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# Selection & Development Review

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# SDR

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### *Selection & Development Review* Editorial Team

Dr John Boddy

16 Tarrws Close, Wenvoe, Cardiff CF5 6BT.

Tel: 029 2059 9233. Fax: 029 2059 7399.

E-mail: JBoddy2112@aol.com

Stuart Duff, Stephan Lucks & Ceri Roderick

Pearn Kandola Occupational Psychologists,

76 Banbury Road, Oxford OX2 6JT.

Tel: 01865 516202. Fax: 01865 510182.

E-mail: sduff@pearnkandola.com

Philippa Hain

Transformation Partners, 98 Plymouth Road, Penarth CF64 5DL

Tel: 07816 919857 or 029 2025 1971.

E-mail: philippa.hain@ntlworld.com

Monica Mendiratta

Tel: 07950 454856.

E-mail: monica\_m999@hotmail.com

Consulting Editors: Dr S. Blinkhorn;

Professor V. Dulewicz; Professor N. Anderson.

Published six times a year by the British Psychological Society, St Andrews House, 48 Princess Road East, Leicester LE1 7DR at £37 (US \$50 overseas) a year.

Tel: 0116 254 9568. Fax: 0116 247 0787.

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**Aims, objectives and information for contributors**

*SDR* aims to communicate new thinking and recent advances in the theory and practice of assessment, selection, and development. It encourages critical reviews of current issues and constructive debate on them in readers' letters.

*SDR* is strongly oriented to the practice of selection, assessment and development, and is particularly keen to publish articles in which rigorous research is presented in a way likely to inform and influence the work of practitioners. It also seeks articles from practitioners drawing on their experience to indicate how practice can be improved.

*SDR* is not intended to be an academic journal. Articles are reviewed by the editorial team for their relevance, rigour and intelligibility, but not all papers are referred to independent referees. The aim is to get new, practitioner-relevant data and ideas into print as quickly as possible. *SDR* is also open to book reviews in its area.

The Editorial Team aim to give a platform for a range of views that are not necessarily their own or those of the British Psychological Society. Articles (2000 words maximum) should be sent as an e-mail attachment, saved as a text or MS Word file, containing author contact details. References should follow the Society's *Style Guide* (available from the publications page of the Society's website: [www.bps.org.uk](http://www.bps.org.uk)).

## Editorial

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WELCOME to the last edition of the year and what will be the final edition of the current format of *Selection and Development Review*. With the New Year will come a fresh, new-look publication covering a wide range of issues in the world of testing, assessment and development.

The current format of *SDR* has been in place for almost 15 years, but as revealed in articles from Jan Bogg and Rachel Middleton, the feedback gathered from the a recent online survey of readers suggests that there is a great opportunity to refresh the look of *SDR* and to build in several new regular features. As a result, the new-look publication will incorporate more wide-ranging articles on testing and education, and bring in new perspectives on assessment and development for the practitioner.

In line with the proposed changes, we have several new contributions on testing and assessment practices. Pat Lindley and Ayshea King report back on their meeting with Rinske Frima, the test review manager for COTAN (Committee on Test Affairs, Netherlands), exploring issues relating to the test review and registration process. Following this, Ayshea goes on to present the benefits of test registration and practical advice on how to register a test.

We also have some great articles in this edition, covering some of the most contemporary issues facing organisations around the globe. Sally Bibb presents research and opinion on the nature of the emerging Generation Y and the impact this may have on recruitment and retention strategies for organisations. Norman Buckley offers data analysis into national character. He has analysed data gathered from over 50,000 individuals and investigated cultural differences and their impact for collective work in multi-national organisations. Both papers provide invaluable insights into subtle but important dimensions to consider when assessing, recruiting and developing employees on a global scale.

So here's to the New Year and a fresh new start. We will, of course, still need your support and input to the new format publication. In the first edition, due for launch in Spring, 2009, we will provide all of the details of how to contribute, but if you have any articles or ideas in the meantime do not hesitate to contact us. Our e-mail details are supplied.

That just leaves me to say thank you to the outgoing editorial team who have, over the past 15 years, given countless hours of dedicated support to producing the many editions of *SDR* that have landed on our doorsteps. Their ideas, contributions and tireless commitment have all been invaluable.

