The Effects of Emotional Intelligence and Cultural Orientations on Job Satisfaction: A Comparison of Vietnamese and the U.S. Manufacturing Workers

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Abstract

This study focuses on emotional intelligence and cultural orientation, specifically individualism-collectivism, as antecedents of job satisfaction. While emotional intelligence and collectivism have been shown to be associated with job satisfaction (e.g., Carmeli, 2003; Van Rooy & Viswesvaran, 2004; Hui & Yee, 1999), there is a lack of research on these topics in Vietnam and among manufacturing workers. The current research hypothesizes that there are positive correlations between emotional intelligence, collectivism and job satisfaction. Furthermore, these relationships are expected to be found across cultures. To test these hypotheses, a cross-cultural study was conducted (N = 136 Vietnamese manufacturing workers, N = 39 U.S. manufacturing workers). Results supported the hypotheses that both collectivism and emotional intelligence are correlated with job satisfaction and collectivism and emotional intelligence are correlated with each other. Exploratory analyses suggest that emotional intelligence mediates the relationship between collectivism and job satisfaction. The results of the study emphasize the need to consider collectivistic orientation and emotional intelligence in hiring and training.

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Introduction

Job Satisfaction

Job satisfaction (JS) is one of the best studied concepts in the field of Industrial-Organizational Psychology. It is defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Lock, 1976). It has been proven to link to important job outcomes such as job performance (e.g., Judge, Thoresen, Bono, & Patton, 2001), turnover (e.g., Holtom, Mitchell, Lee, & Eberly, 2008) and employee attendance (e.g., Zeffane, Ibrahim, & Al Mehairi, 2008).

There are multiple theories on factors that affect JS; among them are external and internal factors. The external factors are pay, promotion, supervisor, relationship with coworkers and the job itself (Bell, 1987). The internal factors include personality traits (e.g., Judge et al., 2001), such as agreeableness, extraversion, and conscientiousness, and positive/negative affectivity (Brief, 1998). More recent research has considered other individual differences such as emotional intelligence (EI) (e.g., Sy, Tram, & O'Hara, 2006) and individualism and collectivism (IC) (e.g., Judge et al., 2001), which are the foci of the current study. Specifically, the study examines how JS is influenced by EI and IC and what specific components of EI have the largest effects on JS within Vietnam and the U.S. samples.

Emotional Intelligence

Emotional intelligence is defined as a set of interrelated skills that allows people to process emotionally relevant information efficiently and accurately (Mayer, Caruso, & Salovey,

1999). Mayer and Salovey (1997) categorized EI into four branches: perceiving, using, understanding and managing emotions.

Perception of emotions is the ability to recognize and decipher the emotions on faces, from voices or written statements. This also includes the ability to perceive one's own emotions. Perception of emotions can be considered to be the most basic branch of EI because it is the prerequisite for other abilities (Mayer & Salovey, 1997). The second branch, utilization of emotions, is the ability to use emotions to facilitate other activities such as thinking and problem solving. Emotionally intelligent individuals can motivate themselves to persist in challenges and direct their moods to fit with what is needed for the current task. The third branch, understanding emotions, is the ability to tell the cause and meaning of perceived emotions. The final branch, managing emotions, is the ability to regulate both self and others' emotions. For example, an emotionally intelligent individual can stay calm under pressure and create a fun work environment for the team (Salovey & Grewal, 2005).

Expectedly, EI is linked to positive job outcomes such as job performance (e.g., Sy et al., 2006; Shooshtarian, Ameli, & Aminilari, 2013), organizational citizenship behavior (e.g., Hoffman, Blair, Meriac, & Wohr, 2007), leadership potential (e.g., Van Rooy & Viswesvaran, 2004) and job engagement (e.g., Carmeli, 2003; Lopes, Grewal, Kadis, Gall, & Salovey, in press).

Emotional intelligence and job satisfaction. Studies support that emotionally intelligent individuals create more satisfying relationships with co-workers and supervisors (Van Rooy & Viswesvaran, 2004), both of which are facets of job satisfaction. For instance, Lopes et al. (in press) conducted a study in a small team at a Fortune 500 insurance company to test the correlation between EI and ratings by coworkers and supervisors. Employees with higher EI

were rated as easier to deal with and more responsible for creating a positive work environment. The supervisors also rated these employees to be more sociable, more interpersonally sensitive, more tolerant of stress and to have more leadership potential. In essence, emotionally intelligent individuals create great work environments, which should lead to higher job satisfaction for themselves, their coworkers, and supervisor. If the supervisors rate them highly in terms of their leadership potential, then high EI individuals are more likely to receive promotions and higher pay, both of which are also facets of JS.

Research also shows that high EI individuals are better at managing and performing their jobs (e.g., Van Rooy & Viswesvaran, 2004, Carmeli, 2003). By definition, emotionally intelligent employees are better at handling their emotions to align with what is required for the job (Carmeli, 2003), which should have a positive impact on job performance. They can manage stress better because they can identify the causes of the stress and manage their emotions accordingly (e.g., King & Gardner, 2006). They usually see positive outcomes in challenging times and utilize their emotions to adjust to changes (e.g. Slaski & Cartwright, 2002). As a result of these positive outcomes, individuals who are high in EI might be more likely to receive pay raises and promotions, thus have higher JS.

Furthermore, the relationship between EI and JS is stable across cultures, as supported by studies from different countries such as Greece, India, Pakistan and Hong Kong (i.e., Shooshtarian, Ameli, & Aminilari, 2013; Konstantinos & Zampetakis, 2008; Gunavathy & Ayswarya, 2011; Moon & Hur, 2011). Gunavathy and Ayswarya (2011) collected self-reported scores from 150 women employed in Indian software industry and found a correlation between their EI and both JS and job performance. Konstantinos and Zampetakis (2008) conducted a study on 523 educators in Greece and found that three out of four EI subscales: other appraisal of

emotion (managing others' emotions), use of emotion (utilizing emotions), and regulation of emotion (managing one's emotions), were significant predictors of JS.

Based on the literature, there should be a significant positive correlation between EI and JS. Specifically, all four subscales of EI should predict JS. Furthermore, this relationship should be culturally stable, such that in both Vietnam and the U.S., EI will have a direct positive influence on JS.

Hypothesis 1: There is a positive correlation between EI and JS.

Individualism-Collectivism

Another area of study that has been gaining increasing attention is cross-cultural differences in JS (Judge et al., 2001). Cross-cultural research on JS has practical purposes in the field of human resources in the modern era of globalization, especially for multinational companies. One of the most popular cultural classifications is individualistic-collectivistic (IC) orientation (Triandis, 1995; Triandis & Gelfand, 1998). According to Hui and Triandis (1986), IC is concerned with the relationship between the individuals and the in-groups. Whereas individualistic cultures tend to focus on developing independent individualities, collectivistic cultures tend to build identifications with the group (Markus & Kitayama, 1991). Individualistic orientation places more value on personal goals; collectivistic orientation fosters overlapping personal and group goals (Yamaguchi, 1994). While individualist cultures tend to attribute behaviors due to internal factors and use internal interpretations to guide behavior in social contexts, collectivistic cultures attribute behaviors to external factors and rely on group norms to guide behaviors (e.g., Bontempo & Rivero, 1992; Suh, Diener, Oishi, & Triandis, 1998). Finally, individualistic cultures value the relationships only when the costs to remain in the relationships

are less than the benefits whereas collectivistic cultures maintain the relationships regardless of the costs (Kim, Triandis, Kagitcibasi, & Yoon, 1994).

