



# « The Impact of Culture on Career Management »

Master degree in International Business

Leonardo Garbin

Leiria, November of 2021

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Dissertation under the supervision of Professor Neuza Ribeiro, and Professor Daniel  
Gomes

Leiria, November of 2021

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# Dedication

*That is why I dream bigger*

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# Acknowledgements

In between joy, challenges, uncertainty, stressful times, and many obstacles that a master involves, being surrounded by loved ones is the key to making those moments easier.

First of all, I would like to thank my supervisors, Professor Neuza Ribeiro and Professor Daniel Gomes, for guiding me, helping me, and motivating me along this path, so unusual for me, as it was for them who, exemplarily, have adapted in the face of the global problems we suffered.

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To all my family, a thank you for encouraging me to dream.

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To all the 311 people who responded to the survey, my deepest thanks, without them this study would not have been possible.

Thank you all. It is for you that I dream bigger.

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# Abstract

The main purpose of this investigation is to analyse how culture impacts the career management of an individual. More specifically, the effects of culture on the individual in terms of career adaptability variables. Thus, it is intended to understand how Individualism, Masculinity, Power Distance, Uncertainty Avoidance, Long Term Orientation, and Indulgence impact Career Management. To analyse the relationships described above, it was adopted as an instrument of data collection, a survey by questionnaire intended for Portuguese and Brazilian people. The survey had the participation of a total of 311 respondents (174 Portuguese and 134 Brazilians, being completed by other nationalities). The results confirm the positive relationship between the variables as was expected: Individualism, Masculinity, Power Distance, and Long-term Orientation are positively correlated to Career Management, while Uncertainty Avoidance and Indulgence are negatively correlated to Career Management. Finally, this study sheds light on the relation between culture and career, being important for the understanding of how organizations can promote workplaces tailored to each individual by understanding each worker's cultural background.

**Keywords:** Culture, Career Management, Career Adaptability, Portugal, Brazil

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# List of Abbreviations and Acronyms

|        |  |
|--------|--|
| ESTG   | School of Technology and Management  |
| GLOBE  | Global Leadership and Organizational Behavior Effectiveness                        |
| STAARA | Smart Technology, Artificial Intelligence, Automation, Robotics,<br>and Algorithms |
| OCM    | Organizational Career Management   |
| ICM    | Individual Career Management   |

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# 1. Introduction

Culture refers to the shared social norms, values, and beliefs that affect the preferences, expectations, and behaviours of individuals and organizations in a country (Holmes et al., 2013). Individuals from distinct environments might support the same values but associate them with different behaviours (Hanel et al., 2018), so it is important to understand and accept these differences, to be able to live in society. For organizations, the understanding of cultures is very important. It affects business activities and is integrated into the organizations. This culture on the organization represents all the rules that, although unwritten, dictate the way workers act and how things are done (Callanan, 2003).

Organizational culture affects employees in their work environment (Acar & Acar, 2012) having a direct effect on commitment, employee's satisfaction, job performance (Kawiana, 2018) and turnover intentions (Gillet et al., 2018). Throughout History we have seen constant restructuration on organizations (Niesen et al., 2018), making work conditions uncertain, and causing an increase in job insecurity from the employees' perception (Etehad & Karatepe, 2019). To survive this, workers must adapt actively to the emerging challenges and difficulties to the changes of the employment patterns (Zhu et al., 2019). Studies on the impact of culture on career satisfaction show that different scores on Hofstede's six dimensions of culture, have an impact on job satisfaction and organizational commitment (Kirkman & Shapiro, 2001), proving that culture can affect how employees perceive and pursue how satisfied they are with their careers. It becomes inevitable to consider that culture plays an important role on career management as career management is believed to be one of the most important factors for achieving personal and organizational goals (Barnett & Bradley, 2007).

Career management can either be done at an organizational level, where companies encourage their employees' professional progress by offering career management programs (Clarke, 2013), or at a personal level, where workers do proactive management of their careers (Chang et al., 2014).

Literature on career construction has several theories and resources, being Career Adaptability one of the most common, and the one used in this work. It represents how ready

individuals are to deal with regular work tasks and with unpredictable changes caused by daily work and conditions (Savickas et al., 2009).

To strengthen and expand the theoretical bases in the field of Culture and career management, the present empirical study focuses on a study of correlations between Hofstede's six dimensions of culture and career construction theory of career adapt-abilities.

This study's main purpose is to understand the effect of culture, namely Individualism, Masculinity, Power Distance, Long-term Orientation, Uncertainty Avoidance, and Indulgence, in the way individuals from different cultural backgrounds perceive and work to adapt their social lives in order to succeed in their career.

The study focuses on the comparison between Portugal and Brazil. Two countries that share the same language and a part of the same History. By comparing the two, it is possible to see that there are some clear differences, but also some similarities. This comparative study is important to understand how culture impacts career management.

Although the countries show quite similar values regarding the dimensions of culture, the two dimensions that stand out the most are Aversion to Uncertainty and Indulgence. Portugal, being the second country in the world with the highest scores for uncertainty aversion, is marked by the need for security and rules, while Brazil, despite also presenting high values for uncertainty aversion, is more flexible when it comes to rules. In terms of Indulgence, Brazil presents higher values, showing that Brazilians value more their leisure time (Hofstede et al., 2010).

The dissertation is based on six chapters, beginning with the **Introduction**, followed by the **Literature Review**, which is characterized by the theoretical approach to the variables under study and their relationships, the **Conceptual Model**, where the hypotheses for the study are proposed, the **Methodology**, an overview of the data collection procedures used, the structure of the questionnaire, the sampling technique and characterization of the sample obtained, and where the measurement instruments used for each variable under study are presented, the **Analysis and Discussion of Results**, where the means, standard deviations, and the correlation between the variables under study are presented, allowing the hypotheses formulated in chapter 3 to be confirmed or not, and finally, the **Conclusion**, where limitations and proposals for future research are presented.

## 2. Literature review

### 2.1. Culture

Defined as the social mechanisms, either structural (e.g. laws and organizations) or processes (norms, values, roles), through which groups adjust to a certain environment, culture has been a major area of study for academic literature (Gelfand & Christakopoulou, 1999). It contemplates not only education, art and literature, but also all the patterns of thinking, feeling and acting of a group of people or country, that is supposed to “refine the mind”, as Hofstede et al. (2010) explain in the book “Cultures and Organizations: Software of the mind”. Values like honour and success are influenced by culture, supporting the social anthropology definition of culture (Fischer & Schwartz, 2011). Hofstede (2003) compared culture to an onion, stating that it is formed by four different elements, that work like layers: symbols, heroes, rituals, and values. The symbols, the first layer, are foods, colours, monuments, logos, and have emotions attached to them; followed by the heroes’ layer, people who have shown exemplar behaviours and are looked up to (Cristiano Ronaldo in Portugal, for example); next, the rituals’ layer, frequent events that shape our mind (Social or religious ceremonies). Lastly, values, the core of any culture, either national or organizational (*Hofstede Insights*, 2020).

The impacts of culture are not only felt on organizational fields (Akosah-Twumasi et al., 2018; Gelfand & Christakopoulou, 1999; Huang & Crotts, 2019) but also on non-organizational fields such as embodiment (Gattario et al., 2020) or online reviews (Mariani et al., 2020). Therefore, accepting that culture plays a big role in society, as it acts as a social glue, is crucial, to understand that individuals are socially motivated to engage in high-fidelity imitation (Nielsen, 2018). Working as a collective programming of the individual’s mind, culture is used to distinguish different groups and categories of people (Hofstede, 2003). People from different backgrounds and social groups might support the same values but associate them with different behaviours (Hanel et al., 2018), so it is important to understand and accept these differences, to be able to live in society. As a result of this necessity to understand and analyze culture correctly, several scholars built different cultural models.

The work by Schwartz (2014a) on value difference and cultural distance presented us with eight transnational cultural regions: West European, English-Speaking, Latin American, East-Central and Baltic European, Orthodox East European, South Asia, Confucian influenced and African and Middle Eastern. By studying each one of these regions closer, we understand some deep differences in factors such as harmony, egalitarianism, intellectual autonomy, affective autonomy, mastery, hierarchy and embeddedness.

Another model to explore the impact of culture is the GLOBE project (SFU Beedie School of Business, 2020), which explores how culture influences leadership and organizational effectiveness. Built upon implicit leadership theory, a questionnaire, named GLOBE Leader Attributes and Behavior Questionnaire, became the main tool to measure leadership worldwide. Resulting in the formation of 21 primary dimensions of leadership, followed by a second-order analysis, resulting in the six global leadership dimensions. (Kabasakal et al., 2012). From this process surfaced ten groups or clusters. These groups were: Anglo, Eastern Europe, Latin America, Latin Europe, Confucian Asia, Nordic Europe, Sub-Saharan Africa, Southern Asia, Germanic Europe and the Middle East. Each cluster has its characteristics regarding the desired leadership qualities (Dorfman et al., 2012). The findings on GLOBE literature showed that each country cluster presented its score for each of the six dimensions, demonstrating how country culture influences communities. From having high acceptance of authority, inequality and power differentials, to the tendency to maintain closer family bonds and pride and loyalty to organizations (SFU Beedie School of Business, 2020).

