



Research Survey

GLOBE Project

**(Global Leadership and Organizational
Behavior Effectiveness Project)**

Form Beta

Introduction

The purpose of this research is to learn about national cultures, management practices, and perceptions of leadership. The questionnaire that you are asked to complete will take about one hour of your time.

The resulting information will be useful for individuals who conduct business or government relations with the countries' studies. This information may be used for classroom instruction of students and managers in universities, technological institutes, and other societies throughout the world. Hopefully, this information will be helpful to better understand business and leadership in other cultures.

In the following pages, you are asked to choose a number of statements that reflect your observations of cultural or societal practices, your beliefs, your values, or your perceptions. This is not a test, and there are no right or wrong answers. We are mainly interested in learning about the beliefs and values in your society, and how various societal and societal practices are perceived by you and the others participating in this research. Your responses will be kept completely confidential. No individual respondent will be identified to any other person or in any written form. Further, the name of your society will not be publicly released.

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General Instructions

In completing this survey, you will be asked questions focusing on the society in which you live, and on your perceptions of leaders and leadership. Most people complete the survey in approximately 60 minutes.

There are five sections to this questionnaire. Sections 1 and 3 ask about your society. Sections 2 and 4 ask about leaders and leadership. Section 5 asks about you.

Explanation of the types of questions

There are several different types of questions in this questionnaire. Sections 1 and 3 have questions with two different formats. An example of the first type of question is shown below.

- A. In this country, the weather is generally:
- | | | | | | | | | |
|---------------|---|---|--|------------------------|---|---|--|-----------------|
| very pleasant | | | | moderately
pleasant | | | | very unpleasant |
| 1 | 2 | 3 | | 4 | 5 | 6 | | 7 |

For a question like this, you would circle the number from 1 to 7 that is closest to your perceptions about your country. For example, if you think the weather in your country is “very pleasant,” you would circle the 1. If you think the weather is not quite “very pleasant” but is better than “moderately pleasant,” you could circle either the 2 or the 3, depending on whether you think the weather is closer to “very pleasant” or to “moderately pleasant.”

The second type of question asks how much you agree or disagree with a particular statement. An example of this kind of question is given below.

- B. The weather in this country is very pleasant.
- | | | | | | | | | |
|-------------------|---|---|--|-------------------------------|---|---|--|----------------------|
| Strongly
agree | | | | Neither agree
nor disagree | | | | Strongly
disagree |
| 1 | 2 | 3 | | 4 | 5 | 6 | | 7 |

For a question like this, you would circle the number from 1 to 7 that is closest to your level of agreement with the statement. For example, if you strongly agree that the weather in your country is very pleasant, you would circle the 1. If you generally agree with the statement but disagree slightly, you could circle either the 2 or the 3, depending on how strongly you agree with the statement. If you disagree with the statement, you would circle the 5, 6, or 7, depending on how much you disagree with the statement.

Sections 2 and 4 have a different type of question. For these sections, you are given a list of behaviors and characteristics that a leader might display. You are asked to rate these behaviors and characteristics using the scale shown below. To do this, on the line next to each behavior or characteristic write the number from the scale that best describes how displaying that behavior or characteristic affects the leader's effectiveness.

SCALE

- 1= This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
- 2= This behavior or characteristic **somewhat inhibits** a person from being an outstanding leader.
- 3= This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
- 4= This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
- 5= This behavior or characteristic **contributes slightly** to a person being an outstanding leader.
- 6= This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
- 7= This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

An example is shown below. If you believed that being tall inhibited a person from being an outstanding leader, you would write 1, 2, or 3 on the line to the left of "Tall," depending on how much you thought being tall inhibited outstanding leadership. If you believed that being tall contributes to a person's being an outstanding leader, you would write 5, 6, or 7 on the line to the left of "Tall," depending on how much you thought being tall contributed to outstanding leadership. Finally, if you believed that being tall had no effect on whether a person was an outstanding leader, you would write 4 on the line to the left of "Tall."

