# Global Orientation and Sociolinguistic Accommodation as Factors in Cultural Assimilation

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# Objective of this Study

"How do speakers' attitudes and orientation towards the intercultural experience relate to their linguistic accommodation and cultural assimilation?"

# Figure 1. Global Mindset Model

**Geocentric "Integrators"**

**Global Mindset Model**

**Ethnocentric "Self-Affirmers"**

**Polycentric "Assimilators"**

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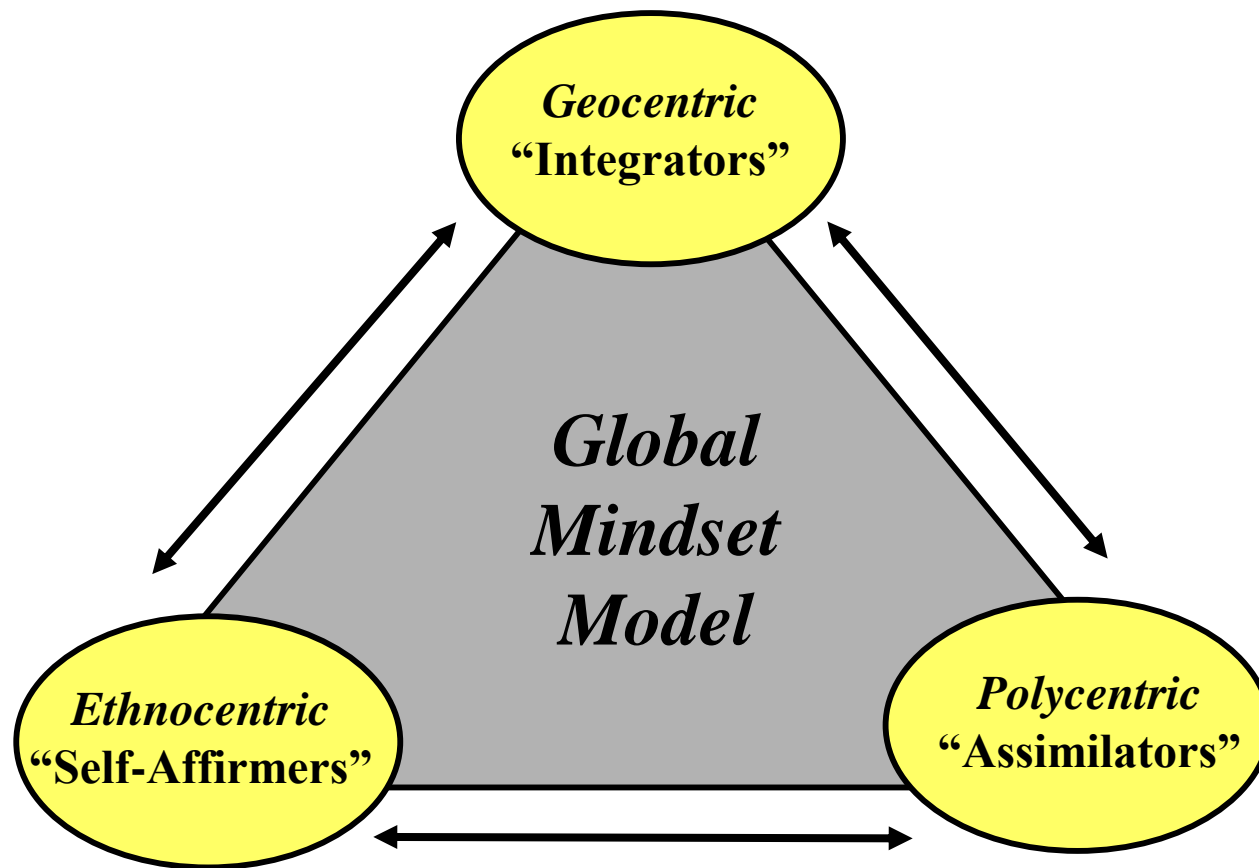
# Figure 2. Sample Population Demographics

| Home Base | N | % |
|---|---|---|
| United States | 46 | 50.5% |
| Canada | 4 | 4.4% |
| France | 13 | 14.3% |
| Germany | 7 | 7.7% |
| United Kingdom | 5 | 5.5% |
| Other Europe[1] | 4 | 4.4% |
| Asia Pacific[2] | 8 | 8.8% |
| Latin America[3] | 4 | 4.4% |
| TOTAL | 91 | 100.0% |