Lastly, one of the most used models of culture has been the six dimensions of culture by Hofstede. These six cultural dimensions represent cultural and social preferences that distinguish countries from each other (Hofstede, 2003). The dimensions are *Power Distance*, the degree to which members of a society accept the distribution of power; *Individualism/Collectivism*, the degree to which members prefer to take care of themselves instead of the group in which they are integrated (Marques et al., 2019). *Masculinity/Femininity*, the degree to which members are either more assertive and focused on material success, becoming more competitive, or more concerned with the quality of life (Jaber, 2015); *Uncertainty avoidance*, the degree to which individuals feel uncomfortable about the ambiguity and uncertainty that the future holds; *long/short term orientation*, the degree to which society either prefers more traditional norms and stability or encourages modern education to prepare for the future (Huang & Crofts, 2019); Lastly, *Indulgence/Restrain*, the degree to which society either allows free gratification, like

enjoying life and having fun or suppresses and regulates this gratification by implementing strict social norms (Hofstede Insights, 2020).

As the different models show, cultural differences are evident between countries and regions. Even with the control of individuals' attitudes and behaviours, cultural values are crucial to understanding the individuals' general behaviour (Schwartz, 2014b). For companies, the understanding of cultures is very important for business activities. In the acquisition process, the impact of culture is directly related to interaction, such as when there is more interaction in the process, stronger is the effect of cultural differences (Wang et al., 2020). Studies show the existence of cross-national differences between service providers and customers, with language playing an important role in this cultural distance, not only in business but also in marketing (Holmqvist et al., 2017; Mariani et al., 2020). It is reasonable to admit that culture is embedded by organizations. The set of values and norms encompassed at the organizational level, impacting the performance of employees and, consequently, of the organization is called organizational culture (Schneider & Barbera, 2014). It represents all the rules and assumptions that, although unwritten, dictate the way individuals act and how things are done in the organization (Callanan, 2003). Literature defines four key elements of organizational culture: is a shared phenomenon, has visible and less visible levels, each new member of the organization learns and adapts to the culture, and it tends to slowly change over time (Acar & Acar, 2012; Baumgartner, 2009; Wilson, 2001).

On the framework of organizational culture, developed by Cameron & Quinn (2000), and named "The Competing Values Framework", the authors divide culture by "internal *versus* external focus" and by "flexibility and discretion" *versus* "stability and control". The results are four different types of culture in organizations (Acar & Acar, 2012). Created between internal focus and flexibility, **clan culture** firms act like family and share values and goals. The typical characteristics of these companies are teamwork, employee involvement programs and corporate commitment. Japanese companies are a good example of firms with clan culture. **Hierarchy culture** organizations, shaped between internal focus and stability and control, are organizations that value effective leadership and a structured place to work. The concerns for these companies are stability, predictability and efficiency. The American fast-food company McDonald's is a good example of this type of firms. **Market culture** organizations, characterized as having external focus but stability and control, are organizations that are focused on transactions with external areas, such as customers, governments and suppliers. It operates through economic market mechanisms and

emphasize concepts of performance and efficiency. General Electrics is an example of this type of companies. Lastly, **adhocracy cultures**, with external focus and flexibility, promote adaptability, flexibility and creativity in the company. These organizations focus on innovation and quick adaptation to new opportunities. The power is decentralized, flowing from task to task and worker to worker. They emphasize individuality and risk-taking, as employees can take initiatives, leading to a feeling of satisfaction, happiness and success. Firms in the film industry are good examples of this type of organizational culture.

As Fey & Denison (2003) analyzed, national culture is shaped and embedded by organizational culture, influencing how groups and individuals behave and interact inside the organization (Knein et al., 2020), as it affects employees in their work environment and general behaviour (Acar & Acar, 2012; Lingmont & Alexiou, 2020a; Madanchian & Taherdoost, 2016), leadership and cooperation (Strese et al., 2016), and even the commitment to the company, the employee's satisfaction and his performance (Kawiana, 2018). On organizational cultures described as high authoritarian, employees tend to feel less in control of their career and the turnover intentions are higher, leading to a negative relation between the employee and the organization (Gillet et al., 2018; Kim et al., 2017). In contrast, in low authoritarian organizational cultures, employees tend to show lower perceived job insecurity, as the beliefs, values and policies of the company promote and support learning, which helps employees adapting and improve their employability (Lingmont & Alexiou, 2020b).

With the constant restructuration and downsizing that organizations have faced throughout History (Niesen et al., 2018), work conditions became uncertain, mainly because of technological changes, economic oscillations, and political insecurity, causing an increase in job insecurity from the employees' perception (Etehad & Karatepe, 2019). Brougham & Haar (2020) found evidence supporting the idea that Smart Technology, Artificial Intelligence, Automation, Robotics, and Algorithms, also known as STAARA, technologies capable of automation, have a direct impact on decreasing organizational commitment and satisfaction, and increasing turnover intentions. Lingmont & Alexiou (2020) complement the literature on the topic by stating that there is an increase of job insecurity on employees' who are aware of STAARA, being more severe in high authoritarian organizational cultures, as they are more unconcerned about workers' personal lives. This fast-changing work environment requires that individuals adapt actively to the emerging challenges and difficulties to the all-around changes of the employment patterns (Zhu et al., 2019). Failing

to adapt or disobey the organizational culture of a company and the constant environmental changes, are likely to either suffer from career stagnation or unemployment (Callanan, 2003).

It is important for individuals that want a successful career to concentrate efforts on balancing their careers plans with the culture of the organization. Career management is considered to be one of the key factors for accomplishing personal and organizational goals (Barnett & Bradley, 2007). Individuals that are aware and concentrate efforts on self-managing their careers show more signs of proactivity than those who do concentrate on career self-management (Weng & McElroy, 2010). Companies must also have into account the impact that cultures causes on the individuals' performance, during the recruitment and selection, as certain cultures are keener to work in particular jobs (Lim et al., 2014). On the work by Sousa-Poza & Sousa-Poza (2000), 21 countries were analyzed to understand the impact of culture on job satisfaction, finding that some determinants of satisfaction, such as having an interesting job or the relation with management, were significant in all countries, while other determinants, such as salary, were more important for certain cultures. Culture plays an important role in job satisfaction, turning career management into a complex process (Hauff et al., 2015).

## **2.2. Career Management**

On one hand, many companies consider this as an important practice for human resources management, assisting employees in their career management. Most companies value skilled employees and need to retain them for long-term employment (Wesarat et al., 2014a). This is called Organizational Career Management (OCM). On the other hand, employees are also able to plan and manage their careers without needing support from their companies (Quigley & Tymon, 2006). This is called career self-management, or Individual Career Management (ICM) and is considered to be an important part of the employee's career success (Weng & McElroy, 2010). Human resources managers found it crucial since it influences career outcomes.

### **2.2.1. Organizational career management (OCM)**

To remain competitive, companies are obligated to convince skilled employees' that their organisation offers more opportunities and rewards than other companies (Barnett & Bradley, 2007) as it is very difficult and costly to attract and maintain valued skilled workers

for long-term employment (Hemdi & Rahman, 2010). Organizations play a big role when shaping the future of an individual's career. Performance management systems are crucial for aspects like motivation and success, as the goal of the company is to benefit from the high capacity of its human capital (Baruch, 2006). The lack of motivation is fuelled especially by the lack of interest in the job itself and social and personal life stand out on the employee's intention to resign or remain in the job (Mohsin et al., 2013). Absenteeism is a result of this lack of motivation, being the responsibility of the company that these cases do not grow, by developing programs to help workers to manage their careers in a way that they achieve success without needing to leave the company (Etehadi & Karatepe, 2019).

The programs and activities that the organizations supply to their workers are referred to as Organizational Career Management (OCM) in literature. Its main goal is to supply and help its employees with their career development (Uchejeso et al., 2020). Practices like training and developing, mentoring and personal development are only a small piece of organizational career management (Sturges et al., 2001). Clarke (2013) analysed the evolution of organizational career models and concluded that in many organizations, employees manage their careers, but the company still encourages their professional progress by offering career management programs.

The work by Baruch & Peiperl, (2000) presented us with five typologies of organizational career management practices. These typologies englobe all the practices into five different groups, being: *Basic*, job posting, formal education, retirement programs, lateral moves in the company; *Active Planning*, performance appraisal, career counselling by the direct supervisor, career counselling by the Human Resources department, and succession planning; *Active Management*, assessment centres, formal mentoring and career workshops; *Formal*, Written personal career planning for employees, dual-career ladder, and information on career issues; and *Multi-Directional*, peer appraisal, upward appraisal, and common career paths.

### **2.2.2. Individual Career Management**

Individual Career Management (ICM), or career self-management, is the proactive management made by individuals of their careers. From collecting information and creating career opportunities through networking and other actions, to gaining career competencies to achieve certain goals (Chang et al., 2014).