_____ A. Tall = Of significantly above average height

Section 1 — The way things are in your society

Instructions

In this section, we are interested in your beliefs about the norms, values, and practices in your society. In other words, we are interested in the way your society is — not the way you think it should be.

There are no right or wrong answers, and answers don't indicate goodness or badness of the society.

Please respond to the questions by circling the number that most closely represents your observations about your society.

Section 1 questions begin here

- 1-1. In this society, orderliness and consistency are stressed, even at the expense of experimentation and innovation.
- | | | | | | | | |
|----------------|---|---|---|----------------------------|---|---|-------------------|
| Strongly agree | | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
- 1-2. In this society, people are generally:
- | | | | | | | |
|------------|---|---|---|---|---|----------------|
| aggressive | | | | | | non-aggressive |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
- 1-3. The way to be successful in this society is to:
- | | | | | | | |
|------------|---|---|---|---|---|--------------------------------|
| plan ahead | | | | | | take life events as they occur |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
- 1-4. In this society, the accepted norm is to
- | | | | | | | |
|---------------------|---|---|---|---|---|-----------------------|
| plan for the future | | | | | | accept the status quo |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
- 1-5. In this society, a person's influence is based primarily on:
- | | | | | | | |
|---|---|---|---|---|---|---------------------------------|
| one's ability and contribution to the society | | | | | | the authority of one's position |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
- 1-6. In this society, people are generally:
- | | | | | | | |
|-----------|---|---|---|---|---|---------------|
| assertive | | | | | | non-assertive |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- 1-7. In this society, leaders encourage group loyalty even if individual goals suffer.
 Strongly agree 1 2 3 Neither agree nor disagree 4 5 6 Strongly disagree 7
- 1-8. In this society, social gatherings are:
 planned well in advance (2 or more weeks in advance) 1 2 3 4 5 6 spontaneous (planned less than an hour in advance) 7
- 1-9. In this society, people are generally:
 very concerned about others 1 2 3 4 5 6 not at all concerned about others 7
- 1-10. In this society, people are generally:
 dominant 1 2 3 4 5 6 non-dominant 7
- 1-11. In this society, children take pride in the individual accomplishments of their parents.
 Strongly agree 1 2 3 Neither agree nor disagree 4 5 6 Strongly disagree 7
- 1-12. The economic system in this society is designed to maximize:
 individual interests 1 2 3 4 5 6 collective interests 7
- 1-13. In this society, followers are expected to:
 obey their leaders without question 1 2 3 4 5 6 question their leaders when in disagreement 7
- 1-14. In this society, people are generally:
 tough 1 2 3 4 5 6 tender 7
- 1-15. In this society, teen-aged students are encouraged to strive for continuously improved performance.
 Strongly agree 1 2 3 Neither agree nor disagree 4 5 6 Strongly disagree 7

1-16. In this society, most people lead highly structured lives with few unexpected events.

Strongly agree			Neither agree nor disagree			Strongly disagree
1	2	3	4	5	6	7

1-17. In this society, boys are encouraged more than girls to attain a higher education.

Strongly agree			Neither agree nor disagree			Strongly disagree
1	2	3	4	5	6	7

1-18. In this society, major rewards are based on:

only performance effectiveness			performance effectiveness and other factors (for example, seniority or political connections)			only factors other than performance effectiveness (for example, seniority or political connections)
1	2	3	4	5	6	7

1-19. In this society, societal requirements and instructions are spelled out in detail so citizens know what they are expected to do.

Strongly agree			Neither agree nor disagree			Strongly disagree
1	2	3	4	5	6	7

1-20. In this society, being innovative to improve performance is generally:

substantially rewarded			somewhat rewarded			not rewarded
1	2	3	4	5	6	7

1-21. In this society, people are generally:

very sensitive toward others						not at all sensitive toward others
1	2	3	4	5	6	7

1-22. In this society, there is more emphasis on athletic programs for:

boys						girls
1	2	3	4	5	6	7

1-23. In this society, parents take pride in the individual accomplishments of their children.

