structured situations are those in which there are clear rules as to how one should behave (Hofstede, 1994: 5).
- Uncertainty Avoidance (UA) deals with a society's tolerance for ambiguity. It indicates to
what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations. Unstructured situations are novel, unknown, surprising, and different than usual (Hofstede & McCrae, 2004: 62)
- The extent to which people feel threatened by ambiguous situations, and have created beliefs and institutions that try to avoid these (Hofstede & Bond, 1984: 419)

Source: Hofstede, 1984:140

**Long-Short Term Orientation, aka Confucian Work Dynamism**

How important would it be to you to:
9. Personal steadiness and stability
10. Thrift
11. Persistence (perseverance)
12. Respect for tradition
LTO = 45(09) – 30(10) – 35(11) +15(12) + 67

In 1999 scale was change to LTO = -20(10) + 20(12) + 40

Definitions:
- Long-Short Term Orientation (LTO), aka Confucian Dynamism, opposes long-term to short-term aspects of Confucian thinking: persistence and thrift to personal stability and respect for tradition (Hofstede, 2001)
- Confucian dynamism deals with the choice from Confucius’ ideas and its positive pole reflects a dynamic, future-oriented mentality, whereas its negative pole reflects a more static, tradition-oriented mentality (Hofstede & Bond, 1988: 16)
- … the values on the one pole are more oriented towards the future (especially perseverance and thrift); they are more dynamic. The values on the opposite pole are more oriented towards the past and present; they are more static (Hofstede, 1991: 348)
- [Hofstede] first considers the nature of what was earlier named as Confucian work dynamics. Since both poles of the dimension appear to reflect Confucian values, he chooses, perilously, to focus instead primarily upon the single item that loaded most heavily on the positive pole (‘persistence’) and rename the dimension as Long Term Orientation (LTO) (Smith, 2002: 131)

(Hofstede, Neuijen, Ohayv et al., 1990)

**Organizational Cultural Value (Should Be) Scale**

Need for Security
With factor loadings
.92 Man dislikes work
.91 Variety and adventure in work unimportant
.89 Fringe benefits important
.87 Main reason for hierarchical structure is knowing who has authority
.87 When a man's career demands it, family should make sacrifices
.86 Having little tension and stress at work important
.83 Would not continue working if didn't need the money
.83 The successful in life should help the unsuccessful
.83 Pursuing own interest is not best contribution to society
.76 Working in well-defined job situation important
.75 Serving your country unimportant
.75 When people have failed in life it's not their fault
.74 Opportunity for advancement unimportant
.74 Opportunities for training unimportant
<table>
<thead>
<tr>
<th>Factor</th>
<th>Item Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Centrality</td>
<td>Work more important than leisure time&lt;br&gt;Competition between employees not harmful&lt;br&gt;Physical working conditions unimportant&lt;br&gt;Opportunities for helping others unimportant&lt;br&gt;No authority crisis in organizations&lt;br&gt;Does not prefer a consultative manager&lt;br&gt;Challenging tasks important&lt;br&gt;Prestigious company or organization important&lt;br&gt;Decisions by individuals better than group decisions&lt;br&gt;Working relationship with boss important</td>
</tr>
<tr>
<td>Need for Authority</td>
<td>Most organizations better off if conflicts eliminated forever&lt;br&gt;Own manager autocratic or paternalistic&lt;br&gt;Undesirable that management authority can be questioned&lt;br&gt;Parents should stimulate children to be best in class&lt;br&gt;Employee who quietly does duty is asset to organization&lt;br&gt;Parents should not be satisfied when children become independent&lt;br&gt;Staying with one employer is best way for making career&lt;br&gt;Conflicts with opponents best resolved by compromise</td>
</tr>
<tr>
<td>Organizational Practices (IS) Scale</td>
<td>Process-Oriented vs. Results-Oriented&lt;br&gt;Employees are told when good job is done&lt;br&gt;Typical member fast&lt;br&gt;Comfortable in unfamiliar situations&lt;br&gt;Each day brings new challenges&lt;br&gt;Typical member initiating&lt;br&gt;Informal style of dealing with each other&lt;br&gt;Typical member warm&lt;br&gt;Try to be pioneers&lt;br&gt;Typical member direct&lt;br&gt;People put in maximal effort&lt;br&gt;Mistakes are tolerated&lt;br&gt;Typical member optimistic&lt;br&gt;Open to outsiders and newcomers (second loading)&lt;br&gt;Managers help good people to advance (second loading)</td>
</tr>
<tr>
<td>Employee-Oriented vs. Job-Oriented</td>
<td>Important decisions made by individuals&lt;br&gt;Organization only interested in work people do&lt;br&gt;Decisions centralized at top&lt;br&gt;Managers keep good people for own department&lt;br&gt;Changes imposed by management decree&lt;br&gt;Newcomers left to find own way</td>
</tr>
</tbody>
</table>
.64 Management dislikes union members
.62 No special ties with local community
.60 Little concern for personal problems of employees

Parochial vs. Professional
.87 People's private life is their own business
.79 Job competence is only criterion in hiring people
.73 Think three years ahead or more
.63 Strongly aware of competition
.62 Cooperation and trust between departments normal

Open System vs. Closed System
.67 Only very special people fit in organization
.67 Our department worst of organization
.66 Management stingy with small things
.64 Little attention to physical work environment
.63 Organization and people closed and secretive
.61 New employees need more than a year to feel at home

Loose Control vs. Tight Control
.73 Everybody cost-conscious
.73 Meeting times kept punctually
.62 Typical member well-groomed
.61 Always speak seriously of organization and job

Normative vs. Pragmatic
.84 Pragmatic, not dogmatic in matters of ethics
.68 Organization contributes little to society
.63 Major emphasis on meeting customer needs
.63 Results more important than procedures
.63 Never talk about the history of the organization

Scale: 1-5

(GLOBE Uncertainty Avoidance: The extent to which life is structured, predictable, orderly, and consistent, and rules and regulations to regulate societal practices are emphasized)

Society Practices:
- In this society, orderliness and consistency are stressed, even at the expense of experimentation and innovation
- In this society, societal requirements and instructions are spelled out in detail so citizens know what they are expected to do

Society Values:
- I believe that orderliness and consistency should be stressed, even at the expense of experimentation and innovation
- I believe that societal requirements and instructions should be spelled out in detail so citizens know what they are expected to do

Organization Practices:
- In this organization, orderliness and consistency are stressed, even at the expense of experimentation and innovation.
- In this organization, job requirements and instructions are spelled out in detail so employees know what they are expected to do.

Organization Values:
- In this organization, orderliness and consistency should be stressed, even at the expense of experimentation and innovation
- In this organization, job requirements and instructions should be spelled out in detail so employees know what they are expected to do

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If you have additional information about these or other culture survey instruments or their versions in other languages, please contact Vas Taras,
taras@ucalgary.ca. Your input would be greatly appreciated.
**Gender Egalitarianism:** The extent to which gender roles are differentiated (in practice and as exhibited by values) in a society/organization and different status and abilities are ascribed to men vs. women.

Societal practices:
- In this society, boys are encouraged more than girls to attain a higher education
- In this society, who is more likely to serve in a position of high office: Men vs. Women

Societal values:
- I believe that boys should be encouraged to attain a higher education more than girls
- I believe that opportunities for leadership positions should be More available for men than for women vs. More available for women vs. men

Organizational practices:
- In this organization, men are encouraged to participate in professional development activities more than women

Organizational values:
- In this organization, men should be encouraged to participate in professional development activities more than women.

**Assertiveness:** The extent to which a society/organization engages in assertive practices and (should be) exhibits assertive values. P. 497

Societal practices
- In this society, people are generally Assertive vs. Nonassertive
- In this society, people are generally Tough vs. Tender

Society values
- In this society, people should be encouraged to be Assertive vs. Nonassertive
- In this society, people should be encouraged to be Tender vs. Tough

Organizational Practices:
- In this organization, people are generally assertive
- In this organization, people are generally tough

Organizational values:
- In this organization, people should be encouraged to be Dominant vs. Nondominant
- In this organization, people should be encouraged to be Dominant vs. Nondominant

**Institutional collectivism:** The degree to which institutional practices at the societal level encourage and reward collective action, e.g. whether group loyalty is emphasized at the expense of individual goals, whether the economic system emphasized individual or collective interests, whether being accepted by other group members is important, and whether individualism or group cohesion is values more in the society. P. 463

Societal Institutional collectivism practices:
- In this society, leaders encourage group loyalty even if individual goals suffer
- The economic system in this society is designed to maximize Individual vs. Collective interests.

Societal Institutional collectivism values
- I believe that, in general, leaders should encourage group loyalty even if individual goals suffer
- I believe that the economic system in this society should be designed to maximize Individual vs. Collective interests

Organizational Institutional Collectivism practices
- In this organization, managers encourage group loyalty even if individual goals suffer
- The pay and bonus system in this organization is designed to maximize Individual interest vs. collective interest

Organization Institutional Collectivism Values
- I believe that in this organization, managers should generally encourage group loyalty even if individual goals suffer
- The pay and bonus system in this organization should be designed to maximize Individual interest vs. collective interest
**In-group collectivism:** The degree to which individuals express pride, loyalty, and interdependence in their families, e.g., whether children take pride in the individual accomplishments of their parents and vice versa, whether aging parents live at home with their children, and whether children live at home with their parents until they get married. P 463.

**In-group collectivism practices:**
- In this society, children take pride in the individual accomplishments of their parents
- In this society, parents take pride in the individual accomplishments of their children.

**In-group collectivism values**
- In this society, children should take pride in the individual accomplishments of their parents
- In this society, parents should take pride in the individual accomplishments of their children.

**Organizational in-group collectivism practices:**
- In this organization, group members take pride in the individual accomplishments of their group
- In this organization, group managers take pride in the individual accomplishments of group members

**Organizational in-group collectivism values:**
- In this organization, group members should take pride in the individual accomplishments of their group
- In this organization, group managers should take pride in the individual accomplishments of group members

**Humane Orientation:** The extent to which people in the organization/society are/believe they should be concerned, sensitive toward others, friendly, tolerant of mistakes, and generous

**Societal Practices**
- In this society, people are generally very concerned about others vs. Not at all concerned about others
- In this society, people are generally very sensitive towards others vs. Not at all sensitive toward others

**Society Values:**
- In this society, people should be encouraged to be Very concerned about others vs. Not at all concerned about others
- In this society, people should be encouraged to be Very sensitive towards others vs. Not at all sensitive toward others

**Organizational Practices:**
- In this organization, people are generally Very concerned about others vs. Not at all concerned about others
- In this organization, people are generally Very sensitive towards others vs. Not at all sensitive toward others

**Organizational Values:**
- In this organization, people should be encouraged to be Very concerned about others vs. Not at all concerned about others
- In this organization, people should be encouraged to be Very sensitive towards others vs. Not at all sensitive toward others

**Future Orientation:** The extent to which a society/group engages/should engage in future orientation practices P. 301

**Society Practices:**
- In this society, the accepted norm is to Plan for the future vs. Accept Status Quo.
- In this society, people place more emphasis on Solving current problems vs. Planning for the future.

**Society Values:**
<table>
<thead>
<tr>
<th><strong>Achievement orientation</strong>: The extent to which a society or an organization practiced/encourages the practice of rewarding performance improvement and setting challenging goals, and the extent to which the respondents value these goals. p. 246</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Society practices</strong>:</td>
</tr>
<tr>
<td>- In this society, students are encouraged to strive for continuously improved performance</td>
</tr>
<tr>
<td><strong>Society values</strong>:</td>
</tr>
<tr>
<td>- I believe that teen-aged students should be encouraged to strive for continuously improved performance</td>
</tr>
<tr>
<td><strong>Org. practices</strong>:</td>
</tr>
<tr>
<td>- In this organization, employees are encouraged to strive for continuously improved performance</td>
</tr>
<tr>
<td><strong>Organizational values</strong>:</td>
</tr>
<tr>
<td>- In this organization, employees should be encouraged to strive for continuously improved performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Power distance</strong>: The degree to which members of an organization or society expect and agree that power should be shared unequally.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Society Practices</strong>:</td>
</tr>
<tr>
<td>- In this society, followers are expected to Obey their leaders without question vs. Question their leaders when in disagreement</td>
</tr>
<tr>
<td>- In this society, power is Concentrated at the top vs. Shared throughout the society</td>
</tr>
<tr>
<td><strong>Society Values</strong>:</td>
</tr>
<tr>
<td>- I believe that followers should obey their leaders without question vs. Question their leaders when in disagreement</td>
</tr>
<tr>
<td>- I believe that power should be concentrated at the top vs. Shared throughout the society</td>
</tr>
<tr>
<td><strong>Organization Practices</strong>:</td>
</tr>
<tr>
<td>- In this organization, subordinates are expected to Obey their boss without question vs. Question their boss when in disagreement</td>
</tr>
<tr>
<td>- In this organization, a person's influence is based primarily on One's ability and contribution to the organization vs. The authority of one's position</td>
</tr>
<tr>
<td><strong>Organization Values</strong>:</td>
</tr>
<tr>
<td>- In this organization, subordinates should Obey their boss without question vs. Question their boss when in disagreement</td>
</tr>
<tr>
<td>- In this organization, rank and position in the hierarchy should have special privileges</td>
</tr>
</tbody>
</table>

Scale: 1-7; Cronbach’s alpha: .72 (performance orientation), .75 (assertiveness), .80 (future orientation), .88 (humane orientation), .67 (institutional collectivism), .77 (in-group collectivism), .66 (gender egalitarianism), .80 (power distance), .88 (uncertainty avoidance). Average .77. (p. 161).
(Hui & Triandis, 1986) **Individualism (IND)**

70 items measuring Ind-Col in respect to spouse, mother, sibling, relative, friend, co-worker, neighbor, acquaintance, stranger, foreigner

Scale: 1-7; information on psychometric properties of the instrument not available. Similar to Hui, 1988

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(Hui & Yee, 1994) **The Shortened Individualism-Collectivism Scale**

- CF: Colleague/Friend: 10-30
- PA: Parent: 15-10
- KN: Kin/Neighbor: 20-25
- PS: Spouse: 15-10
- NE: Neighbor: 25-5
- In-group solidarity: 40-65
- Social Obligation: 45-30

Similar to Hui, 1988

Scale 0-5; Cronbach’s α = .91; test-retest: not available; split half .82.

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(Hui, 1988) **INDCOL**

**Spouse**

1. If a husband is a sports fan, a wife should also cultivate an interest in sports. If the husband is a stock broker, the wife should also be aware of the current market situation
2. A marriage becomes a model for us when the husband loves what the wife loves and hates what the wife hates
3. Married people should have some time to be alone from each other everyday, undisturbed by their spouse
4. If one is interested in a job about which the spouse is not very enthusiastic, one should apply for it anyway.
5. Even if my spouse were of a different religion, there would not be any interpersonal conflict between us
6. It is better for a husband and wife to have their own bank accounts rather than to have a joint account
7. The decision of where one is to work should be jointly made with one’s spouse, if one is married
8. If it is desirable that a husband and a wife have their own sets of friends, instead of having only a common set of friends

**Parent**

1. My musical interest are extremely different from (those of ) my parents
2. In these days parents are too stringent with their kids, stunting the development of initiative
3. When making important decisions, I seldom consider the positive and negative effects my decisions have on my father
4. Teenagers should listen to their parents’ advice on dating
5. Even if the child won the Novel prize, the parents should not feel honored in any way
6. It is reasonable for a son to continue his father’s business
7. I would not share my ideas and newly acquired knowledge with my parents
8. I practice the religion of my parents
9. I would not let my needy mother use the money that I have saved by living a less than luxurious life.
10. I would not let my parents use my car (if I have one), whether they are good drivers or not
11. Children should not feel honored even if the father were highly praised and given an award by a government official for his contributions and service to the community
12. Success and failure in my academic work and career are closely tied to the nurture provided by my parents.
13. Young people should take into consideration their parents’ advice when making education/career plans.
14. The bigger a family, the more family problems there are.
15. I have never told my parents the number of sons I want to have.
16. The number of sons my parents would like me to have differs by [0/1/2/3/4/or more/I don’t know] from the number I personally would like to have.

Kin
1. I would help, within my means, if a relative told me that he/she is in financial difficulty.
2. If I met a person whose last name was the same as mine, I would start wondering whether we were, at least remotely, related by blood.
3. Whether one spends an income extravagantly or stingily is of no concern to one’s relatives (cousins, uncles).
4. I would not let my cousin use my cars (if I had one).
5. When deciding what kind of work to do, I would definitely pay attention to the views of relatives of my generation.
6. When deciding what kind of education to have, I would pay absolutely no attention to my uncle’s advice.
7. Each family has its own problems unique to itself. It does not help to tell relatives about one’s problems.
8. I can count on my relatives for help if I find myself in any kind of trouble.

Neighbor
1. I have never chatted with my neighbors about the political future of this state.
2. I am often influenced by the moods of my neighbors.
3. My neighbors always tell me interesting stories that have happened around them.
4. I am not interested in knowing what my neighbors are really like.
5. One need not worry about what the neighbors say about whom one should marry.
6. I enjoy meeting and talking to my neighbors everyday.
7. In the past, my neighbors have never borrowed anything from me or my family.
8. One needs to be cautious in talking with neighbors, otherwise others might think you are nosy.
9. I don’t really know how to befriend my neighbors.
10. I feel uneasy when my neighbors do not greet me when we come across each other.

Friend
1. I would rather struggle through a personal problem by myself than discuss it with my friends.
2. If possible, I would like co-owning a car with my closest friends, so that it wouldn’t be necessary for them to spend much money to buy their own cars.
3. I like to live close to my good friends.
4. My good friends and I agree on the best places to shop.
5. I would pay absolutely no attention to my close friends’ views when deciding what kind of work to do.
6. To go on a trip with friends makes one less free and mobile. As a result, there is less fun.
7. It is a personal matter whether I worship money or not. Therefore it is not necessary for my friends to give any counsel.
8. To motto “sharing is both blessing and calamity” is still applicable even if one’s friend is clumsy, dumb, and causes a lot of trouble.
9. There are approximately [0/1/2/3/4/more than 4] of my friends who know how much my family as a whole earns each month.
10. One the average, my friends’ ideal number of children differs from my own ideal by [0/1/2/3/4 or more/I don’t know my friend’s ideal].

Coworkers
1. It is inappropriate for a supervisor to ask subordinates about their personal life (such as where one plans to go for the next vacation).
2. When I am among my colleagues/classmates, I do my own thing without minding about them.
3. One needs to return a favor if a colleague lends a helping hand.
4. I have never loaned my camera/coat to any colleagues/classmates.
5. We ought to develop the character of independence among students, so that they do not rely upon other students' help in their schoolwork.
6. A group of people at their workplace was discussing where to eat. A popular choice was a restaurant which had recently opened. However, someone in the group had discovered that the food there was unpalatable. Yet the group disregarded this person’s objection and insisted on trying it out. There were only two alternatives for the person who objected: either to go or not to go with the others. In this situation, not going with the others is a better choice.
7. There is everything to gain and nothing to lose for classmates to group themselves for study and discussion.
8. Classmates’ assistance is indispensable to getting a good grade at school.
9. I would help if a colleague at work told me that he/she needed money to pay utility bills.
10. In most cases, to cooperate with someone whose ability is lower than one’s own is not as desirable as doing the thing alone.
11. Do you agree with the proved “Too many cooks spoil the broth”?

**Equity Sensitivity Instrument**

1. It would be more important for me to (a) get from the organization (b) give to the organization.
2. It would be more important for me to (a) help others (b) want out for my own good.
3. I would be more concerned about (a) what I receive from the organization (b) what I contributed to the organization.
4. The hard work I would do should (a) benefit the organization (b) benefit me.
5. My personal philosophy would be (a) you must look out for yourself (b) it is better to give than receive.

Scale 0-10; Cronbach’s α=.79 (with 4 items, as tested by Yamaguchi, 2003); test-retest: not available

**World Value Survey (longitudinal study)**

B. **Perception of Life** (173 items)*

- Family important
- Friends important
- State of health
- Respect parents
- etc

C. **Environment** (9 items)

- Environment: no cost
- Environment: protection vs. economic growth
- etc

D. **Work** (61 item)

- Men have more right to a job
- Job preference to own nationality
- Important in a job: good pay
- Important in a job: not too much pressure
- etc

E. **Family** (63 items)

- Ideal number of children
- Woman needs child
- Men make better political leaders
- Children suffer with working mother
- etc

F. **Politics and Society** (191 item)
- Willing to fight in war for your country
- Less emphasis on money
- More power to local authority
- More emphasis on technology
- etc

G. **Religion and Morale** (134 items)
- Thinking about meaning and purpose of life
- How often do you attend religious services?
- Religious service at birth
- etc

H. **National Identity** (4 items)
- Belong to continent or the world
- How proud of your nationality
- etc

*Some items seemed to be excluded from latest waves of the survey
Information on psychometric properties of the instrument not available.

