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Cultural factors on leadership behaviours of the expatriate executives in Vietnam

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Cultural factors on leadership behaviours of the expatriate executives in Vietnam

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This thesis first reviewed on the literature which has been conducted previously. The theoretical framework was then proposed to underline the cultural influences on the preferred leadership behaviors. The findings of a case study, the surveys and interviews were discussed and analyzed. In addition to empirical data generated by the author of this thesis, results from other studies were also integrated to further support the objectives of the thesis. Finally, recommendations were proposed to enhance the likelihood of foreign managers being successful in a Vietnamese workplace context. Besides, limitations and implications for further research were also included.

The main objectives of this study were to help expatriate managers in Vietnam examine the Vietnamese culture in order to navigate an effective workplace and to make suggestions on techniques and mechanisms international executives in Vietnam can adopt to better off their managerial performance.

Vietnamese culture is high on power distance and collectivism whereas it is low on assertiveness and gender egalitarianism. The Vietnamese highly appreciates leaders with charismatic, team-oriented, participative, and autonomous behaviors. By contrast, they negatively associate Self-Protective with outstanding leadership. Foreign expatriates in Vietnam are highly recommended to learn about Vietnamese culture and its implications in the workplace, in communication, and in managerial styles so that they could have a better performance and a smoother experience abroad in Vietnam.

Key words: Intercultural Management, Vietnam, expatriates, leadership styles, GLOBE.

Table of contents

1	Introduction	6
1.1	Research problems	6
1.2	Research objectives	7
1.3	Research questions.....	7
2	Theory background	8
2.1	Leadership approach	8
2.1.1	Trait approach	8
2.1.2	Behavioral approach	8
2.1.3	Power-influence approach.....	8
2.1.4.	Situational Approach	9
2.1.5.	Cultural Contingency Leadership.....	10
2.2	Hofstede Cross-Cultural Study	10
2.2.1	Hofstede's cultural dimensions	11
2.3	GLOBE Project	13
2.3.1	GLOBE Project cultural dimensions	14
2.3.2	GLOBE Leadership Dimensions	19
2.4	Vietnamese Culture - Hofstede Dimensions	20
2.5	Expatriate Managers in Vietnam.....	21
2.5.1	Expatriate managers in Vietnam	21
2.5.2	American managers in Vietnam.....	23
2.5.3	Taiwanese expatriates - Taiwan SMEs' subsidiaries in Vietnam	23
2.6	Conceptual framework	23
3	Methodology	26
3.1	The surveys.....	26
3.2	Follow-up interviews	27
3.3	Case study	27
3.4	Analysis	28
4	Findings	28
4.1	GLOBE Survey results	28
4.2	Vietnamese culture: nowadays versus 10 years ago	33
4.3	GLOBE Survey on Outstanding Leadership in Vietnam.....	34
4.4	A case study of HUMANITY.....	37
5	Discussions	40
5.1	GLOBE Cultural Dimensions of Vietnam: indications to the workplace.....	40
5.2	GLOBE Leadership Dimensions: Recommendations	42
5.3	Case study of HUMANITY: Considerations for Expatriates in Vietnam	44
5.4	Do's and Don'ts for Expatriate Managers in Vietnam	46

6	Conclusion	47
6.1	Main findings	47
6.2	Limitations	48
6.3	Implications for International Business.....	49
6.4	Suggestions	49
	List of References.....	50
	List of Illustrations.....	53
	List of Figures.....	54
	List of Tables	55
	Appendixes	56

1 Introduction

Globalization has opened the window of opportunities for companies to enter new markets or to find more efficient sources for their productions. Expanding to other territories is even more important for companies' survival when their domestic markets are mature and competition is fierce. Companies are getting more international, following the successful examples of many predecessors such as Proctor and Gamble, Nokia, and Dell which are now giant multinationals. Nevertheless, passing the frontier of traditional territories also poses many threats to companies. Operating in markets with completely different socioeconomic and political systems may hinder new companies from succeeding, due to invisible yet powerful cultural dimensions which significantly challenge new entrants in the field. Cultural variables may be able to affect the ways people do business and also the managerial styles of leaders in organizations.

1.1 Research problems

Although Vietnam is now still a developing country, it is an attractive destination for foreign investments. Vietnam's foreign direct investment inflow has increased substantially after the nation normalized its diplomatic relation with the U.S. and joined the World Trade Organization. Many people consider the possibility of doing business in Vietnam appealing because of its political stability, large consumption market and low labor costs.

The wave of foreign investment into Vietnam has underlined the shortage of highly educated local labor for middle to top executive positions. Hence, there has been a considerable import of high quality employees from other countries to Vietnam. Many conflicts are expected to occur, however, between a foreign executive and his/her local subordinates when this expatriate has insufficient cultural intelligence or little preparation for the abroad mission. This lack of knowledge about Vietnamese culture may minimize the effectiveness of working in the company and mislead the expatriate managers in setting up appropriate incentives for their Vietnamese subordinates. At the same time, the local employees may find their bosses unpleasant and their working place unfavorable. As a result of this cultural clash, the company may suffer losses due to ineffectiveness and inefficiency in working performance and a high rate of labor turnover.

People who are going to establish a company in Vietnam or are to be employed administrating Vietnamese workers are recommended to study Vietnamese culture prior to arrival in order to conduct their business smoothly. However, scientific

research about effective leadership for expatriates in Vietnam is rare or not widely published. Hence, this thesis is expected to contribute to the academic pool of knowledge offering a new perspective to assist those who are in need of insightful guidelines for their successful leadership in Vietnam.

1.2 Research objectives

The primary objective of this research is to identify main characteristics of Vietnamese culture using Hofstede model. Hofstede's cultural dimensions are used in this research because Hofstede model is well-known and scholarly recognized in measuring cultural dimensions of different countries in the world.

The second objective is to apply the Project GLOBE's questionnaire to this research to calculate the GLOBE scores for Vietnam. The comparison of results in Hofstede's IBM survey and the Project GLOBE will bring about a broader, more complete and up-to-date picture of Vietnamese culture.

Another important task for this research is to interpret the results found in step one into contexts of the working environment. Indications of Vietnamese cultural dimensions can help explain some ways in which Vietnamese employees think and behave. The interpretation also assists predicting possible behavioral reactions of Vietnamese workers in some particular scenarios.

The final objective is to reach an informative conclusion of techniques and mechanisms expatriate executives should use to improve their leadership while working in Vietnam.

1.3 Research questions

The research questions were designed in order to decide on the most effective methodologies. Those are the basis of the whole research and include subliminally the objective of the research in order to define more specifically what it is researched.

- What cultural dimensions of Vietnamese society, using the defined models of Hofstede and Project GLOBE, should be considered by expatriate managers in navigating an effective workplace?
- What are the mechanisms and techniques that may be used to help foreign leaders improve their leadership?

2 Theory background

2.1 Leadership approach

This section is a brief review of typical approaches to leadership in social sciences research, which will be presented from past to the present.

2.1.1 Trait approach

This can be seen as the earliest scientific approach to leadership (Yukl, 1998). According to this “Great Man theory”, leaders are born, not made (Saeed 2005, 164). In other words, most people in the past believed that certain people are born with inherited traits which other people do not possess and these characteristics make them become outstanding leaders (French, 2007). Many studies were conducted in the 1930s and 1940s to identify the traits of successful leaders. However, according to Yukl, these studies have failed to clarify the correlation or causality between the proposed traits and the leader’s effectiveness (Yukl, 1998). Modern writings have also rejected this trait theory (French, 2007). Robbins, Bergman, and Stagg (2000) have concluded that there is no consistent set of innate characteristics distinguishing leaders from other people.

2.1.2 Behavioral approach

In the late 1940s and from the 1950s onwards, leadership theorists began to focus their studies on managers’ behaviors on the jobs (Yukl, 1998). The Ohio State University research conducted in 1945 has categorized leaders’ behaviors into two dimensions: consideration and initiating. (French, 2007) Leaders with a high magnitude of initiating are task-oriented. Their focus is more on achieving the goals of the task rather than building good relationships with subordinates. By contrast, a manager with a high level of consideration is more concerned with strengthening positive connections with the staff. This relationship-oriented leader also tends to take care of the well-being and feelings of his/her employees (Saeed, 2005). However, there is still no evidence to propose a particular composite of initiating structure and relationship orientation for an optimal outcome of leadership (Weiss 1996). As a result, this approach has few significant implications for improving one’s leadership.

2.1.3 Power-influence approach

Taking this approach, researchers consider how managers use power as a tool to execute their position and also the influence process between managers and other people (Yulk, 1998). With his Theory X and Y, Douglas McGregor (1960) describes two ways in which leaders administer their employees based on assumptions about human nature and on what employees expect from their works. Theory X believes that people, by instinct, do not like to work and avoid responsibilities from works. Hence, leaders following this theory would like to direct and coerce people in order to motivate them. To the contrary, leaders who are persuaded with theory Y would like to encourage their employees with freedom and empowerment. The theory Y's followers assume that human beings are good by nature. Therefore, people can be motivated by their esteem needs and self-actualization. In spite of the fact Theory X and Y are widely recognized, findings from McGregor's research with just two contrasting leadership styles seem to have little meaningful application in reality.

2.1.4. Situational Approach

In this approach, there is no fixed style that can maximize leadership effectiveness in all situations. The leader has to tailor his/her style in each particular situation to optimize the performance. Fiedler pioneered in school of thoughts with his publication of A Theory of Leadership Effectiveness (1967). He concluded that effective leadership styles are greatly influenced by task structure, leader-member relations, and the leader's position power (Fincham & Rhodes, 2005). Fiedler (1967) suggested that leaders should match their styles in regard to the tasks' nature and work environments. Later, House (1971) added with his research findings that effective leaders are those who help their employees clarify goals and achieve them.

However, once again, the validity of the situational approach is suspicious. Like other previous theories which are mentioned above, Fielder's Contingency Leadership Theory and House's Path-Goal Theory are developed in America and by Americans. With the ignorance of cultural impact on leadership effectiveness, there is a big question mark on whether these theories can be applied to all the regions outside the US (Saeed, 2005). In his research, Hofstede (1980) has found that participative leadership style or Theory Y approach - which is highly valued by American theorists and managers - does not suit in many cultures. Specifically, in high power-distance societies such as Germany and Austria, people believe in and respect the significance of societal orders and organizational hierarchy. Hence, they expect leaders to be strong and consider those who have the participative leadership style as weak.

2.1.5. Cultural Contingency Leadership

Not only does modern literature recognize that a particular leadership style does not triumph in all circumstances, but it also realizes the importance of the cultural variable as an influential factor on leadership effectiveness (Deresky, 2011). This cross-cultural consideration approach has been supported by many authors and a substantial amount of studies. A group of researchers, including Dorfman, Howel, Hibino, Lee, Tate, and Bautista (1997), claims that this is a must for leaders to adjust their styles and behaviors to match with those of customers and employees. Adler (1999) also agrees that managers must have a culturally contingent leadership when they are doing cross-border business or work with people from other cultures.

Studying expectations about the participative leadership styles in nine countries in Western Europe, the US, Indonesia, and Japan, Laurent (1983) finds that the national culture of origin greatly impacts the perception of effective leadership. For instance, managers in Indonesia, Italy and Japan are more autocratic than those in the US and Germany. Executives in Sweden, Denmark, the Netherland, and the US are more likely to let their employees be involved in problem solving than their peers from Italy, Indonesia and Japan (Laurent, 1983). Even in one geographical area, there are also different views of effective leadership from people with different cultural backgrounds. A research in Saudi Arabia reveals that American workers are more in favor of participative leadership styles than Asian and African employees (Algattan, 1985). Another study in a US factory also finds that participative leadership is better matched with US subordinates than Mexican subordinates (Howell, J. & Dorfman, P., 1988). This can lead us to an assumption that culture of subordinates is a more influential factor than others in the working environment (Deresky, 2011). Hofstede (1980) stated that theorists at his time were likely to concentrate too much on the leaders and their nearly unwillingness to change styles at will, and that he had applied the reverse approach in his research by studying the followers' values and expectations of their leaders. The study of Hofstede's and the GLOBE Project are going to be discussed further in later parts of this literature review to examine the direct and indirect implications of these two well-known cross-cultural researches to the managerial knowledge.

2.2 Hofstede Cross-Cultural Study

Hofstede initially constructed four main dimensions which were created to differentiate one country from another in terms of their cultural values. These four constituents of Hofstede model were Power Distance (PDI), Individualism versus collectivism (IDV), Masculinity versus femininity (MAS), and Uncertainty avoidance (UAI). In 1991, a fifth

dimension named Long-Term orientation (LTO) was implemented into the model resulting from a work by Michael Bond, who did a study with Chinese employees and managers. This study was based on the central idea of Confucian dynamism and was later extended to 23 countries. (Geert-Hofstede.com/national-culture)

2.2.1 Hofstede's cultural dimensions

Power distance: This dimension expresses the degree to which the less powerful members of a society accept and expect that power is distributed unequally. The fundamental issue here is how a society handles inequalities among people. People in societies exhibiting a large degree of power distance accept a hierarchical order in which everybody has a place and which needs no further justification. In societies with low power distance, people strive to equalise the distribution of power and demand justification for inequalities of power. (Gert-Hofstede.com/dimensions)

In the workplace, power distance can be inferred from the hierarchy structure and the relationship between the managers and employees. In large power-distance countries, the organizational structure tends to be centralized and hierarchical. People are likely to respect the order and feel comfortable with autocratic leaders. By contrast, in societies with small power-distance, the structure in organizations seems to be flatter and people regard themselves more equally to others. This means people are likely less tolerant with autocratic leadership style (Deresky, 2011).