**Stuart Duff**

*On behalf of the Editorial Team.*

# SDR

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## SDR is changing!

IN THE SUMMER of 2008, a survey to determine register of competence member views on *SDR* format, content and distribution was conducted. The online survey was available for completion from the 23rd July until the 14th September. Details of the survey were e-mailed, with a weblink to 6288 register of competence members. The information was also available with a weblink from the PTC website. Two mailings were undertaken, with the survey deadline for completion being extended until 14th September, 2008 to allow those on annual leave to participate.

### Summary of findings

- Response rate: 510 responses representing a response rate of 8 per cent.
- 76 per cent of respondents stated that they read some of each issue of *SDR*, whereas 24 per cent sometimes or often did not read an issue at all.
- Less than 10 per cent accessed *SDR* from the PTC website.
- 69 per cent of members visit the PTC website for information or reviews and 43 per cent visit on a regular basis.
- 40 per cent find *SDR* advertisements useful.
- The majority of respondents (74 to 87 per cent) thought that *SDR* contained good articles, with reasonable content and some good advice for practitioners. *SDR* was also thought to be useful for both practitioners and academics.

However, just over a quarter (26 per cent) of respondents thought that there was not enough content and slightly more than a fifth (22 per cent) not enough advice for practitioners.
- The majority (74 per cent) of members thought that *SDR* should be distributed four times a year.
- Almost half of members (49 per cent) would choose to have *SDR* delivered as an e-mail attachment.

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Jan Bogg  
University of Liverpool

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- Members thought that future issues of *SDR* should contain professional practice articles (98 per cent), frequently asked questions (81 per cent), book reviews (65 per cent), readers' letters (51 per cent) and conference reviews (49 per cent).
- 20 per cent of respondents also mentioned other items. These included a complete overhaul of the look and content of *SDR*, to include general test issues, summaries of new relevant research and tests, case studies, practitioner learning and development, hot industrial topics and articles and advice at a practical, implementation level.

### SDR – the future

*SDR* will have a new name and look for 2009. The new publication will be launched with a first issue in March, 2009. It will be called *Assessment and Development Matters (ADM)*.

It will include content based on your needs as outlined above.

*ADM* will provide guidelines as to writing style, length and topics to assist potential writers and ensure consistency in content. The guidelines will be detailed in *ADM* and on the website.

The Psychological Testing Centre website will also contain additional information for members such as additional tables, illustrations or references to complement some of the articles featured in *ADM*.

Also, a section on frequently asked questions will become a regular feature – so please start submitting questions.

## Sharing a common interest and models for good practice in reviewing psychological tests

*Senior Test Reviews Editor, Pat Lindley, and Project Officer, Ayshea King, both from the Psychological Testing Centre, were delighted to accept an invitation to meet Rinske Frima of COTAN in early October at the Society's London office.*

Rinske, who works as the Test Reviews Manager for COTAN (Committee On Test Affairs Netherlands) was interested in learning about the test review and test registration process, from the British perspective.

It became apparent that there was some level of commonality between practices in both countries. Both COTAN and the Society use a star rating system as part of their test review. The Society uses a five-star rating, in line with the EFPA model and COTAN have adopted a three-star rating on seven criteria. Both have two reviewers for each test and both have an editor who brings the two reviews together to publish one complete test review.

One area where practice differs is the fact that all COTAN members are expected to undertake a test review as a requirement of their membership. The reviewer remains anonymous and their name does not appear in the public domain, unlike the British process. In Britain, those interested in becoming a test reviewer are asked to apply during periodic cycles of recruitment, initiated by the Psychological Testing Centre. In contrast to the Dutch system, British test reviewers receive an honorarium and are also able to refer to the review as a published title.

One of the key differences in practice relates to gaining permission to undertake a test review. In Britain, the Society seeks the permission of the test author or test publisher in order for a test to be included in the review process. This is in contrast to the Netherlands where no permission is necessary to undertake a test review, however, most test publishers are more than willing to co-operate with the COTAN review process and send their tests in voluntarily.

Another major contrast to the optional submission of tests for review in Britain, is the Dutch insistence that where schools wish to use tests to diagnose children's' special needs or evidence that a child needs special educational provision, those diagnostic tests must first be reviewed by COTAN. This practice is supported and driven national educational authorities.