(Isaac, 2005)

**Work Values Scale**

Instructions:
The list of values presented below specifically refers to what you feel is important to emphasize when carrying out your duties at work. These values refer to various facets of the organization’s needs and operations and your involvement in carrying them out. Please rank them from 1 (most important) to 18 (least important) in order of preference:

- Action orientation (keep busy, get things done efficiently)
- Adaptation (help organization to change to meet challenges/opportunities/threats of the environment and market)
- Customer emphasis (concern for meeting customer needs in an effective and efficient manner)
- Detail orientation (paying attention to the smaller issues that the big picture looks after itself)
- Employee growth (building knowledge, skills, and competencies for yourself and others)
- Enjoyment orientation (high morale, making work fun and enjoyable for self/others)
- Excellence standards (help organization achieve excellence in product/service quality, superior performance)
- Goal orientation (concern for meeting objectives in a timely manner)
- Information orientation (emphasis on communications using formal and informal channels)
- Innovative approaches (creativity regarding product and service development and delivery)
- Involvement orientation (“hands-on” approach to most issues concerning your job)
- Mission orientation (sense of sharing belief in purpose of organization and contributions made by members)
- Organization growth (concern for incremental development of organization to promote its viability)
- Professionalism (conduct according to recognized codes and ethical standards)
- Profitability (concern for maximizing revenues and reducing expenses to enhance profits)
- Respect of Others (being fair, respectful, and treating customers and
fellow workers with dignity)
- Social responsibility (belief that the organization must support societal standards of ethics and contribute accordingly)
- Survival orientation (emphasis on long-term welfare of the organization/continued maintenance of operations)

Internal and test-retest reliability data not available

(Jackson, Colquitt, Wesson et al., 2006)

<table>
<thead>
<tr>
<th>Psychological Collectivism</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I prefer to work in teams rather than working alone (preference).</td>
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<tr>
<td>2. Working in teams is better than working alone (preference).</td>
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<tr>
<td>3. I want to work with teams as opposed to working alone (preference).</td>
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<tr>
<td>4. I feel comfortable counting on team members to do their part (reliance).</td>
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<tr>
<td>5. I am not bothered by the need to rely on team members (reliance).</td>
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<tr>
<td>6. I feel comfortable trusting team members to handle their tasks (reliance).</td>
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<tr>
<td>7. The health of my team is important to me (concern).</td>
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<tr>
<td>8. I care about the well-being of my team (concern).</td>
</tr>
<tr>
<td>9. I am concerned about the needs of my team (concern).</td>
</tr>
<tr>
<td>10. I follow the norms of my team (norm acceptance).</td>
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<tr>
<td>11. I follow the procedures used by my team (norm acceptance).</td>
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<tr>
<td>12. I accept the rules of my team (norm acceptance).</td>
</tr>
<tr>
<td>13. I care more about the goals of my team than my own goals (goal priority).</td>
</tr>
<tr>
<td>14. I emphasize the goals of my team more than my individual goals (goal priority).</td>
</tr>
<tr>
<td>15. Team goals are more important to me than my personal goals (goal priority).</td>
</tr>
</tbody>
</table>

Alphas (studies 1, 2, and 3 respectively): overall construct: 0.84, 0.85, 0.82
Facets:
Preference (items 1-3, Collectivists emphasize relationships with in-group members and prefer to exist within the bounds of the in-group. They are affiliative by nature and believe that collective efforts are superior to individual ones): 0.86, 0.93, 0.89
Reliance (Items 4-6, Collectivists believe that one person’s responsibility is the responsibility of the entire in-group. This sense of collective responsibility makes them comfortable relying on other members of the in-group.): 0.81, 0.85, 0.79
Concern (items 7-9, Collectivists are motivated not by self-interest but by a concern for the well-being of the in-group and its members.): 0.90, 0.89, 0.84
Norm acceptance (Items 10-12, Collectivists focus on the norms and rules of the in-group and comply with those norms and rules in order to foster harmony within the collective.): 0.90, 0.78, 0.82
Goal priorities (Items 13-15, Collectivists’ actions are guided by the consideration of the in-group’s interests. Thus in-group goals take priority over individual goals, even if this causes the in-group member to make certain sacrifices.): 0.87, 0.89, 0.83

(Jung & Kellaris, 2001)

<table>
<thead>
<tr>
<th>Collectivism (COL)</th>
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</thead>
<tbody>
<tr>
<td>1. I believe that group harmony is more important than personal satisfaction</td>
</tr>
<tr>
<td>2. The interests of the group are generally more important than personal interests</td>
</tr>
<tr>
<td>3. My personal happiness depends to a large extent on stable social relationships</td>
</tr>
<tr>
<td>4. I believe that it is my duty and obligation to observe the norms set by the group to which I belong, even if personal costs outweigh personal benefits</td>
</tr>
<tr>
<td>5. I prefer to work in a group rather than as an individual</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Individualism (IND)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Acting as an individual is more appealing to me than action as a member of a group</td>
</tr>
<tr>
<td>7. I would rather be known for who I am than as a member of an organization to which I belong</td>
</tr>
<tr>
<td>8. I believe that individual decisions usually yield better outcomes than group decisions</td>
</tr>
</tbody>
</table>
9. I would rather pursue my own ends in my own way, freely, without considering the opinions of others
10. Whether or not a person belongs to a group I am in makes no difference in the way I treat them

(Kato & Markus, 1993) **Self-Construal Scale**
- Concerns with other’s evaluation (9 items)
- Maintaining self-other bonds (9 items)
- Self-other differentiation (8 items)
- Self-knowledge (8 items)
Information on psychometric properties of the instrument is not available

(Kilmann & Saxton, 1983) **The Kilmann-Saxton Culture-Gap Survey**
The questionnaire designed to measure organizational culture.
Detailed description not available.

(Kilpatrick, Cummings, & Jennings, 1964) **Occupational Values Scales**
Detailed description not available.

(Kirkbride & Chaw, 1990) **Collectivism (COL)**
1. I prefer to work together and share rewards more than to strive for individual recognition
2. I believe in sharing responsibility, helping each other and learning from each other
3. I believe in mutual trust and respect
Information on psychometric properties of the instrument is not available

(Kitayama, Markus, Tummla et al., 1991) **Interdependence, Independence and Self**
25 items mainly about conflict resolution style preference (self-serving vs. other-serving motives)
Details not available

(Kluchhohn & Strodtbeck, 1973) **1. JOB CHOICE**
activity: Items A1 and A2
A man needed a job and had a chance to work for two men. The two bosses were different. Listen to what they were like and say which you think would be the best one to work for.

A (Doing)
One boss was a fair enough man, and he gave somewhat higher pay than most men, but he was the kind of boss who insisted that men work hard, stick on the job. He did not like it at all when a worker sometimes just knocked off work for a while to go on a trip or to have a day or so of fun, and he thought it was right not to take such a worker back on the job.

B (Being)
The other paid just average wages but he was not so firm. He understood that a worker would sometimes just not turn up - would be off on a trip or having a little fun for a day or two. When his men did this he would take them back without saying too much.

(Part one)
Which of these men do you believe that it would be better to work for in most cases?
Which of these men would most other - think it better to work for?

(Part two)
Which kind of boss do you believe that it is better to be in most cases?
Which kind of boss would most other -- think it better to be?

2. WELL ARRANGEMENTS
Relational: Item RI
When a community has to make arrangements for water, such as drill a well, there are three different ways they can decide to arrange things like location, and who is going to do the work.

A (Lin)
There are some communities where it is mainly the older or recognized leaders of the important families who decide the plans. Everyone usually accepts what they say without much discussion since they are the ones who are used to deciding such things and are the ones who have had the most experience.

B (Coll)
There are some communities where most people in the group have a part in making the plans. Lots of different people talk, but nothing is done until almost everyone comes to agree as to what is best to be done.

C (Ind)
There are some communities where everyone holds to his own opinion, and they decide the matter by vote. They do what the largest number want even though there are still a very great many people who disagree and object to the action.

Which way do you think is usually best in such cases?
Which of the other two ways do you think is better?
Which way of all three ways do you think most other persons in ____ would usually think is best?

3. CHILD TRAINING
time: Item T1

Some people were talking about the way children should be brought up. Here are three different ideas.

A (Past)
Some people say that children should always be taught well the traditions of the past (the ways of the old people). They believe the old ways are best, and that it is when children do not follow them too much that things go wrong.

B (Pres)
Some people say that children should be taught some of the old traditions (ways of the old people), but it is wrong to insist that they stick to these ways. These people believe that it is necessary for children always to learn about and take on whatever of the new ways will best help them get along in the world of today.

C (Fut)
Some people do not believe children should be taught much about past traditions (the ways of the old people) at all except as an interesting story of what has gone before. These people believe that the world goes along best when children are taught the things that will make them want to find out for themselves new ways of doing things to replace the old. Which of these people had the best idea about how children should be taught?

Which of the other two people had the better idea?
Considering again all three ideas, which would most other persons in ____ say had the better idea?

4. LIVESTOCK DYING
man-nature: Item MN 1

One time a man had a lot of livestock. Most of them died off in different ways. People talked about this and said different things.
A. (Subj)
Some people said you just can't blame a man when things like this happen. There are so
many things that can and do happen, and a man can do almost nothing to prevent such
losses when they come. We all have to learn to take the bad with the good.

B (Over)
Some people said that it was probably the man's own fault that he lost so many. He probably
didn't use his head to prevent the losses. They said that it is usually the case that men who
keep up on new ways of doing things, and really set, themselves to it, almost always find a
way to keep out of such trouble.

C (With)
Some people said that it was probably because the mail had not lived his life right-had not
done things in the right, way to keep harmony between himself and the forces of nature (i.e.,
the ways of nature like the rain, winds, snow, etc.).

Which of these reasons do you think is most usually true?
Which of the other two reasons do you think is more true?
Which of all three reasons would most other persons in ____ think is usually true?

5. EXPECTATION ABOUT CHANGE
time: Item T2
(a. 20-40 Age Group)
Three young people were talking about what they thought their families would have one day
as compared with their fathers and mothers. They each said different things.

C (Fut)
The first said: I expect my family to be better off in the future than the family of my father and
mother or relatives if we work hard and plan right. Things in this country usually get better for
people who really try.

B (Pres)
The second one said: I don't know whether my family will be better off, the same, or worse off
than the family of my father and mother or relatives. Things always go up and down even if
people do work hard. So one can never really tell how things will be.

A (Past)
The third one said: I expect my family to be about the same as the family of my father and
mother or relatives. The best way is to work hard and plan ways to keep up things as they
have been in the past.

Which of these people do you think had the best idea?
Which of the other two persons had the better idea?
Which of these three people would most other your age think had the best idea?

(b. 40-up Age Group)
Three older people were talking about what they thought their children would have when they
were grown. Here is what each one said.

C (Fut)
One said: I really expect my children to have more than I have had if they work hard and plan
right. There are always good chances for people who try.

B The second one said: I don't know whether my children will be better off, worse off, or just
the same. Things always go up and down even if one works hard, so we can't really tell.
A (Past)
The third one said: I expect my children to have just about the same as I have had or bring things back as they once were. It is their job to work hard and find ways to keep things going as they have been in the past.

Which of these people do you think had the best idea?
Which of the other two persons had the better idea?
Which of these three people would most other your age think had the best idea?

6. FACINCGO NDITIONS
man-nature: Item MN2

There are different ways of thinking about how God (the gods) is (are) related to man and to weather and all other natural conditions which make the crops and animals live or die. Here are three possible ways.

C (With)
God (the gods) and people all work together all the time; whether the conditions which make the crops and animals grow are good or bad depends upon whether people themselves do all the proper things to keep themselves in harmony with their God (gods) and with the forces of nature.

B (Over)
God (the gods) does (do) not directly use his (their) power to control all the conditions which affect the growth of crops or animals. It is up to the people themselves to figure out the ways conditions change and to try hard to find the ways of controlling them.

A (Subj)
Just how God (the gods) will use his (their) power over all the conditions which affect the growth of crops and animals cannot be known by man. But it is useless for people to think they can change conditions very much for very long. The best way is to take conditions as they come and do as well as one can.

Which of these ways of looking at things do you think is best?
Which of the other two ways do you think is better?
Which of the three ways of looking at things would most other people in ____ think is best?

7. HELP IN MISFORTUNE
relational: Item R2

A man had a crop failure, or, let us say, had lost most of his sheep or cattle. He and his family had to have help from someone if they were going to get through the winter. There are different ways of getting help.

Which of these three ways would be best?

B (Coll)
Would it be best if he depended mostly on his brothers and sisters or other relatives all to help him out as much as each one could?

C (Ind)
Would it be best for him to try to raise the money on his own outside the community (his own people) from people who are neither relatives nor employers?

A (Lin)
Would it be best for him to go to a boss or to an older important relative who is used to managing things in his group, and ask him to help out until things get better?

Which way of getting the help do you think would usually be best?
Which way of getting the help do you think is next best? 
Which way do you think you yourself would really follow? 
Which way do you think most other people in ___ would think best?

8. FAMILWYO RKR ELATIONS
relational: Item R3

I'm going to tell you about three different ways families can arrange work. These families are related and they live close together.

C (Ind)
In some groups (or communities) it is usually expected that each of the separate families (by which we mean just husband, wife, and children) will look after its own business separate from all others and not be responsible for the others.

B (Coll)
In some groups (or communities) it is usually expected that the close relatives in the families will work together and talk over among themselves the way to take care of whatever problems come up. When a boss is needed they usually choose (get) one person, not necessarily the oldest able person, to manage things.

A (Lin)
In some groups (or communities) it is usually expected that the families which are closely related to each other will work together and have the oldest able person (hermano mayor or father) be responsible for and take charge of most important things.

Which of these ways do you think is usually best in most cases? 
Which of the other two ways do you think is better? 
Which of all the ways do you think most other persons in ___ would think is usually best?

9. CHOICE OF DELEGATE
relational: Item R4

A group like yours (community like yours) is to send a delegate-a representative- to a meeting away from here (this can be any sort of meeting). How will this delegate be chosen?

B (Coll)
Is it best that a meeting be called and everyone discuss things until almost everyone agrees so that when a vote is taken almost all people would be agreed on the same person?

A (Lin)
Is it best that the older, important, leaders take the main responsibility for deciding who should represent the people since they are the ones who have had the long experience in such matters?

C (Ind)
Is it best that a meeting be called, names be put up, a vote be taken, then send the man who gets the majority of votes even if there are many people who are still against this man? 
Which of these ways of choosing is usually best in cases like this? 
Which of the other two ways is usually better? 
Which would most other persons in say is usually best?

10. USE OF FIELDS
man-nature: Item MN3

There were three men who had fields with crops (were farmers). The three men had quite different ways of planting and taking care of crops.
One man put in his crops, worked hard, and also set himself to living in right and proper ways. He felt that it is the way a man works and tries to keep himself in harmony with the forces of nature that has the most effect on conditions and the way crops turn out.

One man put in his crops. Afterwards he worked on them sufficiently but did not do more than was necessary to keep them going along. He felt that it mainly depended on weather conditions how they would turn out, and that nothing extra that people do could change things much.

One man put in his crops and then worked on them a lot of time and made use of all the new scientific ideas he could find out about. He felt that by doing this he would in most years prevent many of the effects of bad conditions.

Which of these ways do you believe is usually best?
Which of the other two ways do you believe is better?
Which of the three ways would most other persons in ___ think is best?

People often have very different ideas about what has gone before and what we can expect in life. Here are three ways of thinking about these things.

Some people believe it best to give most attention to what is happening now in the present. They say that the past has gone and the future is much too uncertain to count on. Things do change, but it is sometimes for the better and sometimes for the worse, so in the long run it is about the same. These people believe the best way to live is to keep those of the old ways that one can - or that one likes - but to be ready to accept the new ways which will help to make life easier and better as we live from year to year.

Some people think that the ways of the past (ways of the old people or traditional ways) were the most right and the best, and as changes come things get worse. These people think the best way to live is to work hard to keep up the old ways and try to bring them back when they are lost.

Some people believe that it is almost always the ways of the future - the ways which are still to come - which will be best, and they say that even though there are sometimes small setbacks, change brings improvements in the long run. These people think the best way to live is to look a long time ahead, work hard, and give up many things now so that the future will be better.

Which of these ways of looking at life do you think is best?
Which of the other two ways do you think is better?
Which of the three ways of looking at life do you think most other persons in ___ would think is best?

There are three ways in which men who do not themselves hire others may work.
One way is working on one's own as an individual. In this case a man is pretty much his own boss. He decides most things himself, and how he gets along is his own business. He only has to take care of himself and he doesn't expect others to look out for him.

B (Coll)
One way is working in a group of men where all the men work together without there being one main boss. Every man has something to say in the decisions that are made, and all the men can count on each other.

A (Lin)
One way is working 'for an owner, a big boss, or a man who has been running things for a long time (a patron). In this case, the men do not take part in deciding how the business will be run, but they know they can depend on the boss to help them out in many ways.

Which of these ways is usually best for a man who does not hire others?
Which of the other two ways is better for a man who does not hire others?
Which of the three ways do you think most other persons in _____ would think is best?

13. BELIEF IN CONTROL
man-nature: Item MN4

Three men from different areas were talking about the things that control the weather and other conditions. Here is what they each said.

A (Subj)
One man said: My people have never controlled the rain, wind, and other natural conditions and probably never will. There have always been good years and bad years. That is the way it is, and if you are wise you will take it as it comes and do the best you can.

B (Over)
The second man said: My people believe that it is man's job to find ways to overcome weather and other conditions just will one day succeed in doing this and may even overcome drought and floods.

C (With)
The third man said: My people help conditions and keep things going by working to keep in close touch with all the forces which make the rain, the snow, and other conditions. It is when we do the right things-live in the proper way-and keep all that we have-the land, the stock, and the water-in good condition, that all goes along well.

Which of these men do you think had the best idea?
Which of the other two men do you think had the better idea?
Which of the three men do you think most other persons in ___ would think had the best idea?

14. CEREMONIAILN NOVATION
time: Item T4

Some people in a community like your own saw that the religious ceremonies (the church services) were changing from what they used to be.

C (Fut)
Some people were really pleased because of the changes in religious ceremonies. They felt that new ways are usually better than old ones, and they like to keep everything - even ceremonies - moving ahead.

A (Past)
Some people were unhappy because of the change. They felt that religious ceremonies should be kept exactly in every way-as they had been in the past.
B (Pres)
Some people felt that the old ways for religious ceremonies were best but you just can't hang on to them. It makes life easier just to accept some changes as they come along.
Which of these three said most nearly what you would believe is right?
Which of the other two do you think is more right?
Which of the three would most other say was most right?

15. WAYS OF LIVING
activity: Item A3

There were two people talking about how they liked to live. They had different ideas.

A (Doing)
One said: What I care about most is accomplishing things—getting things done just as well or better than other people do them. I like to see results and think they are worth working for.

B (Being)
The other said: What I care most about is to be left alone to think and act in the ways that best suit the way I really am. If I don’t always get much done but can enjoy life as I go along, that is the best way. Which of these two persons do you think has the better way of thinking?

Which of the two do you think you are more like?
Which do you think most other would say had the better way of living?

16. LIVESTOCK IN HERITANCE
relational: Item R6

Some sons and daughters have been left some livestock (sheep or cattle) by a father or mother who has died. All these sons and daughters are grown up, and they live near each other. There are three different ways they can run the livestock.

A (Lin)
In some groups of people it is usually expected that the oldest able person (son or daughter, hermano mayor) will take charge of, or manage, all the stock held by himself and the other sons and daughters.

C (Ind)
In some groups of people it is usually expected that each of the sons and daughters will prefer to take his or her own share of the stock and run his or her own business completely separate from all the others.

B (Coll)
In some groups of people it is usually expected that all the sons and daughters will keep all their cattle and sheep together and work together and decide among themselves who is best able to take charge of things, not necessarily the oldest, when a boss is needed.

Which way do you think is usually best in most cases?
Which of the other two ways do you think is better?
Which of all three ways do you think most other persons in would think is usually best?

17. LAND INHERITANCE
relational: Item R7

Now I want to ask a similar question concerning farm and grazing land instead of livestock. Some sons and daughters have been left some farm and grazing land by a father or mother who has died. All these sons and daughters are grown and live near each other. There are three ways they can handle the property.

A (Lin)
In some groups of people it is usually expected that the oldest able person (hermano mayor)
will take charge of or manage the land for himself and all the other sons and daughters, even if they all share it.

C (Ind)
In some groups of people it is usually expected that each son and daughter will take his own share of the land and do with it what he wants—separate from all the others.

B (Coll)
In some groups of people it is usually expected that all the sons and daughters will make use of the land together. When a boss is needed, they all get together and agree to choose someone of the group, not necessarily the oldest, to take charge of things.

Which of these ways do you think is usually best in most cases?
Which of the other two ways do you think is better?
Which of all three ways do you think most other persons in - waul' think is usually best?

18. CARE OF FIELDS
activity: Item A

There were two men, both farmers (men with fields). They lived differently.

B (Being)
One man kept the crops growing all right but didn't work on them more than he had to. He wanted to have extra time to visit with friends, go on trips, and enjoy life. This was the way he liked best.

A (Doing)
One man liked to work with his fields and was always putting in extra time keeping them clean of weeds and in fine condition. Because he did this extra work, he did not have much time left to be with friends, to go on trips, or to enjoy himself in other ways. But this was the way he really liked best.