The process through which an individual goes while defining career success via internal requirements and, simultaneously, managing to achieve this same success, is called protean career orientation (Hall, 2004). This construct suggests that individuals are in charge of their careers, instead of organizations, pursuing mobility between organizations highly, to achieve career advancement and, simultaneously, psychological success and work satisfaction (Hall, 2004; Holtschlag et al., 2020). The main concerns for individuals with a protean orientation are autonomy, personal values, and success instead of promotion and salary, the main concern for those with less protean orientated careers (Bridgstock, 2005). In a protean career, individuals seek independence and are guided by personal choices as they cross organizational boundaries. Studies suggest that organizational support programs, such as mentoring, affect employees' protean careers and are essential to help employees in continuous learning and developing their skills, assisting with their future career decisions (Chin & Rasdi, 2014). A person that guides his or her career in a protean way feels more employable, as the quantity of job offers is bigger (Cortellazzo et al., 2020).

Another resource of career construction theory is Career Adaptability, which represents how ready individuals are to deal with regular work tasks and, at the same time, with unpredictable changes caused by daily work and conditions. It consists of four main factors: *concern*, about the future, *control*, about taking action in self-managing his or her career, *curiosity*, about questioning the possibilities that await in the future, and *confidence*, about being able to introspect and update career choices accordingly to the new goals and barriers (Haenggli & Hirschi, 2020a; Savickas et al., 2009). Career adaptability shows an important role in the organizational and personal success (Savickas & Porfeli, 2012; Haenggli & Hirschi, 2020) as studies demonstrate that employees with higher levels of career adaptability maintain better relationships within the organization, being comfortable and confident about their social relations and career future (Haibo et al., 2018). There is a significant difference in incomes between self-employed workers and individuals from organizations, implying that individuals in self-employment need to sustain more to earn their profits (Koch et al., 2019).

A crucial part of career self-management is the personal work goals, as they are an important measure to understand turnover intentions and other job-related behaviours since individuals base their attitudes on the knowledge they earn while progressing on their personal work goals (Hülshager & Maier, 2010). Knowing that changing organizations bring associated

risks, individuals who perceive career success tend to learn effective ways to manage this “inter-organization” process (Guan et al., 2019).

To fulfil career goals, both individuals and companies seek to establish career plans (Wesarat et al., 2014a). Career planning is an important tool to help individuals with the connection between school and employment in a well-structured way, to accomplish career goals and development (Kompelien, 1996), and also to match both the individual’s career plans and organizational career management (Mayrhofer et al., 2004). By translating the individuals’ wants and needs, career planning supports workers in establishing specific career goals (Valls et al., 2020) and being aware of their strengths and weakness, their interests, values, and expectations for the future. After this, individuals must diagnose opportunities in the organizations and outside, to understand the chances of career improvement. Companies must also implement effective support to help employees in their career advancement and to fulfil their goals (Labor, 2015). A hopeful person can use these plans to envision a potential career direction with clear career goals and to believe in its potential to accomplish all career tasks (Hirschi, 2014). The process of career planning is affected by ethnicity, culture, gender, socio-economic status, social support, and other perceived barriers that shape a person’s educational and career trajectories (Akosah-Twumasi et al., 2018). Proactive individuals tend to be more future-oriented when planning their careers (Greenleaf, 2011). A sustainable career may be promoted by focusing on career satisfaction, with tools like career counselling or coaching (Barthauer et al., 2020).

Individuals and companies must understand that career planning is an important tool to achieve career success. Career success is defined by scholars as “the accumulated positive objectives and psychological outcomes resulting from work experiences” (Stumpf, 2014, p.180). By fulfilling certain pre-established goals, individuals are closer to achieving a successful career.

The literature explains two types of career success: subjective, the satisfaction of a person towards his or her career, usually measured using variables about their career achievements (Greenhaus et al., 1990); and objective, the tangible accomplishments observable by others and measured by identical indicators, such as salary (Spurk et al., 2019).

Career self-management literature shows the increasing importance of subjective career success (Spurk et al., 2019). Individuals that pursuit a self-managed, boundaryless career use mobility to obtain more career success. Promotions and embeddedness (job fit and sacrifices)

show higher levels of subjective career success on early career professionals, proving that following a boundaryless career is related to greater subjective career success. For them, promotions are more important than salary changes. Within organizations, employees with high levels of career adaptability seem to be more capable of solving all kinds of problems are closer to gaining a competitive advantage over others, being more rewarded by organizations (Sullivan & Arthur, 2006) and, therefore, presenting higher levels of both subjective and objective career success (Haibo et al., 2018). For companies, the costs of attracting and retaining the best young professionals are high, becoming a strategic issue that counts with career satisfaction as the main key to solving problems of job mobility, absenteeism or job under-performance (Stumpf, 2014). A properly and correct design of career development plans allows companies to retain their in-house talent by matching their skills, experience, and goals to the needs of the organizations. This leads to a more engaged and productive workforce, concluding that career development has a strong influence on job satisfaction, and therefore, on the company's success (Adekola, 2011).

As organizational culture affects career development plans, it is important to understand if career satisfaction is impacted by culture, in order to adapt these development plans to the individual. Studies on the topic show that higher levels of collectivism lead to higher levels of job satisfaction, while lower levels of power distance tend to associate with higher organizational commitment (Kirkman & Shapiro, 2001). This shows that culture can affect how an employee perceives and pursues job satisfaction, but it is still relevant to understand its implications on career management. Therefore, the company needs to analyse how satisfied their workers are with their careers, and what is the main reasons behind that satisfaction.

### 3. Conceptual Model

Since culture actively impacts organizations (Fey & Denison, 2003), maximizing the performance of workers will depend on how the company deals with them, taking into account the cultural traits of each one. It is then necessary for the company to know its employees and to foresee the way each will react to different situations in order to guide their career towards the personal goals of each one, and the company's goal. It becomes crucial to understand how culture impacts the employees and their careers. Studies on career management show how culture is actively embedded not only in the organizations but also in the employees (Wesarat et al., 2014b). Better organizational and individual career management will lead to more satisfied employees', therefore, leading to better performances and fewer turnover intentions that come with high costs for the company (Mohsin et al., 2013; Singh & Greenhaus, 2004). Companies must analyse how culture is impacting the career management practices to correctly adjust these practices to each of the employees.

By analysing the six dimensions of Hofstede, we can build a study to explore the impact that culture has on both organizational career management, and individual career management. This will facilitate the way that the companies' HR teams deal with different employees, and also predict future behaviours of workers.

Individualism and collectivist cultures are recognized as being able to influence the attitudes, such as loyalty or commitment, in society and, therefore, on companies (Evanschitzky et al., 2014). In individualistic cultures, people feel more independent and focus on fulfilling their own goals, usually choosing what matches their personal preferences (Sivadas et al., 2008), and behaving in a way that they consider as more valuable for themselves (Kapoor et al., 2003). Individualistic employees are more suitable to do individual assignments, as they prefer to work alone, are less committed to group work (Heydenfeldt, 2000), and promote autonomy, valuing freedom of expression. Individuals from these cultures are also more likely to be influenced by information, but not to accept recommendations in full, preferring to modify those recommendations to suit their needs (Lee & Kacem, 2008). All these factors influence their career satisfaction. They are also more likely to embrace a protean career than workers from collectivistic cultures, as individuals in countries with high scores on collectivism are more willing to sacrifice for their group's interests and their career decisions

are more dependent on family, friends and significant others than professional goals or income (Hong et al., 2020; Wesarat et al., 2014b). As career management is a motivator for career performance and career satisfaction (Kaya & Ceylan, 2014), and career satisfaction is impacted by the level of individualism and collectivism of a society and an individual, it is expected that individualism impacts career management, to maximize not only career performance but also career satisfaction. Based on this, the following hypothesis is proposed:

**Hypothesis 1 (H1):** Individualism is positively correlated to Career Management.

Masculinity refers to cultures that seek success, material rewards, power, performance and individual goals, instead of cooperation and modesty, which are more related to feminine cultures (Marques et al., 2019). These societies strive for high performance, and monetary rewards are very important (Hofstede, 2003). Gender roles are expected, as men are supposed to be tough and assertive, focusing on material success, whereas women should be modest, and the main concern should be the overall quality of life (Jaber, 2015). Therefore, career satisfaction will depend on the scores of masculinity of the organization, as workers define career success in a different way than workers from feminine cultures. Based on this, it is expected that masculinity impacts career management, seeking better work performances and more satisfied workers. The following hypothesis is proposed:

**Hypothesis 2 (H2):** Masculinity is positively correlated to Career Management.

Individuals from societies with high levels of Power Distance tend to be more affected by leaders, accepting an unbalanced distribution of power within the society and the organizations (Hofstede, 1980), and relying on their leaders' initiatives (Zhang et al., 2021). These cultures accept hierarchy and a fixed place for every individual without explanation (Marques et al., 2019). The power and the performance feedback is centralized, with upward feedback causing discomfort (Daniels & Greguras, 2014), and often blocking changes, innovation and learning (Tayo Tene et al., 2020). Career satisfaction is not necessarily impacted by Power Distance, but workers from cultures that present low scores on this dimension tend to value employee empowerment, to be more satisfied with their careers (Hauff & Richter, 2015). Companies with High Power Distance scores might lift barriers on both organizational career management and individual career management, as they value less the worker's satisfaction. Based on this, the following hypothesis is proposed:

**Hypothesis 3 (H3):** High Power Distance is positively correlated to Career Management.

Uncertainty avoidance is the dimension to which individuals from a certain culture will examine risk-taking (Hofstede et al., 2010). Members of societies with low scores on uncertainty avoidance will be more open to taking risks, and, as they progressively enter the corporative world, are more probable to consider work as being a central part of their life (Harpaz et al., 2002). High uncertainty avoidance cultures prefer predictability, resistance to change and strict control systems, as they feel uncomfortable with unknown future (Hofstede, 1983). Persons from societies with high scores on uncertainty avoidance are more likely to feel threatened by ambiguity (Al Kailani & Kumar, 2011), therefore, workers from these societies are more likely to avoid taking risks when it comes to their careers, establishing risk-free career goals. Career management is usually done to fulfil these established goals and to reach career satisfaction, therefore, the management of one's career will be done considering the level of uncertainty avoidance of an individual. Based on this, the following hypothesis is proposed:

**Hypothesis 4 (H4):** Uncertainty avoidance is negatively correlated to Career Management.

A long-term oriented society is defined by perseverance and considerably values future events. Members of these societies tend to attach importance to different possibilities, either personal or professional (Hofstede et al., 2010). Long-term oriented individuals will try to improve their long-term career development by improving their in-role performance, as well as their extra-role performance (Lin et al., 2015). Companies from these cultures focus on future outcomes and are more willing to change than companies from short-term oriented societies (Gallego-Álvarez & Pucheta-Martínez, 2020). Remuneration and retention are also influenced by long-term orientation (Eskildsen et al., 2010), therefore, career satisfaction for individuals from long-term oriented societies will come from fulfilling long term goals, such as higher outcomes and career growth. Based on this, it is expectable that career management plays a big role for individuals and companies from these societies, so the following hypothesis is proposed:

**Hypothesis 5 (H5):** Long-Term Orientation is positively correlated to Career Management.

Lastly, societies with high levels of indulgence allow free gratification of basic human drives, as well as natural human desires, having fun and enjoying life. Contrarily, societies with high levels of restraining are typically more controlled, sticking with strict social norms (Gaygisiz, 2013; Hofstede et al., 2010). Members of societies with high levels of indulgence also tend to consider money as a key element for individual and organizational relationships (Marques et al., 2019). Therefore, workers from these societies will not be so focused on the development of their careers if their desires are already fulfilled. Based on this, the following hypothesis is proposed:

**Hypothesis 6 (H6):** Indulgence is negatively correlated to Career Management.

## 4. Methodology

### 4.1. Data Collection

Considering the objectives that guide this research, a quantitative approach was chosen through the application of a questionnaire survey.

Data collection took place between May 2021 and August 2021. The questionnaire was disseminated online, through a specific link, in the various social networks (Facebook, Instagram, Twitter and WhatsApp).

In order to test the hypotheses, a comparative study based on samples from Portugal and Brazil was carried out.

The survey begins with an introductory note, which explains the theme and objective of this study. It also provides some information about how long it should take to complete it. The anonymity of this survey offers protection from any consequences, as it cannot be connected back with anyone personally. The questionnaire is divided into two parts: the Values Survey Model, a set of questions inserted in cross-cultural surveys, and the Career Adapt-Abilities Scale, a psychometric scale that can be used to measure career adaptability (Savickas & Porfeli, 2012).

A pretest of the survey was conducted before its official launching, in order to find possible adjustments. Both surveys occurred at the same time, between May 2021 and September 2021. In total, 311 answers were collected.

### 4.2. Sample

Table 4.1 presents a complete description of the total sample.

52.1% of the respondents are female and 47.6% are male (0.3% preferred not to answer). 31.2% of the respondents are at the age gap between 20 and 24 years old, 18.0% between 40 and 49 years old, 17.7% between 25 and 29 years old. Regarding the academic background, 23.6% completed more than 18 years of formal education, 14.5% completed 16 years of formal education and 21.2% completed 15 years of formal education. 33.8% of the total sample are workers with higher education or equivalent, excluding managers.

**Table 4.1 - Characterization of the total sample in frequency and percentage**

| Measure                   | Variable  | N   | %    |
|---------------------------|---|-----|------|
| Gender                    | Feminine  | 162 | 52,1 |
|                           | Masculine   | 148 | 47,6 |
|                           | Prefer not to say   | 1   | 0,3  |
| Age                       | Less than 20  | 18  | 5,8  |
|                           | 20-24   | 97  | 31,2 |
|                           | 25-29   | 55  | 17,7 |
|                           | 30-34   | 28  | 9,0  |
|                           | 35-39   | 32  | 10,3 |
|                           | 40-49   | 56  | 18,0 |
|                           | 50-59   | 22  | 7,1  |
|                           | More than 60  | 3   | 1,0  |
| Years of formal education | Less than 10 years  | 12  | 3,9  |
|                           | 11 years  | 6   | 1,9  |
|                           | 12 years  | 61  | 19,6 |
|                           | 13 yeas   | 12  | 3,9  |
|                           | 14 years  | 21  | 6,8  |
|                           | 15 years  | 66  | 21,2 |
|                           | 16 years  | 45  | 14,5 |
|                           | 17 years  | 31  | 10,0 |
|                           | 18 years or more  | 57  | 18,3 |
| Type of work              | No paid work (includes full-time students)  | 57  | 18,3 |
|                           | Unskilled or semi-skilled worker  | 44  | 14,1 |
|                           | Administrative with generic training  | 47  | 15,1 |
|                           | Worker with vocational training   | 31  | 10,0 |
|                           | Worker with higher education or equivalent (excluding managers with responsibility for people management) | 105 | 33,8 |
|                           | Boss of one or more subordinates (non-bosses)   | 24  | 7,7  |
|                           | Boss of one or more bosses  | 3   | 1,0  |
| Nationality               | Brazil  | 132 | 42,4 |
|                           | Portugal  | 174 | 55,9 |
|                           | Other Nationalities   | 5   | 1,7  |

The Portuguese participants of the study have reached 174 answers. 71% of the respondents are female and 28% are male (1% preferred not to answer). 34.5% of the respondents are at the age gap between 20 and 24 years old, 26.4% between 40 and 49 years old, 13.2% between 35 and 39 years old. Regarding the academic background, 23.6% completed more than 18

years of formal education, 18.4% completed 16 years of formal education and 16.1% completed 15 years of formal education.

The Brazilian participants of the study have reached 132 answers. 65.7% of the respondents are male and 34.3% are female. 31.1% of the respondents have between 25 to 29 years old, 27.3% are between the gap age of 20 to 24 years old, and 13.6% are between 30 and 34 years old. Regarding the academic background, 28.8% completed 12 years of formal education and 28.8% completed 15 years of formal education. 9.8% of the respondents completed 18 years or more of formal education.

### **4.3.Measures**

The objective of this subchapter is to present the operationalization of the variables.

#### **4.3.1. Culture**

The Portuguese version of the Values Survey Model (VSM) (Hofstede, 2013) was used, with the correct Portuguese translation and adaptation made by Paulo Finuras (Hofstede et al., 2013). The VSM 2013 is a set of questions that can be inserted into cross-cultural surveys to represent how people from different cultures perceive themselves and interact with others based on their culture's norms (Marques et al., 2019). Five-point Likert-type scales were used to measure all the concepts in the model.

The original measure predicted four items per dimension, but in order to ensure the psychometric quality of the factors in question, two items per factor measured by inter-item correlation were used.

Two items were used to measure Power Distance: "To be consulted by your direct superior in decisions involving your work" and "Having a boss (direct superior) that you respect" ( $r^*=.173$ )

Two items were used to measure Individualism: "Having job security" and "Having enough time for your personal or family life" ( $r^*=.337$ ).

Two items were used to measure Masculinity: "Having nice people to work with" and "Have possibilities for promotion" ( $r^*=.296$ ).

Two items were used to measure Indulgence: "Do other people or circumstances prevent you from doing what you really want to do?" and "Are you a happy person?" ( $r^*=.272$ ). The

more an individual feels that circumstances prevent him from doing what he really wants, the less happy he will be.

Two items were used to measure Long-term Orientation: “Being kind to other people” and “Simplicity (not spending more than necessary)” ( $r^* = .336$ ).

Two items were used to measure Uncertainty Avoidance: “Generally and in general terms, how would you describe your current state of health?” and “How often do you feel nervous or tense in your work?” ( $r^* = .270$ ). An individual who is constantly nervous or tense at work will have worse health.

#### **4.3.2. Career Management**

To measure Career Management, the Career Adapt-Abilities Scale - Portuguese Form (Duarte et al., 2012) was used and it comprised 24 items that combine to form a total score that indicates career adaptability. Individuals were asked to report the degree to which they agree with the twenty-four questions, using a 5-point Likert Scale (1: Disagree to 5: Totally Agree)

These items revealed strong suggestions for its usage based on the verified Cronbach Alphas.