Strongly agree			Neither agree nor disagree			Strongly disagree
1	2	3	4	5	6	7

1-24. This society has rules or laws to cover:

almost all situations			some situations			very few situations
1	2	3	4	5	6	7

1-25. In this society, people are generally:

very friendly						very unfriendly
1	2	3	4	5	6	7

1-26. In this society, people in positions of power try to:

increase their social distance from less powerful individuals						decrease their social distance from less powerful people
1	2	3	4	5	6	7

1-27. In this society, rank and position in the hierarchy have special privileges.

Strongly agree			Neither agree nor disagree			Strongly disagree
1	2	3	4	5	6	7

1-28. In this society, aging parents generally live at home with their children.

Strongly agree			Neither agree nor disagree			Strongly disagree
1	2	3	4	5	6	7

1-29. In this society, being accepted by the other members of a group is very important.

Strongly agree			Neither agree nor disagree			Strongly disagree
1	2	3	4	5	6	7

1-30. In this society, more people:

live for the present than live for the future						live for the future than live for the present
1	2	3	4	5	6	7

1-31. In this society, people place more emphasis on:
solving current
problems

						planning for the future
1	2	3	4	5	6	7

1-32. In this society, people are generally:

very tolerant of mistakes						not at all tolerant of mistakes
1	2	3	4	5	6	7

1-33. In this society, people are generally:

very generous						not at all generous
1	2	3	4	5	6	7

1-34. In this society, power is:
concentrated at
the top

1

2

3

4

5

6

shared
throughout the
society

7

1-35. In this society:
group cohesion
is valued more
than
individualism

1

2

3

group cohesion
and
individualism
are equally
valued

4

5

6

individualism is
valued more
than group
cohesion

7

1-36. In this society, it is worse for a boy to fail in school than for a girl to fail in school.

Strongly
agree

1

2

3

Neither agree
nor disagree

4

5

6

Strongly
disagree

7

1-37. In this society, people are generally:
physical

1

2

3

4

5

6

non-physical

7

1-38. In this society, who is more likely to serve in a position of high office?

Men

1

2

3

Men and
women are
equally likely to
serve

4

5

6

Women

7

1-39. In this society, children generally live at home with their parents until they get married.

Strongly
agree

1

2

3

Neither agree
nor disagree

4

5

6

Strongly
disagree

7

This is the end of Section 1 of the questionnaire. Please continue on to Section 2.

Section 2 — Leader Behaviors

Instructions

You are probably aware of people in your organization or industry who are exceptionally skilled at motivating, influencing, or enabling you, others, or groups to contribute to the success of the organization or task.

In this country, we might call such people “outstanding leaders.”

On the following pages are several behaviors and characteristics that can be used to describe leaders. Each behavior or characteristic is accompanied by a short definition to clarify its meaning.

Using the above description of outstanding leaders as a guide, rate the behaviors and characteristics on the following pages. To do this, on the line next to each behavior or characteristic write the number from the scale below that best describes how important that behavior or characteristic is for a leader to be outstanding.

SCALE

- 1= This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
- 2= This behavior or characteristic **somewhat inhibits** a person from being an outstanding leader.
- 3= This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
- 4= This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
- 5= This behavior or characteristic **contributes slightly** to a person being an outstanding leader.
- 6= This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
- 7= This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

Section 2 questions start here.