Individualism versus collectivism: The high side of this dimension, called Individualism, can be defined as a preference for a loosely-knit social framework in which individuals are expected to take care of themselves and their immediate families only. Its opposite, Collectivism, represents a preference for a tightly-knit framework in society in which individuals can expect their relatives or members of a particular in-group to look after them in exchange for unquestioning loyalty. A society's position on this dimension is reflected in whether people's self-image is defined in terms of "I" or "we". (Gert-Hofstede.com/dimensions)

In individualistic countries, people are more in favor of democracy, personal accomplishments and independence. Usually in the workplace, people are emotionally independent from the organization. The connection of individuals with organizations is perhaps the sole economic bond. Conversely, in socialist countries, people attach themselves to the organization emotionally and financially. They consider themselves as being a part of the group. Therefore, people tend to value group consensus in making decisions. Individuals in collectivist societies are often more concerned about abiding by

social pressure and expectations, even at the expense of personal goals. Paternalism is fairly widespread in a country with high collectivism score like Japan. The idea of keeping group harmony and saving face is also pivotal in collectivist societies. (Deresky, 2011)

Masculinity versus femininity: The masculinity side of this dimension represents a preference in society for achievement, heroism, assertiveness and material reward for success. Society at large is more competitive. Its opposite, femininity, stands for a preference for cooperation, modesty, caring for the weak and quality of life. Society at large is more consensus-oriented. (Gert-Hofstede.com/dimensions)

In masculine societies, the roles of both sexes are clearly defined. Men are expected to be assertive and women nurturing. However, in feminine societies, this differentiation is not stressed. People do not need to be assertive and men can also be nurturing. Quality of life, human relations and environment are vital in feminine cultures compared to materialism and performance orientation in masculine cultures. Feminine societies show empathy and care for the unfortunate whereas in masculine societies people highly appreciate thriving figures (Hofstede, 1991). In countries with a high masculinity score, it is generally expected that women are housewives and men breadwinners. The working environments are likely stressful and harshly competitive. In feminine society, life seems to be slower, working is less stressful and more women hold high positions in organizations. (Deresky, 2011)

Uncertainty avoidance: The uncertainty avoidance dimension expresses the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity. The fundamental issue here is how a society deals with the fact that the future can never be known: should we try to control the future or just let it happen? Countries exhibiting strong uncertainty avoidance maintain rigid codes of belief and behaviour and are intolerant of unorthodox behaviour and ideas. Weak uncertainty avoidance societies maintain a more relaxed attitude in which practice counts more than principles. (Hofstede, 1991)

Societies with high uncertainty avoidance are likely to have strict laws and detailed rules for members to stick to. As people perceive uncertainty as a threat, they tend to feel anxious and stressed. Managers basically do not dare to take high risks and are more rigid with formal rules. Employees see job security as an important condition in work. Conflicts and confrontations are avoided. People are more confident in experts and experienced speakers while young people are under suspicion. New ideas take a long time to be accepted. By contrast, in low uncertainty avoidance societies, people

are more tolerant with uncertainty. Life is easy and less stressful. People are more willing to take risks and fewer rules are preferred. Young people are appreciated and initiatives are welcomed. Oppositions are easier to be accepted. Organizations are less formal and job mobility is rife. (Deresky, 2011)

Long-Term orientation versus Short-Term orientation: The long-term orientation dimension can be interpreted as dealing with society's search for virtue. Societies with a short-term orientation generally have a strong concern with establishing the absolute Truth. They are normative in their thinking. They exhibit great respect for traditions, a relatively small propensity to save for the future, and a focus on achieving quick results. In societies with a long-term orientation, people believe that truth depends very much on situation, context and time. They show an ability to adapt traditions to changed conditions, a strong propensity to save and invest; thriftiness, and perseverance in achieving results. (Gert-Hofstede.com/dimensions)

People in long-term oriented societies are more future-oriented. They plan for long-term goals and lead themselves toward these goals even if living for the future is most of the times requires a sacrifice of enjoyment in the present. For example, Chinese people often save most of their earnings for future investment although it means that they have to spend sparingly in the present. In an opposite way, in short-term orientation cultures such as the UK, Canada and the US, people tend to spend more and save less. They also focus more on short-term yields. (Deresky, 2011)

2.3 GLOBE Project

GLOBE or Global Leadership and Organizational Behavior Effectiveness is a large-scale project in studying national and organizational cultures, leadership behaviors and their interactions across countries. Project GLOBE covers a massive database of more than 17,000 managers in 951 organizations in 62 countries and regions around the globe. Participants in the survey are managers who work in different industry with a variety of organization sizes. The questionnaires are followed with interviews, focus group discussions, and content analysis (House, Hanges, Dorfman & Gupta, 2004). GLOBE was commenced in 1991 by Robert J. House, a professor at Wharton School of the University of Pennsylvania, and his colleagues. This comprehensive project is divided into three steps. Step one was to develop the research instruments. The next step was to determine cultural dimensions of both societal and organizational cultures and how these influence leadership across 62 societal cultures. These two phases have been accomplished and the final phase is now on its way to evaluate the effectiveness of spectacu-

lar leader behaviors on subordinates' feelings and productivity. (grovewell.com/pub-GLOBE-intro)

2.3.1 GLOBE Project cultural dimensions

GLOBE proposes nine fundamental attributes to discover societal and organizational cultures, many of which are developed from previous literatures including and not exclusive to Hofstede Model and McClelland's work (House et al, 2004). These nine dimensions are:

- **Performance Orientation**: It measures how a society gives supports and prizes to innovation, excellent accomplishment and outcome improvement (House et al, 2004).

Societies that score higher on performance orientation, tend to:	Societies that score lower on performance orientation, tend to:
Value training and development.	Value societal and family relationships.
Value competitiveness and materialism.	Value harmony with the environment.
View formal feedback as necessary for performance improvement.	View formal feedback as judgmental and discomfiting.
Value what one does more than who one is.	Value who one is more than what one does.
Expect direct, explicit communication.	Expect indirect, subtle communication.
Source: Adapted from House et al (2004)	

Table 1: Performance Orientation characters

- **Uncertainty Avoidance**: It is the level to which a community counts on social norms and rules to lessen the unpredictability of future. In other words, it is the extent people feel uncertainty as a threat or accept it and take every day as it goes. (House et al, 2004)

Societies that score higher on uncertainty avoidance, tend to:	Societies that score lower on uncertainty avoidance, tend to:
Use formality in interactions with others.	Use informality in interactions with others.
Are orderly and keep meticulous records.	Are less orderly and keep fewer records.
Rely on formalized policies and procedures.	Rely on informal norms for most matters.

Take moderate, carefully calculated risks.	Are less calculating when taking risks.
Show strong resistance to change.	Show only moderate resistance to change.
Source: Adapted from House et al (2004)	

Table 2: Uncertainty Avoidance characters

- ***Future Orientation***: It is “the degree to which a collectivity encourages and rewards future-oriented behaviors such as planning and delaying gratification” (House et al 2004, 282).

Societies that score higher on future orientation tend to have characteristics such as:	Societies that score lower on future orientation tend to have characteristics such as:
Propensity to save now for the future.	Propensity to spend now, rather than save.
Emphasize working for long-term success.	Prefer gratification as soon as possible.
Organizations tend to be flexible and adaptive.	Organizations tend to be inflexible and maladaptive.
View material success and spiritual fulfillment as an integrated whole.	View material success and spiritual fulfillment as separate, requiring trade-offs.
Source: Adapted from House et al (2004)	

Table 3: Future Orientation characters

- ***In-group Collectivism***: This is the degree to which people take pride in, are loyal to, and show a strong sense of cohesiveness within the family and organization. (House et al, 2004)

Features of cultures that score higher on in-group collectivism:	Features of cultures that score lower on in-group collectivism:
Duties and obligations are important determinants of social behavior.	Personal needs and attitudes are important determinants of social behavior.
A strong distinction is made between in-groups and out-groups.	Little distinction is made between in-groups and out-groups.
People emphasize relatedness with groups.	People emphasize rationality in behavior.
The pace of life is slower.	The pace of life is faster.
Love is assigned little weight in marriage.	Love is assigned great weight in marriage.

Source: Adapted from House et al (2004)

Table 4: In-group Collectivism characters

- Power Distance: It refers to the status of power distribution in a society. Power distance also represents the level of people's acceptance to power inequality, order in society and status privileges. (House et al, 2004)

High Power Distance	Low Power Distance
Society is differentiated into classes.	Society has a large middle class.
Power seen as providing social order.	Power linked to corruption and coercion.
Upward social mobility is limited.	Upward social mobility is common.
Resources available to only a few.	Resources are available to almost all.
Information is localized and hoarded.	Information is widely shared.
Source: Adapted from House et al (2004)	

Table 5: Power Distance characters

- Gender Egalitarianism: This construct identifies “how far males and females are treated relatively equally in a society or workplace setting, and whether gender-based role differences are comparatively insignificant”. (French 2007, 35)

Societies that score higher on gender egalitarianism tend to:	Societies that score lower on gender egalitarianism tend to:
More women in positions of authority.	Fewer women in positions of authority.
Less occupational sex segregation.	More occupational sex segregation.
Similar levels of educational attainment for males and females.	A lower level of female educational attainment, compared to that of males.
Afford women a greater decision-making role in community affairs.	Afford women little or no decision-making role in community affairs.
Source: House et al (2004)	

Table 6: Gender Egalitarianism characters

- Human Orientation: It is a degree to which a society or organization value fairness, altruism, generosity, and kindness to others. (House et al, 2004)

Low human orientation societies	Low human orientation societies
The interests of others are important.	One's own self-interest is important.
People are motivated primarily by a need for belonging and affiliation.	People are motivated primarily by a need for power and material possessions.
Members of society are responsible for promoting the well-being of others.	The state provides social and economic support for individuals' well-being.
Child labor is limited by public sanctions.	Child labor is an issue of low importance.
People are urged to be sensitive to all forms of racial discrimination.	People are not sensitive to all forms of racial discrimination.
Source: Adapted from House et al(2004)	

Table 7: Human Orientation character

- Institutional Collectivism: It is “the degree to which organizational and societal institutional practices encourage and reward collective distribution of resources and collective action”. (House et al 2004, 30)

High institutional collectivism societies have these characteristics:	Low institutional collectivism societies have these characteristics:
Members assume that they are highly interdependent with the organization.	Members assume that they are largely independent of the organization.
Group loyalty is encouraged, even if this undermines the pursuit of individual goals.	Pursuit of individual goals is encouraged, even at the expense of group loyalty.
The society's economic system tends to maximize the interests of collectives.	The society's economic system tends to maximize the interests of individuals.
Rewards are driven by seniority, personal needs, and/or within-group equity.	Rewards are driven very largely by an individual contribution to task success.
Critical decisions are made by groups.	Critical decisions are made by individuals.
Source: Adapted from House et al (2004)	

Table 8: Institutional Collectivism characters

- Assertiveness: This dimension measures if individuals are “assertive, confrontational, and aggressive in their relationships with others”. (House et al 2004, 30)

Societies that score higher on assertiveness, tend to:	Societies that score lower on assertiveness, tend to:
Value competition, success, and progress.	Value cooperation and warm relationships.
Communicate directly and unambiguously.	Communicate indirectly; try to “save face.”
Try to have control over the environment.	Try to be in harmony with the environment.
Expect subordinates to take initiative.	Expect subordinates to be loyal.
Build trust on basis of calculation.	Build trust on basis of predictability.
Source: Adapted from House et al (2004)	

Table 9: Assertiveness characters

Overall evaluation: Project GLOBE, with its “blend of implicit leadership theory, clearly developed model of culture and contingency-style analysis”, has created “the most systematic perspective on the topic of cross-cultural leadership to date” (French 2007, 119). French (2007) continues that “most importantly, it provides a framework for those who occupy (or aspire to) leadership positions in terms of understanding their own situation and planning for improved performance”

However, GLOBE is not immune to criticism by other researchers. Focusing on the national level, GLOBE may have ignored other inner layers of culture (French, 2007). House et al (2004) were aware of that when they conducted the study. Hence, they tried to get a truly representative sample of each country by careful sampling and re-sampling, and by further examining subcultures. Nevertheless, main problems of the focus on country level seem to still exist. In multicultural countries such as the US, China and India, the nationally average scores are likely insignificant when we apply them to members of different subculture groups (French, 2007). French (2007) also casts doubts on the methodology of Project GLOBE when it only studies the sample of middle managers and generalizes its findings to the whole national population. Leaders may think and believe differently from others such as students and employees. Jackson (2005) adds that the way dimensions and questionnaire items are constructed reflects the researchers’ perceptions and cultural values. Hence, it is questionable whether or not these tools serve well in describing other cultures.

Although Project GLOBE is apparently not a perfect model in studying across cultures, it is perhaps the best model we have had so far in cross-cultural and leadership research. This thesis research is going to apply the GLOBE’s questionnaire in discovering contemporary Vietnamese culture and its indications to organizational leadership. Other authors’ comments on the Project GLOBE which are mentioned in the previous paragraph

are considered carefully by the author of this thesis to modify the methodology of his GLOBE-adapted research. Instead of focusing on managers' points of views, this research will survey on current employees and senior university students who are potentially employees and leaders in the near future. This approach is better matched with the purpose and the ideology of the research which believes that foreign managers should alter their leadership styles and behaviors in accordance to the values and norms of subordinates. Moreover, the questionnaires will be translated from English to Vietnamese carefully so that they can both reflect vividly respondents' true perceptions and remain true to the core ideas of Project GLOBE's authors when it was designed.