The items for Concern were “I think about what my future will be like”; “I understand that today's choices shape my future”; “I prepare my future”; “I am aware of my educational and professional choices”; “I plan how to reach my goals”; and “I care about my career”. ( $\alpha = .749$ )

The items for Control were “I stay optimistic”; “I make decisions alone”; “I take responsibility for my actions”; “I stand up for my beliefs”, “I count on myself”; and “I do what is right for me”. ( $\alpha = .676$ )

The items for Curiosity were “I explore my surroundings”; “I look for opportunities to grow as a person”; “I investigate the options before making a decision”; “I observe different ways

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1  $r^*$  refers to the value of the inter-item correlation

of doing things”; “I deepen questions that I have”; and “I get curious about new opportunities”. ( $\alpha=.747$ )

The items for Confidence were “I perform tasks efficiently”; “I take care to do things right”; “I learn new skills”; “I work to my capacity”; “I overcome obstacles”; and “I solve problems”. ( $\alpha=.806$ )

## 5. Analysis and Discussion of Results

This chapter presents the statistical results of the empirical study carried out. The aim is to understand how culture correlates to career management. To this end, the data was analyzed in terms of means, standard deviations, and Spearman correlation coefficients to both the Portuguese sample and the Brazilian sample. The tool selected to perform the statistical analysis, i.e. to process and interpret the collected data, was the IBM SPSS (V28) software, through the outputs generated as tables and graphs.

### 5.1. Means, Standard Deviations and Correlations

According to Table 5.1, it is possible to observe the mean and the standard deviations of the variables in the total sample of the study.

**Table 5.1 - Means and standard deviation of the total sample**

| <b>Variable</b>              | <b>Mean</b> | <b>Standard Deviation</b> |
|------------------------------|-------------|---------------------------|
| <b>Power Distance</b>        | 4.1527      | .59431                    |
| <b>Individualism</b>         | 4.3601      | .53481                    |
| <b>Indulgence</b>            | 2.7042      | .66426                    |
| <b>Masculinity</b>           | 4.2170      | .59460                    |
| <b>Uncertainty Avoidance</b> | 2.8312      | .59266                    |
| <b>Long term orientation</b> | 4.0080      | .62406                    |
| <b>Concern</b>               | 4.1667      | .47651                    |
| <b>Control</b>               | 4.0563      | .49780                    |
| <b>Curiosity</b>             | 4.1249      | .50769                    |
| <b>Confidence</b>            | 4.1420      | .51944                    |

The culture variables Power Distance, Individualism, Masculinity and Long-term orientation have the highest mean values (between 4.0080 and 4.3601), while the culture variables Indulgence and Uncertainty Avoidance have the lowest mean values (2.7042 and 2.8312, respectively).

From this starting point, we were able to draw the following conclusions about the study sample:

- The sample shows high scores on Power Distance, implying that the participants of the study accept unequal distribution of power within the company.

- The sample shows high scores on Individualism, implying that the participants of the study value their personal and family time, their freedom to adopt their own approach to a job and they value a challenging work.
- The sample shows medium to low scores on Indulgence, which means that the participants of the study don't put much value on free time and leisure, tending to be more cynical and pessimistic.
- The sample shows high scores on Masculinity, implying that the participants of the study value their earning, the recognition from their work, and the possibility for advancement in their careers.
- The sample shows medium to low scores on Uncertainty Avoidance, implying that the participants of the study are more motivated by achievement and belonging.
- The sample shows high scores on Long-term Orientation, which means that the participants of the study value learning, honesty, adaptiveness, and self-discipline in the workplace.

On the career variables, all variables have high mean values (between 4.053 and 4.1667).

Based on this verification, we draw the following conclusions, based on the study by Savickas & Porfeli (2012), that the participants of the study:

- Participants seem to worry about their future, looking ahead on their career and preparing for every possibility.
- Participants seem to have self-discipline, employing effort and persistence to shape themselves to meet challenges.
- Participants seem to consider and explore the possibilities of different situations and roles and alternative scenarios.
- Participants seem to be capable of introspection and updating their career choices according to new goals and barriers.

From the point of view of the study analysis, it is important to understand the comparison between participants from different countries with different cultures.

Table 5.2 shows the mean and standard deviation of the Portuguese sample.

Table 5.2 - Mean and standard deviation of the Portuguese sample

| Variable              | Mean   | Standard Deviation |
|-----------------------|--------|--------------------|
| Power Distance        | 4.2931 | .53788             |
| Individualism         | 4.5632 | .48566             |
| Indulgence            | 2.5316 | .64097             |
| Masculinity           | 4.3218 | .59612             |
| Uncertainty Avoidance | 2.7184 | .59721             |
| Long term orientation | 4.1408 | .59526             |
| Concern               | 4.3161 | .45089             |
| Control               | 4.1370 | .52330             |
| Curiosity             | 4.2184 | .54989             |
| Confidence            | 4.2385 | .53140             |

The culture variables Power Distance, Individualism, Masculinity and Long-term orientation have the highest mean values (between 4.1408 and 4.5632), while the culture variables Indulgence and Uncertainty Avoidance have the lowest mean values (2.5316 and 2.7184, respectively).

This implies that the Portuguese sample values their personal and family time, don't put much value on free time and leisure, and are more motivated by achievements.

On the career variables, all variables have high mean values (between 4.1370 and 4.3161). The highest value is Concern (4.3161), which means that the Portuguese sample worries about their future.

When comparing with the Brazilian sample (Table 5.3) we can take several conclusions:

- The Portuguese participants have a higher value on Power Distance (4.2931) than the Brazilian participants (3.9697). This means that the Portuguese participants seem to accept to be more controlled by their direct superior and to provide information about their work than the Brazilian participants.
- The Portuguese participants have a higher mean value of Individualism (4.5632) than the Brazilian participants (4.1061). This means that the Portuguese participants seem to expect more that employees are self-sufficient and show initiative, basing hiring and promotion decisions on merit, than the Brazilian participants.
- The Portuguese participants have a higher mean value on Masculinity (4.3218) than the Brazilian participants (4.0833). This means that the Portuguese participants seem to be more success-oriented and have a clearer performance ambition than the Brazilian participants.

- The Portuguese participants have a higher mean value on Long-term Orientation (4.1408) than the Brazilian participants (3.8409). This means that the Portuguese participants seem to have more ability to adapt traditions to conditions and to be more likely to save and invest and more persevering in obtaining results than the Brazilian participants.
- The Brazilian participants have a higher mean value on Indulgence (2.9470) than the Portuguese participants (2.5316). This means that the Brazilian participants seem to be more willing to enjoy life and have fun, and give more importance to leisure time than the Portuguese participants
- The Brazilian participants have a higher mean value on Uncertainty Avoidance (2.9886) than the Portuguese participants (2.7184). This means that the Brazilian participants seem to have more need for rules and security to feel motivated than the Portuguese participants.

In terms of career variables, the following conclusions from the comparison between the Portuguese sample and the Brazilian sample can be taken:

- The Portuguese sample has a higher mean value on Concern (4.3161) than the Brazilian sample (3.9722). This means that individuals from the Portuguese sample tend to look ahead and prepare for the future of their careers more than individuals from the Brazilian sample.
- The Portuguese sample has a higher mean value on Control (4.1370) than the Brazilian sample (3.9520). This means that individuals from the Portuguese sample tend to make more effort and persist in order to mould themselves to face any challenges in the future than individuals from the Brazilian sample.
- The Portuguese sample has a higher mean value on Curiosity (4.2184) than the Brazilian sample (4.0088). This means that individuals from the Portuguese sample tend to consider more the possibility of being in situations or roles other than the current one, exploring possible alternative scenarios than individuals from the Brazilian sample
- The Portuguese sample has a higher mean value on Confidence (4.2385) than the Brazilian sample (4.0278). This means that individuals from the Portuguese sample tend to be more confident in their abilities to actualize new career possibilities to implement the best version for themselves than individuals from the Brazilian sample.

According to Table 5.3, it is possible to observe the mean and standard deviations of the variables in the Brazilian sample.

**Table 5.3 - Mean and standard deviation of the Brazilian sample**

| <b>Variable</b>              | <b>Mean</b> | <b>Standard Deviation</b> |
|------------------------------|-------------|---------------------------|
| <b>Power Distance</b>        | 3.9697      | .61395                    |
| <b>Individualism</b>         | 4.1061      | .47063                    |
| <b>Indulgence</b>            | 2.9470      | .60927                    |
| <b>Masculinity</b>           | 4.0833      | .53563                    |
| <b>Uncertainty Avoidance</b> | 2.9886      | .55762                    |
| <b>Long term orientation</b> | 3.8409      | .61878                    |
| <b>Concern</b>               | 3.9722      | .43254                    |
| <b>Control</b>               | 3.9520      | .44385                    |
| <b>Curiosity</b>             | 4.0088      | .39522                    |
| <b>Confidence</b>            | 4.0278      | .46651                    |

Regarding the mean, the culture variables Individualism and Masculinity have high mean values (4.1061 and 4.033, respectively), while the culture variables Indulgence and Uncertainty Avoidance have the lowest mean values (2.9470 and 2.9886, respectively).

On the career variables, all variables have high mean values (between 3.9520 and 4.0278). The highest value is Confidence (4.0278), which means that the Brazilian sample can introspect and update career choices accordingly to new goals.