- | | | |
|-------|----------------------------|---|
| _____ | 2-1 Diplomatic | = Skilled at interpersonal relations, tactful |
| _____ | 2-2 Evasive | = Refrains from making negative comments to maintain good relationships and save face |
| _____ | 2-3 Mediator | = Intervenes to solve conflicts between individuals |
| _____ | 2-4 Bossy | = Tells subordinates what to do in a commanding way |
| _____ | 2-5 Positive | = Generally optimistic and confident |
| _____ | 2-6 Intra-group competitor | Tries to exceed the performance of others in his or her group
= |
| _____ | 2-7 Autonomous | = Acts independently, does not rely on others |

SCALE

- 1=** This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
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	Characteristic or Behavior		Definition
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_____	2-8 Independent	=	Does not rely on others; self-governing
_____	2-9 Ruthless	=	Punitive; Having no pity or compassion
_____	2-10 Tender	=	Easily hurt or offended
_____	2-11 Improvement-oriented	=	Seeks continuous performance improvement
_____	2-12 Inspirational	=	Inspires emotions, beliefs, values, and behaviors of others, inspires others to be motivated to work hard
_____	2-13 Anticipatory	=	Anticipates, attempts to forecast events, considers what will happen in the future
_____	2-14 Risk taker	=	Willing to invest major resources in endeavors that do not have high probability of successful
_____	2-15 Sincere	=	Means what he/she says, earnest
_____	2-16 Trustworthy	=	Deserves trust, can be believed and relied upon to keep his/her word
_____	2-17 Worldly	=	Interested in temporal events, has a world outlook
_____	2-18 Intra-group conflict avoider	=	Avoids disputes with members of his or her group
_____	2-19 Administratively skilled	=	Able to plan, organize, coordinate and control work of large numbers (over 75) of individuals
_____	2-20 Just	=	Acts according to what is right or fair
_____	2-21 Win/win problem-solver	=	Able to identify solutions which satisfy individuals with diverse and conflicting interests
_____	2-22 Clear	=	Easily understood
_____	2-23 Self-interested	=	Pursues own best interests
_____	2-24 Tyrannical	=	Acts like a tyrant or despot; imperious

SCALE

- 1=** This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
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3= This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
4= This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
5= This behavior or characteristic **contributes slightly** to a person being an outstanding leader.
6= This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
7= This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

	Characteristic or Behavior	Definition
--	-----------------------------------	-------------------

_____	2-25 Integrator	= Integrates people or things into cohesive, working whole
_____	2-26 Calm	= Not easily distressed
_____	2-27 Provocateur	= Stimulates unrest
_____	2-28 Loyal	= Stays with and supports friends even when they have substantial problems or difficulties
_____	2-29 Unique	= An unusual person, has characteristics of behaviors that are different from most others
_____	2-30 Collaborative	= Works jointly with others
_____	2-31 Encouraging	= Gives courage, confidence or hope through reassuring and advising
_____	2-32 Morale booster	= Increases morale of subordinates by offering encouragement, praise, and/or by being confident
_____	2-33 Arrogant	= Presumptuous or overbearing
_____	2-34 Orderly	= Is organized and methodological in work
_____	2-35 Prepared	= Is ready for future events
_____	2-36 Autocratic	= Makes decisions in dictatorial way
_____	2-37 Secretive	= Tends to conceal information from others
_____	2-38 Asocial	= Avoids people or groups, prefers own company
_____	2-39 Fraternal	= Tends to be a good friend of subordinates
_____	2-40 Generous	= Willing to give time, money, resources and help to others
_____	2-41 Formal	= Acts in accordance with rules, convention and ceremonies

SCALE

- 1=** This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
2= This behavior or characteristic **somewhat inhibits** a person from being an outstanding leader.
3= This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
4= This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
5= This behavior or characteristic **contributes slightly** to a person being an outstanding leader.
6= This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
7= This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

Characteristic or Behavior	Definition
-----------------------------------	-------------------