Rinske was particularly interested in learning how the Society has moved increasingly to a web-based approach to publishing test reviews, as COTAN continue to publish a hard copy publication of reviews of educational tests, and a web-based system is in development.

Both parties look forward to meeting again in the future to exchange ideas and share information about best practice.

### Further information

Visit the EFPA website ([www.efpa.eu](http://www.efpa.eu)) for more information about the European Federation of Psychologists' Associations.

Visit the COTAN website ([www.cotan.nl](http://www.cotan.nl)) for the Dutch perspective on Testing.

Visit [www.psychtesting.org.uk](http://www.psychtesting.org.uk)

- For information about submitting a test for review visit by clicking on the home page tab: Test Registration and Test Reviews.
- As a member of the Register of Competence log in to the members' area of the website to access full reviews of over 125 independently reviewed tests.

## The benefits of Test Registration

SINCE ITS LAUNCH in 2005, the ongoing rationale behind test registration is to inform the public about tests that are classed as having adequate psychological properties. These properties are determined by the EFPA Review Model for the Description and Evaluation of Psychological Tests.

Before the launch of Test Registration, the Society offered independent test reviews for reference by the general public. Although test reviews have proved to be an invaluable resource to test users, it was not easy for test takers to determine the quality of a test. Test Registration has provided reassurance to both test takers and qualified test users.

The Registered Tests area of the website ([www.psychtesting.org.uk](http://www.psychtesting.org.uk)) has proved a useful resource to Psychological Testing Centre staff when dealing with e-mail and telephone enquiries. Members of the public who are about to undertake a psychological test can now be directed to the 'Registered Tests' and the 'Company Practice Test Links' area of the website. This area of the website consistently appears in the top five most visited pages of the PTC website.

In a recent survey of test publishers with registered tests, all respondents said their customers recognised their test as a quality test. In addition all respondents said that using the 'Registered Test' logo had added value to their business. Eighty-four per cent of respondents went on to state that they would renew their five-year registration.

The following comments were made about the benefits of registering a test:

*'It gives a good impression in relation to quality assurance.'*

*'Clients have greater confidence.'*

*'...gives the company and tests credibility, when people are considering a purchase of the product and working with our company.'*

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**Ayshea King**

Project Officer & Co-ordinator of the  
Test Review and Test Registration  
process for the  
Psychological Testing Centre

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### How to Register a Test

Companies can apply for registration based on an existing test review, if the test receives three or more stars for overall adequacy in norms, reliability and validity.

Alternatively, a test can be registered by submission of evidence for audit. A Chartered Psychologist, working for or on behalf of a test publisher, acts as the evaluator and completes the 'Application for Test Registration EFPA Review Form' indicating where evidence can be found in the test manual. The form is submitted to the Society with a copy of the manual so this can be cross-referenced by the Auditor. Once the Auditor is satisfied with the evidence provided, registration is then granted.

Automatically, any test submitted for registration, which has not already been reviewed, then enters the test review process.

Application forms and more detailed information on the Test Registration process can be found at [www.psychtesting.org.uk](http://www.psychtesting.org.uk).

## List of Registered Tests

Name of Test	Publisher
First Graduate Assessment Critical Reasoning Tests Emotional Intelligence Questionnaire People Mapper Gordon's Survey of Interpersonal Values Graduate and Managerial Assessment Gordons Personal Profile Inventory Gordon's Survey of Personal Values Modern Occupational Skills Test NEO Personality Inventory	ASE Previsor
Psygna	Business Minds UK
Caliper Profile & Caliper Sales Profile	Caliper UK
Cdaq	CDA
Censeo Services System	Censeo Services
Management Culture Orientations Questionnaire	Centre for Corporate Culture
FACET 5	Consulting Tools Ltd
PAPI-I and PAPI-N	Cubiks (PA Group Company)
Quest Profiler	Eras Ltd
General Reasoning Test General Reasoning International Test Personaility Indicator (PI-5) Standard General Reasoning International Test	Human Factors UK Ltd
Managerial & Professional Profiler	Knight Chapman Psychological Ltd
Master Person Analysis	Master Management International A/S
California Psychological Inventory 16PFQ (5th ed.) Fundamental Interpersonal Relations Orientation B State Trait Anxiety Invenry Self-Evaluation Questionnaire Myers Briggs Type Indicator	OPP Ltd
Bennett Mechanical Comprehension Test Forms S & T Differential Aptitude Test for Guidance Differential Aptitude Test for Selection: General Abilities Battery & Technical Abilities Battery General Clerical Test - Revised Watson Glaser Critical Thinking Appraisal Form C GIOTTO	Pearson Assessment