Next, the correlations between the variables were analysed using Pearson's correlation coefficient. The coefficient varies between the values -1 and 1, where the higher the value of the coefficient, the greater the linear relationship between the variables. That means that when the independent variable increases, the dependent variable tends to also increase. (Pestana & Gageiro, 2014)

In order to illustrate the correlation coefficients between all variables, the following Table 5.4 was prepared. Table 5.4 includes the total sample of the study and the data for a pooled analysis:

Table 5.4 - Pearson coefficient of the total sample

|                                  | 1       | 2       | 3       | 4      | 5      | 6       | 7      | 8      | 9      | 10 |
|----------------------------------|---------|---------|---------|--------|--------|---------|--------|--------|--------|----|
| <b>Power Distance (1)</b>        | 1       |         |         |        |        |         |        |        |        |    |
| <b>Individualism (2)</b>         | .319**  | 1       |         |        |        |         |        |        |        |    |
| <b>Indulgence (3)</b>            | -.188** | -.174** | 1       |        |        |         |        |        |        |    |
| <b>Masculinity (4)</b>           | .415**  | .408**  | -.155** | 1      |        |         |        |        |        |    |
| <b>Long Term Orientation (5)</b> | .419**  | .390**  | -.167** | .345** | 1      |         |        |        |        |    |
| <b>Uncertainty Avoidance (6)</b> | -.080   | -.075   | .526**  | -.015  | .025   | 1       |        |        |        |    |
| <b>Concern (7)</b>               | .290**  | .405**  | -.290** | .324** | .389** | -.128*  | 1      |        |        |    |
| <b>Control (8)</b>               | .164**  | .211**  | -.311** | .206** | .271** | -.192** | .452** | 1      |        |    |
| <b>Curiosity (9)</b>             | .247**  | .218**  | -.282** | .198** | .331** | -.142*  | .555** | .589** | 1      |    |
| <b>Confidence (10)</b>           | .213**  | .362**  | -.292** | .314** | .355** | -.158** | .489** | .634** | .670** | 1  |

As seen in Table 5.4, the variables Concern, Control, Curiosity and Confidence are found to correlate positively with the variables Power Distance, Individualism, Masculinity and Long-term Orientation, and negatively with the variables Indulgence and Uncertainty Avoidance.

The variable that correlates most strongly with Concern is Individualism, the correlation coefficient being equal to .405. This means that when individualism increases, concern about career tends to increase as well.

The variables Concern and Indulgence and Concern and Uncertainty Avoidance are negatively correlated, with the correlation coefficients being equal to -.290 and -.192. This means that when indulgence and uncertainty avoidance increase, concern about career tend to decrease.

The variable Concern refers to the way individuals look ahead and prepare for the future of their careers. An individual that tends to be more cynical and pessimistic, and that prefers not to take risks, will be more worried about the future of his or her career. Individuals from societies with low scores on Indulgence tend to be more pessimistic (Hofstede et al., 2010).

The variables Control and Confidence are positively correlated to the variables Power Distance, Individualism, Long-term Orientation and Masculinity. The variable that correlates most strongly with both is Long-term Orientation, the correlation coefficient being

.271 and .355, respectively. This means that when Long-term Orientation increases, Control and Confidence about career tend to increase as well.

The variables Control and Confidence are negatively correlated to the variables Indulgence and Uncertainty Avoidance, being Indulgence the most strongly correlated, with the correlation coefficient being equal to  $-.311$  and  $-.292$ , respectively. This means that when indulgence increases, Control and Confidence about career tend to decrease.

Control refers to the way an individual employs effort and persistence to shape themselves to face any challenges in the future and Confidence refers to the way people can upgrade new career possibilities to implement the best version for themselves.

An individual in a more pessimistic society will constantly seek to improve himself, to be prepared to face possible challenges in the future.

The variable Curiosity is positively correlated to the variables Power Distance, Individualism, Masculinity and Long-term orientation, being Long-term orientation the most strongly correlated, with the correlation coefficient being equal to  $.311$ , and negatively correlated to the variables Indulgence and Uncertainty Avoidance, being Indulgence the most strongly correlated, with the correlation coefficient being equal to  $-.282$ .

From a result analysis point of view, it is important to understand the comparison between participants from different countries with different cultures.

According to Table 5.5, it is possible to observe the correlation coefficients between all variables in the Portuguese sample.

Table 5.5 - Pearson coefficient of the Portuguese sample

|                                  | 1      | 2      | 3       | 4      | 5      | 6       | 7      | 8      | 9      | 10 |
|----------------------------------|--------|--------|---------|--------|--------|---------|--------|--------|--------|----|
| <b>Power Distance (1)</b>        | 1      |        |         |        |        |         |        |        |        |    |
| <b>Individualism (2)</b>         | .415** | 1      |         |        |        |         |        |        |        |    |
| <b>Indulgence (3)</b>            | -.027  | -.030  | 1       |        |        |         |        |        |        |    |
| <b>Masculinity (4)</b>           | .475** | .418** | -.189*  | 1      |        |         |        |        |        |    |
| <b>Long Term Orientation (5)</b> | .426** | .319** | -.167*  | .299** | 1      |         |        |        |        |    |
| <b>Uncertainty Avoidance (6)</b> | .074   | .067   | .495**  | .025   | .116   | 1       |        |        |        |    |
| <b>Concern (7)</b>               | .164*  | .280** | -.216** | .275** | .285** | -.038   | 1      |        |        |    |
| <b>Control (8)</b>               | .189*  | .189*  | -.361** | .244** | .276** | -.266** | .429** | 1      |        |    |
| <b>Curiosity (9)</b>             | .173*  | .100   | -.255** | .112   | .366** | -.165*  | .502** | .588** | 1      |    |
| <b>Confidence (10)</b>           | .251** | .283** | -.314** | .261** | .400** | -.154*  | .409** | .610** | .647** | 1  |

As seen in Table 5.4, the variable Concern is positively correlated to the variables Power Distance, Individualism, Long-term Orientation and Masculinity. The variable that correlates most strongly with Concern is Long-term Orientation, the correlation coefficient being equal to .285. This means that when long-term orientation increases, concern about career tends to increase as well.

The variables Concern and Indulgence are negatively correlated, with the correlation coefficient being equal to -.216. This means that when indulgence increases, concern about career tend to decrease.

The variables Control and Confidence are positively correlated to the variables Power Distance, Individualism, Long-term Orientation and Masculinity. The variable that correlates most strongly with both is Long-term Orientation, the correlation coefficient being .276 and .400, respectively. This means that when Long-term Orientation increases, Control and Confidence about career tend to increase as well.

The variables Control and Confidence are negatively correlated to the variables Indulgence and Uncertainty Avoidance, being Indulgence the most strongly correlated, with the correlation coefficient being equal to -.361 and -.314, respectively. This means that when indulgence increases, Control and Confidence about career tend to decrease.

The variable Curiosity is positively correlated to the variables Power Distance and Long-term orientation and negatively correlated to the variables Indulgence and Uncertainty Avoidance.

According to Table 5.5, it is possible to observe the correlation coefficients between all variables in the Brazilian sample.

**Table 5.6 - Pearson coefficient of the Brazilian sample**

|                                  | 1      | 2      | 3      | 4      | 5      | 6     | 7      | 8      | 9      | 10 |
|----------------------------------|--------|--------|--------|--------|--------|-------|--------|--------|--------|----|
| <b>Power Distance (1)</b>        | 1      |        |        |        |        |       |        |        |        |    |
| <b>Individualism (2)</b>         | -.002  | 1      |        |        |        |       |        |        |        |    |
| <b>Indulgence (3)</b>            | -.183* | -.047  | 1      |        |        |       |        |        |        |    |
| <b>Masculinity (4)</b>           | .251** | .222*  | .084   | 1      |        |       |        |        |        |    |
| <b>Long Term Orientation (5)</b> | .314** | .307** | .008   | .305** | 1      |       |        |        |        |    |
| <b>Uncertainty Avoidance (6)</b> | -.168  | -.075  | .532** | .003   | .017   | 1     |        |        |        |    |
| <b>Concern (7)</b>               | .244** | .327** | -.160  | .243** | .402** | -.112 | 1      |        |        |    |
| <b>Control (8)</b>               | .009   | .095   | -.127  | .049   | .192*  | -.072 | .384** | 1      |        |    |
| <b>Curiosity (9)</b>             | .200*  | .159   | -.154  | .156   | .144   | -.049 | .557** | .552** | 1      |    |
| <b>Confidence (10)</b>           | .023   | .297** | -.125  | .250** | .176*  | -.111 | .489** | .657** | .646** | 1  |

As seen in Table 5.5, the variable Concern is positively correlated to the variables Power Distance, Individualism, Long-term Orientation and Masculinity. The variable that correlates most strongly with Concern is Long-term Orientation, the correlation coefficient being equal to .402. This means that when long-term orientation increases, concern about career tends to increase as well.

The variable Control is positively correlated to Long-term Orientation. The correlation coefficient equals .192. This means that when long-term orientation increases, control about career tends to increase as well.