According to Hofstede's individualism index (2001), countries that are high in individualism are the U.S.A., Canada, Australia, United Kingdom, and many other countries in the Western World. Countries that are high in collectivism are China, India, Japan, Vietnam, and many other countries in Asia and Latin America. It is worth noting that on a national level, IC is measured on a unidimensional scale with individualism on one end and collectivism on the other. Hofstede's (2001) data on different countries' IC orientation only reports an individualism score such that a high score represents individualism and a low score represents collectivism. Since the U.S.A. scores 91 out of 100 while Vietnam scores 20 on the individualism scale, it is clear that the U.S.A. is more individualistic and Vietnam is more collectivistic (Hofstede, 2001). However, on an individual level, IC can be measured as two separated dimensions so that an individual can score high on both dimensions (bidimensional), low on both (undifferentiated), high on collectivism and low on individualism (collectivist) and vice versa (individualist) (Triandis & Gelfand, 1998). Since national cultural orientations do not necessarily dictate individuals' cultural orientation (Kim, Hunter, Miyahara, Horvath, Bresnahan, & Yoon, 1996), there have been studies that suggested collecting primary data at an individual level when conducting cross-cultural research (e.g., Schwartz, 1990).

Individualism-collectivism and emotional intelligence. Several researchers have found a positive correlation between collectivism and EI (e.g., Bhullar, Schutte, & Malouff, 2012; Gunkel, Schlagel, & Engle, 2014). Collectivistic cultures encourage individuals to regulate and constrain their emotions to keep the groups' harmony; individualistic cultures encourage expressing feelings more directly because they do not expect others to read their minds in

interpersonal relationships (e.g., Markus & Kitayama, 1991). Other research has found that individualistic cultures foster more self-expression and especially expression of positive feelings than collectivistic cultures (e.g., Kang, Shaver, Sue, Min, & Jing, 2003).

Scott, Ciarrochi and Deane (2004) conducted one of the earliest studies on individualism and emotional competencies. Using Australian students, they measured individualism and collectivism on separate scales and found that higher individualism was correlated with lower emotional competencies, including less competence at managing one's own and others' emotions but not with perception of emotions. Individualism was also correlated with a less satisfying social support network, weak intention to seek help from friends and family and greater intention to refuse help from everyone for personal problems. After controlling for social support, the relationship between individualism and emotional competencies was no longer significant. The authors explained that the individualists in individualistic cultures might be less likely to create a good social support network, and therefore did not have many opportunities to develop their emotional competencies. On the other hand, it could also be explained that they did not have the ability to manage their own and others' emotions, and therefore had less social support. The researchers did not look at the correlation between collectivism and other variables because it was not the focus of the study.

The opposite of Scott et al. (2004)'s study would be Lay et al. (1998)'s study on the benefit of being a collectivist in an individualistic culture. Lay et al. (1998) created a scale to measure collectivism at an individual's level, specifically focusing on a sense of connectedness with the in-groups (family, friend, classmate, nature of origin community). Their sample was 60 university students of Vietnamese ethnicity who had immigrated to Canada. Their mean collectivism score was comparable to that of Eastern culture university students and was higher

than the Western culture university students, indicating that the sample in this study could be considered collectivist in an individualistic culture (Canada). They found that there was no correlation between collectivism, depression, and general daily hassles. However, collectivism moderated the relationship between general daily hassles and depression. For the collectivist in an individualistic culture, their sense of connectedness with the family helped buffer their vulnerability to daily hassles.

Bhullar et al. (2012) surveyed students in Australia and India to find correlations among IC, EI, and life satisfaction. They collected separate individualism and collectivism scores and used a self-report measure for EI. After running separate multiple regression analyses for samples from Australia and India, they found that in both samples, only collectivism was associated with higher EI in terms of managing self and others' emotions. They also found significant correlation between collectivism and lower stress, depression and anxiety but no correlation with life satisfaction. The authors suggested that individuals with collectivistic orientation were more likely to have higher perception of self and others' emotions, which in turn helped them better control and use self and others' emotions. They also argued that the demand to behave appropriately in social settings motivated individuals with collectivistic orientation to understand others' emotions, therefore increasing their EI.

Gunkel et al. (2014) hypothesized that while collectivism should be positively correlated with EI in appraising and regulating others' emotions, collectivism would be more negatively correlated with self-emotional appraisal and use of emotions (less expressive of their emotions). Gunkel et al. (2014) define emotional appraisal as both perceiving and managing emotions. To test their hypothesis, Gunkel et al. (2014) gave self-report surveys to business students in nine countries (i.e., China, Colombia, India, Italy, Germany, Russia, Spain, Turkey, the U.S.) using a

collectivism scale with high scores suggesting collectivism and low scores suggesting individualism. Contrary to their proposed hypothesis, they found collectivism to be positively correlated with all aspects of EI. This finding suggested that the need to fit in with the group motivated individuals with collectivistic orientation to not only excel at understanding their own and others' emotions but also at demonstrating appropriate emotional restraint and expression.

Based on past findings, the current study is expected to find a positive correlation between collectivism and EI. Given the mixed findings on individualism and EI, no hypothesis was put forward.

Hypothesis 2: There is a positive correlation between collectivism and EI.

Individualism-collectivism and job satisfaction. Several cross-cultural studies support the relationship between IC and JS. For instance, Hui et al. (1995) conducted studies on Chinese and American employees who worked for companies in Hong Kong. They measured IC on an individual level with two separate individualism and collectivism scales. Across the board, they found a positive correlation between collectivism and JS, including all five facets. They did not find any significant correlation between individualism and JS. In the third study of the same publication, they conducted a similar study with employees at a lower level in the organizational hierarchy and found similar results.

Hui and Yee (1999) conducted a follow up study by surveying Chinese employees from two different customer-service operations in Hong Kong to find the effect of the interaction between group atmosphere and IC on JS. Group atmosphere refers to the nature and quality of interpersonal relationships among a team of people performing tasks that are related to each other's functionalities. A favorable group atmosphere is described as friendly, supportive, and accepting. On the other hand, an unfavorable group atmosphere is hostile, formal, destructive,

doubting, and unfriendly. Hui and Yee (1999) hypothesized that a favorable group atmosphere is positively correlated with JS but only among members with high psychological collectivism. They used a collectivism scale and split the sample into high collectivism and low collectivism (individualism). Their results supported the hypothesis that a favorable group atmosphere was positively correlated with JS but only for the collectivist. On the other hand, for the individualist, there was a no significant correlation between group atmosphere and JS, suggesting that friendly and warm group atmosphere did not have an influence on their JS. Extrapolating from the moderating effect of group atmosphere found in this study, Hui and Yee (1999) suggested that the correlation between collectivism and JS would be stronger in collectivistic cultures than in individualistic cultures. However, their finding was limited with monocultural data.

