CONTENTS

Foreword	
Geert Hofstede	
Introduction Strong Manual School Co. Co.	
PART I: UNDERSTANDING "CULTURE"	7
1. The Concept of Culture	9
1.1. The "Unpackaging" of Culture1.2. Meaning of the Word Culture and	10
Definitions of the Concept	10
1.3. Culture As Is Versus Culture As It Would Be	12
1.4. Classifications of the Concepts of Culture	13
1.4.1. Subjective Culture: Mental Software	13
1.4.2. Objective Culture: Institutions and Artifacts	14
1.4.3. Culture as a System of Behaviors	14
1.4.4. Culture as a Set of Meanings	14
1.4.5. Culture as an Independently	
Existing Phenomenon	15
1.4.6. Culture as a Subjective Human Construct 1.5. Conclusions About the Conceptualization of Culture	16
estimal stricture of energy stranger with the strict	16
 Main Characteristics of Culture Sharedness 	19 20

2.2. Normalcy	22
	22
2.3. Integration, Functionality, Rationality, and Logic	
2.4. Stability and Changeability	23
2.5. Transmittability	24
2.6. Complexity	24
2.6.1. National Culture	25
2.6.2. National Culture Versus Organizational	
Culture	27
2.6.3. National Culture Versus Religious	
Denomination Culture	28
2.7. Diffuseness	29
2.8. Uncontrollability	31
2.9. Predictability	32
3. The Elements of Culture	38
3.1. Particular Elements of Culture	39
3.2. Universal Elements of Culture	40
3.2.1. Self-Reports	40
3.2.1.1. Values	40
3.2.1.2. Norms and Ideologies	42
3.2.1.3. Values for Children	44
3.2.1.4. Beliefs	44
3.2.1.5. Behavioral Intentions	45
3.2.1.6. Self-Reported Behaviors	45
3.2.1.7. Attitudes	45
3.2.1.8. Self-Descriptions	45
3.2.2. Reports of Impressions of Others	46
3.2.2.1. Peer Reports	46
3.2.2.2 Idealistic Reports	46
3.2.2.3. Stereotypes	46
3.2.3. Mental Skills and Knowledge	51
3.2.3.1. General Intelligence and Related	
Domains	51
	52
3.2.3.2. Perception Characteristics	52
3.2.4. Cognitive Patterns	52
3.2.5. Observable Behaviors	52
3.2.5.1. Direct Observation of Behaviors	53
J.Z.J.Z. I tational statistics	53
3.2.6. Statistical Products	33
3.2.7. What Else Can Be Studied by	5.4
Cross-Cultural Analysts?	54
PART II: STUDYING CULTURE	59
4. Types of Cross-Cultural Studies: Merits and Pitfalls	61
4.1. Studies of Culture Versus Studies of	
Something Else	62
4.2. Qualitative Versus Quantitative Studies	62
4.3. Idiographic Versus Nomothetic Studies	62
4.4. Insiders' Versus Outsiders' Studies	63

4.5. Studies Comparing Variables Versus Studies	
Comparing Cases	64
4.6. Structure-Oriented Versus Level-Oriented Studies	65
4.7. Synchronic Versus Diachronic (or Longitudinal)	131
Studies Salection of the	65
4.8. Deductive Versus Inductive Studies	66
4.9. Paper-and-Pencil Versus Observational Studies	66
4.10. Studies Using Primary Data Versus Studies	
Using Secondary Data	67
4.11. Studies Across Individuals First Versus	
Studies Directly Across Societies	68
5. Theoretical Versus Empirical Perspectives	72
5.1. Theory Before Empiricism	73
5.2. Empiricism Before Theory	75
5.3. The Goal of Culturology and the	13
	70
Other Social Sciences: Theory or Empiricism?	78
5.4. Defining Constructs Empirically	79
5.4.1. A Note on Operationalism as a Method of	
Defining Constructs in Culturology or	70
Other Domains 5.5. A Search for Truth Versus a Search for What Works	79
3.3. A Search for Truth Versus a Search for What Works	80
6. Cross-Cultural Comparability	84
6.1. Etic Versus Emic Approaches	85
6.2. Incomparable Phenomena	87
6.3. Criteria for the Cross-Cultural Transferability	
of Etic Individual-Level Constructs and the	
Instruments for Their Measurement	87
6.4. Criteria for the Applicability of Etic	
Approaches to Studies at the Societal Level	89
6.5. Are Etic Tests Preferable to Emic Ones?	90
/ A / Pest-Renew Action in the per-and-reneil	
7. Paper-and-Pencil Studies	93
7.1. Selecting Samples of Respondents: Nationally	137
Representative Samples Versus Matched Samples	94
7.2. Types of Items in Noncognitive	104
Paper-and-Pencil Studies	95
7.2.1. Likert Scales	96
7.2.2. Tree-choice items	96
7.2.3. Forced-Choice Items	96
7.2.4. Issues Associated With Likert Scales	97
7.2.4.1. The Reference Group Effect	97
7.2.4.2. Potential Meanings of Some Positions	
on a Likert Scale in Cross-Cultural Alialysis	98
7.2.4.3. Extracting Societal Information	2 00 1
Trolli itellis oli a Likelt Scale	98
7.2.4.4. Response Style	99
7.2.4.4.1. Detection of Response Style	100
7.2.4.4.2. Treatment of Response Style:	175
Indesirable Rice or Normal Style	101