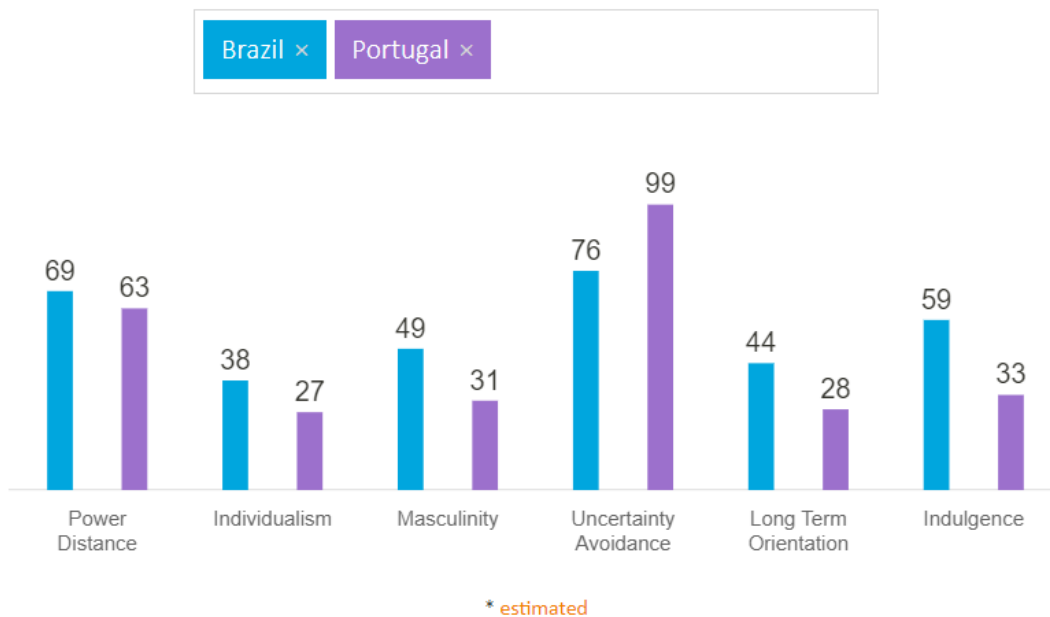
The variable Curiosity is positively correlated to Power Distance. The correlation coefficient equals .200. This means that when Power distance increases, questioning the possibilities that await in the future tend to increase as well.

Lastly, the variable Confidence is positively correlated to Individualism, Masculinity and Long-term Orientation. The variable that correlates most strongly with Confidence is

Individualism, the correlation coefficient being equal to .297. This means that when Individualism increases, workers are more able to introspect and update career choices accordingly to the new goals and barriers.

In order to analyse the different scores between Brazil and Portugal on Indulgence, Figure 5.1 was taken from the website Hofstede Insights. The website uses a tool to compare the values of the six dimensions of Hofstede between different countries. The scores are based on the book “Cultures and Organizations: Software of the mind” (Hofstede et al., 2010). The website is from the company Hofstede Insights, a company that provides cultural consulting, coaching, certification, and tools based on data, academic theory, and work from Geert Hofstede.

From Figure 5.1, we can see that Brazil is a more Indulgent society than Portugal (Hofstede Insights, 2020), therefore it is expected that individuals from Portugal adapt and improve to fulfil their work role and to transition from one occupation position to another in order to reach personal goals and overcome barriers.



**Figure 5.1 - Comparison of the countries Portugal and Brazil, according to the Hofstede Insights website**

Power Distance, Individualism, Masculinity and Long-term Orientation are positively related to career management. This means that individuals in societies with high scores on these dimensions will be more concerned about managing their careers.

Indulgence and Uncertainty Avoidance are negatively related to career management. This means that individuals in societies with high scores on these dimensions will have less concern about managing their careers.

Based on this, the main question of the study "is career management affected by culture?" can be answered. Yes, the culture of the society in which an individual is inserted, plays a predominant role in the career management of that same individual.

The individual perceives his or her career in a different way and seeks to manage it differently, depending on his or her culture.

## **5.2. Discussion of Results**

This chapter's main goal is to understand and evaluate the impact that each cultural dimension has on the variables of career, and to confirm the proposed hypothesis.

**Hypothesis 1** intends to confirm whether individualism is positively correlated with career management. This hypothesis is sustained since the variable Individualism is positively and significantly correlated with the four variables of career. Thus, it is confirmed that the relationship between the variables is positive, because the higher the level of individualism, the more concern, control, curiosity, and confidence an individual will have about his or her career choices and future

By analysing the Portuguese and Brazilian samples, we can make conclusions about the differences between both. On the Portuguese sample, Individualism is positively correlated to concern, control and confidence, the strongest correlation being to confidence. On the Brazilian sample, Individualism is only correlated to concern and confidence, being concern the strongest correlation.

**Hypothesis 2** intends to confirm whether Masculinity is positively correlated to career management. This hypothesis is sustained since the variable Masculinity is positively and significantly correlated with the four variables of career. Thus, it is confirmed that the relationship between the variables is positive, since the higher level of masculinity, the more an individual will have concern, control, curiosity, and confidence about his or her career.

On the Portuguese sample, Masculinity is positively correlated to concern, control and confidence, the strongest correlation being to concern. In the Brazilian sample, Masculinity is only correlated to concern and confidence, being confidence the strongest correlation.

**Hypothesis 3** intends to confirm whether Power Distance is positively correlated to career management. This hypothesis is sustained since the variable Power Distance is positively and significantly correlated with the four variables of career.

On the Portuguese sample, Power Distance is positively correlated to concern, control, curiosity, and confidence. On the Brazilian sample, Power Distance is only correlated to concern and curiosity, being concern the strongest correlation.

**Hypothesis 4** intends to confirm whether Uncertainty Avoidance is negatively correlated to career management. This hypothesis is sustained since the variable Uncertainty Avoidance is negatively and significantly correlated with the four variables of career. The higher the uncertainty avoidance, the less an individual will have concern, control, curiosity, and confidence about his or her career.

On the Portuguese sample, Uncertainty Avoidance is negatively correlated to control, curiosity, and confidence, being control the strongest correlation. On the Brazilian sample, Uncertainty Avoidance is not correlated with any of the four variables.

**Hypothesis 5** intends to confirm whether Long-term Orientation is positively correlated to career management. This hypothesis is sustained since the variable Long-term Orientation is positively and significantly correlated with the four variables of career.

On the Portuguese sample, Long-term Orientation is positively correlated to concern, control, curiosity, and confidence, being confidence the strongest correlation. On the Brazilian sample, Long-term Orientation is correlated to concern, control, and confidence, being control the strongest correlation.

**Hypothesis 6** intends to confirm whether Indulgence is negatively correlated to career management. This hypothesis is sustained since the variable Indulgence is negatively and significantly correlated with the four variables of career. The higher the Indulgence, the less an individual will have concern, control, curiosity, and confidence about his or her career.

On the Portuguese sample, Indulgence is negatively correlated to concern, control, curiosity, and confidence. Societies with a low level of indulgence, or Restraint societies, like Portugal, do not put much emphasis on leisure time and control the gratification of their desires, following the social norms. People in these societies are expected to put career as a priority.

On the Brazilian sample, Indulgence is not correlated to any of the four variables. Societies classified by high scores in indulgence, like Brazil, will be more eager to recognise their desires with regards to enjoying life and having fun. People in these societies are not expected to put career as a priority.

## 6. Conclusions

### 6.1. Theoretical and Practical Contributions

The results of this study were in line with the expectations initially developed, revealing the existence of positive relationships between culture and career management. Thus, through this study, the cultural background of a worker within an organization, contribute to the management and perception of its career in different forms than other workers with different cultural backgrounds.

In terms of theoretical implications, the study contributes to the emerging topic of career management. Additionally, this study encompasses the relation between culture and career adapt-abilities, shining light on how ready individuals in different cultures are to deal with not only regular work tasks but also unpredictable changes caused by daily work and conditions. Second, it examines how each of the six dimensions of culture affects the four main factors of career adaptability. The study is innovative since no other studies are known to analyze the impact of culture on career management with Portuguese and Brazilian participants. This study makes clearer the theoretical differences between both cultures and contributes to the career management literature.

In terms of practical implications, the results show that, firstly, culture has a positive impact on employee attitudes and perceptions in any organization. In this specific case, organizations should consider employees' cultural backgrounds when analyzing their current and future position in the company. Leaders and managers can design unique career paths for their employees by considering how each employee perceives himself or herself within the company. This way, the satisfaction that the employee feels in being part of the company is greater, decreasing the risk of turnover. It also becomes important to maximize the employee's performance, once you understand what their goals and difficulties are. In an increasingly globalized business context, it is important that leaders understand that the cultural differences present within their organization will have a significant impact on the company. Since it is becoming increasingly common for several different nationalities to coexist within the same firm and the same department, being prepared to manage a multicultural team is an important step towards the success of an organization.

To promote an adapted workplace for employees, organizations should encourage the creation of career planning policies aimed at identifying and supporting their staff. The empowerment of each worker should be the goal of companies, and this includes the realization that each worker is different. Each career plan must be adapted to the culture of each worker. This leads to the resolution of possible situations of turnover intention and a possible reduction of lack of motivation at work and lack of satisfaction.

All these factors lead to an increase in employee productivity and a decrease in costs for the company. This can lead to an increase in earnings, which is the main goal of most organizations.

## **6.2. Limitations of the study and suggestions for future research**

As in all investigations, the present study is faced with some limitations. It becomes important to highlight the following, namely:

- The questionnaire can be considered long, due to a high number of questions. Questionnaires with a high number of questions can lead to respondents feeling unmotivated, decreasing their willingness to complete the questionnaire.
- The study is only aimed at Portuguese and Brazilian people, limiting the number of people that could answer the questionnaire and participate in the study.
- The data collected was first analysed for internal consistency by calculating Cronbach's alpha coefficients, but the tests showed poor reliability, so in order to ensure the psychometric quality of the factors in question, two items per factor measured by inter-item correlation were used.
- The data were collected at a single moment in time and through the same source, which may imply bias of variance from the common method (Podsakoff et al., 2003). Nonetheless, future studies could avoid cross-sectional designs and collect data at different points in time or via a double-source method.