The correlation between IC and JS can be partially explained by EI. Based on Lay et al. (1998) and Bhullar et al. (2012)'s research, the collectivist might have higher JS because they had better social support, including better working relationship. On the other hand, based on Scott et al.'s (2004) research, individualists might have less satisfying working relationships due to low emotional competency, and therefore have lower JS. However, there was more supporting evidence for a positive correlation between collectivism and JS. Thus a hypothesis between collectivism and JS was put forward while one between individualism and JS was not.

Hypothesis 3: There is a positive correlation between collectivism and JS.

Vietnam

On Hofstede's individualism index (2001), Vietnam ranked similarly to China (at 20), lower than Hong Kong (at 25) and much lower than Japan (at 46) and India (at 48). In other words, Vietnam is considered a collectivist culture. Although there are multiple cross-cultural research studies comparing Asia's collectivism with the U.S.'s individualism, most of these

studies have focused on China, Japan or India. Given that there are broad differences in cultural, social, and economic traits among Asian countries (Crittenden & Bae, 1994), results in one collectivistic culture are not necessarily generalizable to another collectivistic culture. Thus, there is a need to conduct cultural research directly with a Vietnam sample.

Similarly, there are many studies on JS in the U.S. and in other countries, but few involving Vietnam samples. As research has shown JS predicts turnover (e.g., Holtom, Mitchell, Lee, & Eberly, 2008), job performance (e.g., Judge, Thoresen, Bono, & Patton, 2001), and employee attendance (e.g., Zeffane, Ibrahim, & Al Mehairi, 2008), it is important to understand what influences JS in Vietnam employees, especially as more companies relocate their businesses there. In the last 30 years, the socialist government in Vietnam has become more and more open to privatizing state-owned companies and welcoming of foreign investment. During the communist era, it was common for people in Vietnam, especially those who worked for state-owned enterprises, to work for the same company for life. The change in social structure in recent years has allowed for more flexible career change (Hung, Appold & Kalleberg, 1999). Hung et al. (1999) surveyed manufacturing workers in light industries across different regions in Vietnam and compared their work attitudes and JS to comparable U.S. and Japanese samples. They found no significant differences in the level of JS and loyalty to the company among Vietnamese, the U.S. and Japanese employees. However, they found that the Vietnamese were more willing to exert extra effort for their organizations. In a similar study, Nguyen and Napier (2000) surveyed 1,116 employees at 49 firms in Vietnam and compared their JS with Japanese and American counterparts. They found that the Vietnamese in the same industries, with the same experiences and job levels reported a similar level of JS despite earning significantly lower pay. Both studies, however, are over 15 years old.

The current research tests whether the relationships among the discussed variables hold true in Vietnam as well as in the U.S. Since Vietnam is often considered a collectivist culture, the author hypothesizes that the Vietnamese sample will score higher on collectivism, EI and JS than the U.S. sample.

Hypothesis 4: The Vietnamese sample will have higher scores on collectivism, EI and JS than the U.S. sample.

Manufacturing Workers

Finally, the author chose manufacturing workers because of the lack of research on this sample group. The job activities across workers within a manufacturing plant are highly likely to be interrelated. Manufacturing workers are expected to interact and assist other coworkers when a need arises. Kumara, Hara and Yano (1991) found that support from coworkers and, to a certain extent, from supervisors is highly important in motivating and keeping Japanese manufacturing workers satisfied with their jobs. As both EI and IC influence an individual's relationships with others, EI and IC might serve as predispositions for experiencing higher levels of JS. The current research could provide support for taking EI and IC into consideration during the hiring process and as part of a program to raise JS (which ultimately leads to job performance) for manufacturing workers.

With the four hypotheses discussed, the current study replicates past findings to support relationships among EI, IC and JS. Furthermore, it will be the first to study these relationships among Vietnamese and manufacturing workers.

Method

Participant Recruitment

Data were collected from manufacturing plants in Vietnam and the US. These manufacturing plants were selected based on the author's and the study advisor's personal and work connections. The targeted participants were manufacturing workers. In both countries, participants were asked to volunteer to participate by their direct supervisors. Participants were given the survey in paper format to complete individually and return the survey to the supervisors by dropping it in a "Data" envelope. There was a written survey procedure for the supervisors to follow which included: 1) reading out loud statements about the purpose of the study and privacy protection; 2) ensuring that the survey was conducted in a classroom setting; and 3) completing a questionnaire about the survey administration setting after all surveys were collected. However, this procedure was not followed in the Vietnam sample.

Sample characteristics. Overall, 372 surveys (231 men, 137 women, 4 did not report gender) were collected from both countries (303 from Vietnam, 69 from the U.S.). Among them, 197 survey data were discarded due to various reasons (e.g., 3 from scanning errors, 9 reported patterned responses, 6 skipped main variable scales). Most notably were 32 data discarded from Vietnam because groups of 3 to 6 people reported the same responses for all or a majority of the main variable scales. Forty-four individuals' data were discarded because they rated similarly the reversed items on the JS scale (i.e., "In general, I like my job" and "In general, I do not like my job"), which suggests they were not reading the items carefully when responding. Finally, 103 were discarded because they either did not report their job title (2 respondents) or they were not manufacturing workers (i.e., 40 clericals, 34 technical workers, 21 executives, and 6 office managers).

Out of 372 surveys, 175 (110 men, 65 women) from both countries (136 from Vietnam, 39 from the U.S.) were retained for statistical analyses. There were not any significant differences in demographic variables between the discarded and the retained data. The following descriptive statistics are for the study's sample size of 175 manufacturing workers from Vietnam and the U.S.

- 19.5% of the participants were 25 years of age or younger; 50% were between 26 and 35 years; 37% were between 36 and 45 years; 10% were between 46 and 55 years; and only 3% were older than 55.
- 36% went to some high school, GED or trade school; 24% completed high school, 15% went to college and 20% completed college.
- On average, participants had been working in their current position for 7 years (*SD* = 7.06).

Vietnam. The author relayed survey instructions to an acquaintance who had connections and direct communication with the supervisors in the two companies in Vietnam. The supervisors gave out the surveys to employees and asked them to fill out and turn in the surveys on their own time. After having collected the survey data, the supervisors gave the "Data" envelopes and "Consents" envelopes back to the middleman, who scanned each page and emailed to the author. The Vietnamese sample came from two companies: an auto manufacturing company (94 men, 27 women) in Hanoi, Vietnam and a textile manufacturing company (89 men, 89 female) in Nam Dinh, Vietnam.

Of the 303 surveys collected, 3 were missing information due to scanning errors, 9 reported patterned responses, 5 skipped entire variable scales, 32 reported identical answers in a continuous streak (either by copying from the same individuals or collaborating on the same

answers), 40 responded similarly to reverse items, and 78 reported working in a job other than manufacturing. The final sample consisted of 136 individuals (87 men, 49 women), with the average age being 30 years (*SD* = 6.96) and the average tenure in their current position at 7.28 years (*SD* = 7.23).