**List of Registered Tests** *(continued)*

Name of Test	Publisher
Critical Reasoning Test Battery V 2 Fifteen Factor Questionnaire Plus General Reasoning Tests Graduate Reasoning Tests Occupational Personality Profile	Psytech International Ltd
Identity – The Self -Perception Questionnaire	Quest Partnership Ltd
Advanced Managerial Tests Automated Office Battery Applied Technology Series Customer Contact Styles Questionnaire Critical Reasoning Test Battery Personnel Test Battery Technical Test Battery (2nd ed.) Work Skills Series – Production Work Skills Series – Transport Information Technology Test Series Management & Graduate Item Bank Motivation Questionnaire Occupational Personality Questionnaire F OPQ32	SHL Group Ltd
Quintax	Stuart Robertson and Associates
McQuaig Assessment System	The Holst Group
Compound Series Test Morrisby General Ability Test Morrisby Profile	The Morrisby Organisation
Personal Profile Analysis	Thomas International Ltd
Team Management Profile Question	TMS Development International Ltd

## We think Assessment and Development Matters ...

FOLLOWING THE FEEDBACK from our online questionnaire in the summer, the Psychological Testing Centre has listened to your points of view and we are set to relaunch the publication that you receive as an entrant on the Register of Competence, from the new year.

We are developing a new-look publication for 2009 – *Assessment and Development Matters*. This will be published quarterly and focus on assessment and development in the educational and occupational fields.

We welcome articles relating to test research as well as practitioner-focused pieces. There will also be a FAQ section and some information from the Psychological Testing Centre to keep you informed about new developments and services, including test reviews and test registration. We recognise the need to keep qualified testers up-to-date and will use *Assessment and Development Matters* to remind you of best practice guidelines.

We will continue to be receptive to the needs of our readership and hope that you will take advantage of our e-mail service to raise queries and topics of interest. We intend to publish responses to Frequently Asked Questions, for your reference: [enquiry@psychtesting.org.uk](mailto:enquiry@psychtesting.org.uk).

We will also ensure there is a balance of articles and may for some articles direct you to the members area of our website for additional figures/tables or references to supplement an article that has appeared in *Assessment and Development Matters*.

From January, 2009, we will post our publication dates on our home website ([www.psychtesting.org.uk](http://www.psychtesting.org.uk)) so you know when to expect your quarterly copy.

Say goodbye to the old format *SDR* and hello to *Assessment and Development Matters*. Your first edition should hit your doormat at the end of March, 2009. Let us know your first impressions, by contacting the co-ordinating editor [rachel.middleton@bps.org.uk](mailto:rachel.middleton@bps.org.uk).

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Rachel Middleton

Psychological Testing Centre Manager

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We are recruiting a new editorial team for *Assessment and Development Matters*. In addition to over 7400 qualified occupational testers, our readership now includes 1100 qualified educational testers. We therefore need a Consultant Educational Editor.

Are you the new Consultant Educational Editor we are looking for?

As part of an editorial team managed by the Psychological Testing Centre, you will edit articles relating to educational testing and assessment for inclusion in our new quarterly publication, with a readership of 8500 qualified testers. You will also write some short articles relating to best practice in educational testing.

We are looking for a chartered psychologist with a Statement or Certificate of Competence in Educational Testing, who has editorial experience and an interest in psychological testing.

If you are interested, please contact Mala Pancholi on 0116 252 9536 for a statement of interest form. Please send your CV and statement of interest by Monday 12 January, 2009, to Rachel Middleton, Psychological Testing Centre Manager, The British Psychological Society, St Andrews House, 48 Princess Road East, Leicester LE1 7DR. Tel: 0116 252 9524. E-mail: [rachel.middleton@bps.org.uk](mailto:rachel.middleton@bps.org.uk)

# SDR

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## Selecting and Developing Generation Y

MANY ORGANISATIONS are becoming concerned about their ability to attract and retain Generation Y. Currently 20 per cent of the UK workforce is Generation Y, i.e. under age 30. The workforce is getting younger and, because of demographic changes, young talent is going to get scarcer and scarcer. Already, some of our clients in the professional services sectors are experiencing problems finding and keeping enough good people to be able to deliver their business. It is not uncommon for 40 to 50 per cent of the workforce in professional services to be under age 30.