2.3.2 GLOBE Leadership Dimensions

In addition to examining value differences in societal and organizational cultures, Project GLOBE also studies the impact of the national cultural variable in leadership. To be more specific, the GLOBE study aims to determine which leadership styles are accepted universally and which managerial behaviors vary across cultures. The study has constructed the following six dimensions:

- *Charismatic/Value-Based*: This describes the leader's ability to motivate people by showing his/her integrity, and by being inspirational, visionary, and decisive. Charismatic leaders are performance-oriented and even at times sacrifice personal benefits for the organization (House et al, 2004; French, 2007).
- *Team Oriented*: This reflects a person's capability to build effective teams and to implement common goals among group members. He or she has to be administratively competent, benevolent, collaborative, tactful, and also be a team connector (House et al, 2004; French, 2007).
- *Participative*: It shows managers' willingness to let their subordinates participate in decision making and implementing. This is often accompanied with empowerment and delegation. Participative leaders are in opposite to their autocratic peers (House et al, 2004; French, 2007).
- *Human Oriented*: Human oriented leaders are those who are modest, compassionate, generous, supportive and considerate (House et al, 2004).
- *Self-Protective*: This can be seen as someone's efforts of over-securing himself or herself. Self-Protective managers are self-absorbed, status conscious, face-saving, conflict-inducer, and procedural.
- *Autonomous*: In addition to being autonomous, leaders in this category also value independence and individualism (House et al, 2004).

This study has found that behaviors which are positive such as being trustworthy, supporting, diplomatic, and team building are appreciated worldwide. Styles which are perceived differently across cultures include being charismatic, team-oriented, self-protective, participative, humane oriented, and autonomous (House et al, 2004). The informative findings of GLOBE study could assist international managers on their overseas assignments as managers' status and scope of influence differ from country to country. For instance, the Dutch, the Scandinavian, and the Germanic Swiss are significant about the idea of leadership while people in other regions generally respect and praise leaders (House et al, 2004).

2.4 Vietnamese Culture - Hofstede Dimensions

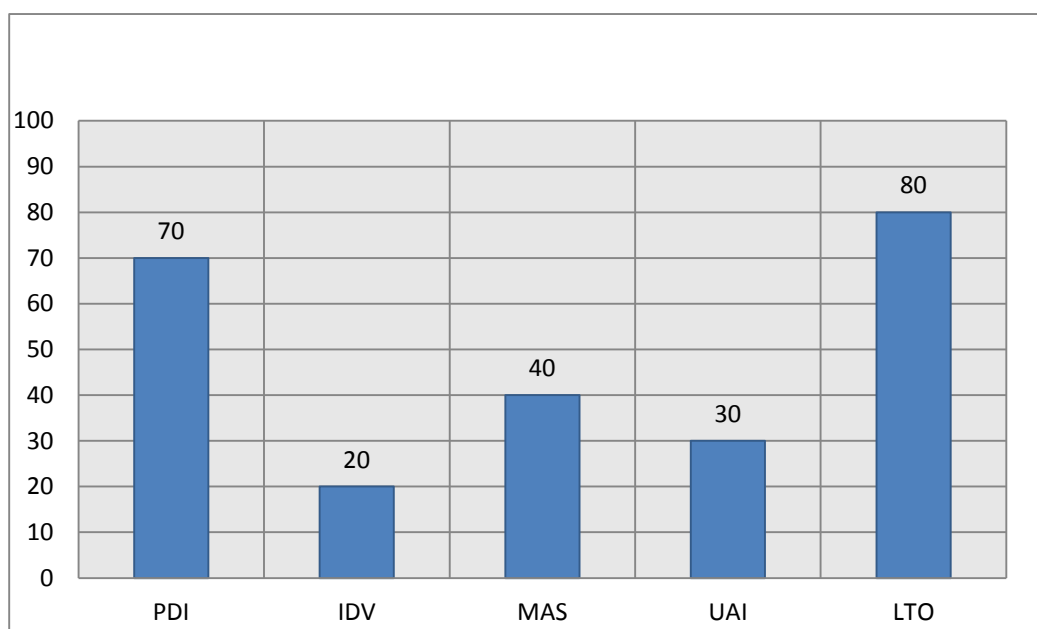


Figure 1: Hofstede Cultural Dimensions - Vietnam

Vietnam has a high score (70) on Power Distance, which means that inequalities are common in Vietnamese society and people accept that structure. Everyone has his/her own place and role. The vertical structure is preferred and employees are told in details what they need to do. Leaders are commonly autocratic (Geert-Hofstede.com/ ignify).

With a low score of 20 on Individualism, Vietnam is hence a collectivist society. People prioritize their family and group above all else. Social relations are well-connected with friends, colleagues, family and relatives. Extended families are common and people are committed to their families and organizations (Geert-Hofstede.com/ ignify).

Scoring 40 in Masculinity, Vietnam is considered a relatively feminine country. People are likely not to try hard and compete strongly in work but rather to enjoy life. Decisions are made through consensus. In addition, quality of life, harmony and solidarity are valued (Geert-Hofstede.com/ignify).

Vietnam rates low on Uncertainty Avoidance (30), which means that people take life at a leisurely pace and are less anxious about unpredictability. Hard work, punctuality and accuracy are usually not taken to heart. In addition, people tend to not prefer rules and regulations (Geert-Hofstede.com/ignify).

A high score on Long-Term Orientation (80) implies that the Vietnamese have “a strong propensity to save and invest, thriftiness, perseverance in achieving results and an overriding concern for respecting the demands of Virtue” (Geert-Hofstede.com/Vietnam: 1).

This information is insightful for those who want to have a preliminary knowledge of Vietnamese culture and its implications in the workplace. However, the author of this thesis wonders if these findings, which were published more than ten years ago, are still significant in the context of today’s fast changing environment. Hence, the author expects that the contrast of these findings with the immediate results of this research modified from GLOBE Model will lead to interesting, insightful and valuable information.

2.5 Expatriate Managers in Vietnam

2.5.1 Expatriate managers in Vietnam

Truong, Swierczek, & Dang (1998) determine the key differences and similarities between expatriate managers in Vietnam and their local peers in the perception of excellent leadership so that these researchers could outline the characteristics that are most desirable and techniques that can be used for a successful joint-venture. In order to do that, they took advantage of prior studies related to the field of intercultural management to establish their list of propositions. The researchers conducted a survey of both international and local managers in Vietnam to ask their opinions of an effective leader. Most of these managers were working for large-sized companies and had sufficient experience in management. The survey used questionnaires designed by the ASEAN Perspectives on Excellence in Leadership research project for the benefit of comparison with results of other ASEAN countries. They have found that international executives and their Vietnamese counterparts have some common points of view concerning excel-

lence in leadership. The joint focus on accountability, competitiveness, teamwork, people-orientation and productivity can strengthen the relationship between the Vietnamese partner and its foreign counterpart. However, the findings of this research also reveal many cultural discrepancies between the two parties that may hinder the success of a joint-venture or even lead this cooperation to failure. For instance, Vietnamese senior officers place little emphasis on sharing power and delegation. They are also less performance-oriented and more authoritative. When international managers first enter a company, they may face difficulties empowering their local employees as the Vietnamese remain accustomed to the command system set by the communist party. Expatriates are suggested to build trust, mutual understanding and shared values with a multicultural perspective. Some foreigners may find themselves unmatched to the rest of the company if they are so task-oriented.

In addition, a study purposing on determining skills that are essentials for doing international business in Vietnam has found that there are dissimilarities between Vietnamese and foreign managers in rating the most necessary skills (Neupert, Baughn & Dao, 2004). The study involves in-depth interviews with 74 managers, both international and Vietnamese. Being asked what the most important skill was to be successful in international business, 42% of the Vietnamese participants chose professional development. After years of doing business with other foreign partners, these Vietnamese managers realize that abilities such as leadership, problem solving, and interpersonal skills are most crucial. Basic business skills such as marketing, finance, and production were the second most selected with 29%. Cultural awareness and communication skills were considered as the most vital skills by 11% of the Vietnamese respondents. On the other hand, cultural understanding and awareness were listed as the most critical skills for success in Vietnam by 34% of foreign managers. This was followed with 23% for professional skills and 20% for interpersonal skills. It can be seen from the research results that most expatriate executives in Vietnam, by their own experiences, have agreed on the remarkable importance of host culture on their international assignments.

In another study, Thang, Rowley, Quang & Warner (2007) examine Vietnamese culture to see if some foreign practices in human resource management can be effectively transferred to Vietnam. This group of authors has concluded that behaviors and ways of doing business which lead to head-on confrontations, and show lack of respect to the host culture, are most likely to fail in Vietnam. By contrast, positive practices which open the window for mutual understanding, trust, honesty and willingness to compromise with the norms and beliefs of the Vietnamese are potentially transferable to the Vietnamese context.

2.5.2 American managers in Vietnam

By using Hofstede Model to compare Vietnamese culture with American culture and by synthesizing other previous Vietnamese culture studies, Kohl (2007) has highlighted areas of cultural clashes that American managers may encounter when they do their job in Vietnam. Based on the Hofstede scores, Vietnam is a high power distance and socialist country. Employees are used to having a tight bond with the organization and managers are expected to be paternalistic. With the influence of Confucianism, the Vietnamese believe there is a need to build mutual trust from the very first start of every relationship, including business and boss/employee relationships. For the Americans, with their usual practices of going directly to the point and getting things dealt with quickly, they are often impatient at the slowness of this beginning phase. Moreover, they are uncomfortable answering questions about their families and personal information which they consider inappropriate in business meetings. As a result, they may think their Vietnamese partners are unprofessional and conversely the Vietnamese businessmen may fear that their American counterparts are too deceptive to do business with. In addition, as the Vietnamese value harmony and avoid confrontation, they seem to not appreciate American aggression in approaching an issue (Kohl, 2007).

2.5.3 Taiwanese expatriates - Taiwan SMEs' subsidiaries in Vietnam

CEOs and HR managers of 133 Taiwan SMEs which have facilities in Vietnam and Malaysia were interviewed about their criteria in choosing Taiwanese candidates for the international posts (Cheng & Lin, 2009). These interviewees were then asked to evaluate the performance of their chosen candidates. The research found that expatriates' performances were positively related to their ability to control the organization, their independence from the home base, their openness to the host culture, and their ability of socialization. In more details, the ability to make decisions independently was important for good production performance. In terms of administration, the control ability and openness for host culture were the most vital competences. For environment scanning tasks, the social networking ability was essential (Cheng & Lin, 2009). One more time, this research underlined the role of cultural awareness and relationship building in doing in business Vietnam - even for an Asian neighbor like Taiwan.

2.6 Conceptual framework

Below is the proposed model for the relationship between the host culture and its expatriates' organizational leadership effectiveness. Both foreign managers and their lo-

cal employees are exposed to the societal culture of the host country. The national culture affects employees' attitudes toward work, and their perceptions of what makes a good leader. Hence, it influences the effectiveness of leaders through their interactions with subordinates in choosing their managerial styles and behaviors. If the managers match their styles with the expectation of their local employees and other variables of work environment, such as the nature of the task and the organizational structure, this leads to positive outcomes for both the company (in productivity and the accomplishment of goals), and the employees themselves (in job satisfaction and achievement of personal goals).

In the context of this research, the Vietnamese culture is determined through Hofstede's five cultural dimensions and Project GLOBE's nine constituents of societal cultures. The leadership attributes are examined via GLOBE's six leadership dimensions.