Which kind of man do you believe it is better to be?
(For men only): Which kind of man are you really most like?
Which kind of man would most other think it better to be?

19. LENGTH OF LIFE
man-nature: Item MN

Three men were talking about whether people themselves can do anything to make the lives of men and women longer. Here is what each said:

B (Over)
One said: It is already true that people like doctors and other are finding the way to add many years to the lives of most men by discovering (finding) new medicines, by studying foods, and doing other such things as vaccinations. If people will pay attention to all these new things they will almost always live longer.

A (Subj)
The second one said: I really do not believe that there is much human beings themselves can do to make the lives of me and women longer. It is my belief that every person has a time to live, and when that time comes it just comes.

C (With)
The third one said: I believe that there is a plan to life which works to keep all living things moving together, and if a man will learn to live his whole life in accord with that plan, he will live longer than other men.
20. WATER ALLOCATION
time: Item T5

The government is going to help a community like yours to get more water by redrilling and cleaning out a community well. The government officials suggest that the community should have a plan for dividing the extra water, but don't say what kind of plan. Since the amount of extra water that may come in is not known, people feel differently about planning.

A (Past)
Some say that whatever water comes in should be divided just about like water in the past was always divided.

C (Fut)
Others want to work out a really good plan ahead of time for dividing whatever water comes in.

B (Pres)
Still others want to just wait until the water comes in before deciding on how it will be divided.

Which of these ways do you think is usually best in cases like this?
Which of the other two ways do you think is better?
Which of the three ways do you think most other persons in ___ would think best?

21. HOUSEWORK
activity: Item A5

There were two women talking about the way they liked to live.

B (Being)
One said that she was willing to work as hard as the average, but that she didn't like to spend a lot of time doing the kind of extra things in her house or taking up extra things outside like. Instead she liked to have time free to enjoy visiting with people-to go on trips-or to just talk with whoever was around.

A (Doing)
The other woman said she liked best of all to find extra things to work on which would interest her-for example, ___. She said she was happiest when kept busy and was getting lots done.

Which of these ways do you think it is usually better for women to live?
(For women only): Which woman are you really more like?
Which way of life would most other think is best?

22. NONWORKINTG TIME
activity: Item AG

Two men spend their time in different ways when they have no work to do. (This means when they are not actually on the job.)

A (Doing)
One man spends most of this time learning or trying out things which will help him in his work.

B (Being)
One man spends most of this time talking, telling stories, singing, and so on with his friends.

Which of these men has the better way of living?
Which of these men do you think you are more like?
Which of these men would most other -- think had the better way of living?

For Spanish version, see Appendix 1 in (Kluckhohn & Strodtbeck, 1973)
For details on scoring and psychometric properties see (Kluckhohn & Strodtbeck, 1973)

SPQ4 (by Maznevski, DiStephano, et al) developed based on this instrument.

| (Kuhn & McPartland, 1954) | Known as “Twenty Statement Scale” or “I am Scale”  
|                          | Finish the following statement (20):  
|                          | I am ______  
|                          | Scored by a group of trained experts. Statements such as “I am tall” are classified as individualistic, and such as “I am an IBM employee” are classified as collectivistic (reference to a collectivity or organization). Percent of individualistic responses represents the individualism score.  
|                          | Reproducibility coefficient: .903, test-retest (interval not reported) 0.85.  

| (Lessem, 1990) | Corporate Culture Scale  
|               | Detailed Description not available  

| (Lind, Tyler, & Huo, 1997) | Power Distance  
|                           | 1. It is best for our society to let the elites decide what is good for us  
|                           | 2. Conflict among people is minimized if everyone has equal rights in society  
|                           | 3. If followers thrust their leaders wholeheartedly, the group will be most successful  
|                           | 4. An organization is most successful if it is clear who is the leader and who is the follower  
|                           | Information on psychometric properties of the instrument are not available  

| (Kim & Leung, 1997) | Revised Self-Construal Scale  
|                    | 1. I should be judged on my own merit  
|                    | 2. I voice my own opinion in group discussions  
|                    | 3. My personal identity independent of others is very important to me  
|                    | 4. I prefer to be self-reliant rather than depend upon others  
|                    | 5. I act as a unique person, separate from others  
|                    | 6. I don’t like depending upon others  
|                    | 7. I take responsibility for my own actions  
|                    | 8. It is very important for me to act as an independent person  
|                    | 9. I have an opinion about most things; I know what I like and I know what I don’t like  
|                    | 10. I enjoy being unique and different from others  
|                    | 11. I don’t change my opinions in conformity with those of the majority  
|                    | 12. Speaking up in a work/task group is not a problem for me  
|                    | 13. Having a lively imagination is important to me  
|                    | 14. Understanding myself is a major goal in my life  
|                    | 15. I enjoy being admired for my unique qualities  

|                   | Interdependent Self-Construal  
|                   | 1. I feel uncomfortable disagreeing with my group  
|                   | 2. I conceal my negative emotions so I won’t cause unhappiness in my group  
|                   | 3. My relationships with others in my group are more important than my personal accomplishments  
|                   | 4. My happiness depends on the happiness of those in my group  
|                   | 5. I often consider how I can be helpful to special others in my group  
|                   | 6. I am careful to maintain harmony in my group  
|                   | 7. When I am with my group, I watch my words so I won’t offend anyone  
|                   | 8. I would sacrifice my self-interests for the benefit of my group  
|                   | 9. I try to meet demands of my group, even if it means controlling my own desires  

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| 10. It is important to consult close friends and get their ideas before making decisions |
| 11. I should take into consideration my parent’s advice when making education and career plans |
| 12. I act as fellow group members would prefer me to |
| 13. The security of being an accepted member of a group is very important to me |

Information on psychometric properties of the instrument is not available

| (Margerison, 1979) |
| Management Style Scale |
| Designed to measure organizational culture |
| The scale assessed the following areas: |
| 1. Your current position in life |
| 2. How do you prefer to work |
| 3. Self-perception |
| 4. Motivation |
| 5. Entrepreneurship |
| 6. Learning style |
| 7. Interpretation of effectiveness |
| Detailed description not available. |

| (Markus & Kitayama, 1994) |
| Independent Self-Construal |
| 1. I don’t change my opinions in conformity with those of the majority |
| 2. I don’t support my group when they are wrong |
| 3. I assert my opposition when I disagree strongly with the members of my group |
| 4. I act the same way no matter who I am with |
| 5. I enjoy being unique and different from others in many respects |
| 6. I am comfortable with being singled out for praise or rewards |
| 7. Speaking up in a work/task group is not a problem for me |
| 8. I value being in good health above everything |

| Interdependent Self-Construal |
| 1. I will sacrifice my self-interest for the benefit of the group I am in |
| 2. I act as fellow group member prefer |
| 3. I stick with my group even through difficulties |
| 4. It is important for me to maintain harmony within my group |
| 5. I will stay in a group if they need me, even when I am not happy with the group |
| 6. Even when I strongly disagree with group members, I avoid an argument |
| 7. I respect who are modest about themselves |
| 8. I often have the feeling that my relationship with others is more important than my own accomplishments |
| 9. My happiness depends on the happiness of those around me |

| (Martin & Westie, 1959) |
| Intolerance of Ambiguity Scale |
| E.g., There are two kinds of women: the pure and the bad |
| Score range: -16 to 16. Other information about the instrument not available |

<p>| (Matsumoto, Weissman, Preston et al., 1997) |
| Individualism Collectivism International Assessment Inventory (ICIAI) |
| To what extent are these general guiding principles for your actions with (a) Family, (b) Friends, (c) Colleagues and (d) Strangers? |
| 1. To comply with direct request |
| 2. To maintain self-control |
| 3. To maintain status differences between you |
| 4. To share credit for accomplishments |
| 5. To share blame for failures |
| 6. To respect and honor traditions and customs |
| 7. To be loyal |
| 8. To sacrifice your goals |
| 9. To sacrifice your possessions |</p>
<table>
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<tbody>
<tr>
<td>10.</td>
<td>To respect elder</td>
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<tr>
<td>11.</td>
<td>To compromise your wishes to act together</td>
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<tr>
<td>12.</td>
<td>To maintain harmonious relationships</td>
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<tr>
<td>13.</td>
<td>To nurture or help</td>
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<td>14.</td>
<td>To maintain a stable environment (e.g. maintain the status quo)</td>
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<tr>
<td>15.</td>
<td>To accept your position or role</td>
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<tr>
<td>16.</td>
<td>To follow advice for major decisions</td>
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<tr>
<td>17.</td>
<td>To exhibit “correct” behaviors (i.e., proper manners and etiquette), regardless of you really feel</td>
</tr>
<tr>
<td>18.</td>
<td>To exhibit “correct” emotions, regardless of how you really feel</td>
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<tr>
<td>19.</td>
<td>To be like or similar to members</td>
</tr>
<tr>
<td>20.</td>
<td>To accept awards or recognition based only on age or position rather than merit from</td>
</tr>
<tr>
<td>21.</td>
<td>To cooperate</td>
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<tr>
<td>22.</td>
<td>To communicate verbally with members</td>
</tr>
<tr>
<td>23.</td>
<td>To “save face” of the members</td>
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<tr>
<td>24.</td>
<td>To follow established norms</td>
</tr>
<tr>
<td>25.</td>
<td>To identify yourself as a member</td>
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</table>

Scale 1-7; For values: Cronbach’s α: .86 to .90; test-retest (interval unknown): .77 to .80 depending on facet. For behaviors Cronbach’s α: .87 to .90; test-retest (interval unknown): .62 to .86 depending on facet.

(Mavrick, 1954)  
**Career-Oriented Occupational Values**  
Detailed description not available.

(Maznevski & DiStefano, 1995)  
**CPQ4**  
The instrument was designed with in intent that it could be used for measuring cultural values at the individual level.

**Nature of humans:**

**Good/Evil** – the basic nature of people is essentially good (lower score) or evil (higher score).

1. If supervisors don’t always check when workers come and go, workers will probably lie about how many hours they work
2. In general, you can’t trust workers with keys to the building they work in
3. You should be suspicious of everybody
4. If employees don’t have to submit receipts for their expenses, they are likely to lie about how much they spent
5. You cannot trust anyone without proof
6. Some amount of corruption is inevitable in any organization  
Cronbach’s alpha: .74. Test-retest: not available

**Changeable/Unchangeable** – the basic nature of people is changeable (higher score) from good to evil or vice versa, or not changeable (lower score).

1. Anyone’s basic nature can change
2. In general, bad people cannot change their ways
3. It is possible for people whose basic nature is bad to change and become good
4. If someone is essentially a good person now, she or he will likely always be good
5. It is possible to people whose basic nature is good to change and become bad  
Cronbach’s alpha: .70. Test-retest: not available

**Relationships among people:**

**Individual:** our primary responsibility is to and for ourselves as individuals, and next for our immediate family

1. People tend to think of themselves first, before they think of others
2. It is natural to put your own interests ahead of others  
3. Society works best when each person strives to serve his or her own interests  
4. Adults should strive to be independent from their parents  
5. An employee's reward should be based mainly on his or her own performance  
6. We should try to avoid depending on others  
7. Intimately, you are accountable only to yourself  

Cronbach’s alpha: .65. Test-retest: not available

Collective: our primary responsibility is to and for a larger extended group of people, such as an extended family of society  
1. The performance of one’s workgroup or unit is more important than one’s own individual performance  
2. Society works best when people willingly make sacrifices for the good of everyone  
3. Good team members subordinate their own goals and thoughts to those of the team  
4. An employee's rewards should be based mainly on the workgroup or unit's performance  
5. Every person has a responsibility for all others in his or her workgroup or unit  
6. It is important not to stand out too much in a team  
7. Every person on a team should be responsible for the performance of everyone else on the team  
8. One's responsibility for family members should go beyond one's parents and children  

Cronbach’s alpha: .71. Test-retest: not available

Hierarchical: Power and responsibility are naturally unequally distributed throughout society; those higher in the hierarchy have power over and responsibility for those lower  
1. A hierarchy of authority is the best form of organization  
2. People at higher levels should have a responsibility to make important decision for people below them  
3. Employees should be rewarded based on their level in the organization  
4. The highest-ranking manager in a team should take a lead  
5. People at lower levels should carry out higher level requests without questions  
6. Organizations should have separate facilities, such as eating areas, for higher-level managers  
7. People at lower levels in the organization should not have much power in organizations  

Cronbach’s alpha: .64. Test-retest: not available

Relation to Nature:  
Mastery: We should control, direct and change the environment around us.  
1. We can have a significant effect on the events in our lives  
2. Given enough time and resources, people can do almost anything  
3. With enough knowledge and resources, any poor-performing business can be turned around  
4. Good performance comes from taking control of one’s business  
5. It's important to try to prevent problems you may encounter in your life  
6. A good manager should take control of problem situation and resolve them quickly  
7. Humans should try to control nature whenever possible  

Cronbach’s alpha: .47. Test-retest: not available

Subjugation: We should not try to change the basic direction of the broader environment around us, and we should allow ourselves to be influenced by a larger
natural or supernatural element
1. People should not try to change the paths their lives are designed to take
2. Most things are determined by forces we cannot control
3. Whatever is going to happen will happen, no matter what actions people take
4. We have little influence on the outcomes of events in our lives
5. It is best to leave problem situation alone to see if they work out on their own
6. One’s success is mostly a matter of good fortune
7. It is better to be lucky than smart
Cronbach’s alpha: .70. Test-retest: not available

Harmony: We should strive to maintain a balance among the elements of the environment, including ourselves.
1. All living things are equal and deserve the same care and consideration
2. It is our responsibility to conserve the balance of elements in our environment
3. When considering the design of a new building, harmonizing with the environment surrounding the proposed building is an important consideration
4. Many of the world’s problems occur because of our attempts to control the natural forces in the world
5. The most effective businesses are those which work together in harmony with their environments
6. It is important to achieve harmony and balance in all aspects of life
7. It is important to achieve balance among division and units within an organization
Cronbach’s alpha: .80. Test-retest: not available

Activity:
Doing: People should continually engage in activity to accomplish tangible tasks.
1. It is human nature to place more importance on work, than on other activities
2. Effective managers use spare time to get things done
3. Accomplishing a great deal of work is more rewarding than spending time in leisure (-)
4. It is important to get work done before relaxing (-)
5. Once you set a goal, it is important to work towards it until it is achieved (-)
6. Sitting around without doing anything is a waste of time
7. People who work hard are the ones who make society function
8. Hard work is always commendable
9. People who work hard deserve a great deal of respect
10. One should live to work, not work to live (-)
Cronbach’s alpha: .58. Test-retest: not available

Being: People should be spontaneous, and do everything in its own time.
1. One should work to live, not live to work (-)
2. It is important do to what you want, when you want
3. People should take time off to enjoy all aspects of life, even if it means not getting work done
4. You shouldn’t worry about working hard when you don’t feel like it
5. It is important to do what you want, when you want
6. Quality of life is more important than financial accomplishment
7. It is best to live for the moment
8. If you don’t like your working environment, you should quit your job
Cronbach’s alpha: .50. Test-retest: not available

Thinking: People should consider all aspects of a situation carefully and rationally before taking action.
1. It is important to think things through carefully before acting on them
2. All business decisions should be analyzed from every possible angle before they are implemented
3. People should always think carefully before they act
4. Even if it takes more time, business decisions should always be made based on analysis, not intuition
5. The outcomes of a business decision can be predicted accurately by a logical analysis of that decision
6. A logical argument is as persuasive as visible evidence that something will work
7. It is always better to stop and plan than to act quickly
8. No matter what the situation, it is always worth the extra time it takes to develop a comprehensive plan

Cronbach’s alpha: .71. Test-retest: not available

Scale: 1-7

<table>
<thead>
<tr>
<th>NC Questionnaire</th>
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<tbody>
<tr>
<td>1 = I agree, 0 = I do not agree.</td>
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<tr>
<td>The completion of this survey is voluntary and under the condition that your</td>
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<tr>
<td>individual responses will be kept strictly confidential. No information about</td>
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<tr>
<td>you will be shared with any person or organization other than yourself. If you</td>
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<tr>
<td>agree to complete the survey under these conditions, type the number 1 in the</td>
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<tr>
<td>box to the left. This questionnaire will be used to provide you with individual</td>
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<tr>
<td>feedback. Your responses will NOT be shown to anyone but you. There are no &quot;right&quot;</td>
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<tr>
<td>or &quot;wrong&quot; answers. Please answer frankly. Answer every question. The questionnaire</td>
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<tr>
<td>has 2 parts and a total of 150 questions. It should take you about 15 minutes to</td>
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<tr>
<td>complete. Part 1. Please think of an IDEAL JOB, disregarding your present job.</td>
</tr>
<tr>
<td>In choosing an ideal job, how important are the following to you? Please enter</td>
</tr>
<tr>
<td>your response by typing a number from 1 (very little importance) to 7 (of utmost</td>
</tr>
<tr>
<td>importance) in the box preceding each item.</td>
</tr>
</tbody>
</table>

1 Have sufficient time for my personal or family life.
2 NOT be required to work in a team all the time.
3 Have little tension and stress on the job.
4 Have good physical working conditions (good work space, temperature, lighting, etc.)
5 Have a good working relationship with my direct superior.
6 Have security in employment.
7 Have challenging work that gives me a personal sense of accomplishment.
8 Have freedom to adopt my own approach to the job.
9 Be consulted by my direct superior in his/ her decisions.
10 Have friends at work.
11 Have an opportunity for high earnings.
12 Work with people who cooperate well with one another.
13 Live in an area desirable to me and my family.
14 Have an opportunity for advancement to higher level jobs.
15 Have variety and adventure in my job.
16 Serve my country.
17 Work where managers take into account the whole person when assessing employees' performance.
18 Work in a well-defined situation where the requirements are clear.
19 Work in a prestigious, successful company or organization.
20 NOT have to work with people who don't want to do things the right way.
21 Work where people take charge of their own careers.
22 Work in an organization with a long history of success.
23 Work where managers really have the authority they need to lead the organization.
24 Work where the rules are applied equally to all employees - no exceptions or "special cases."
25 Work where people are polite and respectful in the workplace.
26 Work toward long-term objectives, even if this means the short term suffers.
27 Have a manager who takes into account my unique situation.
28 Work where employees participate in defining the organization's strategy and objectives.

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29 Work where people have the right to speak frankly to their boss and co-workers, without worrying about being "nice."
30 Work with people who share my most important values and beliefs.
31 Have a clear hierarchy so everybody knows who is whose boss.
32 Work where employees who challenge the status quo are well regarded.
33 Have a clear job description.
34 Work where I am able to influence my own compensation and career progress.
35 Have an opportunity to learn new skills.
36 Work where people are concerned with making co-workers look good, in addition to being concerned with their own reputation.
37 Have an opportunity to help other people.

Part 2. Below you will find several statements. Please indicate how much you agree with these statements on a 1 (strongly disagree) to 7 (strongly agree) scale. Please enter your response by typing a number in the darkened box preceding each statement.
38 It's best NOT to hire people who are inconsiderate of others at work, even if they might be brilliant.
39 The individual who pursues his/her own interest makes the best possible contribution to society as a whole.
40 Quite a few people have an inherent dislike for work and will avoid it if they can.
41 A good manager maximizes short term results.
42 Subordinates should NOT criticize their bosses in public.
43 Being accepted by the members of one's work group is very important.
44 Managers must be patient and persistent to accomplish objectives.
45 Individuals may be expected to give up their goals in order to benefit group success.
46 Managers should NOT delegate their most important tasks to employees.
47 Managers should encourage group loyalty even if individual goals suffer.
48 Exchanging favors and gifts is NOT necessary to excel in business.
49 Feedback about performance should be honest, direct, individual and specific.
50 Managers often need to exert their authority and use their power when dealing with subordinates.
51 Respect for others is an important quality in all employees.
52 Group welfare is more important than individual rewards.
53 Standard operating procedures and instructions are important for employees on the job.
54 Employees should NOT disagree with management decisions.
55 Upholding one's personal image makes little difference in the achievement of organizational goals.
56 People should be evaluated on their performance - NOT on who they are.
57 Group success is more important than individual success.
58 Competition among employees usually does more harm than good.
59 Generally speaking, I enjoy working in teams.
60 A group that tolerates too many differences of opinion among its own members is NOT usually successful.
61 Respect for tradition hampers performance.
62 It is important to have job requirements spelled out in detail so that employees always know what they are expected to do.
63 Managers should expect employees to follow instructions and procedures closely.
64 Employees should NOT question managers' authority.
65 A hierarchy is usually the best form of organization.
66 To be a good manager, one does NOT need to have precise answers to subordinates' questions about their work.
67 It is important to treat each employee according to his or her individual needs.
68 Managers should make most decisions without consulting subordinates.
69 It's ok to "stretch the truth" when talking to the police in order to keep a friend out of jail.
70 We have little influence over the outcomes of events in our lives.
71 Managers should trust employees to use their own judgment - even when employees approach problems from a different perspective.
72 It is a good idea to reserve judgment about a proposal until one has had a chance to hear
the opinions of those people one respects.
73 Society works best when people make sacrifices for the good of everyone.
74 Decisions made by individuals are usually of higher quality than decisions made by groups.
75 Effective managers use their spare time to get work done.
76 Life only becomes meaningful when a person devotes himself or herself to a great ideal or cause.
77 Silence is a useful way to let people know what you are thinking.
78 When working in a team, the highest ranking manager should take the lead.
79 Most things are determined by forces we cannot control.
80 Whatever is going to happen will happen, no matter what actions people take.
81 People at low levels in organizations should carry out the requests of people at high levels without question.
82 Every person on a team should be responsible for the performance of everyone else on that team.
83 Hard work is always commendable.
84 At work, people should vocalize their thoughts and concerns.
85 Employees should be rewarded based on their level in an organization.
86 It is important to get work done before relaxing.
87 Every person has a responsibility for all others in his or her workgroup or unit.
88 People at low organizational levels should NOT be given too much power.
89 People who work hard are the ones who make society function.
90 When working in a team, it is important NOT to stand out too much.
91 An employee’s rewards should be based mainly on his or her workgroup or unit’s performance.
92 All people have a path their lives are destined to take.
93 Success is mostly a matter of good fortune.
94 In the history of humankind, there have probably only been a handful of really great thinkers.
95 I often feel frustrated when working with others in a team.
96 Once a goal is set, it’s important to work towards the goal until it is achieved.
97 It’s best to leave problem situations alone to see if they work out on their own.
98 People who work hard deserve a great deal of respect.
99 Generally speaking, I perform better alone than as a member of a team.
100 Hierarchical structures are important so that everyone knows who has authority over whom.
101 I get frustrated if people with whom I work refuse to do things the right way - even after the right way has been explained.
102 Parents should be satisfied when their children grow independent of them.
103 If an organization cannot achieve good results in the short term, it is unlikely to do so in the long term.
104 It’s best to criticize one’s superior behind closed doors rather than in front of others.
105 Staying with one employer for a long time is usually the best way to get ahead.
106 The employee who quietly does his or her duty is one of the greatest assets of an organization.
107 The best employees find a way to achieve good results within established norms.
108 During a competitive exam, a person may send a "cheat sheet" to a close friend.
109 It would be wrong to give a larger-than-deserved pay increase to an employee who has a great financial need.
110 Employees need instructions and procedures in order to perform efficiently.
111 Being fair to employees means applying company policies consistently to all.
112 People who have very different personal values rarely work well together.
113 An organizational structure in which certain subordinates have two bosses should be avoided.
114 It is unfair to give only a small bonus to an outstanding individual whose team performed poorly.
115 Talented people who do not "fit in" are more bother than worth.
116 Feedback about performance should be done in such a way as to preserve good
relationships.

