

slightly reformulated. It is complemented with questions, either taken from other studies or newly developed, which cover issues which the HERMES questionnaire obviously missed. Items 3 and 18 are taken from Preiss (1971; see Chapter 4); item 23 was inspired by the different "Faith in People" scales (Robinson and Shaver, 1973: 612-618; see Chapter 3). Items 9, 12, 15, and 17 are "new" items (but about issues whose importance to some people, of course, was recognized before). I hope the new Values Survey Module is less ethnocentric than was the old HERMES questionnaire.

The use of the Values Survey Module is encouraged for studies which cover individuals in more or less equivalent situations but with different nationalities. Examples are employees of international organizations, members of international associations, and participants in international courses or conferences. *The results are meant to be analyzed ecologically, not individually* (see Chapter 1); the Values Survey Module is not, as, for example, the classical F-scale, an instrument for comparing the values of individuals within one country. Other language versions than the English values are available through the author. The demographic questions about occupation (item 31) can, for most populations, be considerably simplified into a distinction between the relevant occupations occurring within that population. The nationality questions (items 32 and 33) are superfluous when respondents within a country are known to be all or almost all nationals; the questionnaires in this case can be preprinted with a nationality code.

The second questionnaire, reader, addresses itself to you personally.²⁷ You will find it in Appendix 3 and are welcome to copy it for your own use. These questions ask for your personal experience with differences in mental programming of otherwise comparable people from different nationalities, and about relevant research and theory of which the author so far has been unaware. If you feel you could contribute any experience or in any other way you want to give feedback to the author, you are kindly requested to do this, in which case the questions may serve as guidelines. This book is about issues which no doubt many people have experienced but for which the systematic collection of this experience is difficult. Establishing a two-way communication between the author and the readers of the different language versions of the book will, I hope, be an additional way of collecting data from an interested population. It may lead to a new edition of the book which reflects your views next to mine. I know of no better way to transcend the limits imposed by our different mental programming.

NOTES

1. My colleague André Laurent uses the term "mental maps."
2. I owe this observation to Claude Faucheux.
3. Putting their findings in applicable form is not the strongest point of many social scientists. See Argyris (1972) for a criticism of U.S. sociologists in this respect.
4. Hall (1965: 31): "Even more unfortunate is the slowness with which the concept of culture has percolated through the public conscience. Compared to such notions as the unconscious or repression, to use two examples from psychology, the idea of culture is a strange one even to the informed citizen."

5. German: a revealing experience.
6. "Insufficiency of Human Endeavour"—the title of a song in Bertolt Brecht's *Beggars' Opera*.
7. It is likely that power distances all over Europe were higher in the days Freud grew up (second half of the nineteenth century). However, even then Austrian power distances must have been relatively low, as culture patterns shift only slowly.
8. Varga (1977) evaluated UNIDO-sponsored achievement motivation training projects in Indonesia, Iran, Pakistan, and Poland, but his results do not allow us to conclude whether the projects led to changes that would not have occurred without them.
9. Kakar (1971) found that Indian assistant foremen showed higher satisfaction and performance when working under "fraternal" foremen than under "assertive" or "nurturant" foremen. It is interesting that he uses a term based on a family relationship: compare page 216.
10. Triandis (1973: 165) argues that the Greek leadership style is dysfunctional in the United States and that the American leadership style is dysfunctional in Greece; he uses Fiedler's Contingency Theory to explain why this is so.
11. This paragraph and the previous quote from Franck represent my translation from the French original text.
12. For more information on MBO in France see Froissart (1971: "The Day Our President and MBO Collided") and Trepo (1973a, 1973b, 1975).
13. Data from *World Bank Atlas*, 1976.
14. I owe this observation to a remark by Claude Faucheux in a comparison between France and the Anglo-Saxon world.
15. This paragraph is inspired by unpublished documents by Anne-Marie Bouvy (Belgium) and Giorgio Inzerilli (Italy).
16. For a review of the development in Europe see Elbing et al. (1974); some reports from specific countries are for, respectively, Switzerland, Great Britain, France, and the United States: Willatt (1973), Evans and Partridge (1973), Le Berre (1976), Owen (1977).
17. This paragraph reflects ideas contributed by Torbjörn Sjöberg.
18. For an illustrative case from France (the Communauté de Travail "Boimondau") see de Bettignies and Hofstede (1977), or, seen through the eyes of the leader himself, Mermoz (1978).
19. Inspired by a study of the 200 largest corporations in France by Jacquemin and de Ghellinck (1977). Half of these are family-controlled.
20. This is partly inspired by a comparative study of corporate social reporting in France, Germany, and the Netherlands by Schreuder (1978).
21. I have added this proposition because it is obvious to look for a relationship between such conflicts and, for example, power distance and uncertainty avoidance; however, I have not been able to find any. Domestic political violence in general (not necessarily related to race or language) is correlated with PDI—see Chapter 3.
22. J. Maisonrouge, IBM.
23. See Note 8 in Chapter 1.
24. Reddin and Rowell (1970) have developed a "Culture Shock Test" for North Americans which is supposed to measure something like culture shock-proneness. They are not very clear about the meaning of the test scores, however; the questions look rather superficial, and validation data are missing.
25. This is my reformulation of Ruben's "to personalize one's knowledge and perception."
26. For this element in our training, I acknowledge inspiration by Howard V. Perlmutter's "Personal and Managerial Feedback."
27. The idea of a questionnaire to the reader in this case came from Claude Faucheux.