CULTURAL CONTINGENCY LEADERSHIP

VIETNAMESE WORKPLACE

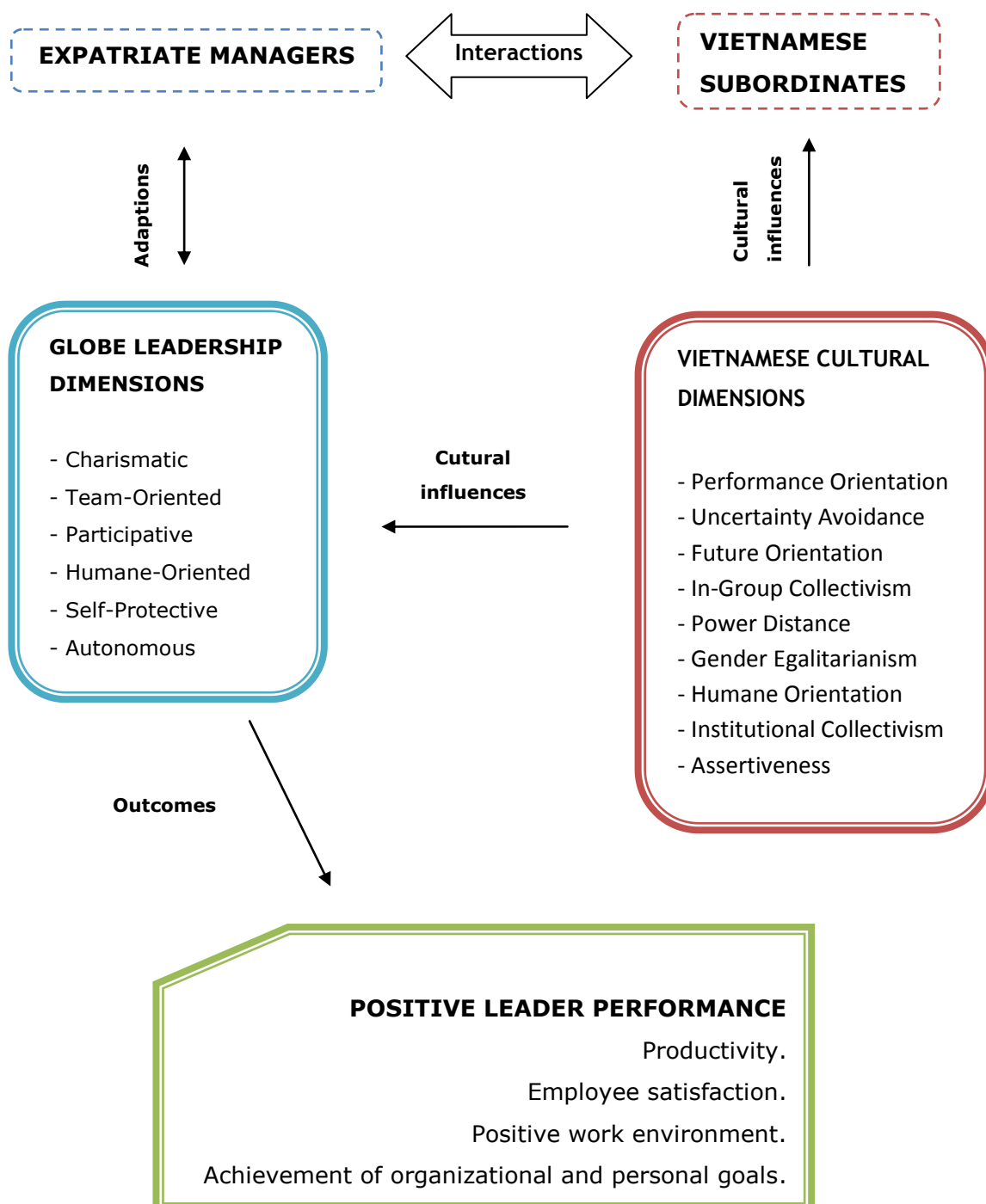


Illustration 1: Cultural contingency leadership in a Vietnamese workplace

3 Methodology

This study is based on both quantitative and qualitative research methods. The quantitative data is collected through two surveys in which all major questions are in the form of fixed-alternative questions. The data generated from these two surveys is then analyzed critically using the qualitative method. In addition, quantitative data is produced through interviews with several survey respondents for further understanding the surveys' results and also for supporting the conceptual approach as well.

3.1 The surveys

There are two surveys in this research. The developments of the two surveys are based on the GLOBE Project. In more detail, the GLOBE questionnaire form beta was studied thoroughly and was selectively adapted into the author's owned research. As a result, section 2 and 4 of the GLOBE questionnaire form beta are used to form a questionnaire asking respondents their perception of outstanding leaders. The other questionnaire is based on section 1 of the GLOBE questionnaire form beta concerning the Vietnamese societal culture. The original English version was carefully translated into Vietnamese. The structure and order of questions in the original GLOBE beta form was kept but some modifications were made to better assist respondents in completing the questionnaire. The two surveys were designed in a form of online survey and were launched at qualtrics.com. Before the official activation of these online questionnaires, three pilot studies were conducted to ensure that the surveys launch would be smooth and free from any grave error which may have occurred during the process of adapting three sections of the GLOBE questionnaire form beta and transforming into two Vietnamese online questionnaires.

The targeted samples are comprised of two groups: students and current young workers in Ho Chi Minh City. Students and young workers are focused on this research as they are representatives in the population of Vietnamese current and prospective workers who have the highest possibility to work with foreign managers. Workers from middle age onwards are likely to work for either state-owned enterprises or Vietnamese private companies which are very rarely administered by international officers. Students and younger workers also seem to be preferred by many foreign companies due to their dynamics, creativity, and their ability to communicate in English. Links of the two online surveys were sent by email to both targeted students and workers. Student respondents were mainly from the Ho Chi Minh City campus of Foreign Trade University, a

ignify ious school of economics in Vietnam. There were also some responses from other well-known Vietnamese universities such as the National University of Vietnam and Ho Chi Minh City University of Economics. Worker respondents were from different backgrounds and are working in various sectors. Geographical biases are insignificant by the fact that data from the two surveys were mainly collected in Ho Chi Minh City which is Vietnam's most populous area and the center of economics, education, and transportation in Vietnam. Ho Chi Minh City hence attracts many people from different regions of Vietnam to come for study and work. As a result, it is likely that the surveys' samples of students and workers currently in Ho Chi Minh City cover well Vietnamese representatives of different regional backgrounds.

Being extracted from Project GLOBE Surveys, the two surveys of this thesis retain the high validity and reliability of the GLOBE Scales which have been widely recognized many authors and theorists. The GLOBE Scales also have been through many hypothesis tests and statistical tests set by the GLOBE authors and many other independent research. More information on the validity and reliability of Project GLOBE can be retrieved from the Evaluation section of Literature Review chapter or the book *Culture, Leadership, and Organizations the GLOBE Study of 62 Societies* written by House et al, 2004.

3.2 Follow-up interviews

Several follow-up interviews were conducted on random people who have participated in either one of the two surveys in this research to understand better inside the surveys' results and to find out the limitations of the two surveys.

3.3 Case study

Due to the sensitivity of the topic being discussed, all the names of the organizations and people in this case study are changed to keep the confidentiality of the participated parties. HUMANITY is a non-governmental humanitarian organization which has a broad presence in many countries around the globe, including Vietnam. In Vietnam, its scope of operations includes a variety of activities such as public promotion and prevention of HIV and other sexually transmitted infection diseases, health care services aiming to serve the poor and children, professional training helps for the local staffs of some small state-run medical centers, and educational support programs for homeless children. HUMANITY involves a complex network of a tight connection with headquarter and other branches, and good relationships with local governments, other NGOs and donors. Therefore, in addition to administrative skills such as financial planning and

project management, the head of each site is expected to strengthen the position of the site within its network. The site manager is also in charge of monitoring a complex system of workers including project officers, administration officers, on-site project employees, contracted labors and volunteers.

Two in-depth interviews were conducted on An and Binh, two middle managers of HUMANITY Ho Chi Minh City site, about their experience with two previous international site managers at HUMANITY to support the conceptual findings mentioned in the Literature Review chapter that cultural understandings and sensitivity are crucial for the success of expatriate managers. The results of this case study may also be used to dignifydate the findings of the conducted surveys, if applicable.

3.4 Analysis

As stated, data generated from this research has been analyzed by the qualitative approach. Raw data has been grouped and transformed to composite scores representing each scale name. The scale names are then formed to cultural and leadership dimensions. The whole process is in compliance with the Syntax for GLOBE National Cultural, and Leadership Scales.

4 Findings

4.1 GLOBE Survey results

This survey was conducted with 156 people using the electronic survey method. An online form of the questionnaire was launched on February 19th 2014, and when it closed on March 15th 2014, the survey had received 112 complete replies, 39 of which were done by men, and 73 by women. Furthermore, 61% were students and 39% were full-time workers. Regarding their field of specialization, 62% of the respondents majored in business, 14% in IT and 24% in other fields such as environment, mechanics, biotechnology, and technology. 84% were educated to bachelor degree level, while 16% achieved a master's degree or higher.

The following table represents the scores from the GLOBE survey on Vietnamese Societal Culture. Nine national cultural dimensions were formed from 38 questionnaire items and the values were then computed based on the syntax for GLOBE National Culture Scales. In order to better comprehend the values of Vietnam's nine cultural dimensions, through the use of the GLOBE Model, these scores are compared with the average scores of 61 societies which were previously examined by the GLOBE Project. Not-

ing that these 61 societies were typical representatives of Ten Societal Clusters across the world, the average scores for all 61 societies can be regarded as the world's average. The United States is used as a benchmark for understanding Vietnamese culture via GLOBE societal cultural dimensions. Further details on the results of this survey will be discussed below.

GLOBE Societal Cultural Dimensions	Vietnam	World Average*
Uncertainty Avoidance Societal Practices	4.32	4.16
Future Orientation Societal Practices	4.10	3.85
Power Distance Societal Practices	5.40	5.17
Collectivism 1 (Institutional Collectivism) Societal Practices	4.60	4.25
Humane Orientation Societal Practices	4.43	4.09
Performance Orientation Societal Practices	4.89	4.10
Collectivism 2 (In-Group Collectivism) Societal Practices	5.89	5.13
Gender Egalitarianism Societal Practices	2.92	3.37
Assertiveness Societal Practices	3.96	4.14
*Source: grovewell.com/pub-GLOBE-dimensions		

Table 10: Scores from the GLOBE survey on Vietnamese Societal Culture

Vietnamese society has a score of 4.32 for Uncertainty Avoidance. It is marginally higher than the world average as well as the United States' score for the same dimension which was 4.15. From this result, Vietnamese people are expected to rely on more rules and detailed instructions to secure their intolerance toward ambiguity and risks. High Uncertainty Avoidance societies often associate team oriented, human-oriented and self-protective leadership behaviors with outstanding leadership. By contrast, a participative leadership style is negatively perceived to be effective in societies with high level of uncertainty avoidance (www.grovewell.com). However, as Vietnam's score for Uncertainty Avoidance is only marginally different from those of the US and the world's average, predictions of perceived outstanding leadership above are weak in the case of Vietnam.

According to what has been found from this survey, Vietnamese culture is more future-oriented than some other cultures. However, compared to the US which scored 4.15 on future orientation, Vietnam is slightly lower in terms of long-term planning.

With a high score on power distance, Vietnam is a hierarchical society. This value for the US was 4.88. Vietnamese people are considered to be more status-conscious and gaps in

authority and power are likely to be large. In addition, as some statistical tests have shown high power distance is negatively related to participative leadership and is positively related to self-protective leadership, Vietnamese leaders are predicted to be less participative and more self-protective. (grovewell.com)

Vietnam scores high in Institutional Collectivism, which is not a surprise for a Communist country. By contrast, the US scores 4.20 on Institutional Collectivism, which is slightly lower than the world average. It can be inferred that Americans are more individualistic than the Vietnamese. Meanwhile, Vietnamese society focuses more on group goals and group loyalty. With a high value placed on Institutional Collectivism, Vietnamese leaders are often less independent and individualistic, which may cause a lower score on Autonomous leadership dimension. (www.grovewell.com)

In terms of Human Orientation, Vietnam has a higher value than the world average and the US' score which was 4.17. This is understandable as collectivist societies tend to encourage individuals to demonstrate their care for others and to help them whenever possible. Vietnam's high value of Human Orientation can be also rooted from the Vietnamese tradition of supporting those who are less fortunate. In fact, appreciations for these practices can be easily found in Vietnamese proverbs, sayings and idioms (Thang, Rowley, Quang & Warner, 2007). Leaders in Vietnam are often preferred to be somewhat human-oriented.

Surprisingly, Vietnam scores higher in Performance Orientation than the US did (4.49). This dimension is defined by three questionnaire items. On average, participants in this survey rated 5.92 in responding to the first item, stating they strongly agreed with the fact that many young students in Vietnam are encouraged to continuously improve their performance. Answering to the second item, most Vietnamese respondents stated that major rewards in their society are based on both performance effectiveness and other factors such as seniority and social network, with a slight tilt to performance effectiveness. Scoring 4.38 for the third item, most of the respondents of this survey realized that innovations in Vietnam to improve performance are rewarded somehow or even more. As high performance orientation is usually associated with high level of charismatic, participative, and autonomous leadership styles, leaders in Vietnam are expected to possess these characteristics to be considered as effective. (grovewell.com)

Scoring very high in In-Group Collectivism, the Vietnamese are likely to make clear distinctions between in-group and out-group. Families and organizations tend to be strongly important for individuals to attach themselves as a part of the groups. On the other hand, US scored fairly low in this dimension with a value of 4.25. Outstanding leaders in

high in-group collectivist societies like Vietnam are expected to be charismatic and team-oriented. (grovewell.com)

Vietnam has a lower level of Gender Egalitarianism than the world average. Male's dominance in holding power and sex segregated occupations are more common. Leaders are also expected to be less charismatic and participative (www.grovewell.com).

Concerning the level of assertiveness, Vietnam scores slightly lower than the world average did. It is understandable for an Asian country when the idea of saving face and avoiding confrontation is essential. Meanwhile, the US scored quite high with 4.55 on Assertiveness. Americans are often described as being more straightforward and direct in communication than the Vietnamese.