117 Managers should keep off-the-job social contacts with employees to a minimum.

118 Employees should be specialized in their jobs - not general 'problem solvers.'

119 Organizations should have separate facilities, such as eating areas, for high level managers.

120 A person should never criticize in public someone who believes in the same things he or she does.

121 When a boss makes exceptions for one employee, he or she is being unfair to the other employees.

122 Most organizations would be better off if conflict could be eliminated forever.

123 A doctor should NOT conceal a cancer diagnosis just to diminish the patient's suffering.

124 Most people can be trusted.

125 Most people just don't know what is good for them.

126 A good boss will break the rules to motivate a special subordinate.

127 Employees should NOT break the rules, even when they think that doing so is in the organization's best interest.

128 It is best to have one set of rules for all employees.

129 It's NOT ok for a subordinate to criticize his/ her superior's judgment in a meeting.

130 If a person works hard enough, he or she will find the right answer to a problem.

131 A manager should never criticize a subordinate's work in public - criticism should be done in private.

132 Employees should only pursue their goals after considering the welfare of the group.

133 A good boss is tolerant of each employee's unique approach to work.

134 Accomplishing a great deal of work is more rewarding than having leisure time.

135 Sitting around doing nothing is a waste of time.

136 It's better to be lucky than smart.

137 Of all the different philosophies in the world, there is probably one that is correct.

138 In order to have efficient work relationships, it is often necessary to bypass hierarchical lines.

139 People at high levels in organizations should make the major decisions for the people below them.

140 When people fail in life it is usually their own fault.

141 A good subordinate should make his or her boss look good.

142 A manager's personal reputation is more important than his or her skills.

143 Good personal relationships are more important than a high income.

144 It's OK for young people to be critical of their teachers.

145 A criminal can be punished more severely than the law stipulates if this serves to deter others.

146 One should never give false evidence, even to help an innocent person avoid jail.

147 Conflicts with our opponents are best resolved by both parties compromising a bit.

148 I like to plan my activities in advance.

149 I refuse to play some games because I am not good at them.

150 I always try to do at least a little better than what is expected of me.

Dimensions:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Items</th>
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<tbody>
<tr>
<td>Heterogeneity</td>
<td>20 28 32 71 118 94 76 137 120 60 72 125 107 130 101 138 112 115</td>
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<tr>
<td>Doing Orientation</td>
<td>1 4 5 11 13 14 10 37 35 58 143 86 89 83 134 98 135 96 75 148 130</td>
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<tr>
<td>Determinism</td>
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<tr>
<td>Power Distance</td>
<td>31 23 9 124 100 64 144 40 68 56 117 54 46 78 85 88 119 139 81 65</td>
</tr>
<tr>
<td>Uncertainty Avoidance</td>
<td>3 6 18 15 3 122 66 113 138 127 147 62 63 58 110</td>
</tr>
<tr>
<td>Individualism</td>
<td>2 7 8 12 16 19 114 59 99 103 74 106 39 102 52 57 43 132 47 45 95 91 87 73 82 90</td>
</tr>
<tr>
<td>Long Term Orientation</td>
<td>22 26 44 61 103 41</td>
</tr>
<tr>
<td>Facework</td>
<td>25 36 25 17 49 116 56 77 84 141 55 48 42 120 104 142 131 38 51</td>
</tr>
<tr>
<td>Universalism</td>
<td>24 27 69 145 123 108 146 121 126 67 128 111 109</td>
</tr>
</tbody>
</table>

(Miller, Kinder, & National Election Survey (Individualism Items))
The survey was not intended for measuring culture, but was successfully used for this purpose by (Vandello & Cohen, 1999)

1. It is better to fit in with people around you, or it is better to conduct yourself according to your own standards, even if that makes you stand out.
2. When raising children, it is more important: 1) to encourage them to be independent-minded and think for themselves, or 2) to teach them obedience and respect for authorities.
3. It is more important to be a cooperative person who works well with others, or it is more important to be a self-reliant person able to take care of oneself.
4. We need a strong government to handle today’s complex economic problems, or the free market will handle these problems without government being involved.
5. Most poor people are poor because they don’t work hard enough, or because of circumstances beyond their control.
6. The less government the better, or there are more things the government should be doing.
7. The main reason government has become bigger over the years is because it has gotten involved in things that people should do for themselves, or because the problems we face have become bigger.

Scale: Unknown (the study says it’s 1-30, but it’s unlikely to be true), Cronbach’s alpha: 0.41

The items are grouped by factor/dimension. The number preceding the item is the identification number of the item; the number between parentheses is the factor loading; (R) indicates that the item has been recoded in the scale.

**Human Goodness**

02. The people of my society are hard working (.854)
39. Management should at all times respect the self-esteem of employees (.803)
05. In general people can be trusted (.552)
66. It is important that all workers understand the long-term goals of the company they work for (.633)
74. Any company should be interested in the welfare of its employees (.727)

**Importance of Religion**

40. All people need a religion (.891)
21. Religious people make better citizens (.730)
34. When there are problems in your life, having a good time with your friends helps you to forget them (−.860) (R)
13. People should take time to enjoy all aspects of life, even if it means not getting work done in time (−.728) (R)
51. It is better to live for the moment than to worry about the future (−.698) (R)

**Traditional Wisdom**

48. It is important to show hospitality to strangers (.869)
53. Wisdom is more important than knowledge (.825)
72. Wisdom comes from experience and time, not from education (.694)
38. It is better to discuss a decision than to impose a decision, even if it is a majority decision (.571)
<table>
<thead>
<tr>
<th>Sharing</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. The only true wealth is the wealth that is shared with others (.816)</td>
</tr>
<tr>
<td>32. People tend to think of themselves first before they think of others (−.742) (R)</td>
</tr>
<tr>
<td>35. Wealth is communal and should be equally divided (.712)</td>
</tr>
<tr>
<td>12. Those who have been successful in life should help those who have been less successful (.620)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jealousy</th>
</tr>
</thead>
<tbody>
<tr>
<td>47. If you show yourself very bright you may antagonize your co-workers (.825)</td>
</tr>
<tr>
<td>36. Cheating others without being caught is clever (.617)</td>
</tr>
<tr>
<td>55. It is only natural for an individual to reach the top, even if it is at the expense of his friends and relatives (−.706) (R)</td>
</tr>
<tr>
<td>29. Managers don’t like to take risks because they are afraid of looking foolish when things go wrong (−.654) (R)</td>
</tr>
<tr>
<td>71. There is nothing wrong with polygamy when wisely practised (.878)</td>
</tr>
<tr>
<td>16. Women are more likely to resort to magic than men (.549)</td>
</tr>
<tr>
<td>25. It is important to have strict laws and rules in a society (.529)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collectivism</th>
</tr>
</thead>
<tbody>
<tr>
<td>44. Employees should be allowed days off to fulfil their social obligations (.802)</td>
</tr>
<tr>
<td>08. Most events are determined by forces we cannot control (.720)</td>
</tr>
<tr>
<td>65. Too much value is attached to academic achievement (.700)</td>
</tr>
<tr>
<td>19. I feel bad when I am not in harmony with the people around me (.679)</td>
</tr>
<tr>
<td>04. Women have an important role in our society as raisers of the next generation (−.646) (R)</td>
</tr>
<tr>
<td>33. A straightforward answer may give away too much of what one thinks or plans (.567)</td>
</tr>
<tr>
<td>20. Misfortunes are a punishment for sins (.537)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Societal Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Citizens should feel responsible for helping to build their society (.813)</td>
</tr>
<tr>
<td>06. People with different ethnic backgrounds should be able to cooperate for the good of their society (.619)</td>
</tr>
</tbody>
</table>
### Other Items

01. It is important that the company one works for does well because one will benefit in the long run
03. It is a joy to have children irrespective of the circumstances of their conception
07. It is best to leave problems alone and wait to see if they work out by themselves
09. Even if a person gains a position of power or wealth dishonestly, he will still be respected
10. It is important to live in harmony with nature
14. Men find it difficult to take orders from a woman in authority
18. Jealousy is an important drive for most people’s actions
22. Workers should only be judged on the basis of their outputs
24. A person’s misfortunes are often caused by other people
26. Jealousy causes a lot of problems in my society
27. It is better to have children out of recognized marriage than no children at all
28. Men and women have different tasks in our society, both equally important
31. Education makes a woman a more attractive marriage partner
37. Tight control at the workplace is a sign of distrust
42. Patience is an important virtue
45. Subordinates have to be closely supervised in order to get things done
46. Women can do the same work as men
49. Other people can take away your strength (power)
50. Planning is useless, our future is in God’s hands
52. The supernatural is a force to be reckoned with
54. All living things are equal and deserve the same care and consideration
56. In a large company, the top manager should not interfere on the work floor
57. High wages now are more important than the promise of long-term employment
58. Relatives whose work is unsatisfactory should nevertheless be allowed to keep their jobs
59. In our society women have strong characters, that is why men have to be strict to keep them in their place
60. Children should respect people who are older because they have more wisdom
61. There are good and bad forces in nature
62. It is often better to delay a decision than to risk making a mistake
67. Having a lot of relatives is a burden, I would be happier without them
68. Time can be spent, but not wasted
69. If you show yourself very bright you may antagonize your boss
70. The living are united with their ancestors in their everyday life
73. When God made time, he made plenty of it
75. Hard work is the gateway to success
76. No matter how much you work, if you were born poor you will die poor
77. Strangers cannot be trusted
78. Work is a burden that should be endured
79. Working women are a threat to their husbands
80. Women make better managers because they are kind and gentle
81. Every human being is your relative
82. All that we have is a gift from our ancestors
**Organizational Culture Profile**

The instrument is designed to study organizational culture, however it may be of interest to scholars primarily interested in individual and national cultural values.

Question wording: “Please sort 54 values into a row of nine categories, placing at one end of the row those cards that you consider to be the most characteristic aspects of the culture of your organization, and at the other end those cards that you believe to be the least characteristic.”

Q-sort the following items into 9 categories (2, 4, 6, 9, 12, 9, 6, 4, 2 items each)

1. Flexibility
2. Adaptability
3. Stability
4. Predictability
5. Being innovative
6. Being quick to take advantage of opportunities
7. Willingness to experiment
8. Risk taking
9. Being careful
10. Autonomy
11. Being rule oriented
12. Being analytical
13. Paying attention to detail
14. Being precise
15. Being team oriented
16. Sharing information freely
17. Emphasizing a single culture throughout the organization
18. Being people oriented
19. Fairness
20. Respect for the individual’s right
21. Tolerance
22. Informality
23. Being easy going
24. Being calm
25. Being supportive
26. Being aggressive
27. Decisiveness
28. Action orientation
29. Taking initiative
30. Being reflective
31. Achievement orientation
32. Being demanding
33. Taking individual responsibility
34. Having high expectation for performance
35. Opportunities for professional growth
36. High pay for good performance
37. Security of employment
38. Offers praise for good performance
39. Low level of conflict
40. Confronting conflict directly
41. Developing friends at work
42. Fitting in
43. Working in collaboration with others
44. Enthusiasm for the job
45. Working long hours
46. Not being constrained by many rules
47. An emphasis on quality
Factors:
1. **Innovation**: Stability, innovation, experimenting, risk taking, careful, rule orientated, security, highly organized
2. **Attention to detail**: Analytical, attention to detail, precise
3. **Outcome orientation**: Calm, achievement oriented, demanding, high expectations, results oriented
4. **Aggressiveness**: Opportunities, aggressive, socially responsible, competitive
5. **Supportiveness**: Shares information, supportive, praises performance, long hours
6. **Emphasis on rewards**: Professional growth, high pay for performance, fitting in
7. **Team orientation**: Autonomy, team oriented, collaboration
8. **Decisiveness**: Predictability, decisiveness, low conflict

How important is it for this characteristic to be a part of the organization you work for?

Scale: 1-9 (most desirable/undesirable), Cronbach’s alpha (median): 0.76, Test-retest: not available

Alternative (reduced) version of the scale can be found in (Cable & Judge, 1996).

1. Adaptability
2. Stability
3. Being reflective
4. Being innovative
5. Quick to take advantage of opportunities
6. Taking individual responsibility
7. Risk taking
8. Opportunities for professional growth
9. Autonomy
10. Being rule oriented
11. Being analytical
12. Paying attention to detail
13. Confronting conflict directly
14. Being team oriented
15. Sharing information freely
16. Being people oriented
17. Fairness
18. Not being constrained by many rules
19. Tolerance
20. Informality
21. Decisiveness
22. Being competitive
23. Being highly organized
24. Achievement orientation
25. A clear guiding philosophy
26. Being results oriented
27. High performance expectations
28. Being aggressive
29. High pay for good performance
30. Security of employment
31. Praise for good performance

For use or reproduction rights contact the instrument author(s). If you have additional information about these or other culture survey instruments or their versions in other languages, please contact Vas Taras, taras@ucalgary.ca. Your input would be greatly appreciated.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>32.</td>
<td>Being supportive</td>
</tr>
<tr>
<td>33.</td>
<td>Being calm</td>
</tr>
<tr>
<td>34.</td>
<td>Developing friends at work</td>
</tr>
<tr>
<td>35.</td>
<td>Being socially responsible</td>
</tr>
<tr>
<td>36.</td>
<td>Enthusiasm for the job</td>
</tr>
<tr>
<td>37.</td>
<td>Working long hours</td>
</tr>
<tr>
<td>38.</td>
<td>Having a good reputation</td>
</tr>
<tr>
<td>39.</td>
<td>An emphasis on quality</td>
</tr>
<tr>
<td>40.</td>
<td>Being distinctive</td>
</tr>
</tbody>
</table>

(Organization_Technology_International, 1979)

**Management Value Inventory**
Designed to measure organizational culture.
Detailed description not available

(Oyserman, 1993)

**Collectivism (COL)**
1. In the end, a person feels closer to members of his own group that others
2. A mature person understands that he must act in accordance with the honor of the group
3. A man of character helps his group before all else
4. A mature person understands the needs of the group and acts to fulfill them
5. In order to really understand who I am, you must see me with members of my group
6. If you know what groups I belong to, you know who I am
7. What is good for my group is good for me
8. Without group loyalty there is no self-actualization
9. My personal goals match those of my group

**Individualism (IND)**
1. Advancement and development in life are depended on self-initiative
2. In the end, achievements define the man
3. A mature person knows his abilities and acts to obtain maximum utility form them
4. A man of character attempts to act on his values and attain his goals without depending on others
5. A man of weak character forms his opinions in consolation with his friends
6. To advance, a person must be willing to sacrifice social relations
7. The decision I make on my own are better
8. Investigating a lot of time and energy in social relationships makes achieving one's potential harder
9. I feel uncomfortable if I find I am very similar to the others in my group

Additional items in alternative forms (used in different 4 combinations in different studies)

**Collectivism (COL)**
1. When I try to understand an event, I immediately weight its ramifications for my group
2. When I meet someone from my nation or group, I know we will have common goals and aspirations
3. If I lose touch with my group, I will be a different person
4. Without group loyalty there is no self-actualization
5. I am willing to give up my personal opinions in order to belong to the group
6. When I meet someone from another group, I know he/she won't be able to truly understand me
7. In general, I accept the decisions made by my group
8. It often happens that the interests of my group coincide with my own interests
9. Whatever is good for my group is good for me
10. I have a subdued my personal opinions in order to be part of my group
11. When I meet someone of my own nationality or religion, I know we will have common goals and interests
12. My aspirations are the same as those of others of my religion
### Individualism (IND)
1. Self-actualization is of supreme importance for me
2. My skills and abilities are central to my self-concept
3. It is important to me to be unique
4. In the company of friends, it is important to be to emphasize my opinions, even when they are not similar to those of my friends
5. My social relationships and connections may change, but I will remain the same person
6. It is very important for me to express my views even when they differ from those of my friends
7. It is very important to me to live according to my own principles and not be bound by tradition or principles defined by others
8. I determine my own destiny
9. My lifestyle is none of my extended family’s business
10. My skills and abilities are central to my sense of who I am
11. Self-actualization is one of my highest values

Scale: 1-5, Cronbach’s α: .71 to .78 depending on sample; test-retest: not recorded

(PA_Consulting_Group, 1991)  **Organizational Values and Styles Questionnaire**
Detailed description not available

(Perloe, 1967)  **Social Values Questionnaire**
Detailed description not available

(Ralston, Terpstra-Tong, Maignan et al., 2006)  **Cross-Cultural Upward Influence Ethics Scale**

As a strategy to get ahead at work, my co-workers would consider it acceptable to:

1. try to increase their credibility by obtaining a diploma or advanced degree, such as an MBA.
2. spread rumors about someone or something that stands in the way of their advancement.
3. volunteer for undesirable tasks to make themselves appreciated by the superior.
4. hire a criminal to seriously injure a competitor for a promotion.
5. try to influence the boss to make a bad decision, if that decision would help them to get ahead.
6. learn the likes and dislikes of important people in the organization in order to avoid offending these people.
7. use detrimental information to blackmail a person who is in a position to help them get ahead in the organization.
8. become well known within the organization by volunteering for high profile projects.
9. support the views of important people in the organization, even when they do not agree with these views.
10. use their network of friends to discredit a person competing with them for a possible promotion.
11. withhold information to make someone else look bad.
12. identify and work for an influential superior who could help them get an advancement.
13. attempt to act in a manner that they believe will result in others admiring them.
14. take credit for a good job that was done by their subordinates.
15. use their technical expertise to make the superior dependent upon them.
16. demonstrate the ability to get the job done.
17. threaten to quit the company if their demands are not met.
18. put a listening device, such as a tape recorder, in the office of a competitor for a promotion to get information about this person.

As a strategy to get ahead at work, my co-workers would consider it acceptable to:

1. threaten to give valuable company information to someone outside the organization if their demands are not met.
2. help subordinates to develop their skills so that the subordinates, in turn, will be in a position to help them attain their objectives.
3. offer sexual favors to a superior.
4. blame another for their own mistakes.
5. dress the way successful business people dress.
6. try to create a situation where a competitor for a promotion might be caught using illegal drugs or engaging in some other illegal activity.
7. try to get the answers to a job promotion examination to insure that they would score higher than the others taking the exam.
8. put false information on a job resume to make themselves look better than they really are.
9. behave in a manner that is seen as appropriate in the company.
10. develop an in-depth knowledge of the work assignments.
11. try to develop contacts who might be able to provide detrimental information about one of their competitors for a promotion.
12. ask to be given the responsibility for an important project.
13. make sure that the important people in the organization hear of their accomplishments.
14. not bypass the superior and go to someone at a higher level in the organizational chain of command for fear of alienating the superior.
15. steal secret corporate documents and give them to another company in return for a better job at the other company.
16. maintain good working relationships with other employees, even if they dislike these other employees.
17. seek to build a relationship with a senior person who could serve as a mentor.
18. make anonymous, threatening phone calls to psychologically stress a competitor for a promotion.
19. work overtime, if necessary, to get the job done.
20. quit the company to take a better job with a new company.