The U.S. The author directly emailed HR managers of multiple manufacturing companies in the central Ohio region. The author then gave the paper format surveys and instructions to the HR managers and relayed instructions directly, either in person or by email. The HR managers then gave out the survey to the employees in a classroom setting. The data were sent back to the author in envelopes labeled “Data” and “Consents.”

The U.S. sample came from three companies: an auto manufacturing company (24 men, 5 women), a steel producing company (9 men, 1 women) and an auto-part manufacturing company (15 men, 15 women). All three companies were in central Ohio.

Out of 69 surveys collected, 1 skipped an entire variable scale, 4 rated reverse items similarly, and 30 reported different jobs other than manufacturing. The final sample consisted of 39 manufacturing workers (23 men, 16 women) with an average age of 40.15 years (*SD* = 12.31) and an average tenure in their current position of 6.36 years (*SD* = 6.50).

Country differences. Independent-sample *t*-tests demonstrated that the two samples differed in age and education level, but not in gender proportion, tenure in the current job and marital status. On average, the U.S. sample (*M* = 40.15, *SD* = 12.31) was significantly older than the Vietnamese sample (*M* = 30.94, *SD* = 30.94), $t(167) = -.5.95$, $p < .001$). Sixty-six percent of the U.S. sample reported having completed high school and having gone to college while the majority of the Vietnamese sample (43%) did not complete high school.

Measures

All of the scales used in the survey were translated into Vietnamese from English by an independent service translator. After several adjustments made by the bilingual author, the Vietnamese version of the scales was back translated to English by another independent service translator. Back translation assures linguistic equivalence of the research protocols. The comparison between the original and back-translated versions of the scales yielded similar results. The English survey was given to the U.S. sample. The Vietnamese survey was given to the Vietnamese sample.

Michigan Organizational Assessment Questionnaire Job Satisfaction Subscale (MOAQ-JSS). The MOAQ-JSS is a subscale used to measure global JS on three items that assess participant's thoughts and feelings about their jobs (Cammann, Fichman, Jenkins, & Klesh, 1983) using a 5-point response scale (Grandey & Steiner, 2005). The items are as follows: "In general, I like my job", "In general, I don't like my job", "Generally speaking, I like working here."

Scores on the MOAQ-JSS are computed by averaging the scores of the three items, with reverse coding the 2nd item. The MOAQ-JSS was validated as a measure of global JS and shows positive relationships with antecedents of JS, such as job complexity and skill variety, and facets of JS, such as the work itself, supervisors, coworkers, and promotional opportunities (Bowling & Hammond, 2008). Higher score on the MOAQ-JSS mean higher JS. The scale's reliability was acceptable for the whole group (α = .78), for the Vietnamese group (α = .78), and high for the U.S. group (α = .89).

The Assessing Emotions Scale. The scale was developed to measure EI as a trait, drawing on self-reports on the display of EI in daily lives (Schutte, Malouff, Hall, Haggerty, Cooper, & Golden, 1998). The scale consists of 33 items rated on a 5-point Likert scale from 1=

"strongly disagree" to 5= "strongly agree". These items are consistently loaded onto four subscales: perception of emotions (α = .72), utilization of emotions (α = .69), managing own emotions (α = .70), and managing others' emotions (α = .64). The EI score is the sum of all items, ranging from 33 to 165. Higher scores indicate more characteristic EI. The scale is widely used by EI researchers, several of which used the translated versions of the scale in different countries (Carmeli, 2003; Ogińska-Bulik, 2005, Sjöberg, 2001, & Yurtsever, 2003). The overall scale yielded high reliability (α = .84) and the four subscales were highly correlated with each other ($p < .001$). There were not many differences in the reliabilities of the total EI and four subscales between the two countries: total EI (Vietnam α = .90, U.S. α = .89), perception of emotions (Vietnam α = .72, U.S. α = .76), utilization of emotions (Vietnam α = .69, U.S. α = .73), managing own emotions (Vietnam α = .72, U.S. α = .69), and managing others' emotions (Vietnam α = .64, U.S. α = .70). The high reliability of the scale in both countries showed that the Assessing Emotions Scale can be used in Vietnam.

Individualism and Collectivism Scale. Triandis and Gelfand (1998) developed the scale to measure horizontal and vertical individualism and collectivism. The scale has 16 items on a 9-point Likert scale, ranging from 1= "never or definitely no" to 9= "always or definitely yes". Items in the scale were summed up separately to create scores for individualism (α = .3) and collectivism (α = .68). Reliabilities for IC in the U.S. sample (individualism α = .50; collectivism α = .82) were much higher than in the Vietnam sample (individualism α = .29; collectivism α = .67). Since the reliability for the individualism scale was very low, results involving this variable should be interpreted with caution. For the purpose of the study, individualism and collectivism were run as two separated scales in regression analyses.

Results

Descriptive Analyses

There were no correlations between the main variables with any of the demographic variables (gender, company, country, age, education level, marital status, years at current job) except for positive correlations between country (Vietnam coded as 0; U.S. coded as 1) and individualism ($r = .16$, $p < .05$) and years at current job and EI ($r = .16$, $p < .05$). Years at current job and country were statistically controlled in overall analyses to minimize variance. Means, standard deviations, correlations and internal consistencies of the main variables are shown in Table 1. As in existing research, EI and collectivism correlated with JS. EI also correlated with collectivism.

Table 1

Means, Standard Deviation, Reliabilities and Intercorrelations among Variables

	1	2	3	4
1. Job satisfaction	.76 (.89)	.52**	.17	.56**
2. Emotional intelligence	.65**	.91 (.89)	-.01	.72**
3. Individualism	.07	.12	.29 (.50)	.29
4. Collectivism	.25**	.42**	.28**	.67 (.82)
Vietnam mean	12.56	138.58	**46.76**	58.12
Vietnam SD	2.8	20.38	9.5	10.94
U.S. mean	12.15	140.79	**50.31**	59.59
U.S. SD	2.57	14.22	8.03	9.6

Note. Coefficient alphas are presented on the diagonal; U.S. alphas are in parentheses. Vietnam values are below the diagonal ($N = 136$); the U.S. values are above the diagonal ($N = 39$). All tests are two-tailed.

* $p < .05$ ** $p < .001$

Tests of Hypotheses

Two-step hierarchical regression analyses for the whole sample were conducted. JS was the dependent variable while the EI total score (or the four subscales) was the independent

variables. In Step 1, years at current job and country were entered. In Step 2, EI total score (or the four subscales - perceiving emotions, utilizing emotions, managing one's emotions and managing others' emotions) were entered. Two-step hierarchical regression analyses were also conducted with either JS or EI as the dependent variable with individualism and collectivism as independent variables. In Step 1, years at current job and country were entered. In Step 2, individualism and collectivism were entered as predictors. The results of the analyses are summarized in Table 2.