Demographic changes mean that competition for good people is going to increase. Finding and keeping the right people has never been more important. The question I will address in this article is whether current selection and development methods are right for the new context that we are now working in. The context is one of a changing workforce. The workforce is Generation Y and they are proving to be a catalyst for change. They are challenging prevailing organisational cultures, ways of managing and people practices.

Some would say that the changes they are demanding are long overdue. I would certainly argue that much of what Generation Y wants from work we (the Boomers and Xers\*) would have quite liked too, but we were conditioned not to expect. Some see Generation Y as a problem, or at least a challenge. Others see them as an opportunity. Whatever your viewpoint, ignore their changing needs at your peril.

Current methods of selection and development can inadvertently be biased towards the older generations. That's not surprising because they were devised with those people in mind. It was not a bad thing. However, the values, attitudes, approaches and skills-sets of the younger generation differ markedly from those of Boomers and Generation X.

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Sally Bibb  
talentsmoothie

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### Our research

We began a longitudinal research project in 2007. To date, it has more than 3800 survey respondents from around the world. The research shows some specific ways in which Generation Y differ from the other generations. One of the notable differences is their tendency towards, and preference for, collaborative working. This is in large part due to their use of technology. The implications of this are changes in the way they work, the way they communicate and the way they learn. These changes may not be reflected in current competency frameworks and other assessment criteria. In addition, many organisations are grappling with how to adapt their development approaches and methods to reflect the ways Generation Y learn and communicate.

The majority of competency frameworks were devised by Boomers and Xers as were psychometric and other tests. Existing norm groups are of course made up of Boomers and Xers. For many companies competency frameworks and psychological tests play a crucial part in a number of HR processes: recruitment and assessment, talent management, succession, leadership development and performance management. However, the competency benchmarks that companies are judging their people against could be out of date or at least in need of examination in today's context and in relation to the contemporary workforce. For example, norm groups of senior managers in large corporations are commonly used. The assumption is that these are good, or at least useful, comparators and that the up and coming talent inside a company should aspire to be like those who are running companies today. Generation Y or no Generation Y – I would want to re-evaluate what

we want from our future leaders and whether what we want is the same as what we have now. That aside, current leadership styles are arguably still predominantly command and control based. That is not to say that these styles are ineffective in some contexts. However, Generation Y is inherently more collaborative in their working style. My hypothesis is that when they are in charge of companies (and they are of the age where they are getting into junior and middle management positions already), the prevailing leadership style will be collaborative and enabling not controlling and commanding. But many organisations are, perhaps unintentionally, judging a future generation of leaders against an outdated model and thus perhaps mistakenly excluding good future leaders from their talent pool or high-flyer development programmes.

Inevitably we look at the world through our own filters and from a standpoint of the prevailing paradigm. The dominant organisational/leadership paradigm for many years has been one that is located in hierarchical organisation structures and is based on the assumption that people need to be controlled and monitored. Evidence of this is the 9-to-5 working hours culture (flexible working is still not the norm – many companies struggle to trust their employees enough to manage outcomes rather than the process) and power-based organisational cultures. The problem is that the paradigm is shifting radically. The reason for the shift is the entry of Generation Y into the workforce. Here is a generation who has grown up with the internet and technology. They are used to having access to information and people via the internet and social networking sites. The world has become more democratic and transparent because of that, this includes the world of work. They are less concerned about the hierarchy and more concerned about getting to the right person, whoever that person may be. They often know more than their manager about the content of their job and there is a blurring of their work and life. Why would they want to work 9-to-5? Surely the most important thing is that they deliver the goods?

The world of work is more complex. One size does not fit all (I actually believe that it never did, but we acted as if it did because it made life easier). Boomers and Generation X put up with this standardised approach to employment and people policies. Generation Y is less willing to do so. They are not used to standardisation – they

can customise their mobile phones, their Nike trainers and their clothing, why would they want to accept standardisation in the workplace?