Since the sample of this survey is composed of students and current full-time workers, it is worthwhile to see if there is any remarkable change in their perception of Vietnamese culture between the two proximate generations. The chart below briefly shows the scores of each sub-group for nine cultural dimensions:

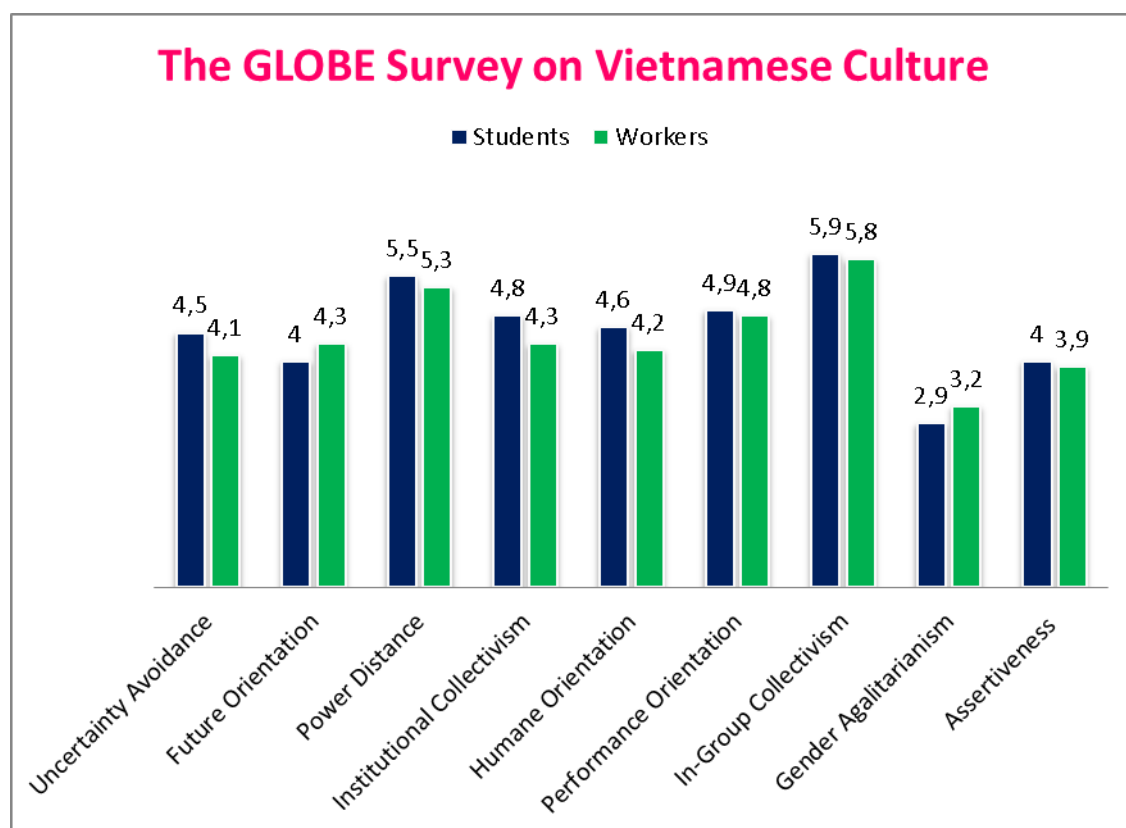


Figure 2: Vietnamese Culture scores of GLOBE Survey

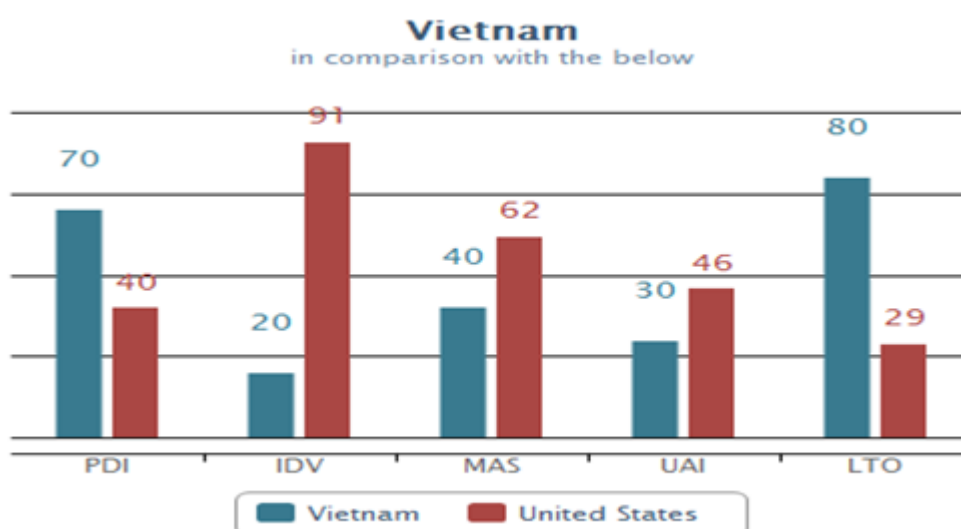
As it can be seen from the chart, the differences between the two groups in scoring nine cultural dimensions were not tremendous. This may happen due to the fact that the age gap between two groups was not so distant. The average age of the student group was 21.6 whereas the group of workers aged 26.5 on average. The students scored Vietnamese culture somewhat higher on Institutional Collectivism, Uncertainty Avoidance, and Uncertainty Avoidance. This group also rated Power Distance, Performance Orientation, In-Group Collectivism, and Assertiveness slightly higher than the workers did though the differences were not highly noticeable. In addition, these students evaluated their society, to some degree, as less future-oriented and less equal, in terms of gender, than the group of workers did. In an effort to discover how the survey participants, in general, responded to the questionnaire items, seven follow-up interviews were conducted on some random respondents after they completed the survey. According to these interviewees, they based their evaluations of Vietnamese society on what they had witnessed in their family, at school and the workplace, their neighbors, and their friends. Therefore, there is a possibility that the evaluations of the survey respondents, to some extent, reflected the typical thoughts of their generation. To exemplify, some students attempted to explain several differences in rating some certain dimensions, between respondents who were students and those who were workers. Concerning Gender Egalitarianism, they said, students may have rated this dimension lower partially because they were exposed to the Western civilization more than the workers were. These students continued that as youngsters were influenced by the Western culture through the Internet, movies, music video clips, and other means of media, the student respondents may have benchmarked their evaluation of Vietnamese society against the Western societies, causing them to have stricter point of views of gender equality in Vietnam. Reasoning for a higher score of Vietnamese society on Future Orientation among the students, compared to those of the worker respondents, some interviewees also proposed the influence of Western culture on Vietnamese young generations as a possible explanation. As an example, if students are less future-oriented, they tend to evaluate Vietnamese society, which they are a part of, lower in future orientation than they workers do. Although the differences of students and workers who joined this survey in rating Vietnamese nine cultural dimensions were not greatly significant, there is likely an influence of Western culture on young Vietnamese which may bring the values of Vietnamese culture closer to those of the Western world in the future.

Overall, Vietnamese culture is significantly high in collectivism (both institutional and in-group) and performance orientation. Vietnamese society scores low on Gender Egalitarianism and Assertiveness. Leaders who are positively associated as outstanding in Vietnam are expected to possess very high charisma and team orientation, high participa-

tive behaviors, and to be somewhat humane oriented, autonomous, and even slightly self-protective. Answers to these predictions are going to be presented in section 4.3 of this chapter.

4.2 Vietnamese culture: nowadays versus 10 years ago

This section is dedicated to bringing about a broader view of Vietnamese culture from one time to another, which allows the influence of cultural dynamics by comparing and contrasting the findings of Vietnamese culture using the results of the Hofstede survey which was conducted a decade ago and those of the GLOBE survey on Vietnamese societal culture which was executed by the author of this thesis.



Source: geert-hofstede.com/vietnam.html

Figure 3: Vietnamese and the United States' Hofstede score comparison

Although Vietnam nowadays still scores high in power distance, the power gap seems to be shortened. From the results of the Hofstede study conducted in Vietnam ten years ago, the difference between Vietnam and the US in power distance was 75%. At the time in which this thesis was written, the results of the GLOBE survey on Vietnamese culture showed that Vietnam's score on power distance has moved closer to the world's average and difference between Vietnam and the US in power distance has shortened to 11%. This means that authority has perhaps been distributed more equally across the country's population. The same pattern occurs with long-term orientation or future orientation. According to the Hofstede survey findings, Vietnam was 175% greater than the US in long-term orientation. However, the GLOBE survey on Vietnamese culture has

found that Vietnam's score on future orientation is fairly close to the world average and slightly lower than that of the US.

It is surprising that the propensity of the Vietnamese on uncertainty avoidance has changed within just a decade. On the Hofstede survey, Vietnam scored very low on uncertainty avoidance. However, from the recent GLOBE survey, Vietnam scores well above the world average and also the US' score on the same dimension. This has underlined the need for cultural studies to be frequently updated to keep pace with the fast changing pace of environment. After this section, findings of the second survey of this thesis which is The GLOBE Survey on Outstanding Leadership in Vietnam will be explored.

4.3 GLOBE Survey on Outstanding Leadership in Vietnam

This survey was launched online from February 22nd to March 15th 2014. The survey ended up with 100 complete answers. One third of the respondents were male and two thirds female. 64% were students and 36% were full-time workers. The oldest respondent was 37 and the youngest was 19 years of age. The average age of the sample was 24. Regarding their profession, more than 65% specified in finance and business. The rest were majoring in various fields of occupations such as health care, education, architecture, IT, construction, and transportation. Among the students who participated in this survey, 72% had work experience and the average time they had worked was 12 months. For the workers, the mean time they had been working full-time was 5.6 years. Nearly half of the full-time worker respondents were hired by foreign owned organizations, 36% worked for Vietnamese private companies, and the rest for either the government or joint-venture enterprises. Among them, 66% were normal workers, 28% were middle managers, and 6% were in the top management positions.

Participating in this survey, respondents were asked to evaluate 112 behaviors and characteristics connected to the success or failure of leaders in Vietnam. All items were in the form of likert questions, with the scales ranging from 1, meaning that the highlighted behavior or characteristic greatly inhibits a person from being an outstanding leader, to 7, which means the mentioned behavior/characteristic greatly contributes to a leader being outstanding. The questionnaire items were grouped to 21 primary leadership dimensions which were then classified to form the six second-order leadership dimensions.

The table below represents the scores of six secondary leadership dimensions conducted in Vietnam. It also shows the results done by the Project GLOBE years ago in China, the US and the average scores of 24 countries inclusive China and the US. As these 24

countries are scatter around the globe, the author of this thesis calls the average scores of these countries the World Average for convenience purposes. More information about the composition of these 24 countries and the scores for each is presented in the Appendix chapter at the back of this thesis.

GLOBE Leadership dimensions	Vietnam	China**	US**	World Average**
Charismatic	5.85	5.57	6.12	5.86
Team-Oriented	5.76	5.57	5.80	5.79
Self-Protective	3.40	3.80	3.16	3.50
Participative	5.37	5.05	5.93	5.19
Humane-Oriented	4.85	5.18	5.21	4.90
Autonomous	4.41	4.07	3.75	3.97

**Source: Deresky, 2011

Table 11: Scores of GLOBE six secondary leadership dimensions of Vietnam

As predicted, among the six behaviors, Charismatic is most valued by the Vietnamese respondents as an association of outstanding leadership. This dimension is comprised of six primary leadership dimensions which are Visionary, Inspirational, Self-Sacrifice, Integrity, Decisive, and Performance-Oriented. Although the Vietnamese value charismatic leadership higher than the Chinese did, their appreciation for charismatic leaders is still at the average level of 24 other countries, and is far below that of Americans.

Team-Oriented is ranked the second most essential characteristic for an effective leader in Vietnam. The components of this second-order culturally endorsed leadership scale are Collaborative Team Orientation, Team Integrator, Diplomatic, Malevolent (reverse-scored), and Administratively competent. Again, team-oriented leaders in Vietnam are valued more than in China but slightly less than what they were appreciated in the US.

Self-Protective leaders are those who are self-centered, status conscious, conflict inducing, face-saving, and procedural (House et al, 2004). Leaders with these behaviors are devalued in Vietnam, the US, and in China despite the fact that the levels of devaluation in each country are different. The Chinese seemed to be more tolerant with self-protective leaders with their valuation on Self-Protective being higher than the world average and almost close to the midpoint of the scale. The Vietnamese rated this dimension below the world average and the Americans valued this characteristic the lowest, among the three countries.

The Vietnamese respondents rate Participative moderately high in helping leaders' efficiency. In the GLOBE survey, Participative leadership dimension is computed from the reversed scores of two first-order scales which are Autocratic and Non-participative. In fact, the Vietnamese value participative leadership behavior higher than the average of 24 other countries. Whereas China rated Participative below the average level, the US ranked the same dimension as its second most vital factor for excellent leadership.

The fifth dimension which is Humane-Oriented consists of Modesty and Humane Orientation as primary leadership dimensions. Among the six second-order leadership dimensions, Humane-Oriented seems to matter to leaders in Vietnam least to be considered outstanding. Vietnam scores Humane-Oriented below the world average for the same dimension. Meanwhile, both China and the US rated this behavior higher than the world average.

Vietnam seems to highly appreciate autonomous leaders, compared to the US, China, and some other countries. In the GLOBE study, Autonomous is made up from four factors: Individualistic, Independent, Autonomous, and Unique. Vietnam rates this sixth second-order dimension far above the world average level. By contrast, China just rated it slightly higher than the world average and the US quite below the average level of 24 countries.

It can be seen that the predictions made at the end of section 4.1 based on the Project GLOBE conclusions of the relationship between the nine cultural dimensions and the six leadership dimensions were correct. The Vietnamese respondents in this survey rated Charismatic the highest, Team-Oriented the second highest, and Participative the third, among the six factors. Coming next was Humane-Oriented and Autonomous. Being rated the lowest was Self-Protective. Although those predictions were precise in foretelling the order of factors being rated from highest to lowest, they failed to account for the high ranking of Autonomous. In relation with China, the US, and the world average, Vietnam graded Autonomous rather high even though Autonomous was rated the second lowest among the six leadership styles by the Vietnamese respondents.