_____ 2-42 Modest	= Does not boast, presents self in a humble manner
_____ 2-43 Intelligent	= Smart, learns and understands easily
_____ 2-44 Decisive	= Makes decisions firmly and quickly
_____ 2-45 Consultative	= Consults with others before making plans or taking action
_____ 2-46 Irritable	= Moody; easily agitated
_____ 2-47 Loner	= Works and acts separately from others
_____ 2-48 Enthusiastic	= Demonstrates and imparts strong positive emotions for work
_____ 2-49 Risk averse	= Avoids taking risks, dislikes risk
_____ 2-50 Vindictive	= Vengeful; seeks revenge when wronged
_____ 2-51 Compassionate	= Has empathy for others, inclined to be helpful or show mercy
_____ 2-52 Subdued	= Suppressed, quiet, tame
_____ 2-53 Egocentric	= Self-absorbed, thoughts focus mostly on one's self
_____ 2-54 Non-explicit	= Subtle, does not communicate explicitly, communicates by metaphor, et allegory, et example
_____ 2-55 Distant	= Aloof, stands off from others, difficult to become friends with
_____ 2-56 Intellectually stimulating	= Encourages others to think and use their minds; challenges beliefs, stereotypes and attitudes of others

This is the end of Section 2. Please continue on to Section 3.

Section 3 — The way things generally should be in your society

Instructions

In this section, we are interested in your beliefs about what the norms, values, and practices should be in your society.

Again, there are no right or wrong answers, and answers don't indicate goodness or badness of the society.

Please respond to the questions by circling the number that most closely represents your observations about your society.

Section 3 questions start here

- 3-1. I believe that orderliness and consistency should be stressed, even at the expense of experimentation and innovation.
- | | | | | | | | |
|----------------|---|---|---|----------------------------|---|---|-------------------|
| Strongly agree | | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
- 3-2. In this society, people should be encouraged to be:
- | | | | | | | |
|------------|---|---|---|---|---|----------------|
| aggressive | | | | | | non-aggressive |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
- 3-3. I believe that people who are successful should:
- | | | | | | | |
|------------|---|---|---|---|---|--------------------------------|
| plan ahead | | | | | | take life events as they occur |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
- 3-4. I believe that the accepted norm in this society should be to:
- | | | | | | | |
|---------------------|---|---|---|---|---|-----------------------|
| plan for the future | | | | | | accept the status quo |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
- 3-5. I believe that a person's influence in this society should be based primarily on:
- | | | | | | | |
|---|---|---|---|---|---|---------------------------------|
| one's ability and contribution to the society | | | | | | the authority of one's position |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
- 3-6. In this society, people should be encouraged to be:
- | | | | | | | |
|-----------|---|---|---|---|---|---------------|
| assertive | | | | | | non-assertive |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-7. I believe that in general, leaders should encourage group loyalty even if individual goals suffer.

Strongly agree			Neither agree nor disagree			Strongly disagree
1	2	3	4	5	6	7

3-8. I believe that social gatherings should be:

planned well in advance (2 or more weeks in advance)						spontaneous (planned less than an hour in advance)
1	2	3	4	5	6	7

3-9. In this society, people should be encouraged to be:
very concerned about others

1	2	3	4	5	6	not at all concerned about others
						7

3-10. In this society, people should be encouraged to be:
dominant

1	2	3	4	5	6	non-dominant
						7

3-11. In this society, children should take pride in the individual accomplishments of their parents.

Strongly agree			Neither agree nor disagree			Strongly disagree
1	2	3	4	5	6	7

3-12. I believe that the economic system in this society should be designed to maximize:

individual interests						collective interests
1	2	3	4	5	6	7

3-13. I believe that followers should:

obey their leader without question						question their leader when in disagreement
1	2	3	4	5	6	7

3-14. In this society, people should be encouraged to be:
tough

1	2	3	4	5	6	tender
						7

3-15. I believe that teen-aged students should be encouraged to strive for continuously improved performance.