4.5. Studies Comparing Variables Versus Studies	
Comparing Cases	64
4.6. Structure-Oriented Versus Level-Oriented Studies	65
4.7. Synchronic Versus Diachronic (or Longitudinal)	131
Studies Sales Selection of the	65
4.8. Deductive Versus Inductive Studies	66
4.9. Paper-and-Pencil Versus Observational Studies	66
4.10. Studies Using Primary Data Versus Studies	132
Using Secondary Data	67
4.11. Studies Across Individuals First Versus	
Studies Directly Across Societies	68
8.2.7 millionobilions and Polythetic Classes	136
5. Theoretical Versus Empirical Perspectives	72
5.1. Theory Before Empiricism	73
5.2. Empiricism Before Theory	75
5.3. The Goal of Culturology and the	
Other Social Sciences: Theory or Empiricism?	78
5.4. Defining Constructs Empirically	79
5.4.1. A Note on Operationalism as a Method of	
Defining Constructs in Culturology or	
Other Domains	79
5.5. A Search for Truth Versus a Search for What Works	80
6. Cross-Cultural Comparability	0.4
	84
6.1. Etic Versus Emic Approaches	85
6.2. Incomparable Phenomena	87
6.3. Criteria for the Cross-Cultural Transferability	
of Etic Individual-Level Constructs and the	
Instruments for Their Measurement	87
6.4. Criteria for the Applicability of Etic	154
Approaches to Studies at the Societal Level	89
6.5. Are Etic Tests Preferable to Emic Ones?	90
7. Paper-and-Pencil Studies	93
7.1. Selecting Samples of Respondents: Nationally	73
Representative Samples Versus Matched Samples	94
7.2. Types of Items in Noncognitive	164
Paper-and-Pencil Studies	95
7.2.1. Likert Scales	96
7.2.2. Free-Choice Items	96
7.2.3. Forced-Choice Items	96
7.2.4. Issues Associated With Likert Scales	97
7.2.4.1. The Reference Group Effect	97
7.2.4.2. Potential Meanings of Some Positions	21
on a Likert Scale in Cross-Cultural Analysis	98
7.2.4.3. Extracting Societal Information	20
From Items on a Likert Scale	98
7.2.4.4. Response Style	99
7.2.4.4.1. Detection of Response Style	100
7.2.4.4.2. Treatment of Response Style:	100
Undesirable Bias or Normal Style?	101
Chaositable Dias of Troffilal Style:	101