I digress, but this is all relevant. The point is that the younger workforce is a catalyst that is starting to create change. I would argue that it means that it is time to review the very assumptions and foundations upon which some existing selection and development approaches are based.

Aside from examining the competencies that are important to us in the workplace of the future, I also suggest that it is necessary to look at how we make selection decisions – whether we are judging people solely on their ability to do the job or whether we find out whether they actually want to do. Ideally we want to know if they would love to do it. The relatively new positive psychology movement has made a great contribution to the field of selection and development. It advocates knowing and working with people's strengths. Doing a job that plays to your strengths leads to better performance as well as more satisfaction.

This makes perfect sense, yet deficit-thinking is still so central to many HR and development practices. Even though we know that helping someone to recognise and use their strengths is productive and effective, we still spend lots of time and effort figuring out people's 'gaps' and trying to get them to an acceptable level of performance by providing training, coaching or whatever, to get them to improve. Small improvements are usually possible, of course, even big improvements can be achieved, but fantastic performance comes not from people making improvements to their weaknesses but from them understanding and maximising their strengths. Despite the growing body of evidence linking strengths-based approaches to selection and development, relatively few organisations are going that route.

## Summary

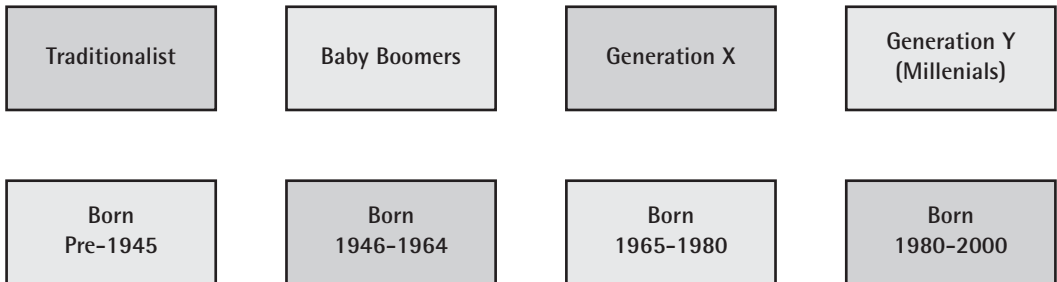
Our research shows that doing work that they love and playing to their strengths were the number one factor in why a graduate chose an employer and in their motivation when they started work.

It is nothing new that the best performers are those who have both the capability to do the job as well as loving to the job. All of us would prefer to have a job that we love to do, but Boomers and Generation X probably don't expect that that is always possible.

I have outlined just a couple of areas that may need examining if we are to select and develop the right people in productive ways. I would say that such a review is probably long overdue, and even if much of what exists now remains it cannot be a bad thing to make sure that we are basing our practices on appropriate assumptions for the contemporary context and changing workforce. Generation Y could be viewed as a useful catalyst – they could be viewed as presenting a call to action to recruiters and developers to review their practices and examine the extent to which they are relevant and helpful to all four generations in the workplace today.

**Sally Bibb** is co-founder and director of talentsmoothie, an organisational change consultancy. She can be contacted at: [sallybibb@talentsmoothie.com](mailto:sallybibb@talentsmoothie.com)

**\*GENERATIONS IN THE WORKPLACE**



# SDR

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## National Character

BRAZILIANS, CHINESE AND JAPANESE are different. They told me so. In fact, every nation claims to be different in some way. No one says they are the same as everybody else. But is it true? If so, should organizations approach new markets with different business strategies? What about multi-cultural teams? A company may operate with Americans, British, Dutch, Singapore Chinese and Malays working together. And the Singaporeans can all appear to be conflict averse. Is this a cultural difference? Or is this set of behaviours due to individual differences?

This paper explores whether, using a common measure, there are meaningful differences in national character.

### Measures

The measures include the Facet5 (a five-factor model with 13 sub-factors), other psychological constructs and socio-economic measures. Analysis was at the main factor level. The factors are:

1. **Will:** Covering Dominance, Assertiveness and Independence;
2. **Energy:** Enthusiasm, Sociability, Adaptability;
3. **Affection:** Altruism, Support and Trust;
4. **Control:** Self Discipline and Prudence;
5. **Emotionality:** Anxiety, neuroticism.