Strongly agree			Neither agree nor disagree			Strongly disagree
1	2	3	4	5	6	7

- 3-16. I believe that a person who leads a structured life that has few unexpected events:
has a lot to be thankful for 1 2 3 4 5 6 is missing a lot of excitement 7
- 3-17. I believe that boys should be encouraged to attain a higher education more than girls.
Strongly agree 1 2 3 Neither agree nor disagree 4 5 6 Strongly disagree 7
- 3-18. I believe that major rewards should be based on:
only performance effectiveness 1 2 3 performance effectiveness and other factors (for example, seniority or political connections) 4 5 6 only factors other than performance effectiveness (for example, seniority or political connections) 7
- 3-19. I believe that societal requirements and instructions should be spelled out in detail so citizens know what they are expected to do.
Strongly agree 1 2 3 Neither agree nor disagree 4 5 6 Strongly disagree 7
- 3-20. I believe that being innovative to improve performance should be:
substantially rewarded 1 2 3 somewhat rewarded 4 5 6 not rewarded 7
- 3-21. In this society, people should be encouraged to be:
very sensitive toward others 1 2 3 4 5 6 not at all sensitive toward others 7
- 3-22. I believe that there should be more emphasis on athletic programs for:
boys 1 2 3 4 5 6 girls 7
- 3-23. In this society, parents should take pride in the individual accomplishments of their children.
Strongly agree 1 2 3 Neither agree nor disagree 4 5 6 Strongly disagree 7
- 3-24. I believe that society should have rules or laws to cover:
almost all situations 1 2 3 some situations 4 5 6 very few situations 7

3-25. I believe that leaders in this society should:

provide detailed
plans
concerning how
to achieve goals

allow the people
freedom in
determining how best
to achieve goals

1

2

3

4

5

6

7

3-26. I believe that this society would be more effectively managed if there
were:

many more
women in
positions of
authority than
there are now

about the same
number of
women in
positions of
authority as
there are now

many less
women in
positions of
authority than
there are now

1

2

3

4

5

6

7

3-27. In this society, people should be encouraged to be:

very friendly

very unfriendly

1

2

3

4

5

6

7

3-28. I believe that people in positions of power should try to:

increase their
social distance
from less
powerful
individuals

decrease their
social distance
from less
powerful people

1

2

3

4

5

6

7

3-29. How important should it be to members of your society that your society
is viewed positively by persons in other societies?

It should not be
important at all

It should be
moderately
important

It should be
very important

1

2

3

4

5

6

7

3-30. I believe that people should:

live for the
present

live for the
future

1

2

3

4

5

6

7

3-31. In this society, people should be encouraged to be:

very tolerant of
mistakes

not at all
tolerant of
mistakes

1

2

3

4

5

6

7

3-32. I believe that people should set challenging goals for themselves.

Strongly
agree

Neither agree
nor disagree

Strongly
disagree

1

2

3

4

5

6

7

3-33. When in disagreement with adults, young people should defer to elders.

Strongly agree			Neither agree nor disagree			Strongly disagree
1	2	3	4	5	6	7

3-34. Members of this society should:

take no pride in being a member of the society			take a moderate amount of pride in being a member of the society			take a great deal of pride in being a member of the society
1	2	3	4	5	6	7

3-35. I believe that power should be:

concentrated at the top						shared throughout the organization
1	2	3	4	5	6	7

3-36. In this society, most people prefer to play:

only individual sports			some individual and some team sports			only team sports
1	2	3	4	5	6	7

3-37. I believe that:

group cohesion is better than individualism			group cohesion and individualism are equally valuable			individualism is better than group cohesion
1	2	3	4	5	6	7

3-38. I believe that it should be worse for a boy to fail in school than for a girl to fail in school.

Strongly agree			Neither agree nor disagree			Strongly disagree
1	2	3	4	5	6	7

3-39. I believe that opportunities for leadership positions should be:

more available for men than for women			equally available for men and women			more available for women than for men
1	2	3	4	5	6	7

This concludes Section 3. Please continue on to Section 4.