Table 2

Summary of Regression Analyses Investigating the Relationship of Emotional Intelligence, Individualistic-Collectivistic Orientations with Job Satisfaction in Both Countries (N = 173)

Dependent Variable Predictors	R^2	ß	*r*
Job Satisfaction			
Emotional Intelligence	.41***	.64***	.63***
Job Satisfaction	.32***		
Perception		.04	.35***
Utilization		.05	.41***
Managing one's emotions		.20*	.45***
Managing others' emotions		.36***	.55***
Job Satisfaction	.10**		
Individualism		.02	.08
Collectivism		.30***	.30***
Emotional Intelligence	.24***		
Individualism		-.02	.11
Collectivism		.47***	.46***
Perception of Emotions	.15***		
Individualism		-.08	.06
Collectivism		.37***	.35***
Utilization of Emotions	.22***		
Individualism		.06	.15*
Collectivism		.43***	.43***
Managing one's emotions	.13**		
Individualism		-.01	.08
Collectivism		.33***	.32***
Managing others' emotions	.23***		
Individualism		-.03	.08
Collectivism		.45***	.46***

Note. ß = standardized regression coefficients

* $p < .05$ ** $p < .01$ *** $p < .001$

EI total score was significantly correlated with JS ($r = .63$, $p < .001$) supporting hypothesis 1. Emotionally intelligent manufacturing workers were more likely to have higher JS. Additionally, all four subscales of EI were positively correlated with JS. However, when all four subscales were entered into the regression equation, managing others' emotions had the most predictive effect on JS (ß = .36, $p < .001$) and managing one's emotions had the second highest predictive effect (ß = .20, $p < .05$). Perception of emotions and utilizations did not predict JS when all four subscales were included in the regression equation.

Collectivism was significantly correlated with EI total score ($r = .46$, $p < .001$), supporting hypothesis 2. In other words, individuals with a collectivistic orientation were more likely to have high EI. Collectivism was also significantly correlated with all four subscales of EI. On the other hand, individualism was not significantly correlated with EI total score or any of the four subscales except for utilization of emotions ($r = .15$, $p < .05$).

Collectivism was also significantly correlated with JS ($r = .3$, $p < .001$) thus supporting hypothesis 3. Individuals who are higher in collectivistic orientation were more likely to have higher JS. Individualism was not significantly correlated with JS.

Independent-sample *t*-tests between the Vietnam and U.S. samples only yielded one significant difference, in individualism ($t(17) = -2.12$, $p < .05$). As expected, the US sample ($M = 50.31$, $SD = 8.03$) was significantly more individualistic than the Vietnamese sample ($M = 46.76$, $SD = 9.5$). Since hypothesis 4 predicted higher collectivism, EI and JS in the Vietnamese sample, this hypothesis was not supported.

To further investigate these relationships, two-step hierarchical regression analyses were conducted for each sample (i.e., Vietnamese or U.S. sample). JS was the dependent variable, EI total score (or the four subscales) was the independent variables. In Step 1, years at current job was entered and five predictors (EI total score, perceiving emotions, utilizing emotions, managing one's emotions and managing others' emotions) were entered in Step 2. Separate two-step hierarchical regression analyses were also conducted with JS or EI as the dependent variable and individualism and collectivism as independent variables. In Step 1, years at current job was entered. In Step 2, individualism and collectivism were entered as predictors. The results of the analyses are summarized in Tables 3 and 4.

The results indicated that in both Vietnamese and the U.S. samples, EI was significantly associated with higher JS (Vietnam sample, $r = .65$, $p < .001$; U.S. sample, $r = .52$, $p < .001$) supporting hypothesis 1. When the four subscales of EI were regressed on JS at the same time, managing others' emotions emerged as the only subscale that significantly predicted JS for the Vietnamese sample ($ß = .41$, $p < .001$). For the US sample, none of the subscales significantly predicted JS.

Furthermore, in both countries, collectivism predicted all subscales of EI (i.e., perception, utilizing, managing self and others' emotions) supporting hypothesis 2. On the other hand, individualism did not significantly predict any of the EI subscales.

Table 3

Summary of Regression Analyses Investigating the Relationship of Emotional Intelligence, Individualistic-Collectivistic Orientations with Job Satisfaction in Vietnam (N = 136)

Dependent Variable Predictors	R^2	ß	*r*
Job Satisfaction	.43***	.67	.65***
Emotional Intelligence			
Job Satisfaction	.35***		
Perception		.05	.40***
Utilization		.05	.45***
Managing one's emotions		.17	.47***
Managing others' emotions		.41***	.59***
Job Satisfaction	.06		
Individualism		.025	.073
Collectivism		.22*	.25**
Emotional Intelligence	.21***		
Individualism		.02	.12
Collectivism		.40***	.42***
Perception of Emotions	.15***		
Individualism		-.00	.12
Collectivism		.35***	.35***
Utilization of Emotions	.22***		
Individualism		.09	.17*
Collectivism		.40***	.42***
Managing one's emotions	.10**		
Individualism		.01	.06
Collectivism		.28**	.27**
Managing others' emotions	.19***		
Individualism		-.00	.08
Collectivism		.38***	.39***

Note. ß = standardized regression coefficients

* $p < .05$ ** $p < .01$ *** $p < .001$

In both countries, only collectivism was significantly associated with higher JS (Vietnam sample, $R^2 = .06$, ß = .22, $p < .05$; U.S. sample, $R^2 = .32$, ß = .79, $p < .001$) supporting hypothesis 3. Since the sample size in the U.S. was only one third the size of the Vietnam sample, comparisons between the two groups should be made with caution. However, it is interesting to

note that collectivism and JS were more highly correlated in the U.S. than in the Vietnam sample.

Table 4

Summary of Regression Analyses Investigating the Relationship of Emotional Intelligence, Individualistic-Collectivistic Orientations with Job Satisfaction in the US (N = 39)

Dependent Variable Predictors	R^2	ß	*r*
Job Satisfaction	.28**	.51**	.52**
Emotional Intelligence			
Job Satisfaction	.19		
Perception		-.04	.18
Utilization		.02	.25
Managing one's emotions		.28	.39*
Managing others' emotions		.20	.34*
Job Satisfaction	.32**		
Individualism		.01	.17
Collectivism		.79***	.56***
Emotional Intelligence	.58***		
Individualism		-.24*	-.01
Collectivism		.79***	.72***
Perception of Emotions	.31**		
Individualism		-.44	-.30
Collectivism		.47**	.35*
Utilization of Emotions	.28**		
Individualism		-.06	.09
Collectivism		.52**	.51**
Managing one's emotions	.32**		
Individualism		-.09	.08
Collectivism		.58***	.56***
Managing others' emotions	.52***		
Individualism		-.15	.07
Collectivism		.75***	.70***