[1] Netherlands, Spain, Finland

[2] Australia, Singapore, Hong Kong, Japan

[3] Brazil

| Age Group | N | % |
|---|---|---|
| Under 30 | 6 | 6.6% |
| 30-39 years | 34 | 37.4% |
| 40-49 years | 24 | 26.4% |
| Over 50 | 27 | 29.7% |
| TOTAL | 91 | 100.0% |

| Intl Experience | N | % |
|---|---|---|
| < 6 months | 28 | 30.8% |
| 6-12 months | 7 | 7.7% |
| 1-2 years | 15 | 16.5% |
| 3-5 years | 13 | 14.3% |
| > 5 years | 28 | 30.8% |
| TOTAL | 91 | 100.0% |

| Assign. Duration | N | % |
|---|---|---|
| < 6 months | 25 | 27.5% |
| 6-12 months | 15 | 16.5% |
| 1-2 years | 18 | 19.8% |
| 3-5 years | 19 | 20.9% |
| > 5 years | 14 | 15.4% |
| TOTAL | 91 | 100.0% |

| Time Since Cmplt | N | % |
|---|---|---|
| < 6 months | 34 | 37.4% |
| 6-12 months | 3 | 3.3% |
| 1-2 years | 9 | 9.9% |
| 3-5 years | 18 | 19.8% |
| > 5 years | 27 | 29.7% |
| TOTAL | 91 | 100.0% |

| Native Language | N | % |
|---|---|---|
| English | 51 | 56.0% |
| French | 15 | 16.5% |
| German | 4 | 4.4% |
| Spanish | 4 | 4.4% |
| Portuguese | 4 | 4.4% |
| Other European[1] | 5 | 5.5% |
| Asian Languages[2] | 8 | 8.8% |
| TOTAL | 91 | 100.0% |

[1] Dutch, Italian, Finnish, Croatian, Greek

[2] Mandarin, Cantonese, Japanese, Farsi, Turkish

| Gender | N | % |
|---|---|---|
| Male | 67 | 73.6% |
| Female | 24 | 26.4% |
| TOTAL | 91 | 100.0% |

| Job Title | N | % |
|---|---|---|
| Executives | 24 | 26.4% |
| Directors | 32 | 35.2% |
| Professionals | 30 | 33.0% |
| Academics | 5 | 5.5% |
| TOTAL | 91 | 100.0% |

| Destination | N | % |
|---|---|---|
| United States | 14 | 15.4% |
| United Kingdom | 11 | 12.1% |
| France | 11 | 12.1% |
| Germany | 10 | 11.0% |
| Other Europe[1] | 15 | 16.5% |
| Latin America[2] | 5 | 5.5% |
| Asia Pacific[3] | 16 | 17.6% |
| Africa[4] | 2 | 2.2% |
| None | 7 | 7.7% |
| TOTAL | 91 | 100.0% |

[1] Belgium, Netherlands, Spain, Italy, Norway, Czech , Switzerland

[2] Brazil, Venezuela

[3] Australia, Singapore, Hong Kong, Japan, Korea, Vietnam, Taiwan

[4] South Africa, Kenya

| Education | N | % |
|---|---|---|
| Some College | 6 | 6.6% |
| Bachelors Degree | 37 | 40.7% |
| Masters Degree | 44 | 48.4% |
| Advanced Degree | 4 | 4.4% |
| TOTAL | 91 | 100.0% |

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# Figure 3. Global Orientation

## Global Mindset Score (GMS):

### Measures of Ethnocentricity (score from 1-10)

1- Importance of Maintaining Home Country Standards/Customs (scale from 1-5) (E9)
2- My Company's Products will Work Anywhere Around the World (1= Agree, 0=Disagree) (E16-10)
3- Local Office Doesn't Appreciate Standards/Needs of Head Office (1= Agree, 0=Disagree) (E16-15)
4- Importance of Relationships with People with Home Country (1= Agree, 0=Disagree) (E16-3)
5- English is the Only Language You Need to Know to do Business (1= Agree, 0=Disagree) (E16-6)
6- Unhappy Because of Missing Friends and Family (1= Agree, 0=Disagree) (E16-8)