### The sample

Approximately 50,000 cases have been gathered from countries including Australia, Brazil, Bulgaria, Canada, China, Denmark, Germany, Greece, Hong Kong, Hungary, India, Ireland, Japan, Korea, Lithuania, Malaysia, Netherlands, New Zealand, Norway, Singapore, UK, and the US.

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Norman Buckley

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### Analysis

A one-way ANOVA of the data shows significant differences across every factor, although a test of effect size ( $\eta^2$ ) showed that the differences for Affection, Control and Emotionality were the strongest. The main differences by country are shown in Table 1.

### Similar countries

National similarity was evaluated by a hierarchical cluster analysis. The dendrogram of this (see Table 2 alongside) illustrates similarities.

The UK and NZ and Australia and Ireland are similar, which may be due to their common ancestry. Germany and Netherlands, Brazil and Greece, Hong Kong and Korea are all similar, while Japanese are unusual. They share common personality constructs, but put them together in a unique way.

### Convergent validity

We collected country data for a number of measures and related these to Facet5. We also regressed the Facet5 scores against each measure to see whether they could be constructed from the core Facet5 factors.

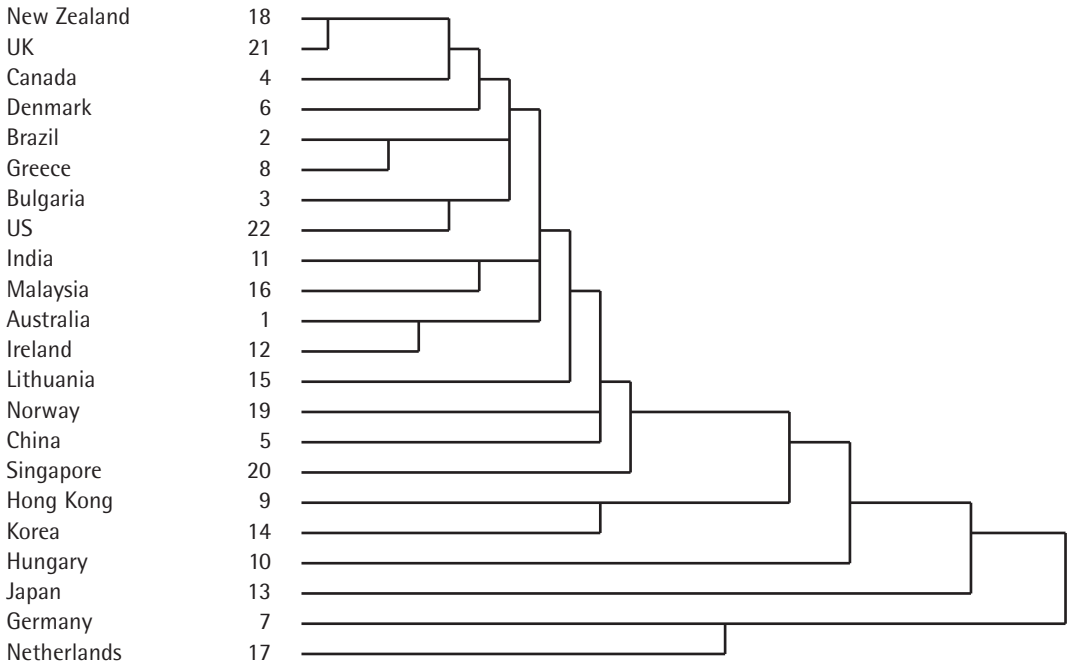
#### 1. Rosenberg's Self-Esteem Index<sup>1</sup>

Rosenberg's SEI was available for most countries. It correlates with Will, Energy and low

Table 1

Factor	Will	Energy	Affection	Control	Emotionality
Top three countries	Germany Netherlands USA	Norway Ireland Brazil	China Ireland Australia	India Greece Malaysia	Korea Japan Hungary
Bottom three countries	Hong Kong Japan Korea	Hong Kong Singapore Korea	Hungary Germany Netherlands	Netherlands Germany Japan	Netherlands Norway Germany

Table 2



Emotionality. Multiple  $R=0.88$  (0.01). Determined, Outgoing, Confident countries like Germany, the US and the Netherlands have high Self-Esteem. Hong Kong, Korea and Japan are more self-doubting.