Note. ß = standardized regression coefficients

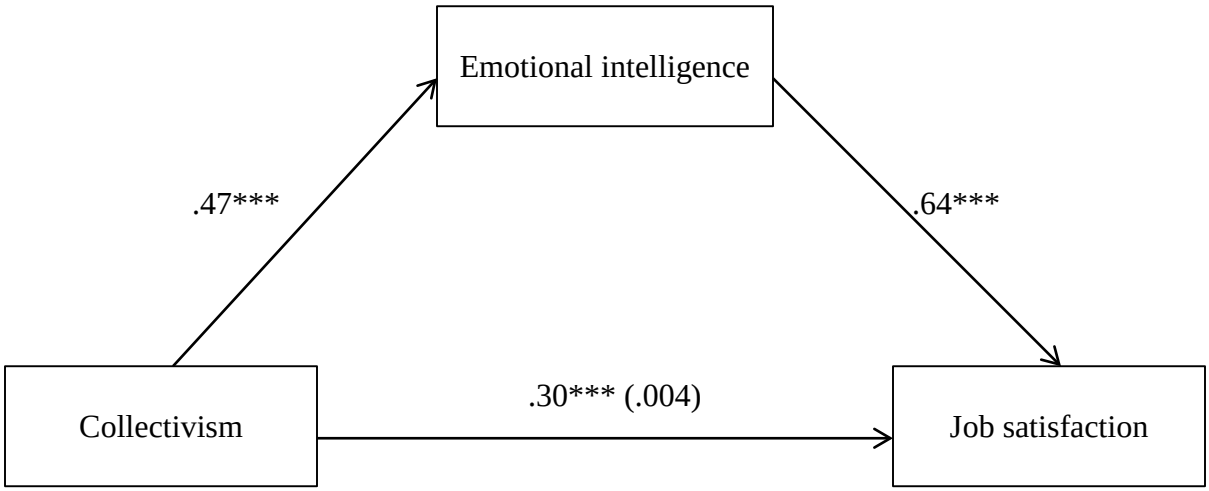
* $p < .05$ ** $p < .01$ *** $p < .001$

Exploratory analyses were conducted to test the mediation effect of EI on the relationship between collectivism and JS. As suggested by the literature on mediation (Rose, Holmbeck, Coakley, & Franks, 2004), collectivism was entered in step one and EI in step two of the

regression analysis. Collectivism was not a significant predictor of JS when EI was entered into the regression equation. In other words, EI fully mediated the relationship between collectivism and JS (Figure 1).

Figure 1

Standardized Regression Coefficients for the Relationship between Collectivism and JS as Mediated by EI and Controlling for Country Differences and Years at Current Job.



Note. The standardize regression coefficient between collectivism and JS, controlling for EI, is in parentheses.

*** $p < .001$

Finally, analyses were re-run to include the discarded data. The results yielded additional significant correlations and group differences. Independent-sample *t*-tests revealed the Vietnam sample had higher levels of EI and job satisfaction than the U.S. sample. In addition, there were significant gender differences; men reported higher JS while women reported higher collectivism.

Correlational and regression analyses were also run with full data set. Results yielded a positive correlation among individualism and EI ($r = .27$, $p < .001$), EI and JS ($r = .49$, $p < .001$),

as well as individualism and JS (r = .23, p < .001). There were significant differences in JS across different companies, $F(4, 362) = 5.41$, p < .001, with auto part manufacturing employees enjoying their jobs the least (M = 10.07) and auto manufacturing employees enjoying their jobs most (M = 12.72). There were also significant differences in job satisfaction across different job titles, $F(5, 358) = 3.07$, p < .05. Office managers enjoy their job most (M = 13.13) while workers enjoy their job the least (M = 11.80). Males (M = 12.49) significantly enjoyed their jobs more than females (M = 11.72), $t(361)= 2.53$, p < .05. Age was correlated to both individualism (r = .12, p < .05) and collectivism (r = .11, p < .05). When comparing between the two countries for frequency of extreme responses, 38% of the Vietnamese sample chose the most extreme response for high JS. Only 16% of all of the U.S. sample chose the most extreme responses. After discarding questionable data, the Vietnamese sample still showed signs of extreme responses (with 38% indicating high JS) and the U.S. sample showed an increase in extreme responses (with 23% indicating high JS). Overall, the results from the full data set were more complex and more contradictory to the literature.

After controlling for country, company, gender, age and job responsibilities and years in current job, the standardized regression coefficient between EI and JS was still significant ($ß$ = .52, p < .001), as was the relationship between EI and collectivism ($ß$ = .52, p < .001), and collectivism and JS ($ß$ = .31, p < .001). The mediation analysis was consistent in that collectivism was no longer significant when EI was entered into the equation to predict JS.

Discussion

Confirming the literature, the relationship between EI and JS was stable across cultures. In both Vietnam and the U.S., emotionally intelligent individuals were more satisfied with their jobs. The current study contributes to the literature to confirm the cross-cultural effect of EI on

JS for a Vietnamese sample and manufacturing workers. This finding suggests that EI may be an individual characteristic that predicts JS across cultures. Multinational companies may want to hire individuals who are high in EI or implement EI training to increase the likelihood that their workers will experience high job satisfaction.

Of all the EI subscales, managing others' emotions had the most predictive power on JS. This might be because while the four subscales significantly correlated with each other, managing others' emotions can be thought of as the ultimate EI ability. One can only manage others' emotions if one can perceive emotions, utilize emotions and, to a certain extent, manage one's own emotions to portray the necessary feelings when controlling or changing others' emotions. Managing others' emotions also has positive implications on interpersonal relationships. Individuals who know how to handle others and their emotions are more likely to be liked and respected by others, which contributes to one's job satisfaction, especially the relationship facets.

Furthermore, the study was able to confirm the relationship between collectivism and EI across cultures. People with collectivistic orientation were more likely to have higher EI, both on the total score and the four subscales. Seeing the importance of and identification with a group may motivate or lead a person to engage in emotionally intelligent behavior. However, the current study was only correlational. Future research would need to test for causal relationships between variables.

The study further adds to the literature by supporting the relationship between collectivism and JS. In both countries, individuals with collectivistic orientation were more likely to have higher JS, even in the U.S. sample, which was less than one third the size of the Vietnam sample. Although the U.S. ranked the highest in the world on individualism (Hofstede, 2001),

individuals who have a collectivistic orientation seem to benefit by experiencing greater JS. Although this study did not measure JS facets, relationship with coworkers and supervisor may be the most important facets to individuals with a collectivistic orientation. Future research should seek to explain whether the correlation between collectivism and overall JS is due to these individuals placing greater importance on the relationship facets. On the other hand, individualism was not associated with either JS or EI. However, the reliability for this measure was rather low, which might preclude the ability to achieve statistically significant findings.

Finally, exploratory analyses found EI to fully mediate the relationship between collectivism and JS. In both countries, individuals with collectivistic orientation tended to have higher JS because they were more likely to have higher EI. This relationship was found with the full dataset as well. Individuals reared in collectivistic cultures or households may learn to manage one's and others' emotions via modeling or positive reinforcement. Specifically, when managing one's emotions leads to positive outcomes, such as positive interpersonal relationships, then the behavior is likely to be repeated. However, the results should be interpreted with caution, as this relationship was not formally hypothesized. Future research is needed to replicate this finding.

Limitation

Despite the findings that supported the literature, there were multiple limitations to the study. The small sample size in the U.S. and low reliability for the individualism scale were apparent problems that led to cautionary interpretations of the study results. Furthermore, as with other cross-cultural research, it was difficult to account for a wide variety of non-cultural demographic variables such as religion and social economic status (Matsumoto & Juang, 2008).