### Measures of Polycentricity (score from 1-10)

1- Importance of Adapting to Local Country Standards/Customs (scale from 1-5) (E10)
2- Head Office Doesn't Understand Local Market (1= Agree, 0=Disagree) (E16-1)
3- Made Good Local Friends and Maintained Relationships (1= Agree, 0=Disagree) (E16-12)
4- Importance of Speaking the Local Language (1= Agree, 0=Disagree) (E16-14)
5- All Products Need to be Adapted to Local Markets (1= Agree, 0=Disagree) (E16-5)
6- Importance of Becoming Familiar with Local Culture (1= Agree, 0=Disagree) (E16-7)

### Measures of Geocentricity (score from 1-10)

1- Importance of Balancing Home and Local Country Standards/Customs (scale from 1-5) (E11)
2- Universal Values Allow Cross-Cultural Conflicts to Be Resolved (1= Agree, 0=Disagree) (E16-11)
3- Able to Play Different Roles and Adopt Different Identities (1= Agree, 0=Disagree) (E16-13)
4- Cultural Universals Allow You to Be Successful Anywhere (1= Agree, 0=Disagree) (E16-2)
5- Act Differently When With Peoples from Other Cultures (1= Agree, 0=Disagree) (E16-4)
6- Learning about New Cultures and Feeling At Home in Variety of Settings (1= Agree, 0=Disagree) (E16-9)

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# Figure 4. Cultural Aptitude

**_Hoffman Cultural Adaptability Inventory (HCAI) (+96)_**

        1- Cultural Openness (12 questions on a scale from 1-5)

        2- Risk-Taking (12 questions on a scale from 1-5)

        3- Aimability (12 questions on a scale from 1-5)

        4- Extroversion (12 questions on a scale from 1-5)

# Figure 5. Language Measure

**_Linguistic Accommodation Score (LAS) (1-23)_**

       1- Number of Languages with Fluency >2 (score from 0-5)

       2- Importance of Learning Local Language (scale from 1-5) (E12-1)

       3- Improvement in Local Language *3 (0=No, 1=Yes, 2=A lot) (E13)

       4- Count of Steps to Improve Language (score from 0-5) (E14)

       5- Language Maintenance upon Return (0=No, 1=No, 2=A lot) (E32)

# Figure 6. Success Measure

**_Composite Success Score (CSS) (1-11)_**

        1- Assignment Extended (0=No, 1=Yes, 2=More than once) (E3)

        2- Recognition: Promotion (0=No, 1=Yes) (E26-4)

        3- Recognition: Salary Increase (0=No, 1=Yes) (E26-5)

        4- Superior Success Rating (scale from 1-5) (E31)

        5- Desire to Return (0=No, 1=Maybe, 2=Yes) (F1)

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# Figure 7. Motivation Measure

***Composite Motivation Score (CMS) (-10-10)***

      1- I want to do something new every day (score from 1-5) (H16)

      2- I often look for new opportunities (score from 1-5) (H27)

      3- It's hard for me to seize an opportunity when it arises (score from -1-5) (H18)

      4- I must admit that I'm something of a "couch potato" (score from -1-5) (H44)

# Figure 8. Correlations with Global Mindset (GMS)

| | Global Mindset | | | |
|---|---|---|---|---|
| | **Ethno** | **Poly** | **Geo** | **GMS** |
| Linguistic Accommodation | -0.142 | 0.167 | 0.077 | **0.202** |
| Number of Languages Spoken | -0.166 | 0.117 | 0.035 | **0.191** |
| Language Improvement | -0.190 | 0.062 | 0.054 | **0.204** |
| Language Retention | 0.053 | 0.309 | 0.055 | 0.072 |
| Enjoyable | -0.148 | 0.138 | -0.023 | **0.160** |
| Frustrating | 0.080 | 0.102 | 0.329 | 0.087 |
| Educational | -0.083 | 0.254 | 0.230 | **0.235** |
| Assignment Duration | -0.026 | 0.206 | 0.239 | -0.008 |
| Assignment Extension | -0.120 | 0.044 | 0.049 | 0.137 |
| Time Since Completion | -0.347 | 0.160 | 0.069 | **0.373** |
| Satisfaction | -0.171 | 0.064 | -0.067 | 0.143 |
| Motivation | 0.008 | -0.023 | -0.070 | -0.040 |
| Success | 0.097 | -0.086 | 0.173 | -0.043 |