One more time, the sample of this survey was divided into a group of students and another group of current workers to see if there are some significant differences in their association of six proposed leadership behaviors to the effectiveness of leaders in Vietnam.

4.4 A case study of HUMANITY

An and Binh were key officers at HUMANITY. An had worked at the organization for more than five years and Binh almost two years. Both had attained a master's degree and had sufficient work experience before they came to work at HUMANITY. Two interviews were carried out with An and Binh to compare and contrast the managerial styles of two managers at HUMANITY and to find out which behaviors of foreign managers are likely preferred by the Vietnamese employees. Their previous manager was Jack, a foreigner who came to Vietnam six years ago and joined HUMANITY the same time. His management was successful due to the fact that the organization goals were achieved each year. However, as Jack had managed the site for a long time, the management board in HUMANITY head quarter wanted to branch out with a new face. The board decided not to keep Jack stay when his labor contract with HUMANITY terminated. The head quarter recruited Jill to replace Jack in administrating the site in Ho Chi Minh City, Vietnam. Just like Jack, Jill had little knowledge of Vietnam as well as the HUMANITY site in Ho Chi Minh City when she first arrived. However, Jack experienced his overseas mission rather smoothly whereas Jill faced some significant challenges in matching her style with the local employees within the organization. It should be noted that there was only the manager who was a foreigner at the site, as the rest of the employees were Vietnamese. Shortly after working with Jill, a large number of her subordinates left the organization, which was seen as more a remarkable occurrence rather than a coincidence. Jill had a hard time dealing with this human resources issue at the organization. She was so depressed and desperate that she eventually cried and asked some key figures to stay longer in the organization and help her get familiar with the new site before they left. Some of them stayed while the others were still firm with their resignation. An left the site one year after Jill arrived and Binh quit six months after working with Jill. They initiated a job search when they switched to other companies. This eliminates the possibility that they might have left HUMANITY because they were tempted by better offers from other organizations. The two interviewees also confirmed the main reason they resigned their job at HUMANITY was their dissatisfaction with the managerial style of their new boss.

Being asked to evaluate the effectiveness of Jack and Jill in managing the site, both An and Binh stated that Jack did his job better than Jill. According to them, Jack managed everything considerably well in terms of the organization goals, and employee satisfaction. By contrast, they said, Jill apparently failed to meet her subordinates' satisfaction and hence somewhat lost the organization goals which included the stability of the workforce within the organization. The fact that some key officers left the organization when Jill needed them to better understand the site operations also caused it harder

for her to attain the organization targets. The organization also suffered when a significant amount of its well-established employees left. It had to invest more time and money to recruit and train new workers to replace the leaving ones.

Jack and Jill seem to have contrasting styles of leadership. As described by An and Binh, Jack is characterized as charismatic, participative, humane-oriented, and team-oriented. He was enthusiastic in doing his job. He was also hard-working and visionary. Jack led the organization with his vision and succeeded in setting himself up as a role model for his subordinates. Jack knew how to build a good team and how to maintain the team spirit. He was also democratic in decision making by showing respect to his subordinates and encouraging them to contribute to the decision making process. Regarding rules and procedures, subordinates felt comfortable working with Jack as he was flexible in managing them. He aimed at the results of the tasks rather than how those tasks were done. Hence, the time schedule was flexible and strict rules were eased. Jack was also very humane. He was kind, generous and compassionate. He showed his sympathy for people who were suffering and helped them. For example, he supported two orphans with their living expenses and tuition fees until they graduated from high school. He also donated a lot of money to charity foundations. However, according to An & Binh, his humane orientation may sometimes inhibit his leadership from being effective if his decision were so driven by humane orientation that he fails to consider other aspects. Despite that, Jack was still appreciated as a good manager by his Vietnamese staff. They perceived his willingness to learn more about the country and people where he was working through his efforts to speak Vietnamese and to know more about the history of Vietnam and Vietnamese traditions. In general, Jack had good interpersonal skills. Besides his wide network with partners, he was friendly and always tried to strengthen his relationship with subordinates by usually hanging out with them or celebrating the organization at casual parties.

Contrasting to Jack, Jill seemed to have a quite different style. According to what Binh and An have described, Jill was likely a micro-manager. When Jill first came to this HUMANITY site, she initiated drastic change within the organization operations. More rules were added and requirements for each procedure were specified into details. This initially seemed to be professional and helpful for employees to do their job better. However, the staff gradually realized that the change was not effective in getting the tasks done quicker and more effectively. Instead, it made their work more complex and burdensome. Jill required project officers to submit their weekly work plan every Monday morning both on the electronic calendar and the white board at their office. Before they just had to make the plan every month and report their work at the monthly meeting. Jill also called more meetings and asked them to update their projects. These

requirements seemed unnecessary for these experienced workers as they had been in the job for a long time. Moreover, Jill turned out to be one with least knowledge and experience at the organization but tried to control everything tightly. To make the matter worse, the way she communicated made her employees felt she was dictating to them; and her tone sounded “bossy”. After months, the staff started to get fed up with the close supervision of their “new boss”. Their relationship with Jill was also distant as they did not have organizational gatherings or social meetings outside the office hours. As Jill was so stressed with her new job, she unintentionally stifled the whole organizational atmosphere.

Concerning Jill’s social relations, she seemed to have a narrow network in Vietnam as she did not put much effort making contacts with new partners. Furthermore, she even endangered the image of HUMANITY to some of its established partners due to her cultural insensitivity. Jill ignored her subordinates’ warnings to wear shorts at a meeting with a local partner, which caused astonishment to all the Vietnamese attendees in that meeting. Moreover, Jill might have lacked the interpersonal skills to resolve the conflicts occurred among her staff. Sometimes she even made problems worse when they came. Jill did not motivate group work and maintain high team spirit as well as Jack used to do. Also, her subordinates did not feel her efforts to understand their culture, as far as her appreciation of their dedication for the work. As a result, they felt unmotivated and dissatisfied working with her at HUMANITY. Some of the employees even gossiped about her. Binh sought a job in another company and left HUMANITY six months after working with Jill. There were other 15 resignations within a year after Binh left. Being questioned as to the main reason for this exodus, both An and Binh believed it was because of their conflicts with the managerial style of Jill. To support their statement, An & Binh confirmed they knew it through their colleagues’ sharing at the coffee breaks or when they went out together after work.

This case study has underlined the importance of charismatic, participative, and team-oriented behaviors of international leaders in enabling them to satisfy their subordinates and ultimately attain the organizational goals when they work in Vietnam. It is also enlightening with the fact that Jack’s being high in humane-oriented was not professionally appreciated by his Vietnamese subordinates, Binh and An, but was considered even as a potential weakness for him as a manager. As illustrated by the story of Jill at HUMANITY, leaders who tend to be minute, autocratic, non-participative, and less team-oriented are likely to encounter many difficulties and even failure when they work in Vietnam. To deal with Vietnamese employees, the case also highlights an advantage edge for foreign managers who show a high cultural sensitivity and who are receptive to Vietnamese culture and ways of doing things.

5 Discussions

The first two sections of this chapter present interpretations of results from the GLOBE Survey on Vietnamese Societal Culture and the GLOBE Survey on Outstanding Leadership in Vietnam, into the workplace context. Some further analyses from the Findings chapter are added and recommendations are proposed to leaders in Vietnam, in general, and to foreign leaders in Vietnam, in particular. Section 5.3, which discusses the Case Study of HUMANITY in more depth, is dedicated to international managers in Vietnam who are presumed to encounter more difficulties adapting their leadership styles to the Vietnamese culture than their local peers.

5.1 GLOBE Cultural Dimensions of Vietnam: indications to the workplace

As Vietnam has a lower score for future orientation than the US, job rewards and incentives are more likely to be effective in the forms of salary bonus or physical gifts which can be consumed or spent in a short time. On the contrary, long-term measures such as corporate bonds and considerations for job promotions in future seem to be less desirable to the Vietnamese employees. It can be also inferred that employees in present-oriented societies tend to find it easier to switch from one company to another for a better salary or a more attractive incentive scheme.

As suggested, in a high power distance society like Vietnam, members are aware of their place and position in relation to the hierarchical structure of the society and organizations. It may be common that most leaders in Vietnam are status-conscious and self-protective. These leaders often increase the distance with their subordinates to distinguish themselves from lower groups. However, it should be noted that non-participative managers were not associated by the Vietnamese respondents as outstanding leaders although these leaders were common in Vietnamese society. In addition, the power gap in Vietnam is proved to be less significant than what it used to be ten years ago. It is possible that Vietnamese people have had a chance to get used to with more participative leaders to appreciate their leadership. Nevertheless, participative leaders ought to be careful in adjusting their level of being participative to their Vietnamese subordinates. Since Vietnam is still a high power distance society, most Vietnamese employees, especially those who are in the bottom the organizational structure and those who used to work in the state owned sector, are familiar with being directed and supervised closely. Hence, directions are needed for these employees besides supports and encouragements at the first phase. Once subordinates are experienced and confident with their work, close supervision is no longer appropriate, as illustrated by the

frustration of An & Binh with Jill's direction in the case study of HUMANITY. Instead, managers should reduce their supervision and increasing the level of being supportive and delegating to their mature subordinates.

Scoring high on Institutional Collectivism, Vietnamese society values group goals more than individual goals. Therefore, organizations and leaders should design the task in a way that encourages employees to work collectively toward their joint goals. Group rewards rather than individual rewards should also be granted for team work.

At first sight, it seems to be conflicting when Vietnam rated Humane Orientation as a cultural dimension higher than the world average and the US but lower on Humane-Oriented as a leadership dimension. However it does not mean that leaders do not need to be humane-oriented to succeed in Vietnam. The follow-up interviews with some participants of the two surveys revealed that as Vietnamese society is humane-oriented, it is common that leaders in Vietnam are humane-oriented. Hence, when the Vietnamese evaluate whether a leader is outstanding or not, they tend focus more on other aspects such as his/her charisma and team orientation.

Vietnam has a high score on Performance Orientation, which means people in Vietnam are often driven by performance. As performance is importance to the Vietnamese employees, managers in Vietnam should be transparent and just in evaluate their subordinates' performance. Performance should also be the major factor for important decisions such as promotion and salary adjustment.

Among nine cultural dimensions, Vietnam scores highest on In-Group Collectivism, which manifests the crucial role of groups such as family, church community, class, and organization to individuals in defining themselves as a part of these groups. Leaders, especially foreign leaders, should avoid decisions and actions that cause divisions in a group or intensify conflicts between group members. On the other hand, they should create more opportunities for team members to tighten their membership and strengthen their loyalty to the group as well as the group cohesiveness. The opportunities can be a company sports event when employees of the company form a group and compete against other groups of other companies or organization social events when the employees can gather and enjoy the recreation. Once employees label themselves as being a part of the organization, they are less likely to leave the company than those who feel no connection with the organization other than the economic bond.

Since gender inequality still exists in Vietnam, female leaders may face more challenges than their male counterparts in being successful. However, managers and organizations can take a lead by promoting gender egalitarianism within the organization. An organi-

zational culture which is positive toward sex diversity is likely to attract more talents to work with. If a manager initiates a change in the organizational policies to create equal opportunities for both male and female employees, his/her efforts will be likely recognized which hence creates an advantage for him/her to be considered as outstanding.

Taking the level of assertiveness into consideration, Vietnamese employees are considered to have mild and moderate behaviors and to value a harmonious work environment. Therefore, leaders should keep the harmony within the organization and unify its members. On the other hand, they should avoid creating direct competitions among subordinates which puts the harmony on the verge of danger. Furthermore, the fact that the Vietnamese prefer indirect communication and the idea of saving face, may pose some difficulties for foreign managers in Vietnam, especially those from Western countries who are accustomed to direct communication. It is essential that leaders should be sensitive in giving negative feedback and comments to individuals. They should avoid criticizing Vietnamese subordinates in front of a group of people, especially the outsiders. It is also challenging for expatriate managers in Vietnam to decode the meanings of indirect messages sent by their Vietnamese employees in the workplace to detect any potential problem before it becomes more serious. Hence, international executives are highly recommended to learn the basics of indirect communication in Vietnamese culture when they come to work in Vietnam.

5.2 GLOBE Leadership Dimensions: Recommendations

Among the six leadership dimensions, Charismatic was rated the highest, by Vietnamese participants of the GLOBE Survey on Outstanding Leadership in Vietnam, in association with outstanding leadership. In order to better understand the implications of the dimension, its primary dimensions are detached and the components of each primary dimension are further introduced. The first primary dimension of Charismatic is Visionary which includes the following questionnaire items: Foresight, Intellectual-Stimulating, Future-Oriented, Prepared, Anticipatory, Planning ahead, Inspirational, Visionary, and Ability to Anticipate. The second primary dimension is Inspirational. Components of Inspirational are Enthusiastic, Positive, Encouraging, Morale-Booster, Motive Arouser, Confidence Builder, Dynamic, and Motivational. The third primary dimension of Charismatic is Self-Sacrifice which comprises Risk Taker, Self-Sacrificial, and Convincing. The fourth dimension is Decisive which is made up from Willful, Decisive, Logical, and Intuitive. Honest, Sincere, Just, and Trustworthy together form the fifth dimension which is Integrity. Being the sixth primary dimension of Charismatic, Performance-Oriented consists of Improvement-Oriented, Excellence-Oriented, and Perform-

mance-Oriented. It is suggested that managers who possess the above behaviors are highly charismatic and are appreciated in Vietnam.