There was also a problem with procedural equivalence as the methods used in Vietnam and the U.S. were different (Matsumoto & Juang, 2008). The nature of cross-cultural research, especially as the researcher could not be on site in Vietnam, made it difficult to standardize the survey administration procedure. In Vietnam, the supervisors gave the employees the survey to complete in their own time. The employees then turned in the surveys independently. In the U.S., the supervisors conducted the administration in a classroom setting. The test administration environment was also different across companies and supervisors.

Sampling equivalence was another cross-cultural research problem (Matsumoto & Juang, 2008). The sample from Vietnam was from Hanoi and Nam Dinh, the two cities in the north. The sample from the US was from the state of Ohio. It is difficult to conclude that samples from these companies are representative of the cultures of Vietnam and the U.S. since there are regional differences in both countries (e.g., Hung, Appold, & Kalleberg, 1999; Plaut & Markus, 2002). Furthermore, even though the study only used manufacturing workers, the companies varied in industries, from steel, textile to auto manufacturing. Similar to the problem with other cross-cultural research, the samples from this study were more representative of different companies from two countries rather than the two countries in general.

Furthermore, the study had problems with socially desirable responding. Lalwani, Shavitt and Johnson (2006) found that individualist cultures were more engaged in self-deceptive enhancement, while collectivist cultures were more engaged in impression management. Self-deceptive enhancement is responding to items in a way to make an individual feel good about oneself. Impression management is responding to make others have a good impression of the individual. Samples from both countries were susceptible to socially desirable responding,

proven by the high rate of extreme responses on the JS scale. However, the Vietnamese group reported more extreme answers.

Riemer and Shavitt (2011) explained impression management in survey responses comes automatic and effortless for people in collectivist cultures. Vietnamese might fake good more frequently on the survey because they do not have to think twice about exaggerating their answers. Furthermore, since the workers in Vietnam turned in their surveys individually in the supervisors' offices, they may have assumed their supervisor would look at the completed surveys and identify their responses. Therefore, it may have been important for them to make a good impression. Even though the U.S. sample took the survey in a classroom setting under the exact procedure as directed, they could still be susceptible to response distortion for the purpose of feeling good about themselves (Lalwani, Shavitt and Johnson, 2006).

Finally, there was no concrete explanation for survey taking practices among the Vietnamese sample that resulted in the exclusion of 81 individuals' data. An explanation might be that the Vietnamese manufacturing workers did not take the survey seriously. Overall, survey practices in Vietnam are less standardized and frequent compared to the U.S. The supervisor in the auto manufacturing company in Vietnam neither followed the written survey procedure, gave out the consent form nor read aloud the statement about what the survey was used for. Another explanation might be that the collectivistic tendency among Vietnamese manufacturing workers made them work on the survey together which would explain the 32 individuals who had responses similar to another participant.

Future Research

The first suggestion for future research would be to gain a larger sample size for the U.S. group and better control the survey procedure. However, from encountering problems with cross-

culture research, the author suggests that future research investigates the causes and characteristics of different countries' survey taking styles.

In addition, there might be differences in EI, IC and JS between blue-collar and white-collar workers. Multiple EI research has been conducted using student and service worker samples (Bhullar, Schutte, & Malouff, 2012; Konstantinos, & Zampetakis, 2008). The current research study shows that the findings on EI are also applicable to blue-collar workers. Furthermore, there has not been any research on comparing JS and IC differences between blue-collar and white-collar employees.

Another interesting aspect to look at is the influence of the manager's cultural orientations on team members' JS. There is a study on how managers' EI influences low-EI employees' job performance (Sy, Tram, & O'Hara, 2006), but there are no studies on how a manager's cultural orientation may influence subordinates' JS and job performance.

Finally, more research should be conducted on the mediation effect of EI on the relationship between collectivism and JS. Based on exploratory analysis, EI fully mediated the relationship between collectivistic orientation and JS. More research should be done to understand the process by which this occurs.

Conclusion

The research findings supported correlations among EI, collectivism and JS, for manufacturing workers in Vietnam and the U.S. The indication is that companies should consider EI and collectivism in relation to raising manufacturing workers' JS. While many companies deal with high turnover by focusing on external factors, such as raising pay and creating a better work environment, there are also individual predispositions, like EI and collectivism, that may result in higher JS and lower turnover. Therefore, suggestions for

manufacturing companies, especially those with multinational locations, might be to look for these characteristics when selecting new employees. The study also contributed to the literature by suggesting that employees with collectivistic orientation were more likely to have high JS because they had higher EI. The mediation effect of EI on the relationship between collectivism and JS suggests cultural orientation may influence EI and thus JS. Individuals who are not collectivistic may benefit from EI training, which should help interpersonal relationships with coworkers and supervisor, and experience increased JS over time.

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Appendix A

Survey Procedure

Material needed:

- Survey paperwork (survey procedure, consent forms, survey packages, debriefing forms, debriefing questionnaires)
- 2 envelopes, labeled *"Consents"* and "*Data*"
- Writing utensils
- A watch or clock

I. Preparation
   a. Write down company's name on the "*Consents*" and "*Data*" envelopes.
   b. Set debriefing questionnaire aside.
      i. To be filled out at the end of the survey administration procedure by survey administrator.

II. Give participants 2 Consent Forms and explain their purpose.
   a. Explain that they provide information about the study.
   b. Explain that the U.S. university requires that we get permission from participants to participate in the study.
   c. Read this statement out loud to the participants: *"Your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty."*
   d. Collect signed consent forms.
      i. Have the participants drop them in the "*Consents*" Envelope.
      ii. Participant can keep the other version of the consent form for their own records.

III. Hand out the survey package.
   a. Ask the participants to follow the directions on the survey.
   b. Read this statement out loud to the participants: *"Please refrain from discussing the survey with each other. Your answer should reflect your honest opinion."*
   c. Note start time & watch the clock (should take less than 15 minutes).
   d. The surveys can be collected individually whenever each participant finishes.
   e. Have participants put the survey in the *"Data"* envelope.

IV. Wrap-up
   a. Thank everyone.
   b. Hand out debriefing form.
   c. Tell participants they can keep the debriefing form and contact the researcher with any questions or concerns.
   d. Complete survey administrator's debriefing questionnaire.
      i. Put debriefing questionnaire in *"Consents"* envelope.
   e. Send both envelopes to point of contact.

Appendix B

English Survey

Demographic Survey

Circle the answer that best matches you.

1. What is your gender? Male Female
2. What is your age? _____
3. What is the highest degree or level of school that you have completed? *If currently enrolled, highest degree received.*
    a. Some high school, GED, or skill certificate
    b. Completed high school
    c. Some college
    d. Completed college
    e. Post graduate work
    f. Other
4. What is your marital status?
    a. Single, never married
    b. Married or domestic partnership
    c. Widowed
    d. Divorced
    e. Separated
5. What best describes your responsibility at your current job?
    a. Clerical
    b. Technical
    c. Office manager
    d. Executive
    e. Worker
6. How many years have you been working at your current position? _____

Directions: Using the scale below, select the number that best describes you. There is no right or wrong answer. Please give your honest response.