Scale: 1-8 (Extremely unacceptable/acceptable)

Dimensions

3 Dimensions
Items Alphas (30-country study)

Organizationally Beneficial (16, 20, 27, 30, 34, 37).82
Self-Indulgent (HARD) (02, 05, 10, 11, 14, 22).70
Destructive (19, 21, 24, 33, 36).82

Additional Dimension
Image Management (S-I SOFT) (03, 06, 12, 13, 15)

Organizationally Beneficial Behaviors — Items: 16, 20, 27, 30, 34, 37
These are the standard prescribed and sanctioned behaviors for employees in organizations. They may be viewed as the “organizational person” approach to upward influence because these behaviors tend to be directly beneficial to the organization. Organizationally beneficial behaviors include working hard, volunteering, getting advanced education, developing good working relationships, getting the job done, and working overtime.

Self-indulgent Behaviors — Items: 02, 05, 10, 11, 14, 22
These behaviors are self-serving for the individual within the organization. They epitomize the “it’s me first” approach in that these behaviors show self-interest being above the interests of others or the organization. Whether they help or harm the organization is subject to interpretation and may be determined by the situation. Self-indulgent exploitative behaviors include supporting the views of important people, blaming others for mistakes, taking credit for others’ work, and impression management.

Destructive Behaviors — Items: 19, 21, 24, 33, 36
These are extreme self-serving behaviors that directly hurt others, and often times, the organization. In many industrialized societies, these behaviors would also be considered...
illegal. They may be described as a “burn, pillage, and plunder” approach to gaining influence because of the harm these behaviors can bring to others and the organization. Destructive behaviors include putting false information on a job resume, blackmailing a co-worker, stealing documents, using listening devices, and hiring a criminal to hurt someone.

**Image Management** (SOFT Self-Indulgent) — Items: 03, 06, 12, 13, 15
These are self-serving behaviors, but they are not as aggressive as the Self-Indulgent Behaviors dimension. This dimension does not work in all cultures.

Scale: 1-8 (Extremely unacceptable/acceptable)

(Ramamoorthy & Carroll, 1998)

**Individualism-Collectivism**

I. Supremacy of group interests
1. People who belong to a group should realize that they are not always going to get what they want.
2. People in a group should be willing to make sacrifices for the sake of the group’s well being.
3. People should be made aware that if they are going to be part of the group, they are sometimes going to do things that they don’t want to do.
4. People who belong to a group should realize that they sometimes are going to have to make sacrifices for the sake of the group as a whole.

II. Solitary work preferences
5. I prefer to work with others rather than working alone.
6. Working with a group is better than working alone.
7. Given a choice, I would rather work alone than working with a group.

III. Beliefs in self-reliance
8. Only those who depend on themselves get ahead in life.
9. What happens to me is my own doing.
10. In the long run, the only person you can count on is yourself.
11. If you want to get something done right, you’ve got to do it yourself.

IV. Supremacy of group goals
12. A group is more productive when its members follow their own interests and concerns.
13. A group is most efficient when members do what they think is best rather than what the group wants them to do.
14. A group is more productive when its members do what they want to do rather than what the group wants them to do.

V. Competitiveness
15. Winning is everything.
16. It annoys me when others perform better than I do.
17. Doing your best isn’t enough; it is important to win.
18. I feel that winning is important in both work and games.
19. Success is the most important thing in life.

Scale: 1-5, Cronbach’s alpha: .80

(Reid, 1999)

**Identity Specific Collectivism (ISCol) scale.**

I. Social Identity
1. Being a ___ is central to who I am.
2. Being a ___ is an important reflection of who I am.
3. I identify myself as a ___.
4. I would be proud to be identified as a ___.
5. I am glad to be a __.
6. Being a gives me a sense of who I am.

II. Common Fate
1. My own personal success is more important than the success of ___s as a whole.
2. The success of ___s as a group is more important than my own personal success.
3. If other ___s are slowing me down, it is better just to work alone.
4. When a ____ is successful, it does not really make me look better.
5. I have a sense of duty to ___s.
6. When ___s do well, I feel good.

III. Discomfort with the Collective
1. I do not fit in well with other ___s.
2. When I'm with other ____s I feel like an outsider.
3. I feel uneasy with other ___s.
4. As I __, I feel isolated.
5. Working with other ___s is usually more trouble than it's worth.
6. Even though I'm a ____, I do not feel particularly connected to other ___s.

IV. Behavioral Involvement
1. I prefer to spend my free time with other ___s.
2. I generally like ___s more than people who are not ___s.
3. My most rewarding friendships are with other ___s.
4. I am more likely to help a ____ than I am to help someone who is not a ___.
5. It is more important that I establish good relationships with ___s than with people who are not ___s.
6. I like to live close to other ___s.

V. Norms & Standards
1. In general, it is important to go along with what other ___s want.
2. ___s stick together.
3. I look to other ___s to determine what is right and wrong.
4. ___s have a set of standards that I feel I must live by.
5. I look to other ___s to determine how to behave.
6. I tend to share the same opinions as other ___s.

VI. Emotional Attachment
1. I try to make myself available to help other ___s.
2. I feel strong ties to ___s.
3. It is important that I bond with other ___s.
4. I like meeting new ___s.
5. Praise from another ___ is especially meaningful.
6. I feel a common bond with other ___s.

Cronbach’s alphas by subscale: .86/.69/.79/.79/.82/.82

Description provided by the author:
ISCol consists of 36 incomplete statements each of which describes an attitude or orientation toward group membership such as "Being a - is central to who I am". To complete the measure, respondents first select one of their group memberships from a list of social groups and categories provided by the researcher. For example, one respondent might elect to complete ISCol in reference to their membership in the religious group ‘Catholic’. They are then instructed to fill in the blanks with the group they selected in order to complete each statement. So, the item "Being a - is central to who I am" would read "Being a Catholic is central to who I am". Agreement with items is assessed on a 7 point scale, where 1=disagree strongly and 7=agree strongly. High scores correspond to high collectivism. Overall scale reliability is excellent (Cronbach’s alpha .92 ) with subscales demonstrating moderate (a =.69) to high (a =.86) levels of internal consistency.
### Power and Authority Distance / Measured using observations and interviews

<table>
<thead>
<tr>
<th>Power Index</th>
<th>Operational Definition</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Power</td>
<td>Executive’s influence and proclivity to take unilateral action</td>
<td>Interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Company histories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Industry press</td>
</tr>
<tr>
<td>Prerequisites of Office</td>
<td>Visible indications of privileges held by executives</td>
<td>Observations of office furnishings,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>size, club memberships, cars, other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>privileges</td>
</tr>
<tr>
<td>Presence of Flunkies</td>
<td>Number of employees providing personal services</td>
<td>Observations</td>
</tr>
<tr>
<td>Dress and Uniforms</td>
<td>Type and use of dress codes and uniforms</td>
<td>Observations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Company personnel policy</td>
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</tbody>
</table>

### Authority Distance Index

<table>
<thead>
<tr>
<th>Authority Distance Index</th>
<th>Operational Definition</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formalization and Formality</td>
<td>Use of rules and regulations to formalize behaviour; formality of address</td>
<td>Formalization: Company documents,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formality: Observations of use of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>titles, modes of communication</td>
</tr>
<tr>
<td>Hierarchal Structure</td>
<td>Number of hierarchical levels, number of levels between executive and operations</td>
<td>Company records</td>
</tr>
<tr>
<td></td>
<td>employees</td>
<td></td>
</tr>
<tr>
<td>Bypassing</td>
<td>Extent that formal reporting and authority channels are bypassed</td>
<td>Interviews</td>
</tr>
</tbody>
</table>

### Index Variables Used to Estimate Group Orientation

<table>
<thead>
<tr>
<th>Group Orientation Index</th>
<th>Operational Definition</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collectivism</td>
<td>Organizational and social emphasis on collective</td>
<td>Executive and Manager interviews</td>
</tr>
<tr>
<td>Competitiveness</td>
<td>Expressed as careerism, effort to gain promotion over others</td>
<td>Manager and Personnel Department interviews</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Ethnic and Linguistic Similarity</td>
<td>Similarity in (first) language, ethnic origins, religion between and within hierarchal levels</td>
<td>Biographies Personnel records</td>
</tr>
<tr>
<td>Office Layout</td>
<td>Office size, density, floor plan (open v. partitioned), furniture arrangements</td>
<td>Observations Personnel records</td>
</tr>
<tr>
<td>Employment Security</td>
<td>Extent that employees are assured lifetime employment</td>
<td>Personnel records</td>
</tr>
<tr>
<td>Wages and Benefits</td>
<td>Wages by occupation and level, type and amount of extra-wage benefits such as retirement, family medical, travel, education, compared to wages and services available in society</td>
<td>Personnel records National Statistics Industry (ICAO) Statistics</td>
</tr>
<tr>
<td>Work in Groups</td>
<td>Extent that work is carried out in small groups (informal groups, task forces, committees)</td>
<td>Interviews Observations</td>
</tr>
<tr>
<td>Training and Indoctrination Programs</td>
<td>Nature and extent of “in-house” training and indoctrination programs</td>
<td>Company records Interviews</td>
</tr>
</tbody>
</table>

Index Variables Used to Estimate Analytic Cognitive Orientation

<table>
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<th>Operational Definition</th>
<th>Data Source</th>
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<td>Dominant, personal, concept of business held by founder, entrepreneur or executives</td>
<td>Descriptions by executives, widely known legends about leader’s vision</td>
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<td>Formal Planning System</td>
<td>Extent formal planning procedures established. Elaboration of Planning Department staff, importances of Planning Department as indicated by proximity to executives and primary function of Planning Departments</td>
<td>Planning Department Documents Organigrams Interviews with Executives Planning Staff</td>
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<tr>
<td>Regularity</td>
<td>Extent that strategic decision making processes are evoked regularly according to a scheduled planning cycle rather than being evoked irregularly whenever external stimuli are recognized</td>
<td>Planning documents Interviews with Executives and Planners</td>
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<td>Planning Horizon</td>
<td>Planning time horizon in years</td>
<td>Planning documents Interviews with Executives and Planners</td>
</tr>
<tr>
<td>Quantitative and Analytic Data</td>
<td>Reliance on quantitative data for decision making process. Resources allocated to planning function (computers, automated data gathering</td>
<td>Industry press Company records Interview</td>
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Reported Indicators of Decision Making Parameters

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<td>Delegation and Centralization</td>
<td>Degree to which substantial responsibility was delegated; extent of expert staff influence. Source: executive interviews</td>
<td>Authority Distance &amp; Power</td>
</tr>
<tr>
<td>Formal Meetings</td>
<td>Number of formal meetings held during the decision process. Source: executive interviews; meeting minutes where available</td>
<td>Group Orientation &amp; Authority Distance</td>
</tr>
<tr>
<td>Deliberation and Conflict</td>
<td>Extent to which alternatives were discussed and debated; extent to which conflict over alternatives was tolerated. Source: executive interviews</td>
<td>Group Orientation &amp; Power</td>
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<td>Communication Mode</td>
<td>Degree to which important information was communicated by formal (written) versus informally (face to face, telephone) Source: executive and staff interviews</td>
<td>Group Orientation, Authority Distance &amp; Power</td>
</tr>
<tr>
<td>Information Quantity and Precision</td>
<td>Quantity of information gathered and considered; Degree of precision in information Source: examination of documents, interviews</td>
<td>Risk, Cognitive Orientation &amp; Power</td>
</tr>
<tr>
<td>Selection Criteria</td>
<td>Degree to which quantitative versus subjective, qualitative criteria were used. Source: examination of documents, interviews</td>
<td>Cognitive Orientation &amp; Power</td>
</tr>
<tr>
<td>Innovation and Riskiness</td>
<td>Researcher’s subjective judgement regarding innovativeness versus imitativeness of decisions; report of degree to which organization designed alternatives or searched for pre-existing solutions</td>
<td>Risk &amp; Cognitive Orientation</td>
</tr>
</tbody>
</table>

(Reynolds, 1986) **Perceived Work Context**

Instrument for measuring organizational culture

Examples of items (total 14)

1. At work (select one):
   a. major emphasis is on meeting outside demands of customers, clients, patients, or...
whatever
b. most emphasis is on meeting outside demands, some attention is given to organization routines
c. There is a balanced emphasis: outsiders’ demands and organizational routines get equal attention
d. Most emphasis is on organizational routines; some is given to clients, customers, etc.
e. Major emphasis is on organizational routines; paperwork, meetings, rules, procedures, and the like

11. At work (select one):
a. Anybody can quickly learn the company and people
b. It takes about a year to learn the company and get to know the people
c. After a year or two, most people seem to know what is going on, but some never figure it out.
d. Only a few people seem to understand the company and the politics – and it takes them a long time
e. Nobody seems to fully understand both the company and internal politics

Reliability data: NA

---

### Organizational Culture Scale

**Org. Individualism**

1. Each worker is encouraged to realize his or her own unique potential  
2. People with good ideas make sure management knows the idea was theirs  
3. Employees’ ability to think for themselves is valued  
4. Individuals who stand out in a high performing group are recognized  
5. Employees value independence in their job  
6. Competition between employees is accepted

**Org. Collectivism**

1. Management and supervisors are protective of and generous to loyal workers  
2. Decisions about changes in work methods are taken jointly by supervisors and employees  
3. Employees are taken care of like members of a family  
4. Everyone shared responsibility for the organizations’ failures as well as success  
5. Regardless of hierarchical level, employees take each other’s overall welfare  
6. Everyone is kept informed about major decisions that affect the success of the company.

Scale: 1-5, Cronbach’s α: .82 (OC), .71 (OI); test-retest: not available

---

(Rokeach, 1973) **Known as Rokeach Value Survey**

Study the list carefully and arrange the values (listed alphabetically) in order of their importance to you, as guiding principles in your life (the values are written on stickers that can be easily peeled off). Work slowly and think carefully.

1. A sense of accomplishment (lasting contribution)  
2. A world of peace (free of war and conflict)  
3. A world of beauty (beauty of nature and the arts)  
4. Equality (brotherhood, equal opportunity for all)  
5. Family security (taking care of loved ones)  
6. Freedom (independence, free choice)  
7. Happiness (contentedness)  
8. Mature love (sexual and spiritual intimacy)  
9. National security (protection from attack)  
10. Self-respect (self-esteem)
11. Social recognition (respect, admiration)
12. True friendship (close companionship)

1. Ambitious (hard-working, aspiring)
2. Broadminded (open-minded)
3. Capable (competent, effective)
4. Cheerful (lighthearted, joyful)
5. Courageous (standing up for your beliefs)
6. Honest (sincere, truthful)
7. Loving (affectionate, tender)
8. Obedient (dutiful, respectful)
9. Polite (courteous, well-mannered)
10. Responsible (dependent, self-disciplined)

Factors:
1. Immediate vs. delayed gratification
   i. A comfortable life (a prosperous life)
   ii. An exciting life (a stimulating, active life)
   iii. Clean (neat, tidy)
   iv. Pleasure (an enjoyable, leisurely life)
   v. Wisdom (a mature understanding of life)
   vi. Inner harmony (freedom from inner conflict)
   vii. Logical (consistent, rational)
   viii. Self-controlled (restrained, self-disciplined)

2. Competence vs. religious morality
   i. Logical (consistent, rational)
   ii. Imaginative (daring, creative)
   iii. Intellectual (intelligent, reflective)
   iv. Independent (self-reliant, self-sufficient)
   v. Forgiving (willing to pardon others)
   vi. Salvation (saved, eternal life)
   vii. Helpful (working with the welfare of others)
   viii. Clean (neat, tidy)

3. Self-constriction vs. self-expansion
4. Social vs. personal orientation
5. Societal vs. family security
6. Respect vs. love
7. Inner vs. other directed

Not a Likert-type scale. The respondents are asked to rank the values in order of their importance.

(Rosenberg, 1957)  
**Faith in People**
Detailed description not available.

(Sanders, 1987)  
**Traditional Native American Cultural Values**
Traditional Native American/Contemporary Mainstream American
Harmony with nature/Power over nature
Cooperation/Competition
Group needs more important than individual needs/Personal goals considered important
Privacy and noninterference; try to control self, not others/Need to control and affect others
Self-discipline both in body and mind/Self-expression and self-disclosure
Participation after observation (only when certain of ability)/Trial-and-error learning, new
skills practiced until mastered
Explanation according to nature/Scientific explanation for everything  
Reliance on extended family/Reliance on experts  
Emotional relationships valued/Concerned mostly with facts  
Patience encouraged (allow others to go first)/Aggressive and competitive  
Humility/Fame and recognition; winning  
Win once, let others win also/Win first prize all of the time  
Follow the old ways/Climb the ladder of success; importance of progress and change  
Discipline distributed among many; no one person takes the blame/Blame one person at cost to others  
Physical punishment rare/Physical punishment accepted  
Present time focus/Future time focus  
Time is always with us/Clock watching  
Present goals considered important; future accepted as it comes  
Plan for future and how to get ahead/Encourage sharing freely and keeping only enough to satisfy present  
Private property; encourage acquisition of material comfort and needs/Saving for the future  
Speak softly, at a slower rate/Speak louder and faster  
Avoid singling out the listener/Address listener directly (by name)  
Interject less/Interrupt frequently  
Use less "encouraging signs" (uh-huh, head nodding)/Use verbal encouragement  
Delayed response to auditory messages/Use immediate response  
Nonverbal communication/Verbal skills highly prized  

(Sarros, 2005)  
Organizational Culture Profile*  
(Amended version by Sarros, Gray, Densten and Cooper, 2005)  

<table>
<thead>
<tr>
<th>Item</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent is your organization recognized for its . . .</td>
<td></td>
</tr>
<tr>
<td>1. Stability</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Being people oriented</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Being innovative</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Fairness</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Being calm</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. Being reflective</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. Achievement orientation</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. Quick to take advantage of opportunities</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. Having high expectations for performance</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. High pay for good performance</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11. Security of employment</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>12. Enthusiasm for the job</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>13. An emphasis on quality</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>14. Risk taking</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>15. Being distinctive-different from others</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>16. Having a good reputation</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>17. Being team oriented</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>18. Being results oriented</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>19. Having a clear guiding philosophy</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>20. Being competitive</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>21. Sharing information freely</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>22. Being highly organized</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>23. Being socially responsible</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
24. Low conflict  2  3  4  5

25. Opportunities for professional growth  2  3  4  5

26. Collaboration  2  3  4  5

27. Praise for good performance  2  3  4  5

28. Taking individual responsibility  1  2  3  4  5


<table>
<thead>
<tr>
<th>Value Factors</th>
<th>OCP Item Numbers</th>
<th>Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Orientation</td>
<td>9 12 18 22</td>
<td>4.02*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.66*</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>6 16 23 19</td>
<td>3.93*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.81*</td>
</tr>
<tr>
<td>Supportiveness</td>
<td>17 21 2 26</td>
<td>3.70*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.62*</td>
</tr>
<tr>
<td>Emphasis on Rewards</td>
<td>4 25 10 27</td>
<td>3.61*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.54*</td>
</tr>
<tr>
<td>Stability</td>
<td>1 5 11 24</td>
<td>3.46*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.49*</td>
</tr>
<tr>
<td>Competitiveness</td>
<td>7 13 15 20</td>
<td>3.37*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.79*</td>
</tr>
<tr>
<td>Innovation</td>
<td>3 8 14 28</td>
<td>3.37*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.45*</td>
</tr>
</tbody>
</table>


(Sashkin & Fulmer, 1985)  **Organizational Excellence Culture Scale**
Detailed description not available

(Schwartz, 1992)  **Known as Schwartz Value Survey (SVS)**

To what extent serve the following values as a guiding principle in your life:

**List 1:** Equality, inner harmony, social power, pleasure, freedom, a spiritual life, sense of belonging, social order, an exciting life, meaning in life, politeness, wealth, national security, self-respect, reciprocation of favors, creativity, a world at peace, respect for tradition, mature love, self-discipline, detachment, family security, social recognition, unity with nature, a varied life, wisdom, authority, true friendship, a world of beauty, social justice, happiness

**List 2:** moderate, loyal, ambitious, broad-minded, humble, daring, protecting the...
environment, influential, honoring of parents and elders, choosing own goals, healthy, capable, accepting my portion in life, honest, preserving my public image, obedience, intelligent, helpful, enjoying life, devout, responsible, curious, forging, successful, clean, cheerful, intellectual, loving, independent