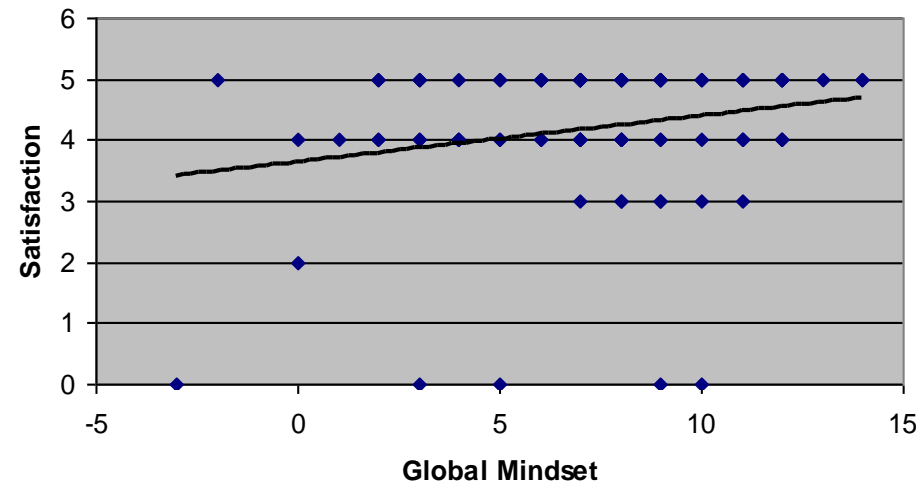$r = .171 - .241: p < .05; r = .242 - .266: p < .01; r > .267: p < .005$

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# Figure 8a-b. Correlations with Global Mindset (GMS)

**Figure 8a.**
**Global Mindset ~ Linguistic Accommodation**
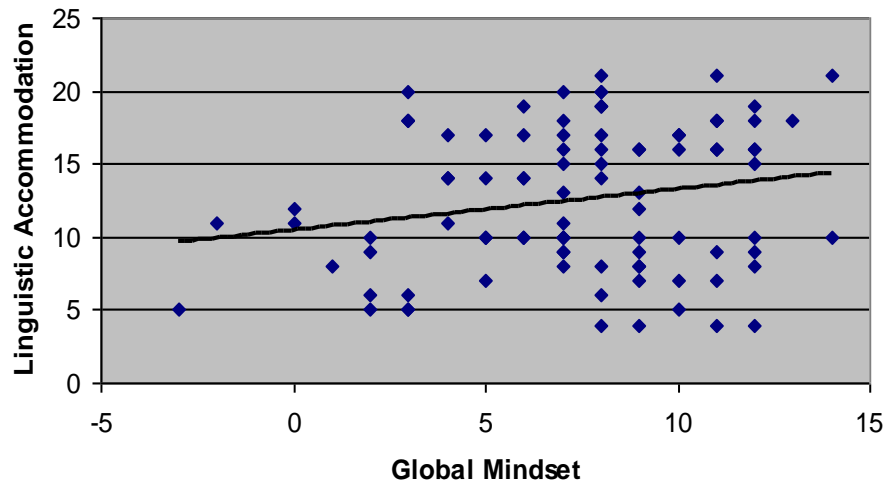


r = .202: p < .05

**Figure 8b.**
**Global Mindset ~ Satisfaction**



r = .319: p < .005

# Figure 9.  Global Mindset Subgroups

| Global Mindset | GMS Score | N | % | Median #of Lgs | Lg Imprv[1] | Lg Reten[2] | Time Since[3] |
|---|---|---|---|---|---|---|---|
| Ethnocentrics | <=3 | 15 | 16% | 2 | 1.0 | 1.0 | 2.9 |
| Polycentrics | 4-10 | 56 | 62% | 3 | 1.5 | 0.7 | 3.8 |
| Geocentrics | >=11 | 20 | 22% | 4 | 1.7 | 1.1 | 4.5 |
| **TOTAL/AVERAGE** | | **91** | **100%** | **3** | **1.5** | **0.9** | **3.8** |