Team-Oriented leader behaviors were ranked the second highest by the Vietnamese respondents. Hence, leaders in Vietnam should have an orientation toward team collaboration which is defined by their concerns for the welfare of the group, an ability to collaborate well in group, a quality of being faithful with friends and peers, and a tendency to consult group members before making important decisions. These qualities reflect the values of a high collectivist society in Vietnam, which in turn, demonstrates the influence of culture on the preferred leadership characteristics of people who belong to that culture. Leaders with a collaborative team orientation are also good conciliators and they often get along well with other group members. In addition, managers ought to be team integrators who can build a team, have broad knowledge, give clear signification to subordinates, and well coordinate work within the team. Team-Oriented leaders are skilled in interpersonal relations. They can bargain effectively, resolve the intra-group conflicts, and bring about win-win solutions. Besides, leaders who are team-oriented often have prominently administrative competence. These leaders are organized and good at managing complex projects with the involvement of many people. On the other hand, managers should avoid malevolent behaviors which are negatively associated with team-oriented leadership style. Some of these behaviors are being hostile, dishonest, vindictive, irritable, cynical, non-cooperative, and egotistical. However, reliability and intelligence are considered as good virtues of team-oriented leaders.

By detaching the elements of GLOBE secondary leadership dimensions, the author has found some worthy insights. Although Self-Protective was scored lowest by the Vietnamese respondents, among the six second-order leadership dimensions, not all the components of Self-Protective composed by the Project GLOBE were rated as low as the others. The average score for Cautious is 6 out of 7, which is a very high score. It means that the Vietnamese often appreciate leaders who do their job with great care and are not likely to take risks. In addition, the respondents rated Status Conscious and Class Conscious approximately at 5, which tells that these behaviors are even somewhat positively associated with outstanding leadership by the Vietnamese. This finding is consistent with what had been found from the GLOBE Survey on Vietnamese Culture. As Vietnam is a high power distant society, people are aware of their position and status, as well as those of others. It is reasonable to say that status consciousness is also connected to face-saving. One seems to feel not motivated to save face unless he is aware of his status. Being normative or behaving appropriately based on the norms of the group was also rated 5, which manifests a high value the Vietnamese place on group unity and

cohesiveness - two indications of collectivism. In addition, the Vietnamese appreciate formal and procedural leaders who conform accordingly with the rules, conventions and ceremonies while they criticize habitual leaders who follow a routine approach. Other behaviors which are not applauded by the Vietnamese include being isolated, asocial, non-participative, secretive, indirect, evasive, and avoiding negative comments. In short, foreign managers in Vietnam can be status-conscious, class-aware, normative, and formal and it does not negatively affect to their images as leaders. Other behaviors of Self-Protective leadership should be avoided.

Since participative leadership is considerably glorified in Vietnam, leaders are strongly recommended not to behave in ways which are in reverse relation with Participative such as Non-Participative and Autocratic. Non-Participative leaders are micro-managers and those who do not know how to delegate the tasks to subordinates. Being individually-oriented or non-egalitarian is also classified as a non-participative behavior. Leaders who are bossy, autocratic, domineering, elitist, and dictatorial are grouped as Autocratic rulers. Those leaders are less welcomed in Vietnam.

Regarding Humane-Oriented leadership dimension, behaviors of humane orientation such as generous and compassionate were rated around 4.5 which is close the neutral point of the 7 point scale. The Vietnamese seem not to focus on humane orientation when they evaluate the effectiveness of leaders. On the other hand, modesty, calm, and patience were rated above 5. Expatriate managers working in Vietnam should control their temper if they are not modest, calm, and patient by nature. In addition, it is noticeable that generosity and compassion are not positively associated with outstanding leadership in Vietnam. These characteristics are not negatively linked with excellent leadership either, which means this finding does not discourage leaders to be generous and compassionate.

The components of Autonomous are Individualistic, Independent, Autonomous, and Unique. Individualistic was scored 2.42 whereas Independent was rated 5.78, Autonomous 5.04 and Unique 4.38. This reveals that although Vietnam often does not accept individualistic members in its collectivistic society, the Vietnamese still show respect to the freedom of leaders acting independently at their positions.

5.3 Case study of HUMANITY: Considerations for Expatriates in Vietnam

First of all, the case of Jill has partially supported the conceptual framework of this thesis which is cultural contingency leadership. With this approach, leaders should adapt their behaviors and managerial styles accordingly to the cultural norms and ex-

pectations of the society in which they are working. Otherwise, they are likely to encounter many problems or even failures.

In addition, the case study of HUMANITY urged a need of thorough preparations for expatriates before they actually go abroad. Jack and Jill seemed to have had little preparation - or even none - before they came to Vietnam. Although Jack did impressively integrating himself into a new society which is culturally different from his own, Jill faced considerable issues in her new environment. If expatriate managers have insignificant challenges and fail in their assignments abroad, this not only impacts on the company performance but also creates adverse effects to these expatriates, in terms of their emotions and their career records. After a rough international assignment, these managers are likely to show no more interest and confidence in taking any other foreign posting in the future. They also seem to have a bad impression of the country they have been assigned to. Hence, a thorough preparation is crucial to minimize the negative experiences and to enhance the likelihood of a success of expatriates, especially those managers. For international executives in Vietnam, the scope of their preparation should include general information of Vietnam, as a country, basics of Vietnamese people and their culture. As the case study demonstrated, the Vietnamese employees at HUMANITY recognized Jack's efforts to understand their country and traditions. This can bring foreign executives closer to their local employees and helps initially create a positive impression with them. Other essential contents that must not be excluded for a pre-enter preparation are the indications of Vietnamese culture to the workplace, the typical communication styles, and the preferred leadership behaviors. The preparation can be initiated either by the organization or by the expatriate himself/herself. For organizations, they might provide a training course with experts about Vietnam to lecture. Expatriates themselves can learn about Vietnam through books, the Internet, and TV channels. Also, they can seek for useful advice from peers who have worked in Vietnam.

The case has underlined the critical role of connections and relationships in the Vietnamese workplace. Similar to the concept of Guanxi in Chinese culture, maintaining good relationships with employees and business partners is important for managers in Vietnam to get things done. Managers who stress the tasks and disregard the interpersonal relations with employees are less likely to be favored by the Vietnamese than those who maintain a good relationship with subordinates. One of the notes An and Binh pointed out as a weakness of Jill being a manager was her narrow network. A confined connection may limit Jill's managerial ability while a broad connection had helped Jack run the organization smoothly. As the organization had to communicate with govern-

ment, local authorities, partners and other parties, the two interviewees explained, Jack's wide network was beneficial for him to get this job done quickly and efficiently.

On a personal level, there was a difference in the attitude toward the Vietnamese culture between Jack and Jill. While Jack was positive, open-minded, and willing to learn new things from the Vietnamese culture, Jill seemed to be set in with her own ways of doing things and indifferent with the national culture of her new workplace. The author questions if the difference mentioned above was one of the reasons for the working experiences of Jack and Jill ending up at two opposite extremes.

Though not cited by the interviewees, this case study has intrigued the author to come up with some more thoughts of what could have been implemented to help Jill in her managerial job in Vietnam. The story of Jill may have not been a tragedy if she had received more support from the organization and had prepared herself better. Therefore, the author proposes that organizations should get involved more to assist their expatriates other than the assignment letter. They can provide mentor services if the expatriates need them. It is suggested that organizations help expatriate managers arrange accommodation and airport pick up as well as familiarizing them with the new site, new staff, and new company connections. Organizations can move beyond normal expectations of expatriates by helping them reduce anxiety about their family. A company can support expatriates to arrange reallocations of their spouses and children. Companies can provide training courses for these spouses on how to deal with daily matters in the new country and also help them seek new jobs. If the families of expatriates remain at the home country, offers such as long holidays and sponsored air tickets are meaningful for family visits.

Foreign managers should join a support group where they can share and benefit from all experiences of working in Vietnam so that they can help each other. The support group may also help expatriates forget their homesickness.

5.4 Do's and Don'ts for Expatriate Managers in Vietnam

This section briefly summarizes main mechanisms and techniques which international executives can use for a better management in Vietnam. The recommended actions are drawn from what have been analyzed and discussed from Part 4 and 5.

For individuals:

Do's

Don'ts

Be well prepared	Underestimate the cultural differences
Be open-minded and positive	Be solid and inflexible
Be culturally sensitive	Be passive and culturally insensitive
Learn about Vietnamese communication patterns	
Take the implications of Vietnamese culture in the workplace into considerations	Do nothing
Adapt oneself to the preferred leadership behaviors	
Train oneself to be culturally sensitive	Be insensitive
Be somewhat interpersonal-oriented	Be over task-oriented
Enhance the network	Underestimate relations and connections
Join a fellow group	Be a loner

Table 12: Suggested Do and Dont for individuals

For organizations:

Do's	Don'ts
Provide pre-enter preparation training	
Offer mentor services	
Help expatriates' spouses and children in re-allocation and integration to new culture	DO NOTHING
Assist in initial arrangements	
Grant revisiting packages	

Table 13: Suggested Do and Dont for organizations

6 Conclusion

6.1 Main findings

Vietnamese culture is high on collectivism and power distance while it is low on assertiveness and gender egalitarianism. It is enlightening that the Vietnamese societal dimensions measured by the GLOBE Model have been moving closer to those of the US and the World Average. A similar movement of Vietnamese cultural dimensions is predicted to occur in future. Regarding the leadership styles, the following behaviors of managers, in descendent order, are highly appreciated by the Vietnamese: Charismatic,

Team-Oriented, Participative, Humane-Oriented, and Autonomous. Similar to the common trend of other countries, the Vietnamese negatively associate Self-Protective leader characteristics with outstanding leadership. Expatriate managers in Vietnam are recommended to learn about Vietnamese culture and its implications in the workplace, in communication, and in managerial styles so that they could have a better performance and a smoother experience abroad in Vietnam. Further findings and suggestions can be viewed in Chapter 4 and 5 of this paper.

6.2 Limitations

The two surveys of this thesis have similar limitations with those of the Project GLOBE Survey, which were pointed out in the Literature Review chapter. In addition, further limitations of the surveys were found through the follow-up interviews. As 100% of participants of the follow-up interviews stated, the major weakness of the surveys which may have limited a larger number of survey respondents to join was the length of the questionnaire. Some interviewees admitted that they were tempted to quit the survey half way through because of the lengthy questionnaire. Although the online questionnaire forms were designed in a way that aided respondents to understand questionnaire items more quickly and to answer them conveniently, the designs could not help shorten the questionnaires. A long questionnaire may, to some degree, have distorted the conciseness of survey results as people tend to answer less carefully when they are tired with long questionnaires. The interviewees also complained there were many items in the GLOBE Leadership Survey that looked similar or asked about one similar matter. It may have increased the level of dissatisfaction of the respondents to the survey, which is likely to affect the data input.

The follow-up interviews cast light on a common trend of Vietnamese in answering survey forms. According to the participants in this survey, they tended to avoid choosing two extremes of the scale which were 1 and 7. They explained that the Vietnamese usually do not express something in extreme and hence they are likely not to choose the extreme options to describe a phenomenon in general. This tendency may have impacted on the scores of each dimension synthesized.

Regarding samples of the surveys, undergraduate students and young workers were targeted to represent the major workforce for foreign companies or organizations which are administrated by foreign managers. Therefore, there will be some limitations for other researchers to generalize the findings of this thesis to the complete population of Vietnam which includes workers of various age group, students, retirees, the unemployed, and so on. Furthermore, as the percentage of students in both surveys was

higher than the proportion of full-time workers, the answers they chose slightly dominated the average scores of the sample although it was found that the differences between students and workers in rating responses were not considerable.

6.3 Implications for International Business

Since globalization is a phenomenon in almost every corner of the world, it has ignited the urge for cultural exchanges among participants who participate in, and would like to benefit from the process of globalization. Cultural understanding and cultural sensitivity facilitate the lubricant for organizations and their expatriates to succeed in conducting international business. This thesis has offered some general guidelines about the Vietnamese culture and its implications in the workplace as well as the leadership behaviors that are associated by the Vietnamese as characteristics of outstanding leaders. Some suggestions were also proposed for expatriate executives in Vietnam to enhance their management effectiveness.

6.4 Suggestions

Applied sciences research in International Business in Vietnam may focus further on the communication pattern of the Vietnamese people and provide guidelines for foreigners in their business communications with the Vietnamese. Besides, deeper studies on Vietnamese traditions and communication styles may further assist international arbitrators in negotiating with their Vietnamese partners.

Since the respondents of this thesis surveys were limited to only students and young workers, follow-up research with broader sample compositions may provide fuller findings about the whole Vietnamese population or the complete Vietnamese workforce. In addition, as the author assesses that organizational culture is an influential force to the workers and managers, examining organizational culture and its interactions with the national culture is another promising direction for research in future so that new knowledge acquired can provide managers effective tools to administrate their employees.