APPENDIX 1

VALUES SURVEY MODULE (RECOMMENDED FOR FUTURE CROSS-CULTURAL SURVEY STUDIES)

Please think of an ideal job—disregarding your present job. In choosing an ideal job, how important would it be to you to (please circle one answer number in each line across):

	of utmost importance	very important	of moderate importance	of little importance	of very little or no importance
1. Have sufficient time left for your personal or family life?	1	2	3	4	5
2. Have challenging tasks to do, from which you can get a personal sense of accomplishment?	1	2	3	4	5
3. Have little tension and stress on the job?	1	2	3	4	5
4. Have good physical working conditions (good ventilation and lighting, adequate work space, etc.)?	1	2	3	4	5
5. Have a good working relationship with your direct superior?	1	2	3	4	5
6. Have security of employment?	1	2	3	4	5
7. Have considerable freedom to adopt your own approach to the job?	1	2	3	4	5
8. Work with people who cooperate well with one another?	1	2	3	4	5
9. Be consulted by your direct superior in his/her decisions?	1	2	3	4	5
10. Make a real contribution to the success of your company or organization?	1	2	3	4	5
11. Have an opportunity for high earnings?	1	2	3	4	5
12. Serve your country?	1	2	3	4	5
13. Live in an area desirable to you and your family?	1	2	3	4	5
14. Have an opportunity for advancement to higher level jobs?	1	2	3	4	5
15. Have an element of variety and adventure in the job?	1	2	3	4	5
16. Work in a prestigious, successful company or organization?	1	2	3	4	5

17. Have an opportunity for helping other people? 1 2 3 4 5
18. Work in a well-defined job situation where the requirements are clear? 1 2 3 4 5

The descriptions below apply to four different types of managers. First, please read through these descriptions:

Manager 1 Usually makes his/her decisions promptly and communicates them to his/her subordinates clearly and firmly. Expects them to carry out the decisions loyally and without raising difficulties.

Manager 2 Usually makes his/her decisions promptly, but, before going ahead, tries to explain them fully to his/her subordinates. Gives them the reasons for the decisions and answers whatever questions they may have.

Manager 3 Usually consults with his/her subordinates before he/she reaches his/her decisions. Listens to their advice, considers it, and then announces his/her decision. He/she then expects all to work loyally to implement it whether or not it is in accordance with the advice they gave.

Manager 4 Usually calls a meeting of his/her subordinates when there is an important decision to be made. Puts the problem before the group and invites discussion. Accepts the majority viewpoint as the decision.

19. Now, for the above types of manager, please mark the *one* which you would prefer to work under (circle one answer number only):

1. Manager 1
2. Manager 2
3. Manager 3
4. Manager 4

20. And, to which *one* of the above four types of managers would you say your own superior *most closely* corresponds?

1. Manager 1
2. Manager 2
3. Manager 3
4. Manager 4

5. He/she does not correspond closely to any of them.

21. How often do you feel nervous or tense at work?

1. I always feel this way
2. Usually
3. Sometimes
4. Seldom
5. I never feel this way.

Please indicate your degree of agreement or disagreement with the following statements:

- | | strongly agree | agree | undecided | disagree | strongly disagree |
|--|----------------|-------|-----------|----------|-------------------|
| 22. A company or organization's rules should not be broken—even when the employee thinks it is in the organization's best interests. | 1 | 2 | 3 | 4 | 5 |
| 23. Most people can be trusted. | 1 | 2 | 3 | 4 | 5 |

24. Quite a few employees have an inherent dislike of work and will avoid it if they can. 1 2 3 4 5
25. A large corporation is generally a more desirable place to work than a small company. 1 2 3 4 5
26. How frequently, in your work environment, are subordinates afraid to express disagreement with their superiors?
1. Very frequently
 2. Frequently
 3. Sometimes
 4. Seldom
 5. Very seldom
27. How long do you think you will continue working for this company or organization?
1. Two years at the most
 2. From two to five years
 3. More than five years (but I probably will leave before I retire)
 4. Until I retire.

28. Are you:

1. Male
2. Female

29. How old are you?

1. Under 20
2. 20-24
3. 25-29
4. 30-34
5. 35-39
6. 40-49
7. 50-59
8. 60 or over.

30. How many years of formal school education did you complete? (Starting with primary school; count only the number of years each course should *officially* take, even if you spent less or more years on it; if you took part-time or evening courses, count the number of years the same course would have taken you full-time).

1. 10 years or less
2. 11 years
3. 12 years
4. 13 years
5. 14 years
6. 15 years
7. 16 years
8. 17 years
9. 18 years or more

31. What kind of work do you do?

- a. I am a manager (that is, I have at least one hierarchical subordinate)—go to f.
- b. I am not a manager and I work most of the time in an office—go to e.
- c. I am not a manager and I do not work most of the time in an office—go to d.
- d. If you are not a manager and you do *not* work most of the time in an office, what do you do:
 1. Work for which normally no vocational training, other than on-the-job training, is required (unskilled or semi-skilled work).
 2. Work for which normally up to four years of vocational training is required (skilled worker, technician, non-graduate engineer, nurse, etc.)
 3. Work for which normally a higher-level professional training is required (graduate engineer, doctor, architect, etc.).

- e. If you are not a manager and you work most of the time in an office, what do you do:
4. Work for which normally no higher-level professional training is required (clerk, typist, secretary, non-graduate accountant)
 5. Work for which normally a higher-level professional training is required (graduate accountant, lawyer, etc.).
- f. If you are a manager, are you:
6. A manager of people who are not managers themselves (that is, a first-line manager)
 7. A manager of other managers.
32. What is your nationality? _____
33. And what was your nationality at birth (if different from your present nationality)? _____

Note: For other language versions of this module please contact the author.

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APPENDIX 2

THE AUTHOR'S VALUES

In Chapter 1 I stated that research into values cannot be value-free. In fact, few human activities can be value-free. This book reflects not only the values of HERMES employees and IMEDE course participants, but between the lines the values of its author. It will, I hope, be read by readers with a variety of different values. In this Appendix I try as best I can to be explicit about my own value system.

First, in terms of some of the measures used in this book, among the "work goals" (A5-A18 and C1-C8), I would choose as:

1. Of utmost importance to me: freedom (A13), personal time (A18).
2. Very important: challenge (A5), desirable area (A6), co-operation (A8).
3. Of moderate importance: earnings (A7), recognition (A11), physical conditions (A12), employment security (A14), manager (A16), position security (C1), efficient department (C2), contribute to "company" (C3), friendly atmosphere (C6), up-to-dateness (C7), and learning (C8).
4. Of little importance: training (A9), benefits (A10), advancement (A15), use of skills (A17).
5. Of very little or no importance: successful "company" (C4) and modern "company" (C5).

My "preferred manager" (question A54) is 3, the consultative manager.

Among the "general beliefs" I *strongly agree* with B58: "A corporation should do as much as it can to help solve society's problems (poverty, discrimination, pollution, etc.)." I *agree* with B52: "A corporation should have a major responsibility for the health and welfare of its employees and their immediate families" and with B56: "Employees in industry should participate more in the decisions made by management." I *disagree* with B59 "Staying with one company for a long time is usually the best way to get ahead in business," with B61: "Most employees in industry prefer to avoid responsibility, have little ambition, and want security above all," with C9: "A good manager gives his employees detailed and complete instructions, etc.," with C10: "Most companies have a genuine interest in the welfare of their employees," with C13: "There are few qualities in a man more admirable than dedication and loyalty to his company," with C18: "Even if an employee may feel he deserves a salary increase, he should not ask his manager for it," and with C19: "The private life of an employee is properly a matter of direct concern to his company." I *strongly disagree* with B55: "Employees lose respect for a manager who asks them for their advice, etc.," with B60: "Company rules should not be broken, etc.," and with C13:

"Most employees have an inherent dislike of work and will avoid it if they can." I am undecided on the other "beliefs" (B53, B57, C11, C14, C15, C16, C17).