1 = strongly disagree
2 = somewhat disagree
3 = neither agree nor disagree
4 = somewhat agree
5 = strongly agree

1.	I know when to speak about my personal problems to others.	1 2 3 4 5
2.	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	1 2 3 4 5
3.	I expect that I will do well on most things I try.	1 2 3 4 5
4.	Other people find it easy to confide in me.	1 2 3 4 5
5.	I find it hard to understand the non-verbal messages of other people.	1 2 3 4 5
6.	Some of the major events of my life have led me to re-evaluate what is important and not important.	1 2 3 4 5
7.	When my mood changes, I see new possibilities.	1 2 3 4 5
8.	Emotions are one of the things that make my life worth living.	1 2 3 4 5
9.	I am aware of my emotions as I experience them.	1 2 3 4 5
10.	I expect good things to happen.	1 2 3 4 5
11.	In general, I like my job.	1 2 3 4 5
12.	I like to share my emotions with others.	1 2 3 4 5
13.	When I experience a positive emotion, I know how to make it last.	1 2 3 4 5
14.	I arrange events others enjoy.	1 2 3 4 5
15.	I seek out activities that make me happy.	1 2 3 4 5
16.	I am aware of the non-verbal messages I send to others.	1 2 3 4 5
17.	I present myself in a way that makes a good impression on others.	1 2 3 4 5
18.	When I am in a positive mood, solving problems is easy for me.	1 2 3 4 5
19.	Generally speaking, I like working here.	1 2 3 4 5
20.	By looking at their facial expressions, I recognize the emotions people are experiencing.	1 2 3 4 5
21.	I know why my emotions change.	1 2 3 4 5
22.	When I am in a positive mood, I am able to come up with new ideas.	1 2 3 4 5

23.	I have control over my emotions.	1	2	3	4	5
24.	I easily recognize my emotions as I experience them.	1	2	3	4	5
25.	I motivate myself by imagining a good outcome to tasks I take on.	1	2	3	4	5
26.	I compliment others when they have done something well.	1	2	3	4	5
27.	I am aware of the non-verbal messages other people send.	1	2	3	4	5
28.	When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself.	1	2	3	4	5
29.	When I feel a change in emotions, I tend to come up with new ideas.	1	2	3	4	5
30.	When I am faced with a challenge, I give up because I believe I will fail.	1	2	3	4	5
31.	I know what other people are feeling just by looking at them.	1	2	3	4	5
32.	In general, I do not like my job.	1	2	3	4	5
33.	I help other people feel better when they are down.	1	2	3	4	5
34.	I use good moods to help myself keep trying in the face of obstacles.	1	2	3	4	5
35.	I can tell how people are feeling by listening to the tone of their voice.	1	2	3	4	5
36.	It is difficult for me to understand why people feel the way they do.	1	2	3	4	5

Direction: Using the scale below, select the number that best represents your opinion. There is no right or wrong answer. Please give your honest response.

1 = never or definitely no
9 = always or definitely yes

1.	Competition is the law of nature.	1 2 3 4 5 6 7 8 9
2.	Family members should stick together, no matter what sacrifices are required.	1 2 3 4 5 6 7 8 9
3.	I feel good when I cooperate with others.	1 2 3 4 5 6 7 8 9
4.	It is important that I do my job better than others.	1 2 3 4 5 6 7 8 9
5.	I'd rather depend on myself than others.	1 2 3 4 5 6 7 8 9
6.	If a coworker gets a prize, I would feel proud.	1 2 3 4 5 6 7 8 9
7.	I often do "my own thing."	1 2 3 4 5 6 7 8 9
8.	It is important to me that I respect the decisions made by my groups.	1 2 3 4 5 6 7 8 9
9.	It is my duty to take care of my family, even when I have to sacrifice what I want.	1 2 3 4 5 6 7 8 9
10.	My personal identity, independent of others, is very important to me.	1 2 3 4 5 6 7 8 9
11.	Parents and children must stay together as much as possible.	1 2 3 4 5 6 7 8 9
12.	I rely on myself most of the time; I rarely rely on others.	1 2 3 4 5 6 7 8 9
13.	The well-being of my coworkers is important to me.	1 2 3 4 5 6 7 8 9
14.	To me, pleasure is spending time with others.	1 2 3 4 5 6 7 8 9
15.	When another person does better than I do, I get tense and aroused.	1 2 3 4 5 6 7 8 9
16.	Winning is everything.	1 2 3 4 5 6 7 8 9

Directions: Using the scale below, select the number that best describes you. There is no right or wrong answer. Please give your honest response.

1 = strongly disagree
2 = somewhat disagree
3 = neither agree nor disagree
4 = somewhat agree
5 = strongly agree

1.	I put on an act in order to deal with coworkers in an appropriate way.	1 2 3 4 5
2.	I put on a “show” or “performance” when interacting with coworkers.	1 2 3 4 5
3.	I just pretend to have the emotion I need to display for my job.	1 2 3 4 5
4.	I put on a “mask” in order to display the emotions I need for my job.	1 2 3 4 5
5.	I show feeling to coworkers that are divergent from what I feel inside.	1 2 3 4 5
6.	I try to actually experience the emotions that I must show to coworkers.	1 2 3 4 5
7.	I make an effort to actually feel the emotion that I need to display toward coworkers.	1 2 3 4 5
8.	I work hard to feel the emotions that I need to show to coworkers.	1 2 3 4 5
9.	I work at developing the feelings inside of me that I need to show to coworkers.	1 2 3 4 5

Directions: Using the scale below, select the number that best describes you. There is no right or wrong answer. Please give your honest response.

1 = never
7 = every day

1.	I feel emotionally drained from my work.	1 2 3 4 5 6 7
2.	I feel used up at the end of the workday.	1 2 3 4 5 6 7
3.	I feel fatigued when I get up in the morning and have to face another day on the job.	1 2 3 4 5 6 7
4.	Working with people all day is really a strain for me.	1 2 3 4 5 6 7
5.	I feel burned out from my work.	1 2 3 4 5 6 7
6.	I feel frustrated by my job.	1 2 3 4 5 6 7
7.	I feel I'm working too hard on my job.	1 2 3 4 5 6 7
8.	Working with people directly puts too much stress on me.	1 2 3 4 5 6 7
9.	I feel like I'm at the end of my rope.	1 2 3 4 5 6 7

This is the end of the survey; please return this to your survey administrator.

Appendix C

Debriefing Questionnaire for Survey Administrator

DEBRIEFING QUESTIONNAIRE

For Survey Administrator

Even though there are ideal circumstances for a survey to be administered, the researcher understands that it is difficult to achieve these standards. In order to fully understand the condition in which the survey was administered, the researcher appreciates your truthful responses to the following questions:

1. Did you complete all items in the survey procedure? Yes or No
    a. If no, what procedure(s) were not completed? _____
2. How many people declined to participate? _____
3. Participants filled out the survey: (circle all that apply)
    a. Individually
    b. In groups
    c. Facing one direction (e.g., classroom style)
    d. Sitting around a table
    e. Privacy protected
    f. Answers seen by others
    g. Other conditions: _____
4. Did the survey participants talk with each other? Yes or No
    a. If yes, how many? _____
5. Who saw the completed surveys? _____

_____

6. Who collected the surveys? Job title? _____

END OF THE QUESTIONNAIRE

Thank you for your help administering the survey!