This leads to my first suggestion for future research, as it would be interesting to have a similar study but at a global scale, to understand the deeper level at which culture impacts career management.

Another future research can be to make a generational study on how culture impacts career management, to understand if career management is perceived differently from generation to generation. The lack of data prevents concluding as to the impact of age on the study.

Lastly, future researchers could include Career Satisfaction and Work Performance variables to analyse how Culture, Career Management, Career Satisfaction and Work Performance are related to each other's, and how Culture-adapted career planning can affect the general satisfaction and performance of a worker.

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# Appendices

## Appendix A – Questionnaire

### O impacto da cultura na gestão e satisfação de carreira

Caro/a participante,

Sou aluno do mestrado de International Business do Instituto Politécnico de Leiria e estou a realizar a minha dissertação que tem como objetivo o estudo do impacto da cultura na gestão e satisfação de carreira.

A sua participação neste questionário assume elevada importância na elaboração do meu estudo.

Todas as informações obtidas são anónimas e confidenciais.

A resposta a este questionário requer apenas alguns minutos.

Ao responder a este questionário está a garantir que leu e concordou com as indicações acima, e que aceita colaborar livre e voluntariamente nesta investigação.

Qualquer dúvida não hesite em contactar-me através do seguinte email: [leonardogarbin10@gmail.com](mailto:leonardogarbin10@gmail.com).

Agradeço desde já o tempo dispensado na colaboração.

Leonardo Garbin

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\*Obrigatório

1. \*

*Marque todas que se aplicam.*

Li e compreendi a informação mencionada acima.

2. Por favor pense num trabalho ideal, independentemente do seu trabalho atual, caso o tenha. Ao escolher um trabalho ideal qual o grau de importância que teria para si (por favor marque uma resposta em cada uma das linhas conforme a escala que se segue) \*

Marcar apenas uma oval por linha.

|  | Muitíssimo importante | Muito importante;     | De Importância Moderada | De Pouca Importância  | De Muito Pouca ou Nenhuma Importância |
|--|-----------------------|-----------------------|-------------------------|-----------------------|---------------------------------------|
| Ter tempo suficiente para a sua vida pessoal ou familiar                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>                 |
| Ter um chefe (superior direto) que respeite                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>                 |
| Ser reconhecido por bom desempenho   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>                 |
| Ter segurança de emprego   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>                 |
| Ter pessoas agradáveis com quem trabalhar                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>                 |
| Fazer um trabalho interessante   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>                 |
| Ser consultado pelo seu superior direto nas decisões envolvendo o seu trabalho | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>                 |
| Viver numa área desejada   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>                 |
| Ter um trabalho respeitado pela sua família e amigos                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>                 |
| Ter possibilidades de promoção   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>                 |

3. Na sua vida privada qual o grau de importância que tem para si (por favor marque uma resposta em cada uma das linhas conforme a escala que se segue). \*

Marcar apenas uma oval por linha.

|  | Muitíssimo importante | Muito importante;     | De Importância Moderada | De Pouca Importância  | De Muito Pouca ou Nenhuma Importância |
|--|-----------------------|-----------------------|-------------------------|-----------------------|---------------------------------------|
| Manter tempo livre para diversão                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>                 |
| Moderação: ter poucos desejos                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>                 |
| Ser generoso para com as outras pessoas            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>                 |
| Simplicidade (não gastar mais do que o necessário) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>                 |

4. Responda às seguintes questões \*

Marcar apenas uma oval por linha.

|  | Sempre                | Habitualmente         | Por vezes             | Raramente             | Nunca                 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Com que frequência se sente nervoso ou tenso no seu trabalho?                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| É uma pessoa feliz?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As outras pessoas ou as circunstâncias impedem-no de fazer o que realmente quer? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. Genericamente e em termos gerais, como descreve o seu atual estado de saúde? \*

Marcar apenas uma oval.

- Muito bom
- Bom
- Razoável
- Mau
- Muito mau

6. Qual é o seu grau de orgulho por ser cidadão do seu país? \*

Marcar apenas uma oval.

- Nada orgulhoso
- Não muito orgulhoso
- Algo orgulhoso
- Relativamente orgulhoso
- Muito orgulhoso

7. Na sua experiência, qual a frequência com que os subordinados têm medo de contradizer o chefe (no caso dos estudantes, o professor)? \*

Marcar apenas uma oval.

- Nunca
- Raramente
- Por vezes
- Habitualmente
- Sempre

8. Em que medida concorda ou discorda de cada uma das seguintes frases (por favor marque uma resposta em cada uma das linhas conforme a escala que se segue) \*

Marcar apenas uma oval por linha.

|  | Concordo totalmente   | Concordo              | Indeciso              | Discordo              | Discordo totalmente   |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Pode ser-se um bom gestor sem ter uma resposta exata a todas as perguntas que um subordinado possa fazer relativamente ao trabalho dele                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Os esforços persistentes são o modo mais seguro de obter resultados  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Uma estrutura organizacional em que alguns subordinados têm dois chefes é de evitar a todo o custo   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As regras de uma empresa ou organização não devem ser desrespeitadas - nem mesmo quando o empregado acha que desrespeitá-las beneficiaria a empresa ou organização | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Adaptabilidade de carreira

Por favor pense num trabalho ideal, independentemente do seu trabalho atual, caso o tenha. Após escolher um trabalho ideal, responda às questões feitas abaixo.

9. Em que medida concorda ou discorda de cada uma das seguintes frases (por favor marque uma resposta em cada uma das linhas conforme a escala que se segue) \*

Marcar apenas uma oval por linha.

|   | Concordo totalmente   | Concordo              | Indeciso              | Discordo              | Discordo totalmente   |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Penso em como será o meu futuro                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Entendo que as escolhas de hoje moldam o meu futuro;              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Preparo o meu futuro  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Estou consciente das minhas escolhas educacionais e profissionais | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Planeio como atingir os meus objetivos                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Preocupo-me com a minha carreira                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mantenho-me otimista  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tomo decisões sozinho   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assumo responsabilidades pelas minhas ações                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Defendo as minhas crenças   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Conto comigo mesmo  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Faço o que é certo pra mim  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Exploro o que me rodeia   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Procuro oportunidades para crescer como pessoa                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Investigo as opções antes de tomar uma decisão                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Observo diferentes maneiras de fazer as coisas                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Aprofundo questões que tenha                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fico curioso com novas oportunidades                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Executo tarefas eficientemente                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tomo cuidado para fazer as coisas bem                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Aprendo novas competências  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Trabalho até às minhas capacidades                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ultrapasso obstáculos   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Resolvo problemas   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. Em que medida concorda ou discorda de cada uma das seguintes frases (por favor marque uma resposta em cada uma das linhas conforme a escala que se segue) \*

Marcar apenas uma oval por linha.

|   | Concordo totalmente   | Concordo              | Indeciso              | Discordo              | Discordo totalmente   |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Sinto-me "parte da família" da minha organização.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tenho orgulho em dizer a outras pessoas que faço parte desta organização.         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Estou satisfeito/a com a qualidade do trabalho que desempenho.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Importo-me realmente com o destino da minha organização                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Estou a pensar deixar o meu emprego.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| É provável que venha a procurar outro emprego num futuro próximo.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sou um funcionário eficaz.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A sua organização mostra preocupação e cuidado com o bem-estar dos trabalhadores. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A sua organização mostra preocupações com as necessidades dos trabalhadores.      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Alguns dados sobre si

Para fins estatísticos

11. Género \*

Marcar apenas uma oval.

- Feminino  
 Masculino  
 Prefiro não dizer

12. Idade \*

*Marcar apenas uma oval.*

- Menos de 20 anos
- 20 - 24 anos
- 25 - 29 anos
- 30 - 34 anos
- 35 - 39 anos
- 40 - 49 anos
- 50 - 59 anos
- 60 ou mais

13. Quantos anos de educação escolar formal (ou equivalente) completou (iniciando na escola primária) \*

*Marcar apenas uma oval.*

- 10 anos ou menos
- 11 anos
- 12 anos
- 13 anos
- 14 anos
- 15 anos
- 16 anos
- 17 anos
- 18 anos ou mais

14. Se tem ou teve um trabalho remunerado que tipo de trabalho é ou foi? \*

*Marcar apenas uma oval.*

- Sem trabalho remunerado (inclui os estudantes a tempo inteiro)
- Operário não especializado ou semiespecializado
- Administrativo com formação genérica, secretária, empregado de escritório
- Com formação vocacional: artesão, técnico, especialista de TI, enfermeiro, artista, quadro médio ou equivalente
- Profissão com formação académica superior ou equivalente (excluindo quadros com responsabilidade de gestão de pessoas)
- Chefe de um ou mais subordinados (não chefes)
- Chefe de um ou mais chefes

15. Qual é a sua nacionalidade? \*

\_\_\_\_\_

16. Qual é a sua nacionalidade de nascimento? (se diferente)

\_\_\_\_\_