Emotionality (consistent with other research<sup>4</sup>). Gender linked Japan and Hungary have high Emotionality. In unemotional Norway and Denmark roles are more evenly spread.

**2. Engagement<sup>2</sup>**

Hewitt Associates define Engagement as ‘*The state in which individuals are emotionally and intellectually committed to the organisation or group.*’ Engagement is linked mostly to Control and Affection. Countries with higher Affection and Control feel more ‘engaged’.

**Uncertainty avoidance**

Acceptance of complexity and ambiguity is linked to low Affection and high Emotionality. Multiple  $R=0.74$  (0.01). Intolerant countries (Greece, Japan, Korea) prefer simple, self-evident truths. Tolerant countries (Singapore, Denmark, Hong Kong) see the world as complicated and confusing.

**3. HOFSTEDES Dimensions<sup>3</sup>**

**Power distance; individual v collective**

Individualistic societies have high Will, low Control and Emotionality. Multiple  $R=0.73$  (0.01). The US, Australia and the UK are individualistic and have this combination. Collective Singapore and Hong Kong are more modest and disciplined.

**Long-term orientation**

Includes persistence, thrift and a sense of shame and correlates with low Will, low Energy and high Emotionality. China, Japan and Hong Kong take time, are slower to change and are cautious.

**Masculine vs. Feminine**

Some countries define societal roles as ‘masculine’ or ‘feminine’. This correlates with

**4. Socio-economic measures**

These results provide convergent validity but to test relevance to the real world we tested five socio-economic measures.

## 5. GINI<sup>5</sup>

The GINI ratio (distribution of wealth) is linked to low Will and Energy, high Control and Emotionality. Process oriented, modest and less self-assured countries (Hong Kong, China) have greater inequality. In more assertive, confident and free spirited countries (Denmark, Netherlands, Germany and Norway) wealth is more evenly spread.

## 6. Human Development Index (HDI)<sup>6</sup>

The HDI combines life expectancy, literacy, educational attainment, and GDP per capita and is linked to low Control. Less restrictive countries (Norway, Canada, Ireland) support individual freedom and emphasise human development. Multiple R=0.67 (0.06).

## 7. Press Freedom<sup>7</sup>

Reporters Without Borders produces an index of press freedom. Control and Energy are linked to it. China, Singapore, India and Malaysia manage their press closely. Denmark, Norway and Netherlands are very free. Multiple R=0.68 (0.05).

## 8. GDP per Capita<sup>8</sup>

Linked to low Control. Wealthy countries (Norway, Ireland) are free thinking and creative. Emotionality also links suggesting that self-assuredness contributes to wealth. Multiple R=0.69 (0.05). This is consistent with other research<sup>8</sup>.

## 9. Life Expectancy<sup>9</sup>

Japanese and Hong Kongers live long. Control is significantly linked. The multiple R is 0.73 (0.01) and weights low Control, low Will, low Emotionality and high Affection. So easy-going, self-effacing and relaxed people live longer. Again this supports other research.

## Summary

Countries differ most in Control and Emotionality. Of the 12 measures we chose, Control and Emotionality were related to seven, Energy to five, Will to four and Affection to two.

When working abroad, these country differences should be noted. We refer to China and India as drivers of world development, yet relationships need to be managed appropriately. Western Europeans tend to offer a deal that can't be refused, but our 'drivers' need consulta-

tion, consideration and a less 'in your face' style. China also needs us to value people and take time to get to know them. Both have higher Control than many European countries, so need more assurance, references and history. Equally, tradition should not be ignored.

On this basis, the UK may work better with India and China than assertive and dominant Germany. The US is thorough, but needs to learn patience and humility. Australia and Canada share the conservative approach and emphasise fairness, but must avoid seeming smug and self-satisfied.

Our analysis shows that between group differences are significant. But differences between individuals were dramatically larger than the differences between countries. So a shy Korean is still shy, even though she's Korean. And switching norms doesn't make her less so. A dogmatic Dutch person will still be dogmatic, and switching the norms won't change that. So for multi-cultural groups, it is how they compare to each other that matters, not how they compare to the people in their village, town or country.


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## Correspondence

Norman Buckley can be contacted at  
[normanb@redfieldconsulting.com](mailto:normanb@redfieldconsulting.com)



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