The origins of my value system, like everyone else's, are found in my national background, social class and family roots, education, and life experience. I was born in the Netherlands in 1928 and lived there until 1971. I was the youngest of three children of a high civil servant. Our family relationships were reasonably harmonious; my father had a modest but fixed income, so that we did not suffer from the 1930s economic crisis. There was enough of everything but not luxury; money was unimportant and rarely spoken of. What was important was knowledge and intellectual exercise, at which we were all quite good. I went to regular state schools and liked them. We lived through the German occupation (1940-1945) without physical suffering but detesting the occupants. I was too young at the time to understand the full scope of the ethical issues involved in Nazism, but I had seen my Jewish schoolmates being deported never to return. Only in the years after 1945 did I fully realize that for five years we had lived under a system in which everything I held for white was called black and vice versa; which made me more conscious of what were *my* values, and that it is sometimes necessary to take explicit positions. I completed a university education in the Netherlands and after that worked for half a year incognito as an industrial worker; thus, I learned to some extent how an organization looks from below. I am a Protestant Christian but I do not claim absolute truth for my faith: I know too well how conditioned we all are by our cultural environment. I believe in the equality to God of all mankind, and my image of the ideal world is one without fear. I am married and we have four sons; as will be clear from my "work goals" scores described above, our family life is very essential to me. It contains a certain tension between respecting each others' integrity and independence (including the children's) and at the same time maintaining close emotional links and liking to do things together. I hope our children will continue to go on well together without us. The distribution of sex roles in our family is rather classical; my wife has a university education and a broad intellectual interest, but so far has never built up any continuous career of her own. She has carried the main burden of educational and household chores and followed the geographic moves dictated by my successive jobs.

APPENDIX 3

QUESTIONS FOR THE READER

You are welcome to copy this and the next page from the book.

Dear Reader,

Usually, the communication between an author and the readers of his or her work is only one-way. However, in this particular case I should like very much to know your reaction and your experiences with regard to the issues this book deals with. I have therefore composed a short open-ended questionnaire which follows below. If you feel you could contribute reactions, ideas, or information to the author, please use these questions as a guideline and mail your answer to:

Dr. Geert Hofstede
% Sage Publications Ltd
28 Banner Street
London EC1Y 8QE, England

or

% Sage Publications, Inc.
275 S. Beverly Drive
Beverly Hills, CA 90212
U.S.A.

1. Please tell about examples *from your own experience* of differences in behavior among people, groups, or institutions which differ in their nationalities but are otherwise comparable. Please mention the year and the place of your observations and the precise nationalities involved.
2. Please describe any incidents *from your own experience* of cultural conflict: differences in mental programming of people from different national backgrounds which were misinterpreted by at least one of the actors and led to difficulties in productive collaboration.
3. Please describe any cases *from your own experience* of cultural synergy: the successful overcoming of differences in mental programming due to different national backgrounds, or even the use of different mental programs as a source of additional strength in a multicultural team.
4. I am interested in any characteristic quantitatively measured for five or more countries which conceptually could be expected to correlate significantly with the indices of Power Distance, Uncertainty Avoidance, Individualism, and/or Masculinity, whether or not it actually *does* show significant correlations (falsification is as important as verification!) If you have collected or discovered such measurements, please send either the data themselves or the full reference on where they can be found.
5. Any other comment on the content of this book is welcome too, as well as any reference to old or new literature that may be relevant for a revised version of the book.

6. The author would appreciate having your name and address so that he may write back to you if this proves desirable.
7. Anyway, please mention your:
- Nationality
 - Nationality at birth (if different from a)
 - Occupation or profession
 - Sex (female or male)
 - Age bracket (below 20, 20-29, 30-39, 40-49, 50-59, 60 and over)

Thank you very much for your contribution.

Geert Hofstede

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