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List of Illustrations

Illustration 1: Cultural contingency leadership in a Vietnamese workplace	25
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List of Figures

Figure 1: Hofstede Cultural Dimensions - Vietnam	20
Figure 2: Vietnamese Culture scores of GLOBE Survey.....	31
Figure 3:Vietnamese and the United States' Hofstede score comparison	33

List of Tables

Table 1: Performance Orientation characters	14
Table 2: Uncertainty Avoidance characters	15
Table 3: Future Orientation characters.....	15
Table 4: In-group Collectivism characters.....	16
Table 5: Power Distance characters	16
Table 6: Gender Egalitarianism characters.....	16
Table 7: Human Orientation character	17
Table 8: Institutional Collectivism characters	17
Table 9: Assertiveness characters	18
Table 10: Scores from the GLOBE survey on Vietnamese Societal Culture	29
Table 11: Scores of GLOBE six secondary leadership dimensions of Vietnam	35
Table 12: Suggested Do and Dont for individuals	47
Table 13: Suggested Do and Dont for organizations	47

Appendixes

Appendix 1: GLOBE Survey on Vietnamese Societal Culture

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	None aggressive
1 2 3 4 5	6 7

1-3. The way to be successful in this society is to:

Plan ahead	Take the 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:

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					None-assertive	
1	2	3	4	5	6	7

1-7. In this society, leaders encourage group loyalty even if individual goals suffer.

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

1-8. In this society, social gatherings are:

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

1-9. In this society, people are generally:

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

1-10. In this society, people are generally:

Dominant					Non-dominant	
1	2	3	4	5	6	7

1-11. In this society, children take pride in the accomplishments of their parents.

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

1-12. The economic system in this society is designed to maximize:

Individual interests					Collective interests	
1	2	3	4	5	6	7

1-13. In this society, followers are expected to:

Obey their leaders without question				Question their leaders when in disagreement		
1	2	3	4	5	6	7

1-14. In this society, people are generally:

Tough					Tender	
1	2	3	4	5	6	7

1-15. In this society, teen-aged students are encouraged to strive for continuously improved performance.

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

1-16. 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		Perform effectiveness and other factors (seniority or political connections, etc.)		Only factors other than performance effectiveness
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 for the future				live for the future than 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
1 2 3 4 5 6 7
Not at all generous

1-34. In this society, power is:

Concentrated at the top
1 2 3 4 5 6 7
Shared throughout the society

1-35. In this society:

Group cohesion is valued
more than individualism
1 2 3 4 5 6 7
Group cohesion and
individualism are
equally valued
Individualism is
valued more than
group cohesion

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 4 5 6 7
Strongly disagree
Neither agree nor disagree

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

physical non-physical
1 2 3 4 5 6 7

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

Men Woman Men and Woman
1 2 3 4 5 6 7
Are equally likely to serve

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

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

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.

What is your gender?

How old are you?

You are: Student Worker

If you are working full-time, the highest level of education you have attained is:

Bachelor degree Master degree

Your field specialization is:

- Business, Economics, and Finance
- IT
- Education
- Others. Please specify your answer here:

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

Appendix 2: The GLOBE Survey on Outstanding Leadership in Vietnam

Section A – 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
- _____ 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, in-
spires others to be motivated to work hard
- _____ 2-13 Anticipatory = Anticipates, attempts to forecast events, considers what will
happen in the future
- _____ 2-14 Risk taker = Willing to invest major resources in endeavors that do not have
high probability of successful
- _____ 2-15 Sincere = Means what he/she says, earnest
- _____ 2-16 Trustworthy = Deserves trust, can be believed and relied upon to keep his/her
word
- _____ 2-17 Worldly = Interested in temporal events, has a world outlook
- _____ 2-18 Intra-group conflict avoider = Avoids disputes with members of his or her group
- _____ 2-19 Administratively skilled =Able to plan, organize, coordinate and control work of large
numbers (over 75) of individuals

2-20 Just	= Acts according to what is right or fair
2-21 Win/win problem- solver	= Able to identify solutions which satisfy individuals with diverse and conflicting interests
2-22 Clear	= Easily understood
2-23 Self-interested	= Pursues own best interests
2-24 Tyrannical	= Acts like a tyrant or despot; imperious
2-25 Integrator	=Integrates people or things into cohesive, working whole
2-26 Calm	=Not easily distressed
2-27 Provocateur	=Stimulates unrest
2-28 Loyal	=Stays with and supports friends even when they have substantial problems or difficulties
2-29 Unique	=An unusual person, has characteristics of behaviors that are different from most others
2-30 Collaborative	=Works jointly with others
2-31 Encouraging	=Gives courage, confidence or hope through reassuring and advising
2-32 Morale booster	=Increases morale of subordinates by offering encouragement, praise, and/or by being confident
2-33 Arrogant	=Presumptuous or overbearing
2-34 Orderly	=Is organized and methodological in work
2-35 Prepared	=Is ready for future events
2-36 Autocratic	=Makes decisions in dictatorial way

2-37 Secretive	=Tends to conceal information from others
2-38 Asocial	=Avoids people or groups, prefers own company
2-39 Fraternal	=Tends to be a good friend of subordinates
2-40 Generous	= willing to give time, money, resources and help to others
2-41 Formal	=Acts in accordance with rules, convention and ceremonies
2-42 Modest	= Does not boast, presents self in a humble manner
2-43 Intelligent	= Smart, learns and understands easily
2-44 Decisive	= Makes decisions firmly and quickly
2-45 Consultative	= Consults with others before making plans or taking action
2-46 Irritable	= Moody; easily agitated
2-47 Loner	= Works and acts separately from others
2-48 Enthusiastic	= Demonstrates and imparts strong positive emotions for work
2-49 Risk averse	= Avoids taking risks, dislikes risk
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 A. Please continue on to Section B.

Appendix 3: Case Study Interview - Transcript 1

Classification Data:

- What is your name?* Binh
- What is your profession?* Public health
- What is the highest education level you attained?* Master degree
- How long have been working in this position?* 9 years
- Which company are you working for?* A NGO, Health field
- How many companies have you worked for within your profession?* 3

Core questions:

- How long did you work for HUMANITY?* 2 years
- In what position were you employed by HUMANITY?* Project Officer

- What were the main reasons that prompted you to leave this organization?*
I was fed up with the manager and the whole management board

- Did you initiate a job search, or did other companies contact you with better opportunities?*
I looked for another job

- Please tell me about your previous manager, Jack. What made you satisfied and dissatisfied with him, as a manager?*

He knew how to build teams and maintained team spirit. He chose the team members based on their expertise being appropriate to the needs of the task. He encouraged the group efforts by setting group goals and promising rewards. When there were some problems executing the project, he showed his care for the groups, resolved the conflicts between group members (if any), and motivated us to move forward.

He was hard-working. He devoted to the organization and led the organization with its vision. With his experience, he can predict some potential problems in near future and called us to prepare in advance.

He was very flexible. He managed by work not by rules & time. He was aware that our schedule depended a lot on our partners and local centers. So he allowed us to have more space to tackle our work flexibly, provided that the goals were achieved and the tasks were finished on time.

- Could you contrast his managerial style with his successor's one, Jill?*

It seemed to be more professional and strictly with many regulations, meeting, working plan.

She was a minute manager with her close supervision

-Please elaborate on what made you unhappy with her managerial style?

At a first glance, her changes in operational management seemed to be professional and assist the work a lot. However, we gradually realized these changes caused nuisances as they were time consuming and did not really help us in getting the job done more quickly and easily. She adopted so many new rules and requirements. For example, each worker had to make a weekly working plan on Google Calendar and shared for the whole team. We also had to write the same plan on a white board at the office every Monday morning. This duplicated our time for making the same work plan. We didn't see her point. Moreover, she called for many meetings most of which were not necessary. We would have performed better if we had saved the time wasting on redundant meetings. Before her, we just have to meet once or twice a month to report Jack the progress of the project and propose the action plans. However, if we had some problematic issues, we could come to Jack and asked for his suggestions at any time. We often chatted with him about our work at the coffee breaks or at lunch. So he was updated about the project without the need to hold official meetings every week.

Being there for more than 6 months, Jill did not understand the project. She requested many details activities reports then asked too many similar questions for one activity.

She did not have adequate skills to resolve the problems among the staff. Wherever there was an interpersonal problem between her subordinates that needed her to solve, she made troubles worse. She did not motivated team or at least we didn't see her efforts to do so. Even her voice sounded bossy. She made me feel she did not respect us enough.

She did not understand Vietnamese culture and did not try to respect it. For example, in the meeting with heads of local partners, she wore shorts even her staff reminded her but she did not change. As a result, the partners felt she did not respect them enough.

-In your opinion, did your colleagues feel similarly about her managerial style? How did you know that? Did they tell you?

A boring feeling was spreading the whole team. We felt uncomfortable and dissatisfied working with Jill in the organization. Some of my peers also gossiped about her when we were at the breaks. We shared our resentment almost every time we met. It seemed that we and Jill didn't find a common voice. She didn't want to join us since the first day of her job at HUMANITY.

-To what extent, do you think, were cultural work style preferences a factor in the team's decisions to leave the company? Can you explain why this was or was not significant?

As everybody felt so tired and disappointed with Jill's managerial style, we decided to leave the organization when our labor contracts ended. I left HUMANITY 6 months after the day I worked with Jill. Other people quit within a year when I left. There were total 16 people who left the company after one year working with Jill.

Difference in culture might provoke some conflicts and misunderstanding between her and the staff. However, staffs did not feel her effort to understand their culture and to appreciate and their dedication for the work. The conflicts accumulated time by time. We then no longer wanted to stay at HUMANITY and being controlled by Jill.

Appendix 3: Case Study Interview - Transcript 2

Classification Data:

- What is your name?* An
- What is your profession?* Social worker
- What is the highest education level you attained?* Master degree
- How long have been working in this position?* 9 years
- Which company are you working for?* A NGO, Health field
- What is your current position?* Project Officer
- How many companies have you worked for within your profession?* 4 companies

Core questions:

- How long did you work at HUMANITY?* More than 6 years
- In what position were you employed by HUMANITY?* Social coordinator

What were the main reasons that prompted you to leave this organization?

I was unhappy with the managerial style of the manager and her behaviors

Did you initiate a job search, or did other companies contact you with better opportunities?

I asked my friends to introduce me a new company and I applied for 3 other organizations. I was offered the same position in 2 companies and I chose to work for one.

Please tell me about your previous manager, Jack. What made you satisfied and dissatisfied with him, as a manager?

Jack understood the nature of work and its requirement. He understood the needs of beneficiaries to lead the organizational operation and activities accordingly.

He had a good vision. He told us in general what were the key steps we should do and he consulted us at a macro level.

He had good relationship with partners and stakeholders who supported organization and the work.

He was friendly with subordinates. He often held company dinners or ate out with us. We felt like friends after work hours. At work, he also created a warm atmosphere so that everybody felt positive and happy to work. He also learned to listen to us. He showed his understanding for our hard work and the difficulties of the work. He helped us out or advised what we should do. We felt motivated and supported.

He did not follow up and monitored staff tightly. We were comfortable working with him. Although we knew that he was passionate with the job.

He was also so compassionate that I was afraid he would be used by other people. Sometimes being compassionate can affect the organization in his decision making. For example, he always wanted to help all the poor people but the organization was limited with its budget. If we decided to spend more money on the project to help the poor, Jack had to make a plan and asked for approval from the head quarter before the site could actually use it.

Could you contrast his managerial style with his successor's one, Jill?

She worked with timeline, which was a good point.

She did not understand the work, the needs of beneficiaries. Therefore sometimes she made decisions that were not advantageous for the beneficiaries.

She was so strict in management. In many cases it was a waste of time and unnecessary. By contrast, something that needed to be closely managed but she paid less attention. We were suffocated by her micro supervision. Plus she did not listen to us, did not either understand or motivate us. We were no longer satisfied working under her control.

She did not have a wide network and did not make many efforts to enhance her connections. 2 year in Ho Chi Minh City, there were just a few figures in the field knew her. This point is very different from previous manager. On the other hand, the way Jill dressed and behaved did not make her a good impression toward the local partners. Her Vietnamese colleague could feel her lack of respect to them or her cultural insensitivity when they met her at an official meeting.

Please elaborate on what made you unhappy with her managerial style?

She did not understand the work well but she did not listen to her staff that had more experiences than her about the work. She did not know how difficult for us to deal with the problems caused by external factors when we executed the project. However, she forced us to conform with her rules precisely. We could deal with the issues on our own ways and brought her the desired outcomes but she wanted us to do our job in her ways.

She wasn't good at reconcile conflicts among the team members. She had to make the final decisions but her choices made one side happy and another side feel resent about her unfair judgment. Whenever somebody made a mistake, she did not let it go easily but kept it long to the next many times to blame her staff.

When there was a meeting among different sites with the head quarter, she did not raise her voice protect the benefits of her staff. On the contrary, she accepted the decision that lowered the benefits for employees in the Ho Chi Minh City cite.

In your opinion, did your colleagues feel similarly about her managerial style? How did you know that? Did they tell you?

My colleagues told me everything about her. We have a good relationship among the team members. We shared the similar points of views about her styles. Sometimes when we were so disappointed and upset about her, we shared our resentment to help us reduce our stresses.

To what extent, do you think, were cultural work style preferences a factor in the team's decisions to leave the company? Can you explain why this was or was not significant?

I believe the fact I and other 15 employees at HUMANITY left the site was mainly because of our dissatisfaction with Jill, as a manager of the site. We had so many differences that seemed not be resolved. Some of the employees who left the site were working in the same the department with me but many other people were from other departments. I did not have close relationship with other departments but we still met sometimes and they told me they were about to quit as they didn't want to work with Jill anymore.