Section 4 — Leader Behaviors (Part II)

Instructions

This section follows the same format as that of Section 2. You should again rate the leader behaviors and characteristics on the following pages. To do this, on the line next to each behavior or characteristic write the number from the scale below that best describes how important that behavior or characteristic is for a leader to be outstanding.

SCALE

- 1= This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
- 2= This behavior or characteristic **somewhat inhibits** a person from being an outstanding leader.
- 3= This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
- 4= This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
- 5= This behavior or characteristic **contributes slightly** to a person being an outstanding leader.
- 6= This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
- 7= This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

Section 4 questions begin here.

- | | | | |
|-------|----------------------------|---|--|
| _____ | 4-1 Cautious | = | Proceeds/performs with great care and does not take risks |
| _____ | 4-2 Organized | = | Well organized, methodical, orderly |
| _____ | 4-3 Cunning | = | Sly, deceitful, full of guile |
| _____ | 4-4 Informed | = | Knowledgeable; aware of information. |
| _____ | 4-5 Effective bargainer | = | Is able to negotiate effectively, able to make transactions with others on favorable terms |
| _____ | 4-6 Egotistical | = | Conceited, convinced of own abilities |
| _____ | 4-7 Non-cooperative | = | Unwilling to work jointly with others |
| _____ | 4-8 Logical | = | Applies logic when thinking |
| _____ | 4-9 Status-conscious | = | Aware of others' socially accepted status |
| _____ | 4-10 Foresight | = | Anticipates possible future events |
| _____ | 4-11 Plans ahead | = | Anticipates and prepares in advance |
| _____ | 4-12 Normative | = | Behaves according to the norms of his or her group |
| _____ | 4-13 Individually-oriented | = | Concerned with and places high value on preserving individual rather than group needs |

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Characteristic or Behavior		=	Definition
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_____ 4-14 Non-egalitarian		=	Believes that all individuals are not equal and only some should have equal rights and privileges
_____ 4-15 Intuitive		=	Has extra insight
_____ 4-16 Indirect		=	Does not go straight to the point, uses metaphors and examples to communicate
_____ 4-17 Habitual		=	Given to a constant, regular routine
_____ 4-18 Self-effacing		=	Presents self in a modest way
_____ 4-19 Able to Anticipate		=	Able to successfully anticipate future needs
_____ 4-20 Motive arouser		=	Mobilizes and activates followers
_____ 4-21 Sensitive		=	Aware of slight changes in other's moods, restricts discussion to prevent embarrassment
_____ 4-22 Convincing		=	Unusually able to persuade others of his/her viewpoint
_____ 4-23 Communicative		=	Communicates with others frequently
_____ 4-24 Excellence-oriented		=	Strives for excellence in performance of self and subordinates
_____ 4-25 Procedural		=	Follows established rules and guidelines
_____ 4-26 Confidence builder		=	Instills others with confidence by showing confidence in them
_____ 4-27 Group-oriented		=	Concerned with the welfare of the group
_____ 4-28 Class conscious		=	Is conscious of class and status boundaries and acts accordingly
_____ 4-29 Non-participative		=	Does not participate with others
_____ 4-30 Self-sacrificial		=	Foregoes self-interests and makes personal sacrifices in the interest of a goal or vision
_____ 4-31 Patient		=	Has and shows patience

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Characteristic or Behavior		=	Definition
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_____ 4-32 Honest		=	Speaks and acts truthfully
_____ 4-33 Domineering		=	Inclined to dominate others
_____ 4-34 Intra-group face saver		=	Ensures that other group members are not embarrassed or shamed
_____ 4-35 Dynamic		=	Highly involved, energetic, enthused, motivated
_____ 4-36 Coordinator		=	Integrates and manages work of subordinates
_____ 4-37 Elitist		=	Believes that a small number of people with similar backgrounds are superior and should enjoy privileges
_____ 4-38 Team builder		=	Able to induce group members to work together
_____ 4-39 Cynical		=	Tends to believe the worst about people and events
_____ 4-40 Performance-oriented		=	Sets high standards of performance
_____ 4-41 Ambitious		=	Sets high goals, works hard
_____ 4-42 Motivational		=	Stimulates others to put forth efforts above and beyond the call of duty and make personal sacrifices
_____ 4-43 Micro-manager		=	An extremely close supervisor, one who insists on making all decisions
_____ 4-44 Non-delegater		=	Unwilling or unable to relinquish control of projects or tasks
_____ 4-45 Avoids negatives		=	Avoids saying no to another when requested to do something, even when it cannot be done
_____ 4-46 Visionary		=	Has a vision and imagination of the future
_____ 4-47 Willful		=	Strong-willed, determined, resolute, persistent