7.2.4.4.3. Causes of Response Style:	
The Number of Points on a	
Likert Scale	102
7.2.4.4.4. Causes of Response Style:	
The Language of the Questionnaire	103
7 2.4.4.5. Causes of Response Style:	43
The Role of Culture	103
7.2.4.4.6. Causes of Response Style:	
The Nature of the Items	103
7.2.4.4.7. Causes of Response Style:	
The Role of Intelligence and	
Education	104
7.2.4.4.8. Conclusions About the Causes of	
Response Style	104
7.2.4.4.9. Dealing With Response Style	
Before the Study: Choice of	
Items and Scales	104
7.2.4.4.10. Dealing With Response Style	
After the Study: Standardization	
of Scores	105
7.2.5. Issues Associated With Forced-Choice Items	108
7.2.6. Issues Associated With Free-Choice Items	108
7.3. Other Issues That Can Affect Data for	
Cross-Cultural Research	109
	109
7.3.1. Poverty 7.3.2. Distance From the Researcher	109
7.3.2. Distance From the Researcher	109
7.3.3. Social Desirability	110
7.3.4. Taboos	110
7.3.5. Intelligibility Problems	111
7.3.6. Semantic Differences	112
7.3.7. Political Factors	
7.4. Test-Retest Reliability of Paper-and-Pencil	113
Studies at the National Level and Other Statistics	113
7.5. Face Validity	114
7.6. Common Method Variance and Validation	11.
ovining of how with mental at any (1 -2.)	123
8. Data Analysis	124
8.1. Sample Issues 8.1.1. Selection of an Appropriate Sample of	
	124
Societies	126
8.1.2. Galton's Problem	127
8.1.3. Missing Data Bias	127
8.2. Dimensions of Culture	
8.2.1. The Utility of the Dimension Paradigm in Cross-Cultural Research	128
8.2.2. The Nature of Cultural and Other Dimensions	129
8.2.2. The Nature of Cultural and Other Difficulties	63
8.2.3. Why Dimensions Are Subjective	131
Human Constructs	63
8.2.3.1. Subjective Selection of Samples for the	13:
Construction of Dimensions	10.

8.2.3.2. Subjective Selection of Items for the	
Construction of Dimensions	131
8.2.3.3. Subjective Selection of the	
Number of Dimensions	131
8.2.3.4. Subjective Selection of the	
Nature of the Dimensions	132
8.2.4. Individual and Ecological Dimensions:	341
Different Levels and Units of Analysis	132
8.2.5. Polarity	134
8.2.6. Different Versions of the Same	345
Ecological Dimension?	135
8.2.7. Dimensions and Polythetic Classes	136
8.2.8. Data Reduction	136
8.2.8.1. Agreement and Aggregation	136
8.2.8.2. Correlations and Scales	137
8.2.8.3. Scale Reliability	139
8.2.8.4. Multidimensional Scaling	139
8.2.8.4.1. Plotting Variables on an MDS Map	140
8.2.8.4.2. Identifying Cultural Dimensions	140
on an MDS Map	140
8.2.8.4.3. Plotting Cases on an MDS Map and	140
Calculating Case Coordinates	144
8.2.8.4.4. Using MDS for Identifying Typologies	146
8.2.8.4.5. Issues Related to Multidimensional	140
Scaling as a Data Reduction	
Technique	149
the state of the s	
8.2.8.5. Factor Analysis	149
8.2.8.5.1. Calculation of Factor Scores	153
8.2.8.5.2. Issues Related to Factor Analysis	151
as a Data Reduction Method	154
8.2.8.5.3. Factor Analysis as a Scale	15/
Reliability Test	156
8.2.9. How Do We Know That We Have	1.57
Constructed Appropriate Dimensions?	157
8.2.10. Constructing Individual and	1.11
Ecological Dimensions	164
8.3. Clustering Man to some	166
8.4. Looking for Cause-and-Effect Relationships	171
8.4.1. The Consilience Approach	172
8.4.2. Contextual Consilience	172
8.4.3. Methodological Consilience	172
8.4.4. Predictive Consilience	173
8.4.5. Exclusive Consilience	173
8.4.6. The Issue of Time Sequence	173
8.4.7. Looking for Noncultural Variables	
That May Be Determinants of Culture	173
8.4.8. Multiple Regression Analysis	174
8.4.8.1. Divergent Results From Different	
Types of MRA	175
8.4.8.2. The Excluded Variables	175