1. **Power**: social status, prestige, control or dominance over people and resources (social power, authority, wealth, preserving my public image)
2. **Achievement**: personal success through demonstrating competence according to social standard (successful, capable, ambitious, influential)
3. **Hedonism**: pleasure and sensuous gratification for oneself (pleasure, enjoying life)
4. **Stimulation**: excitement, novelty, and challenge in life (daring, a varied life, and exciting life)
5. **Self-direction**: independent thought and action – choosing, creating, exploring (creativity, freedom, independent, curious, choosing own goals)
6. **Universalism**: understanding, appreciation, tolerance, and protection for the welfare of all people and nature (broad-minded, wisdom, social justice, equality, a worlds at peace, world of beauty, unity with nature, protecting the environment)
7. **Benevolence**: preservation and enhancement of the welfare of people with whom one is in frequent personal contact (helpful, honest, forgiving, loyal, responsible)
8. **Tradition**: respect for, commitment to, and acceptance of the customs and ideas that traditional culture or religion impose on the self (humble, accepting my portion in life, devout, respect for tradition, moderate)
9. **Conformity**: restraint of actions, inclinations, and impulses likely to upset or harm others and to violate social expectations and norms (obedient, politeness, self-discipline, honoring parents and elders)
10. **Security**: safety, harmony, and stability of society, of relationships, and of self (family security, national security, social order, clean, reciprocation of favors)

Source: (Schwartz, 1994: 89), (Roccas & Schwartz, 1997: 359), (Schwartz & Boehnke, 2004: 239)

Scoring: -1 to 7 (9 point scale)
Items: 56

1. **Conservatism**: A cultural emphasis on maintenance of the status quo, propriety, and restraint of actions or inclinations that might disrupt the solidary group or the traditional order (social order, respect for tradition, family security, wisdom), possibly UAI
2. **Intellectual autonomy**: A cultural emphasis on the desirability of individuals independently pursuing heir own ideas and intellectual directions (curiosity, broadmindedness, creativity).
3. **Affective autonomy**: A cultural emphasis on the desirability of individuals independently pursuing affectively positive experience (pleasure, exciting life, varied life
4. **Hierarchy**: A cultural emphasis on the legitimacy of an unequal distribution of power, roles and resources (social power, authority, humility, wealth).
5. **Egalitarianism**: A cultural emphasis on transcendence of selfish interests in favor of voluntary commitment to promoting the welfare of others (equality, social justice, freedom, responsibility, honesty)
6. **Mastery**: A cultural emphasis on getting ahead through active self-assertion (ambition, success, daring, competence)
7. **Harmony**: A cultural emphasis on fitting harmoniously into the environment (unity with nature, protecting the environment, world of beauty)

Source: (Schwartz, 1999: 27-28)

(Scott, 1965) **Personal Values Scale**
Detailed description not available.
| (Shorr, 1953) | **Test of Value Activities**  
Detailed description not available. |
| (Singelis, 1994) | **Self-Construal Scale (SCS)**  
**Interdependent items**  
1. I have respect for the authority figures with whom I interact  
2. It is important for me to maintain harmony within my group  
3. My happiness depends on the happiness of those around me  
4. I would offer my seat in a bus to my professor  
5. I respect people who are modest about themselves  
6. I will sacrifice my self-interest for the benefit of the group I am in  
7. I often have the feeling that my relationships with others are more important than my own accomplishments  
8. I should take into consideration my parents’ advice when making education/career plans  
9. It is important to me to respect decisions made by the group  
10. I will stay in a group if they need me, even when I'm not happy with the group  
11. If my brother or sister fails, I feel responsible  
12. Even when I strongly disagree with group members, I avoid an argument  

**Independent items**  
13. I’d rather say “No” directly, than risk being misunderstood  
14. Speaking up during a class is not a problem for me  
15. Having a lively imagination is important to me  
16. I am comfortable with being singled out for praise or rewards  
17. I am the same person at home that I am at school  
18. Being able to take care of myself is a primary concern for me  
19. I act the same way no matter who I am with  
20. I feel comfortable using someone's first name soon after I meet them, even when they are much older than I am  
21. I prefer to be direct and forthright when dealing with people I've just met  
22. I enjoy being unique and different from others in many respects  
23. My personal identity independent of others, is very important to me  
24. I value being in good health above everything  

Scale: 1-7, Cronbach’s α: .69 to .74 depending on faces and sample; test-retest: not available  
See also Triandis (1995) for more information on the variations of the instrument |
<table>
<thead>
<tr>
<th><strong>Individualism (IND)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I enjoy being unique and different from others in many respects</td>
<td></td>
</tr>
<tr>
<td>2. Speaking up during a class is not a problem for me</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>5. My personal identity, independent of others, is very important to me</td>
<td></td>
</tr>
<tr>
<td>6. I act the same way no matter who I am with</td>
<td></td>
</tr>
<tr>
<td>7. Having a lively imagination is important to me</td>
<td></td>
</tr>
<tr>
<td>8. I feel comfortable using someone’s first name soon after I meet them, even when they are much older than I am</td>
<td></td>
</tr>
<tr>
<td>9. I am the same person at home that I am at school</td>
<td></td>
</tr>
<tr>
<td>10. I value being in good health above everything</td>
<td></td>
</tr>
<tr>
<td>11. I would rather say No directly than risk being misunderstood</td>
<td></td>
</tr>
<tr>
<td>12. Being able to take care of myself is a primary concern for me</td>
<td></td>
</tr>
</tbody>
</table>

**Collectivism (COL)**

1. It is important to me to respect decisions made by the group
2. I will sacrifice my self-interest for the benefit of the group I am in
3. I have respect for the authority figures with whom I interact
4. I will stay in a group if it need me, even when I ma not happy with the group
5. Even when I strongly disagree with group members, I avoid an argument
6. I should take into consideration my parent’s advice, when making education/career plans
7. It is important for me to maintain harmony within my group
8. I often have the feeling that my relationships with others are more important than my own accomplishments
9. My happiness depends on the happiness of those around me
10. I respect people who are modest about themselves
11. If my brother or sister fails, I feel responsible
12. I would offer my seat in a bus to my professor

Scale 1-5; Cronbach’s α: .69 (IND), .73 (COL); test-retest: not available

See also Triandis (1995) for more information on the variations of the instrument

<table>
<thead>
<tr>
<th><strong>Horizontal Individualism</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I prefer to be direct and forthright when I talk with people</td>
<td></td>
</tr>
<tr>
<td>2. One should live one’s life independently of others</td>
<td></td>
</tr>
<tr>
<td>3. I often do my own thing</td>
<td></td>
</tr>
<tr>
<td>4. I am a unique individual</td>
<td></td>
</tr>
<tr>
<td>5. I like my privacy</td>
<td></td>
</tr>
<tr>
<td>6. When I succeeded, it is usually because of my abilities</td>
<td></td>
</tr>
<tr>
<td>7. What happens to me is my own doing</td>
<td></td>
</tr>
<tr>
<td>8. I enjoy being unique and different from the others in many ways</td>
<td></td>
</tr>
</tbody>
</table>

**Vertical Collectivism**

1. I would do what would please my family
2. I usually sacrifice my self-interest for the benefit of my group
3. We should keep our aging parents with us at home
4. Children should feel honored if their parents receive a distinguished award
5. Children should be taught to place duty before pleasure
6. I would sacrifice an activity that I enjoy very much if my family did not approve of it
7. I hate to disagree with others in my group
8. Before making a major trip, I consult with most members of my family and many friends

**Horizontal Collectivism**

1. My happiness depends very much on the happiness of those around me
2. I like sharing little things with my neighbors
3. The wellbeing of my coworkers is important to me
4. It is important for me to maintain harmony within my group
| 5. If a relative were in financial difficulty, I would help within my means |
| 6. If a co-worker gets a price I would feel proud |
| 7. To me pleasure is spending time with others |
| 8. I feel good when I cooperate with others |
| 9. I think cooperation in workplace is more important than competition |
| 10. I think it is important everyone has equal access to healthcare |

**Vertical Individualism**

1. Winning is everything
2. It annoys me when others people perform better than I do
3. It is important for me that I do my job better than the others
4. I enjoy working in situations involving competition with others
5. Competition is law of nature
6. When another person does better than I do, I get tense and aroused
7. Without competition it is impossible to have a good society
8. Some people emphasize winning, I am not one of them (reverse)

Scale: 1-7, Cronbach’s α: .67 (HI), .74 (VI), .74 (HC), .68 (VC); test-retest: not available
See also Triandis (1995) for more information on the variations of the instrument

(Spector, 1988)

**Work Locus of Control Scale**

The scale was not originally developed for cross-cultural research, but has been used cross-nationally and ability to effectively differentiate between subjects from different cultural backgrounds, suggesting that locus of control might be yet another cultural dimension.

1. A job is what you make of it.
2. On most jobs, people can pretty much accomplish whatever they set out to accomplish.
3. If you know what you want out of a job, you can find a job that gives it to you.
4. If employees are unhappy with a decision made by their boss, they should do something about it.
5. Getting the job you want is mostly a matter of luck.
6. Making money is primarily a matter of good fortune.
7. Most people are capable of doing their jobs well if they make the effort.
8. In order to get a really good job you need to have family members or friends in high places.
9. Promotions are usually a matter of good fortune.
10. When it comes to landing a really good job, who you know is more important than what you know.
11. Promotions are given to employees who perform well on the job.
12. To make a lot of money you have to know the right people.
13. It takes a lot of luck to be an outstanding employee on most jobs.
14. People who perform their jobs well generally get rewarded for it.
15. Most employees have more influence on their supervisors than they think they do.
16. The main difference between people who make a lot of money and people who make a little money is luck.

Scale 1-6; Cronbach’s α: .75-.85 depending on the sample; test-retest: not available
For more details, see [http://shell.cas.usf.edu/~spector/scalepage.html](http://shell.cas.usf.edu/~spector/scalepage.html)

(Spector, Sanchez, Siu et al., 2004)

**Secondary Control Scale (SCS)**

The scale was not originally developed for cross-cultural research, but has been used cross-nationally and ability to effectively differentiate between subjects from different cultural backgrounds, suggesting that locus of control might be yet another cultural dimension.

Examples of items (total 11 items):

- I take pride in the accomplishments of my superiors at work (vicarious control)
- In doing my work, I sometimes consider failure in my work as payment for future success

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(interpretative control)

| Scale 1-6; Cronbach’s α: .75; test-retest: not available |

(Spector et al., 2004) **Socio Instrumental Control Scale (SICS)**
The scale was not originally developed for cross-cultural research, but has been used cross-nationally and ability to effectively differentiate between subjects from different cultural backgrounds, suggesting that locus of control might be yet another cultural dimension.

Examples of items (total 24 items):
- It is important to cultivate relationships with superiors at work if you want to be effective.
- You can get your own way at work if you learn how to get along with other people

| Scale 1-6; Cronbach’s α: .87; test-retest: not available |

(Spence & Helmreich, 1978) **Masculinity-Femininity**
Items related to sex-role behaviors.
- Masculinity: competitiveness, activity, dominance, independence
- Femininity: emotionality, sensitivity, nurturance, concern for others


(Srite & Karahanna, 2006) **Masculinity/Femininity**
1. It is preferable to have a man in a high level position rather than a woman
2. There are some jobs in which a man can always do better than a woman
3. It is more important for men to have a professional career than it is for women to have professional career
4. Solving organizational problems requires the active forcible approach which is typical of men
5. Women do not value recognition and promotion in their work as much as men do

**Individualism/Collectivism**
1. Being accepted as a member of a group is more important than having autonomy and independence
2. Being accepted as a member of a group is more important than being independent
3. Group success is more important than individual success
4. Being loyal to a group is more important than individual gain
5. Individual rewards are not as important as group welfare
6. It is more important for a manager to encourage loyalty and a sense of duty in subordinates than it is to encourage individual initiative

**Power Distance**
1. Managers should make most decisions without consulting subordinates
2. Managers should not ask subordinates for advice, because they might appear less powerful
3. Decision making power should stay with top management in the organization and not be delegated to lower level employees
4. Employees should not question their manager’s decisions
5. A manager should perform work which is difficult and important and delegate tasks which are repetitive and mundane to subordinates
6. Higher level managers should receive more benefits and privileges than lower level managers and professional staff
7. Managers should be careful not to ask the opinions of subordinates too frequently, otherwise the manager might appear to be weak and incompetent

**Uncertainty Avoidance**
1. Rules and regulations are important because they inform workers what the organization expects of them
2. Order and structure are very important in a work environment

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3. It is important to have job requirements and instructions spelled out in detail so that people always know what they are expected to do
4. It is better to have a bad situation that you know about, than to have an uncertain situation which might be better
5. Providing opportunities to be innovative is more important than requiring standardized work procedures
6. People should avoid making changes because things could get worse

Reliabilities: MS=.92, IC =.79; PD=.74; UA=.80

(Super, 1970)

**Work Values Inventory**

To what extent the following is important for you?

**Work Values:**
Desiring to help others ALTRUISM
Needing to develop artistic & aesthetic skills AESTHETIC
Contributing new ideas and suggestions CREATIVITY
Put to practice acquired skills INTELLECTUAL STIMULATION
Feeling satisfied from achieving things ACHIEVEMENT
Keeping flexibility for actions FLEXIBILITY
Having influence and reputation PRESTIGE
Having authority over others POWER
Need to meet economic performance ECONOMIC PERFORMANCE
Having job security JOB SECURITY
Having a good work climate WORK CLIMATE
Having the possibilities to form teams and work with others TEAM WORK
Having the possibility to change job activities or jobs altogether JOB VARIETY
Making friends with work colleagues FRIENDSHIP AT WORK
(COMMUNITY)
Making friends with colleagues FRIENDSHIP AT WORK
COMMITMENT
Being effective in accomplishing tasks EFFICACY
Ensuring that everybody will be evaluated equally EQUITY

**Life Values**
I feel satisfied with my life LIFE SATISFACTION
I appreciate activities where people help each other MUTUAL SUPPORT
I consider I have good friends FRIENDSHIP
I struggle to obtain material objects that I like MATERIALISM
I value positively actions that I undertake SELF-ACHIEVEMENT
I consider social status to be important STATUS DEMONSTRATION
I feel responsible for accomplishing my personal objectives RESPONSIBILITY
I strive to assure that my behaviour is as respectful as possible RESPECT
I consider myself to be obsessed with order ORDER
I intend to have a healthy life HEALTHY LIFE
I value trust and other people know that I can be trusted TRUST
In my surroundings, I always attempt new initiatives INITIATIVE
I strive for happiness HAPPINESS
I normally act with a great level of autonomy LIBERTY
<table>
<thead>
<tr>
<th>Source</th>
<th>Instrument Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Symlog, 2006)</td>
<td><strong>Organizational Culture Survey</strong></td>
<td>Members of an organization, or a management group, analyze the values shown in their organizational culture and plan changes to reward systems and the structure of work in order to enhance teamwork and organizational productivity. Focus: Values for teamwork Purpose: examine current organizational culture Examine how your organization currently functions; assess the way philosophy, policies, procedures, and reward systems affect groups and how members interact with each other and with customers; and significantly improve your organizational culture and commitment to its goals. Time needed: 20 minutes Detailed description: NA See <a href="http://www.symlog.com/internet/services_products/catalog/ctlg-OR.htm">http://www.symlog.com/internet/services_products/catalog/ctlg-OR.htm</a> for more information.</td>
</tr>
<tr>
<td>(Thompson, 1999)</td>
<td><strong>Individualism-Collectivism Vocational Attitude Questionnaire</strong></td>
<td>Please rate how likely you would be to do each of the following, using the scale below. Put your rating number (1 to 9) at the end of each action described.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Miss a job interview because someone in your family needed your help. 2. Believe that competition is more important than cooperation for achieving work satisfaction. 3. Consider your parents’ opinions to be more important than your own when making career decisions. 4. Try to find a job through friends and neighbors rather than on your own. 5. Measure your self worth by your ability to do as much on your own as you possibly can. 6. Believe it is important to do better on the job than your coworkers. 7. Prefer work you can do by yourself rather than in a group. 8. Consider your coworkers’ needs before your own when making decisions on the job. 9. Sacrifice your own career goals to make your family happy. 10. Prefer working independently to being liked by your coworkers. 11. Seek advice from your family and relatives about health decisions rather than making them by yourself. 12. Move away from your aging parents so you could advance your career. 13. Miss school or work to take a friend who was ill to see a doctor. 14. Take a job to advance in your career even if it meant you must work for people you don’t respect. 15. Prefer being recognized for your unique contributions as a worker rather than for your ability to work well with others. 16. Try to maintain harmony with your coworkers rather than doing your own thing at work. 17. Enjoy receiving an award at work even if your coworkers were unhappy about it. 18. Select a career your parents approve of even if you think you won’t like it. 19. Perform your job well to get ahead rather than to help out your coworkers.</td>
</tr>
<tr>
<td>Item</td>
<td>Item Content</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Help out a relative who needed money if it was within your means.</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>If given the choice, find your own way of doing your work rather than doing it like everyone else.</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Continue living with your parents out of a sense of duty even if you were able to be financially independent.</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Express your opinions to your coworkers even if you believed they would disagree with you.</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Turn down a job you really wanted because it was not acceptable to your family.</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Feel proud of your coworker if your boss pointed out her or his good work skills in front of you.</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Feel annoyed if a coworker did better than you on the job.</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Believe it is important to place duty before pleasure when making career choices.</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Turn down a job you really wanted because it required you to move away from your friends and neighbors.</td>
<td></td>
</tr>
</tbody>
</table>

Please respond to the following questions (# 29-38) whether or not you have a disability:

If you had or have a physical disability, how likely would you be to:

<table>
<thead>
<tr>
<th>Item</th>
<th>Item Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>Ask for help from friends or coworkers only if you had no other choice.</td>
</tr>
<tr>
<td>30.</td>
<td>Choose a career because you could be competitive with your coworkers.</td>
</tr>
<tr>
<td>31.</td>
<td>Worry more about how your disability would affect your family and relatives than how it would affect you personally.</td>
</tr>
<tr>
<td>32.</td>
<td>Believe it was your primary responsibility to do as much for yourself as you possibly can.</td>
</tr>
<tr>
<td>33.</td>
<td>Follow your family's advice about your medical treatment even if you preferred doing something different.</td>
</tr>
<tr>
<td>34.</td>
<td>Believe your relatives would help to take care of you if they were able.</td>
</tr>
<tr>
<td>35.</td>
<td>If you had to choose, make work decisions that would help you get ahead rather than help you get along better with your coworkers.</td>
</tr>
<tr>
<td>36.</td>
<td>Make medical treatment decisions on your own rather than with friends and neighbors.</td>
</tr>
<tr>
<td>37.</td>
<td>Follow your doctor's advice because you believe your doctor deserves your respect.</td>
</tr>
<tr>
<td>38.</td>
<td>Be more concerned about your loss of personal freedom than your loss of support from others.</td>
</tr>
</tbody>
</table>

Subscales:

1. Vertical Individualism/Individual Achievement at Work,
2. Vertical Collectivism/Respect and Duty towards Authority,
3. Horizontal Individualism/Independent Choice,
4. Horizontal Collectivism/Shared In-Group Support.

Item/Subscale distribution not available.

Reliabilities: .71, .74, .64, .51 correspondingly.