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Characteristic or Behavior**Definition**

_____ 4-48 Ruler	=	Is in charge and does not tolerate disagreement or questioning, gives orders
_____ 4-49 Dishonest	=	Fraudulent, insincere
_____ 4-50 Hostile	=	Actively unfriendly, acts negatively toward others
_____ 4-51 Future-oriented	=	Makes plans and takes actions based on future goals
_____ 4-52 Good administrator	=	Has ability to manage complex office work and administrative systems
_____ 4-53 Dependable	=	Reliable
_____ 4-54 Dictatorial	=	Forces her/his values and opinions on others
_____ 4-55 Individualistic	=	Behaves in a different manner than peers
_____ 4-56 Ritualistic	=	Uses a prescribed order to carry out procedures

This concludes Section 4. Please go on to Section 5.

Section 5 — Demographic questions

Following are several questions about you, your background, and the place where you work. These questions are important because they help us to see if different types of people respond to the questions on this questionnaire in different ways. They are NOT used to identify any individual.

I. Questions about your personal background

5-1. How old are you? _____ years old

5-2. What is your gender? (check one) Male _____ Female _____

5-3. What is your country of citizenship / passport? _____

5-4. What country were you born in? _____

5-5. How long have you lived in the country where you currently live? _____ years

5-6. Besides your country of birth, how many other countries have you lived in for longer than one year? _____ countries

5-7. What is your ethnic background? _____

5-8. Do you have a religious affiliation? YES/NO

5-9 If you answered yes to question 6a, please indicate the name of the religion. _____

Questions about your family background

5-10. What country was your mother born in? _____

5-11. What country was your father born in? _____

5-12. What language(s) were spoken in your home when you were a child? _____

Questions about your work background

5-13. How many years of full-time work experience have you had? _____ years

5-14. How many years have you been a manager? _____ years

5-15. How long have you worked for your current employer? _____ years and _____ months.

5-16 Have you ever worked for a multinational corporation? YES / NO

5-17. Do you belong to any professional associations or networks? (circle one) ____ YES / NO

5-18. Do you participate in any industrial or trade association activities? (circle one) YES / NO

Questions about your educational background

5-19. How many years of formal education do you have? _____ years of formal education

5-20. If you have an educational major or area of specialization, what is it? _____

5-21. Have you received any formal training in Western management practices? YES / NO

Questions about this organization

5-22. Please indicate the kind of work done primarily done by the unit you manage:

- _____ Administration
- _____ Engineering, manufacturing or production
- _____ Finance or accounting
- _____ Human resource management or personnel management
- _____ Marketing
- _____ Planning
- _____ Purchasing
- _____ Research & development
- _____ Sales
- _____ Support services (for example, plant & equipment maintenance)
- _____ Other (please describe) _____

5-23. How many people report directly to you in the chain of command? _____ people

5-24. How many people work in the subunit of the organization you manage? _____ people

5-25. How many organizational levels are there between you and the chief executive of your organization? _____ levels

5-26. How many hierarchical levels are there between you and the non-supervisory personnel in your organization or unit? _____ levels

5-27. What language(s) do you use at work? _____

This concludes the questionnaire. We truly appreciate your willingness to complete this questionnaire, and to assist in this research project.