8.4.8.3. Issues Related to Samples	175
8.4.8.4. Issues Related to the Independent	176
on to notice Variables	177
8.4.8.5. An Example of an MRA	
PART III: MAJOR CROSS-CULTURAL	
	197
9. Cultural Dimensions Across Modern Nations	199
9.1. Geert Hofstede (1980, 2001): A Study of Values, Beliefs, and Norms Across the IBM Corporation Geert Hofstede	201
9.2. Chinese Culture Connection (1987): A Study of	
National Values Based on a Chinese Questionnaire 9.3. Shalom Schwartz (1994): A Study of the Values of	217
Schoolteachers and University Students 9.4. Peter Smith, Fons Trompenaars, and Shaun	224
Dugan (1995): A Study of Locus of Control	232
9.5. Peter Smith, Shaun Dugan, and Fons	
M 2011/4 ms no Trompenaars (1996): A Study of the Values	
and Beliefs of Organizational Employees 9.6. Robert Levine and Ara Norenzayan (1999):	238
as a Study of the Pace of Life	246
9.7. Robert Levine, Ara Norenzayan, and Karen	
Philbrick (2001): A Study of Helping Strangers	251
9.8. Ashleigh Merritt (2000): An Attempt to	
Replicate Hofstede's Four Dimensions	255
9.9. Ronald Inglehart and Wayne Baker (2000):	110
An Analysis of the World Values Survey	261
9.10. Ulrich Schimmack, Shigeiro Oishi, and	
Ed Diener (2002): A Study of Personal Emotional	
Dialecticism and Frequencies of Pleasant and	2 (0
anoianamica an Unpleasant Emotions	268
9.11. Peter Smith, Mark Peterson, and Shalom	
Schwartz (2002): A Study of Managers'	272
Sources of Guidance	272
9.12. Evert van de Vliert and Onne Janssen (2002):	270
A Study of Performance Motives	279
9.13. Robert McCrae (2002): A Comparison of	
Mean National and Ethnic Personality	204
Traits (Self-Reports)	284
9.14. Robert McCrae and Antonio Terracciano (2005):	
A Study of Mean National or Ethnic Personality	291
Traits (Peer Reports)	291
9.15. David Schmitt, Juri Allik, Robert McCrae, and	
Veronica Benet-Martinez (2007): A Study of	
the Geographic Distribution of the Big Five	297
Personality Traits (Self-Reports) 9.16. Michael Bond, Kwok Leung, and Associates (2004):	2)/
A Study of Social Axioms	305

9.17. Project GLOBE (2004): A Study of National	
Stereotypes and Ideologies	310
9.18. Project GLOBE (2004): A Study of Culturally	
Endorsed Leadership Profiles	330
9.19. Eva Green, Jean-Claude Deschamps, and	
Dario Paez (2005): A Study of Beliefs and Values	337
9.20. David Schmitt (2005): A Study of Sociosexuality	341
9.21. Peter Kuppens, Eva Ceulemans, Marieke	
Timmerman, Ed Diener, and Chu Kim-Prieto	245
(2006): A Study of Positive and Negative Emotions	345
9.22. Christian Welzel (2010): An Analysis of the World Values Survey	350
9.23. Michael Minkov (2009a): A Study of Social	330
Polarization in Social Opinions and Life-Quality	
Judgments	358
9.24. Michael Minkov (2011): A Study of Values	330
Related to National Economic Growth and	
Educational Achievement	364
9.25. Michael Minkov (2011): A Study of National	001
Homicide Rates and Their Correlates	377
9.26. Michael Minkov and Geert Hofstede (2012a):	
An Analysis of the World Values Survey	
Replicating Two Dimensions of the Chinese	
Values Survey	390
9.27. Geert Hofstede, Bram Neuijen, Denise Daval	
Ohayv, and Geert Sanders (1990): A Study of	
Organizational Cultures Across 20 Danish and	
Dutch Organization Units	397
Geert Hofstede	
PART IV: A SUMMARY OF THE OBSERVED	
CULTURAL DIFFERENCES ACROSS	
THE CLOPE WILL BE CARE A STATE OF THE STATE	107
Introduced general processes and processes and processes and processes	407
10. Cultural Differences Between Rich and	
Developing Countries	409
11. Cultural Differences Across Rich Countries	417
12. Cultural Differences Between	
Eastern Europe and Latin America	420
13. Cultural Differences Between East	
Asia and the Arab World	425
14. Cultural Differences Between the	
Arab World and Sub-Saharan Africa	430
Appendix	434
References	442
Index	470
About the Author	481