Scale: 1-9

Validated using samples from the US and Guatemala

(Thompson, Beauvais, & Lyness, 1999)
15. This organization encourages employees to set limits on where work stops and home life begins.
14. In this organization it is very hard to leave during the workday to take care of personal or family matters. (R)

**Career Consequences:**
13. Many employees are resentful when men in this organization take extended leaves to care for newborn or adopted children. (R)
9. Many employees are resentful when women in this organization take extended leaves to care for newborn or adopted children. (R)
12. In this organization employees who participate in available work–family programs (e.g., job sharing, part-time work) are viewed as less serious about their careers than those who do not participate in these programs. (R)
7. To turn down a promotion or transfer for family-related reasons will seriously hurt one’s career progress in this organization. (R)
19. In this organization employees who use flextime are less likely to advance their careers than those who do not use flextime. (R)

**Organizational Time Demand:**
10. To get ahead at this organization, employees are expected to work more than 50 hours a week, whether at the workplace or at home. (R)
4. Employees are often expected to take work home at night and/or on weekends. (R)
6. Employees are regularly expected to put their jobs before their families. (R)
11. To be viewed favorably by top management, employees in this organization must constantly put their jobs ahead of their families or personal lives. (R)

Scale: 1-7, Cronbach’s alpha 0.92 (for the final 20 items) (R) – reverse coded; item numbers correspond to their position in the actual questionnaire

**Horizontal Collectivism**
1. If a co-worker gets a prize, I would feel proud
2. The well-being of my coworkers is important to me
3. To me, pleasure is spending time with others
4. I feel good when I cooperate with others

**Horizontal Individualism**
1. I'd rather depend on myself than others
2. I rely on myself most of the time, I rarely rely on others
3. I often do my own thing
4. My personal identity, independent of others, is very important to me

**Vertical Collectivism**
1. Parents and children must stay together as much as possible
2. It is my duty to take care of my family, even when I have to sacrifice what I want
3. Family members should stick together, no matter what sacrifices are required
4. It is important to me that I respect the decision made by my groups

**Vertical Individualism**
1. It is important for me to do my job better than the others
2. Winning is everything
3. Competition is the law of nature
4. When another person does better than I do, I get tense and aroused

Scale 1-9; Cronbach’s α: not available; test-retest: not available; loadings .40 to .68

**Self-reliance with Hedonism**
1. I would rather struggle through my personal problem by myself than discuss it with my...
<table>
<thead>
<tr>
<th>Betancourt et al., 1986</th>
<th><strong>friends</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The most important thing in my life is to make myself happy</td>
<td></td>
</tr>
<tr>
<td>3. I tend to do my own thing, and others in my family do the same</td>
<td></td>
</tr>
<tr>
<td>4. One does better work working alone than in a group</td>
<td></td>
</tr>
<tr>
<td>5. When faces with a difficult personal problem, it is better to decide what to do yourself, rather than follow the advice of others</td>
<td></td>
</tr>
<tr>
<td>6. What happens to me is my own doing</td>
<td></td>
</tr>
<tr>
<td>7. If the group is slowing me down, it is better to leave it and work alone</td>
<td></td>
</tr>
</tbody>
</table>

**Separation from In-groups**
1. If the child won the Novel Prize, the parents should not feel honored in any way
2. Children should not feel honored even if the father were highly praised and given an award by a government official for this contributions and services to the community
3. In most cases, to cooperate with someone whose ability is lower than yours is not desirable ad doing the thing on your own

**Family Integrity**
1. One should live one’s life independently of others as much as possible
2. It is important to me that I perform better than others on a task
3. Ageing parents should live at home with their children
4. Children should live at home with their parents until they get married

**Interdependence and sociability**
1. I would help within my means, if a relative told me that she is in financial difficulty
2. I like to live close to my good friends
3. Individuals should be judged on their own merits, not on the company the keep

Loadings range from .41 to .73. Other information not available.
See also Triandis (1995) for more information on the variations of the instrument

<table>
<thead>
<tr>
<th>(Triandis, 1964)</th>
<th><strong>Behavioral Culture Scale</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>20 items, 1-10 scale (never-always)</td>
<td></td>
</tr>
<tr>
<td>Detailed description not available</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Triandis, 1983)</th>
<th><strong>Allocentrism-Idiocentrism Scale</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>** Allocentrism** Factors:</td>
<td></td>
</tr>
<tr>
<td>1. Emphasis on ingroup goals, views and needs</td>
<td></td>
</tr>
<tr>
<td>2. Duty</td>
<td></td>
</tr>
<tr>
<td>3. Shared beliefs among allocentrics</td>
<td></td>
</tr>
<tr>
<td><strong>Idiocentrism</strong> Factors:</td>
<td></td>
</tr>
<tr>
<td>4. Emphasis on own goals, views and needs</td>
<td></td>
</tr>
<tr>
<td>5. Pleasure</td>
<td></td>
</tr>
<tr>
<td>6. Personal beliefs among idiocentrics</td>
<td></td>
</tr>
</tbody>
</table>

Information on original items and psychometrics properties not available

<table>
<thead>
<tr>
<th>(Triandis, 1994)</th>
<th><strong>Allocentrism-Idiocentrism Scale</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is important to maintain harmony with my group</td>
<td></td>
</tr>
<tr>
<td>2. Children should be taught to place duty before pleasure</td>
<td></td>
</tr>
<tr>
<td>3. My happiness depends very much on the happiness of those around me</td>
<td></td>
</tr>
<tr>
<td>4. The well-being of my group is a very important concern for me</td>
<td></td>
</tr>
<tr>
<td>5. I really like to cooperate with others</td>
<td></td>
</tr>
<tr>
<td>6. I usually sacrifice my self-interest for the benefit of my group</td>
<td></td>
</tr>
<tr>
<td>7. Before making a decision, I like to consult with many others</td>
<td></td>
</tr>
<tr>
<td>8. Children should feel honored if their parents receive a distinguished award if any of my relatives were in financial difficulty, I would help them even if it made my life difficult</td>
<td></td>
</tr>
<tr>
<td>9. If I a member of my group gets a prize, I would feel proud</td>
<td></td>
</tr>
<tr>
<td>10. Sharing little thing with my group makes me very happy</td>
<td></td>
</tr>
</tbody>
</table>
11. I feel we should keep our aging parents with us at home
12. To me, pleasure is spending time with others
13. I hate to disagree with others in my group
14. I would do what would please my family, even if I detested the activity
15. I would sacrifice an activity that I enjoy very much if my family did not approve of it
16. To me, pleasure is spending time with others

Information on psychometric properties of the instrument not available.

<table>
<thead>
<tr>
<th>(Triandis, 1994)</th>
<th>Individualism (IND)</th>
<th>Are you the kind of person who is likely to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. ask you parents to live with you?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. stay with friends, rather than in hotel, when you do to another town?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. place your parents in an old people’s home or nursing home?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. prefer to stay in a hotel rather than with distant friends when visiting another town?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. call on a friend, socially, without giving prior warning?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. call your friends every time before visiting them?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. to take x consult you fiancée parents extensively, before they decide whether you two should get married?</td>
</tr>
<tr>
<td></td>
<td>Scale: 1-9. Information on other psychometric properties of the instrument not available.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Triandis, 1995)</th>
<th>Are you an Individualist or Collectivist?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Individualists tend to be concerned with their personal success, even if that does not help their family. Collectivists often choose family over personal goals. On the whole, how close do you feel to your family?</td>
<td></td>
</tr>
<tr>
<td>2. There are probably other groups to which you feel very close. These might be coworkers, neighbors, people of your own religion, race, nationality, etc. Now select the three of four groups that you feel closest to and enter an average collectivism rating, indicating how close you feel to these groups.</td>
<td></td>
</tr>
</tbody>
</table>

Scale 0-10. Total number of items 24. For more information on the instrument, see Triandis, 1995. See also appendices in Triandis, 1995 for variations and roots of the instruments developed by Triandis and colleagues.

<table>
<thead>
<tr>
<th>(Triandis, Bontempo, Villareal et al., 1988)</th>
<th>Self-reliance and competition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If the group is slowing me down, it is better to leave it and work alone</td>
<td></td>
</tr>
<tr>
<td>2. To be superior a man must stand alone</td>
<td></td>
</tr>
<tr>
<td>3. Winning is everything</td>
<td></td>
</tr>
<tr>
<td>4. Only those who depend on themselves get ahead in life</td>
<td></td>
</tr>
<tr>
<td>5. If you want something done right, you’ve got to do it yourself</td>
<td></td>
</tr>
<tr>
<td>6. What happens to me is my own doing</td>
<td></td>
</tr>
<tr>
<td>7. I feel winning is important in both work and games</td>
<td></td>
</tr>
<tr>
<td>8. Success is the most important thing in life</td>
<td></td>
</tr>
<tr>
<td>9. It annoys me when other people perform better than I do</td>
<td></td>
</tr>
<tr>
<td>10. Doing your best is not enough; it is important to win</td>
<td></td>
</tr>
<tr>
<td>11. In most cases, to cooperate with someone whose ability is lower than oneself is not as desirable as doing the thing on one’s own</td>
<td></td>
</tr>
<tr>
<td>12. In the long run the only person you can count on is yourself</td>
<td></td>
</tr>
</tbody>
</table>

Distance from in-groups
1. I ma not to blame if one of my family members fails
2. My happiness is unrelated to the well-being of my coworkers
3. MY parents’ opinion is not important in my choice of a spouse
4. I am not to blame when one of my close friends fails
5. My coworkers opinions are not important in my choice of a spouse
6. When a close friend of mine is successful, it does not really make me look better
Concern for in-group

1. It is foolish to try to preserve resources for future generations (-)
2. People should not be expect to do anything for the community unless they are paid for it
3. Even if a child won the Novel Prize the parents should not feel honored in any way
4. I would not let my parents use my car (if I had one), no matter whether they are good drivers or not
5. I would help within my means if a relative told me that s/he is in financial difficulty
6. I like to live close to my friends
7. The motto “sharing is both blessing and calamity” is still applicable even if one’s friend is clumsy, dumb, and causing a lot of trouble
8. When my colleagues tell me personal things about themselves, we are drawn closer together
9. I would not share my ideas and newly acquired knowledge with my parents
10. Children should not feel honored even if the father were highly praised and given an award by a government official for his contributions and service to the community

Scale range: not available (most likely 1-9); Cronbach’s α: .62 to .92 dep. on faces; test-retest: not available
See also Triandis (1995) for more information on the variations of the instrument

<table>
<thead>
<tr>
<th>Scenarios for measuring IND-COL</th>
</tr>
</thead>
<tbody>
<tr>
<td>H=Horizontal, V=Vertical, C=Collectivism, I= Individualism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenarios for measuring IND-COL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You and your friends decided spontaneously to go out to diner at a restaurant. What do you think is the best way to handle the bill?</td>
</tr>
<tr>
<td>HC: Split equally, without regard two who ordered what</td>
</tr>
<tr>
<td>VI: Split it according to how much each person makes</td>
</tr>
<tr>
<td>VC: The group leader pays the bill or decides how to split it</td>
</tr>
<tr>
<td>HI: Compute each person’s charge according to what that person ordered</td>
</tr>
</tbody>
</table>

| 3. You are buying a piece of art for your office. Which one factor is most important in deciding whether to buy it? |
| VI: It is a good investment |
| HC: Your coworkers will like it |
| HI: You just like it |
| VC: Your superior will approve it |

| 4. Suppose you had to use one word to describe yourself. Which one would you use? |
| HI: Unique |
| VI: Competitive |
| HC: Cooperative |
| VC: Dutiful |

| 10. Happiness is attained by |
| VC: Gaining a lot of status in the community |
| HC: Linking with a lot of friendly people |
| HI: Keeping one’s privacy |
| VI: Winning in competition |

| 11. You are planning to take a major trip that is likely to inconvenience a lot of people at your place of work, during your absence. With whom will you discuss it, before deciding whether or not to take it? |
| HI: No one |
VC: My parents
HC: My spouse or close friend
VI: Experts about the place I plan to travel to so I can decide if I want to go

13. Which one of these four books appears to you to be the most interesting?
HC: How to make friends
VI: How to succeed in business
HI: How to enjoy yourself inexpensively
VC: how to make sure you are meeting your obligations

14. Which is the most important factor in an employee’s promotion, assuming that all other factors such as tenure and performance are equal? Employee is or has
HC: Loyal to the corporation
VC: Obedient to the instructions from management
HI: Able to think for him- or herself
VI: Contributed to the corporation much in the past

15. When you buy clothing for a major social event, you would be most satisfied if
HI: You like it
VC: Your parents like it
HC: Your friends like it
VI: It is so elegant that it will dazzle everyone

17. In your opinion, in an ideal society national budgets will be determined so that
HC: All people have adequate incomes to meet basic needs
VI: Some pole will be rewarded for making brilliant contributions
VC: There will be maximal stability, law, and order
HI: People can feel unique and self-actualized

20. When people ask me about myself, I
VC: Talk about my ancestors and tier traditions
HC: Talk about my friends, and what we like to do
VI: Talk about my accomplishments
HI: Talk about what makes me unique

21. Suppose your fiancé(e) and your parents do not get along very well. What would you do?
HI: Nothing
HC: Tell my fiancé(e) that I need my parents’ financial support and he or she should learn to handle the politics
HC: Remind my fiancé(e) that he or she should make a grater effort to “fit with the family”
VC: Remind my fiancé(e) that my parents and family are very important to me and he or she should submit to their wishes

23. Teams of five people entered a science project contest. Your team won first place and a prize of $100. You and another person did 95% of the work on this project. How should the money be distributed?
HC: Split it equally, without regard to who did what
VI: The other person and I get 95% of the money and the rest goes to the group
VC: The group leader decides how to split the money
HI: Divide the money the way that gives me the most satisfaction

24. Imagine you are selecting a band for a fund-raising event given by your organization. Which are the most important factors in making your decision?
HI: I really like the band
VC: My friends approve of this band
VC: The administration of my organization approves of the band
<table>
<thead>
<tr>
<th>Question</th>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. You need to choose one more class for next semester. Which one will you select?</td>
<td>VI: The one that will help me get ahead of everyone else</td>
<td>VC: The one my parents said to take</td>
<td>HC: The one my friends plan to take</td>
<td>HI: The one that seems most interesting to me</td>
</tr>
<tr>
<td>28. You are at a pizza restaurant with a group of friends. How should you decide what kind of pizza to order?</td>
<td>VC: The leader of the group orders for everyone</td>
<td>HI: I order what I like</td>
<td>HC: We select the pizza that most people prefer</td>
<td>VI: We order a most extravagant pizza available</td>
</tr>
<tr>
<td>29. Which candidate will you vote for in the election for president of the student government?</td>
<td>HC: The one your friends are voting for</td>
<td>HI: The one I like best</td>
<td>VI: The one who will reward me personally</td>
<td>VC: The one who is a member of an organization important to me. The status of the organization will improve if that candidate is elected</td>
</tr>
</tbody>
</table>

Evaluated as the % of time each option was chosen and the first choice. Reliability data not reported.

(Triandis, Kashima, Shimada et al., 1986)

**Cultural Roles and Behaviors**

**Roles (30 items)**
- Mother-son (mother helps son, mother teacher son good behavior, mother teacher housework to daughter, mother respects son, mother-in-law is critical of son-in-law, mother-in-law treats son-in-law as a son)
- Father-son (father goes out with son, father protects daughter)
- Seaman-officer
- Worker-foreman
- Officer-officer
- Friend-friend

**Behaviors (20 items)**
- E.g., Admire

Detailed description of the instrument not available

Scale: 0-10 (never-always)

(Triandis, Leung, Villareal et al., 1985)

**Self-reliance**
1. I usually struggle through a personal problem by myself
2. One should live one’s life independently
3. What happens to me is my own doing
4. To be superior, a person must stand alone

**Closeness to the family**
1. Parents of those children who won a award have every right to feel that they themselves have earned it
2. If a relative were in financial difficulty, I would help within my means
3. Children should feel honored if their parents received a distinguished award
4. If my younger brother or sister fails, I feel responsible

**Interdependence**
1. I usually feel that my relationships with others are more important than my individual
accomplishments
2. It is important to me that I respect decision made by my groups (e.g. social, professional)
3. I usually sacrifice my self-interest for the benefit of my group
4. It is important for me to maintain harmony within my group
5. Before making a decision I like to consult widely

Hedonism
1. It is important to me to enjoy life
2. Work must be emphasized over pleasure
3. Too much emphasis on pleasure has weakened our society
4. One of the most important goals of my life is for me to be happy
5. Life should be fun

Competition
1. Wining is everything
2. It annoys me when other people perform better than I do
3. It is important to me that I do my job better than others
4. I enjoy working in situations involving competition with others
5. Cooperation is the law of nature

Family integrity
1. My choice of spouse is independent of my parents/family views
2. We should keep our aging parents with us at home
3. Even if I go to a college near where my parents live, I would rather rent an apartment
4. I want my aging parents to live with me in my home

Sociability
1. I like sharing little things with my neighbors
2. The well-being of my coworkers is important to me
3. People should volunteer their services to their community even if they aren’t paid
4. I like to close to my good friends

Information about psychometric properties of the instrument not available.
See Triandis (1995) for more information on the variations of the instrument

(Triandis et al., 1985)

Variation of the Idiocentrism-Allocentrism Scale
Examples of items

Perceived similarity
1. How similar are your views about what kind of work you should do to those of your
neighbors or those who live in your dorm?
2. How similar are your opinions about the kind of education that you should have to those
of your neighbors or those who live in your dorm?
3. How similar are your opinions about the kind of education that you should have to those
of an average person of your nationality?
Total number of items: 37, Cronbach’s α: .89

Paying attention
1. When you choose an intimate friend (including a spouse), how much attention would
you pay to the views of your acquaintances?
2. When deciding what work to do, how much attention would you pay to the views of your
co-workers?
3. When deciding what kind of education to have, how much attention do you pay to the
view of your neighbors?
4. When deciding what kind of education to have, how much attention do you pay to the
view of your coworkers
Total number of items: 38, Cronbach’s α: .94

Taking a trip
1. Suppose you are very eager to take a long trip, and your absence will inconvenience the people listed below. How much weight would you give to your desires as opposed to the desires of your mother, your father, your spouse or close friend, and your relatives?

   Total number of items: 4, Cronbach’s α: .75

**Investing money**

1. Suppose you are planning to make an investment that is guaranteed to benefit your grandchildren and may or may not benefit you. You would miss the money and could use it to have fun now. Would you do it?

   Total number of items: 6, Cronbach’s α: .73

**Lottery**

1. Suppose you won a large sum of money at a lottery. Would you give nothing, a little of it, much, a lot of it, or all of it to your grandchildren, your children, your parents, or your spouse or close friend?

   Total number of items: 4, Cronbach’s α: .68

**Work request**

1. Suppose that one of the persons listed below asked you to help with a job that takes about a week, during a time when you are very busy with your own work. How much help would you give? (e.g., you parents, your closest friend, your children)

   Total number of items: 6, Cronbach’s α: .86

**Loans**

1. Suppose on of the persons listed below needs the money you have been saving to buy a new car. Your present car is still running, but it is unsure how long it will continue to run. Would you lend the money? (e.g., a relative, a friend, your parents)

   Total number of items: 4, Cronbach’s α: .82

**Honor about Nobel Prize**

1. Suppose one of these people – your spouse, parents, friend – won the Nobel Prize. Would you feel somewhat honored that this has happened?

   Total number of items: 6, Cronbach’s α: .81

**Contribution to others winning Nobel Prize**

1. Suppose that one of the persona listed below won the Nobel Prize. Would you feel that you have contributed, even though in a small way, to the success of a friend, spouse, parents?

   Total number of items: 7, Cronbach’s α: .80

Scale 1-5; test-retest: not available

(Triandis & Singelis, 1998)

**The SINDCOL Instrument**

*Are You an Individualist or a Collectivist?* Cultures differ in their emphasis on collectivism and individualism. Collectivists place some collective (family, Workgroup, country) in a central position regulating social life. Individualists place the individual in the center of things. For example, when there is a conflict between the goals of a collective and an individual, in collectivist cultures it is obvious that the collective should “win” while in individualist cultures it is obvious that the individual should “win”. In this questionnaire we wish to help you find out for yourself if you are a collectivist or an individualist, by asking you to answer questions about your own circumstances and life style.

We will help you find out where you stand on these tendencies by summing “points”. Under C (collectivism) and I (individualism) you should enter a rating on a 0 to 10 scale, following the instructions under each question.

For example, suppose we ask you: Do you feel a part of any group, so that if you were expelled by that group you would feel that your life has ended? If the answer is “Yes, very definitely, absolutely true”, you would enter 10 under C. On the other hand, if it is not at all true, you might use a zero. We will ask you questions that either reflect individualism, so you should enter a number between 0 and 10 next to I =, or collectivism, so you should enter a...
number between 0 and 10 next to C = . After you answer all the questions, add all the points you have given to C and separately the points you have given to I. You will then get an idea of how high you are in these tendencies. This activity is cooperative between you and the researchers. We will give you the theoretical rationale for each question, and then you will make your own judgment concerning whether you are high in C or in I. We suggest that you simply add the various influences in the collectivist and individualistic direction to get your total scores. Please follow the instructions carefully and faithfully, so you will get an accurate estimate of your individualism and collectivism.

1. Individualists tend to be concerned with their personal success, even if that does not help their family. Collectivists often choose family over personal goals. On the whole how close do you feel to your family? The closer you feel, the higher should be your collectivism rating.

C=

2. There are probably other groups to which you feel very close. These might be co-workers, neighbors; people of your own religion, race, nationality, political orientation, civil rights views, personal rights view, environmental views, social standing, people with similar aesthetic standards, etc. Now select the three or four groups that you feel closest to and enter an average collectivism rating, indicating how close you feel to these groups.

C=

3. The younger people are, the more they like to explore new ideas, and do things that do not necessarily fit what their groups want them to do. But that is not constant with age. Young children often want to do what their parents want them to do; in some cultures teenagers want to do what their friends want them to do; old people often want to do what their own children and grandchildren want them to do. Now think how free you are from group influences. If you feel totally free enter a 10. Otherwise use a lower number.

I=

4. Individuals who travel a lot, change residences frequently, do not feel that they must necessarily do what their neighbors want them to do. How free do you feel from the influences of your neighbors? If you feel totally free enter a 10.

I=

5. The smaller the community in which you live, the more people (fellow villagers, neighbors) know what you are doing, and you may feel that you must pay attention to their ideas about your life style. If you feel that you are paying maximum attention to the ideas that people in your community have about your life style enter a 10 below.

C=

6. You have probably picked up a lot of ideas about how you should live from your parents, and they from their parents. So, it is likely that traditions that were in the families of your grand-parents are still very influential in your own life. If these traditions are maximally influential in your life use a 10.

C=

7. Think of your grandparents and parents in terms of how much they have been influenced by individualistic cultures, such as the United States, England, Canada, Australia, New Zealand or collectivist cultures such Africa, East Asia, Latin America. One clue is the kind of child-rearing. When the child-rearing you have experienced was warm-controlling, in other words your parents adored you as long as you did what they told you to do. You are most likely to have become a collectivist; on the other hand, if the childrearing was warm-independent, that is your parents adored you and encouraged you to be independent, self-reliant, exploratory, it was okay to get into trouble and they would help you get out of trouble. you are likely to have become an individualist. If your child-rearing was cold and neglected, you would also be an individualist; if it was cold and controlling you would be a collectivist but these relationships are weaker, so do not give too many points in this rating. Try to estimate how individualistic you are taking into account who your parents and other important
8. Think of the people you socialized (e.g. close friends) with when you were growing up. In the previous question the influences from the different cultures were present but they did not necessarily influence you directly. Now we are talking about direct influence. Did the people you socialized with come from different cultures and traditions? The more diverse they were the more likely it is that you are an individualist. Rate yourself on I = by giving yourself a 10 if most of your friends and influential adults (e.g. teachers), when you were growing up, were from different ethnic groups.

I =

To remind you: Enter numbers from 0 to 10.
0 = no trace, 5 = quite a bit, 10 = the maximum possible.

9. How interdependent are you in your finances'? Some people cannot make any decisions about how to spend their money without consulting others, either because they have too little money or because they have important financial obligations. If you can not spend even small amounts of money without considering what that will do to other people, give yourself a 10.

I =

10. How much education do you have? The more education you have the more you can consider different points of view, from different parts of the world. and you have to decide for yourself what is right and wrong, and so you become more of an individualist. Rate the maximum a 10.

I =

11. How much formal traditional education did you have? This is education about your ethnic group (e.g., Sunday School, language school) covering the language, religion, history, rituals, and traditions of your ethnic group? The more traditional education you have had the higher you should rate yourself on C = .

C =

12. How much have you travelled alone abroad? If you have travelled that way a lot enter I = 10, because you have seen many countries and met people from all over the world. and you had to decide for yourself what life style is best for you, and so you must have become more of an individualist. If you travelled with your own group, you maintained your home culture while you were abroad. so you did not have to face the question of life styles. In that case, give few points or a zero.

I =

13. Did you live abroad for more than 6 months? The chances are that if you did that you had to decide for yourself whether the way of life of the host people was the kind of life you wanted for yourself, and so you would have become more individualistic. If you have not lived abroad enter a 0; if you lived in different countries every few years enter I = 10.

I =

14. Are you married? Generally married people have to live in a way that pays attention to the needs of their spouse and that makes them more collectivist. How collectivist do you feel because of your marital status? If you are not married enter a 0.

C =

15. Did you grow up in a large family, with many siblings and other relatives, in which you had to pay attention to the needs of others? In that case you may have become a collectivist. Rate yourself accordingly.

C =
16. Television, movies and magazines often expound an individualistic viewpoint (e.g. boy meets girl, they fall in love and get married, though sometimes this upsets their family and friends). How much exposure to such media did you experience? The more exposure the greater the I.

I=

17. Do you approve or disapprove of the stories in the media mentioned in the previous question? The more you disapprove, the more collectivist you may be. If you strongly condemn these stories enter a 10 below.

C=

18. Are your jobs or most of your activities allowing you to do your own thing (e.g. you are writing novels as you see fit) or do you have to act so as to take into account the needs and views of others? The more you have to take into account other people the more collectivist you are likely to be.

C=

19. What percent of your time do you work alone? If you work alone almost all the time, you do not have to pay attention to the needs of others, thus enter a 10 under I.

I=

20. Do you enjoy doing fun things alone (e.g. taking a walk alone) or you must do things with others? The more you must have others with you in order to have fun, the more of a collectivist you are. Rate yourself on that.

C=

21. Would you say that most of the time you do “your own thing” paying no attention to whether or not it fits customs and “proper” behavior? If you do your own thing all the time enter a 10.

I=

22. How much do you value your privacy? If you value your privacy very much, enter a 10 below; if you think that privacy is unimportant rate I = 0.

I=

23. Is your occupation or job such that you can make decisions while ignoring the needs and views of others? The more you can do that the larger should be the number below.

I=

24. Finally, in your occupation or job do you generally pay a lot of attention to the views and needs of others? The more you pay such attention the higher the score.

C=

Self Scoring. Now add all the C and I scores and look at your grand total. A score of 60 is average. The more you deviate from 60 the more (or less) of that quality you have.

ENTER HERE C = I=

Thank you very much for your help.

(Vandello & Cohen, 1999)

**THE ONLY STUDY THAT USED ARCHIVAL DATA AND OBSERVATIONS, AS OPPOSED TO SELF-RESPONSE SURVEY, TO MEASURE IND-COL.**

**Individualism Index**
1. Percentage of people living alone (reverse scored; Almapi, 1994).
2. Percentage of elderly people (aged 65+ years) living alone (reverse scored; Almapi, 1994).
3. Percentage of households with grandchildren in them (Almapi, 1994).
4. Divorce to marriage ratio (reverse scored; U.S. Bureau of the Census,1996)
5. Percentage of people with no religious affiliation (reverse scored;Kosmin & Lachman,
6. Average percentage voting Libertarian over the last four presidential elections (1980-1992; reverse scored; Congressional Quarterly, 1994).
7. Ratio of people carpooling to work to people driving alone (Almapi, 1994).
8. Percentage of self-employed workers (reverse scored; Almapi, 1994).


(Vitell, Paolillo, & Thomas, 2003)

| Individualism (IND) | 1. It is better to work in a group than alone  
|                     | 2. Groups make better decisions than individuals  
|                     | 3. Contributing to the group is the most important aspect of work  

| Confucian Work Dynamics | 1. I am always careful to avoid doing what is improper  
|                       | 2. I avoid offending others  
|                       | 3. I feel guilty if I behave improperly  
|                       | 4. I honor and respect the elderly  

| Masculinity | 1. It is important for me to have a job that provides and opportunity for advancement  
|            | 2. It is important for me to work in a prestigious and successful company or organization  
|            | 3. It is important for me to have a job which has an opportunity for high earnings  
|            | 4. It is important for me that I outperform others in my company  

| Power Distance | 1. My superiors should make most decisions without consulting me  
|               | 2. I always conform to my superior’s wishes  
|               | 3. I believe that those superiors who ask opinions too often of subordinates are weak or incompetent  
|               | 4. I tend to avoid any potential arguments with my superior  
|               | 5. I am always afraid to disagree with my superior  

| Uncertainty Avoidance | 1. I like to work in a well-defined job where the requirements are clear  
|                       | 2. It is important for me to work for a company that provides high employment stability  
|                       | 3. Clear and detailed rules/regulations are needed so workers know what is expected of them  
|                       | 4. If I am uncertain about the responsibilities of a job, I get very anxious  
|                       | 5. In a situation in which other people evaluate me, I feel that clear and explicit guidelines should be used  
| Scale 1-7; Cronbach’s α .607 (PD), .771 (UA), .665 (MAS), .665 (IND), .726 (LTO); test-retest: not available  

(Voich, 1995)

| Paternalism | 1. Managers should be interested in the personal problems of subordinates  
|            | 2. Managers should ensure that workers earn enough for food and clothing  
|            | 3. Managers should take a personal interest in problems of employees that affect performance  
|            | 4. The firm should look out for employees as both persons and workers  
|            | 5. The firm should provide lifelong job security  

| Work Ethic Values | 1. Hard work overcomes all of life’s obstacles  
|                  | 2. Work hard until satisfied with results  

For use or reproduction rights contact the instrument author(s). If you have additional information about these or other culture survey instruments or their versions in other languages, please contact Vas Taras, taras@ucalgary.ca. Your input would be greatly appreciated.
<table>
<thead>
<tr>
<th></th>
<th>Avoid dependence on others</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Working alone leads to better learning</td>
</tr>
<tr>
<td>5</td>
<td>Only independent people get ahead in life</td>
</tr>
<tr>
<td>6</td>
<td>Live independent of others</td>
</tr>
<tr>
<td>7</td>
<td>Work alone to be superior</td>
</tr>
</tbody>
</table>

**Individualism**

<table>
<thead>
<tr>
<th></th>
<th>Encourage individual initiative rather than loyalty and sense of duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Autonomy on the job is more important than group assistance</td>
</tr>
<tr>
<td>3</td>
<td>Individual rewards are as important as group welfare</td>
</tr>
<tr>
<td>4</td>
<td>Individual success is as important as group success</td>
</tr>
</tbody>
</table>

**Masculinity**

<table>
<thead>
<tr>
<th></th>
<th>It is more important for men to have professional careers than women</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Women do not value recognition and promotion for their work as much as men</td>
</tr>
<tr>
<td>3</td>
<td>Solving organizational problems requires the active forceful approach typical of men</td>
</tr>
<tr>
<td>4</td>
<td>It is preamble to have men in high level positions rather than women</td>
</tr>
<tr>
<td>5</td>
<td>A man can always do some jobs better than a woman</td>
</tr>
</tbody>
</table>

**Power Distance**

<table>
<thead>
<tr>
<th></th>
<th>Asking opinions too often of subordinates may make managers seem weak or incompetent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Managers should make most decisions without consulting subordinates</td>
</tr>
<tr>
<td>3</td>
<td>Managers should perform difficult and important work and delegate repetitive and mundane work to subordinates</td>
</tr>
<tr>
<td>4</td>
<td>Social interaction with subordinates may decrease a manager’s objectivity in dealing with them</td>
</tr>
<tr>
<td>5</td>
<td>Higher level managers deserve more privileges and benefits than lower level ones</td>
</tr>
</tbody>
</table>

**Uncertainty Avoidance**

<table>
<thead>
<tr>
<th></th>
<th>It is important to clearly specify job requirements/instructions so people know what is expected of them</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Rules/regulations are needed so workers know what is expected of them</td>
</tr>
<tr>
<td>3</td>
<td>Better to have a certain bad situation than an uncertain better situation</td>
</tr>
<tr>
<td>4</td>
<td>Avoid making changes because things could get worse</td>
</tr>
<tr>
<td>5</td>
<td>Standardized work procedures are more important than opportunities to be innovative</td>
</tr>
</tbody>
</table>

Scale 1-5. Information on psychometric properties of the instrument not available.

(Voich, 1995)

**The Organizational Belief System**

<table>
<thead>
<tr>
<th></th>
<th>Groups make better decision than individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Contribution to the group is the most important aspect of work</td>
</tr>
<tr>
<td>3</td>
<td>A person should take an active part in all group activities</td>
</tr>
<tr>
<td>4</td>
<td>The best job is as part of a group that leads to group recognition</td>
</tr>
<tr>
<td>5</td>
<td>Better to work in a group than alone</td>
</tr>
<tr>
<td>6</td>
<td>Group survival is very important to an organization</td>
</tr>
<tr>
<td>7</td>
<td>The group is the organization’s most important entity</td>
</tr>
<tr>
<td>8</td>
<td>Work can foster group interest</td>
</tr>
<tr>
<td>9</td>
<td>Conformity is necessary for organizational survival</td>
</tr>
</tbody>
</table>

Scale 1-5. Information on psychometric properties of the instrument not available.
Beliefs, Values, and Norms concerning Individualism-Collectivism

**Beliefs**
1. My work group is more productive when its members do what they want to do rather than what the group wants them to do.
2. My work group is most efficient when its members do what they think is the best, rather than what the group wants them to do.
3. My work group is most efficient when its members do follow their own interests and concerns.

**Values**
1. I prefer to work with others in a group rather than working alone.
2. Given the choice, I would rather do a job where I can work alone rather than do a job where I have to work with others in my work group.
3. I like it when members of my work group do things on their own, rather than working with others all the time.

**Norms**
1. People in a group should be willing to make sacrifices for the sake of the group as a whole (such as working late now and then; giving out of their way to help, etc.).
2. People in a group should realize that they sometimes are going to have to make sacrifices for the sake of the group as a whole.
3. People who belong to a group should recognize that they are not always going to get what they personally want.
4. People should be made aware that if they are going to be part of a group then they are sometimes going to have to do things they don't want to do.
5. People in my workgroup should do their best to cooperate with each other instead of trying to work things out on their own.

Scale: 1-5. Other information on psychometric properties of the instrument not available.
<table>
<thead>
<tr>
<th>Source</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wagner, 1995</td>
<td>Supremacy of individual goals</td>
</tr>
<tr>
<td></td>
<td>1. People in group should realize that they are not always going to get what they want</td>
</tr>
<tr>
<td></td>
<td>2. People in a group should be willing to make sacrifices for the sake of the group as a whole</td>
</tr>
<tr>
<td></td>
<td>3. People who belong to a group should realize that they are not always going to get what they personally want</td>
</tr>
<tr>
<td></td>
<td>4. A group’s goals and interests must be paramount</td>
</tr>
<tr>
<td></td>
<td>Self-reliance</td>
</tr>
<tr>
<td></td>
<td>1. Only those who depend on themselves get ahead in their life</td>
</tr>
<tr>
<td></td>
<td>2. The only person I can rely on is myself</td>
</tr>
<tr>
<td></td>
<td>3. In the long run, the only person you can count on is yourself</td>
</tr>
<tr>
<td></td>
<td>4. If you want to get something done right, then you have to do it yourself</td>
</tr>
<tr>
<td></td>
<td>Supremacy of individual interests</td>
</tr>
<tr>
<td></td>
<td>1. For a group to function efficiently, an individual must do what he/she thinks is right</td>
</tr>
<tr>
<td></td>
<td>2. A group is more productive when members follow their own interests and concerns</td>
</tr>
<tr>
<td></td>
<td>3. A group is more productive when members to what they want to do rather than what the group wants them to do</td>
</tr>
<tr>
<td></td>
<td>4. A group is more efficient when members do what they think is best rather than what the group want them do to</td>
</tr>
<tr>
<td></td>
<td>Competitiveness</td>
</tr>
<tr>
<td></td>
<td>1. Winning is everything</td>
</tr>
<tr>
<td></td>
<td>2. Doing you best is not enough; it is important to win</td>
</tr>
<tr>
<td></td>
<td>3. Success is ht most important thing in life</td>
</tr>
<tr>
<td></td>
<td>4. I feel that winning is important in both work and games</td>
</tr>
<tr>
<td></td>
<td>Solitary (team) work preference</td>
</tr>
<tr>
<td></td>
<td>1. I prefer to work with others rather than work alone</td>
</tr>
<tr>
<td></td>
<td>2. Given a choice, I would rather work alone than n working in a group</td>
</tr>
<tr>
<td></td>
<td>3. Working in a group is better than working alone</td>
</tr>
<tr>
<td></td>
<td>Ontological ind-col: My own identity</td>
</tr>
<tr>
<td></td>
<td>1. One of my highest values is to be all I can be</td>
</tr>
<tr>
<td></td>
<td>2. It is important to me that I am unique</td>
</tr>
<tr>
<td></td>
<td>3. My personal identity, independent of others, is very important to me</td>
</tr>
<tr>
<td></td>
<td>Scale: 1-7; Cronbach’s alpha .70 to .91 depending on facet; test-retest: not available</td>
</tr>
<tr>
<td>Wagner, Meyer, Humphrey et al., 2005</td>
<td>Utilitarian Individualism-Collectivism</td>
</tr>
<tr>
<td></td>
<td>1. I prefer to work with others in a group, rather than working alone.</td>
</tr>
<tr>
<td></td>
<td>2. Given the choice, I would rather do a job where I can work alone, rather than doing a job where I have to work with others in a group</td>
</tr>
<tr>
<td></td>
<td>3. Working with a group is better than working alone</td>
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<tr>
<td></td>
<td>Scale: 1-7; Cronbach’s alpha 0.70, Test-retest: not available</td>
</tr>
<tr>
<td>Withey, 1965</td>
<td>Dimensions of Values Scale</td>
</tr>
<tr>
<td></td>
<td>Detailed description not available.</td>
</tr>
<tr>
<td>Weber, 1998</td>
<td>Encouragement of Risk Taking</td>
</tr>
<tr>
<td></td>
<td>Used experts ratings/classifications of proverbs related to risk taking to quantify cultures in</td>
</tr>
</tbody>
</table>
terms of risk taking preference/avoidance. The score was represented as the % of proverbs encouraging taking risk vs. warning against taking risk.

(West & Graham, 2004) Culture is measured through language. The focus is on cultural distance

**Linguistic-based Measure of Cultural Distance**
The language distance is calculated using language classification originally described in (Grimes, 1992) and further refined into a language group tree by (Chen, Sokal, & Ruhlen, 1995). The classification is based on language origins, rather than directly on lexical and semantic differences of languages. For example, this classification considers French no more similar to English than Farsi due to the different origins of the languages, even though there are many borrowings between the two European languages. To quantify the differences and to bring the values to common matrix, a focal language is chosen and the language distance is operationalized in terms of distance in number of groups or branches on the language tree.

Validation
Parallels are made to national value rankings by Hofstede (1980), GLOBE (2004), Hoppe (1990) and Meissner (1988, used Rokeach Value Survey, Rokeach, 1973). Distance from English was found to correlate very high (0.20-0.76) with value dimensions. Special focus was on Ind-Col, Power Dist, Uncert. Avoidance, and Mas-Fem. Also, linguistic difference explained on average more than 40% of value difference (cultural distance).

For more, see (West & Graham, 2004)

(Wollack, Goodale, Wijting et al., 1971) **Survey of Work Values**
Detailed description not available.

(Woodcock, 1989) **Organizational Values Questionnaire**
Instructions:
The unit being assessed is ______
Answer the sixty items below only in relation to this definition of the unit. Please give your opinion on each item. Even if you don’t have enough information to make a definitive judgment, answer to the best of your knowledge.

Item examples (60 items total):a: 1. Managers act in ways which demonstrate that they are in charge 3. Outstanding managerial performance is well rewarded. 10. The organization is aggressive in defense of its own interests. 24. New ideas are highly valued

Factors:
Power, Eliticism, Rewards, Effectiveness, Efficiency, Economy, Fairness, Teamwork, Law and Order, Defense, Competitiveness, Opportunism.
Separate scores are derived for each factor.

Scale: 0 (totally untrue) to 4 (totally true)

(Yamaguchi, 1994) **Team orientation**
1. I do not sacrifice self-interest for my group 2. I act as fellow group members would prefer 3. I stick with my group even through personal difficulties 4. I maintain harmony with my group 5. I don’t change my opinions in conformity with those of the majority 6. I don’t support my group when they are wrong 7. I respect decisions made by my group 8. I remain in my group in they need me, even though dissatisfied with them
9. I assert my opinions when I disagree strongly with the members of my group
10. I make an effort to avoid disagreement with my group members
11. I sacrifice self-interest for my group
Scale: 0-4; Cronbach’s alpha from .77 to .88, depending of the sample

(Yeung, 1990)  
**Teamwork preferences**
1. I prefer interaction with other students in my learning
2. I learned more about how to deal with problems by working in groups than I would have learned on my own
3. My group experience significantly improved my ability to get along with others and understand things from point of view
Information about psychometric properties of the instrument not available.

(Yi, 2004)  
**Collectivism (COL)**
1. If a relative were to ask me for fin help, even without guaranteeing to pay me back, I would still help within my means
2. Even though I might enjoy certain activities (for example, gambling, drinking alcohol, or illegal drugs), I would refrain from them if I believed that they would have bad effects on my family
3. Without the help of others who love and care about me, I would not be where I am and what I am today
4. If I could, I would discuss a personal problem with my friends or relatives rather than struggle through it by myself
5. If my parents did not like my intended spouse, whom I love, I would be unlikely to marry him/her
6. If an elderly person stopped onto a bus or a subway and found no empty seat, I would be the first one to yield my seat to him/her

**Individualism (IND)**
1. My happiness is not closely related to the happiness of people around me, such as my family, friends and relatives
2. If a friend asks for help (for example, the personal has a dead automobile battery or is locked out of his/her apartment) after midnight, I would not help him/her if I had to wake up early in the morning for school or work
3. I would not lend my personal belongings (for example, my stereo, bicycle, or set of golf clubs) to my relatives
4. Winning a game is more important than doing my best and cooperating with teammates
5. If I had a job, I would think that an increase in salary would be more important than maintaining good relationships with my co-workers
6. I study hard for myself, not to satisfy my parents or others

Scale: 1-5; Cronbach’s alpha .72 (COL) .69 (IND), test-retest not available
**Individualism (IND)**

1. Individuals should sacrifice self-interest for the group
2. Individuals should stick with the group even through difficulties
3. Group well being is more important than individual rewards
4. Group success is more important than individuals success
5. Being an accepted group member is important
6. Individuals should only pursue their goals after considering the well being of the group
7. Group loyalty should be encouraged even if individual goals suffer
8. Individuals should not be expected to give up their goals in order to benefit group success

**Power Distance**

1. People in higher positions should make most decisions without consulting people in lower positions
2. People in higher positions should use authority and power when dealing with people in lower positions
3. People in higher positions should not ask the opinions of people in lower positions too frequently
4. People in higher positions should avoid social interactions with people in lower positions
5. People in lower positions should not disagree with decisions made by people in higher positions
6. It is difficult for people in lower positions to meet and talk with people in higher positions
7. People in lower positions should be cautious about how to express themselves when disagreeing with people in higher positions

**Uncertainty Avoidance**

1. It is important to have instructions spelled out in detail so that I always know what I am expected to do
2. It is important to closely follow instructions and procedures
3. Rules and regulations are important because they inform me as to what is expected of me
4. Standardized work procedures are helpful
5. Instructions for operations are important
6. I don’t feel comfortable when people ask me to do something and then don’t give me the information I need to do it

Scale: 1-9, Cronbach’s alpha .66 to .84 depending on the faces and sample
References:


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If you have additional information about these or other culture survey instruments or their versions in other languages, please contact Vas Taras, taras@ucalgary.ca. Your input would be greatly appreciated.


Shorr, J. (1953). The development of a test to measure the intensity of values. Journal of Educational Psychology, 44, 266-274.