[1] *Language Improvement during assignment: 0=No; 1=Some; 2=A lot*

[1] *Language Retention after assignment: 0=No; 1=Some; 2=A lot*

[3] *Time Since assignment completed: 1=<6 mos; 2=6-12 mos; 3=1-2 yrs; 4=2-4 yrs; 5=>4 yrs*

| Global Mindset | Satis[*] | Comp Succ[1] | Rewrd[*] | Educ[*] | Frust[*] | Assign Dur[2] | Assign Extend[3] |
|---|---|---|---|---|---|---|---|
| Ethnocentrics | 4.3 | 6.5 | 4.0 | 4.3 | 2.3 | 2.5 | 0.5 |
| Polycentrics | 4.4 | 6.0 | 4.1 | 4.6 | 2.2 | 3.1 | 0.8 |
| Geocentrics | 4.6 | 6.6 | 4.5 | 4.8 | 2.7 | 2.8 | 1.1 |
| **TOTAL/AVERAGE** | **4.4** | **6.2** | **4.2** | **4.6** | **2.4** | **3.0** | **0.8** |

[*] *Five Point Likert Scale, from Not at All to Extremely*

[1] *Composite Success Score (See Figure 6)*

[2] *Assignment Duration: 1=<6 mos; 2=6-12 mos; 3=1-2 yrs; 4=2-4 yrs; 5=>4 yrs*

[3] *Initial Assignment Extended: 0=No; 1=Yes, once; 2=Yes, multiple times*

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# Figure 10.  Correlations with Hoffman's Cultural Adaptability Inventory (HCAI)

| | Hoffman Cultural Adaptability Inventory | | | | |
|---|---|---|---|---|---|
| | **HCAI** | **ICL** | **Risk** | **Ami** | **Extro** |
| Linguistic Accommodation | **0.203** | 0.216 | 0.159 | 0.026 | -0.006 |
| Number of Languages Spoken | **0.171** | 0.259 | 0.129 | -0.056 | -0.210 |
| Language Improvement | **0.197** | 0.134 | 0.114 | 0.160 | 0.077 |
| Enjoyable | **0.283** | 0.201 | 0.119 | 0.250 | 0.018 |
| Frustrating | 0.082 | 0.114 | 0.137 | -0.074 | 0.050 |
| Educational | **0.371** | 0.284 | 0.267 | 0.211 | 0.113 |
| Assignment Duration | **0.301** | 0.219 | 0.263 | 0.141 | 0.061 |
| Assignment Extension | 0.147 | 0.053 | 0.190 | 0.068 | 0.043 |
| Time Since Completion | 0.086 | 0.097 | 0.002 | 0.074 | -0.037 |
| Satisfaction | **0.224** | 0.200 | 0.111 | 0.136 | -0.073 |
| Motivation | NA | NA | NA | NA | NA |
| Success | 0.084 | -0.074 | 0.230 | 0.038 | 0.181 |

r = .171 - .241; p < .05;  r = .242 - .266; p < .01;  r > .267; p < .005

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# Figure 11. Language Improvement

| Language Improvement | N | % |
|---|---|---|
| A lot | 39 | 43% |
| Somewhat | 26 | 29% |
| No | 6 | 7% |
| Not Applicable | 20 | 22% |
| **Total** | **91** | |

| Language Improvement | A lot | Some or None |
|---|---|---|
| Formal Language Classes | 41% | 16% |
| Self-Instruction Programs | 49% | 12% |
| Listening to TV/Radio | 79% | 31% |
| Socializing with Locals | 92% | 43% |

| Language Improvement | A lot | Some or None |
|---|---|---|
| Global Mindset Score | 8.3 | 6.7 |
| Hoffman Cultural Aptitude | 33.1 | 29.1 |
| Hoffman Risk-Taking | 8.7 | 7.6 |
| Hoffman Extroversion | 2.2 | 1.6 |
| Local Language Importance | 4.7 | 4.1 |
| Children to Local Schools | 3.6 | 2.9 |
| Assignment Enjoyable | 4.6 | 4.3 |
| Assignment Frustrating | 2.7 | 2.1 |
| Assignment Successful | 4.2 | 4.3 |
| Assignment Satisfaction | 4.5 | 4.4 |
| Assignment Duration | 3.1 | 2.9 |
| Assignment Extension | 0.9 | 0.6 |
| Language Maintained | 1.1 | 0.5 |

# Figure 12. Correlations Among Composite Measures

| Global Mindset | | | | | |
|---|---|---|---|---|---|
| 0.293 | **Hoffman (w/o Extroversion)** | | | | |
| 0.202 | 0.203 | **Linguistic Accommodation** | | | |
| -0.040 | NA | 0.110 | **Motivation** | | |
| -0.043 | 0.084 | -0.008 | 0.319 | **Success** | |
| 0.143 | 0.224 | 0.075 | 0.116 | 0.182 | **Satisfaction** |

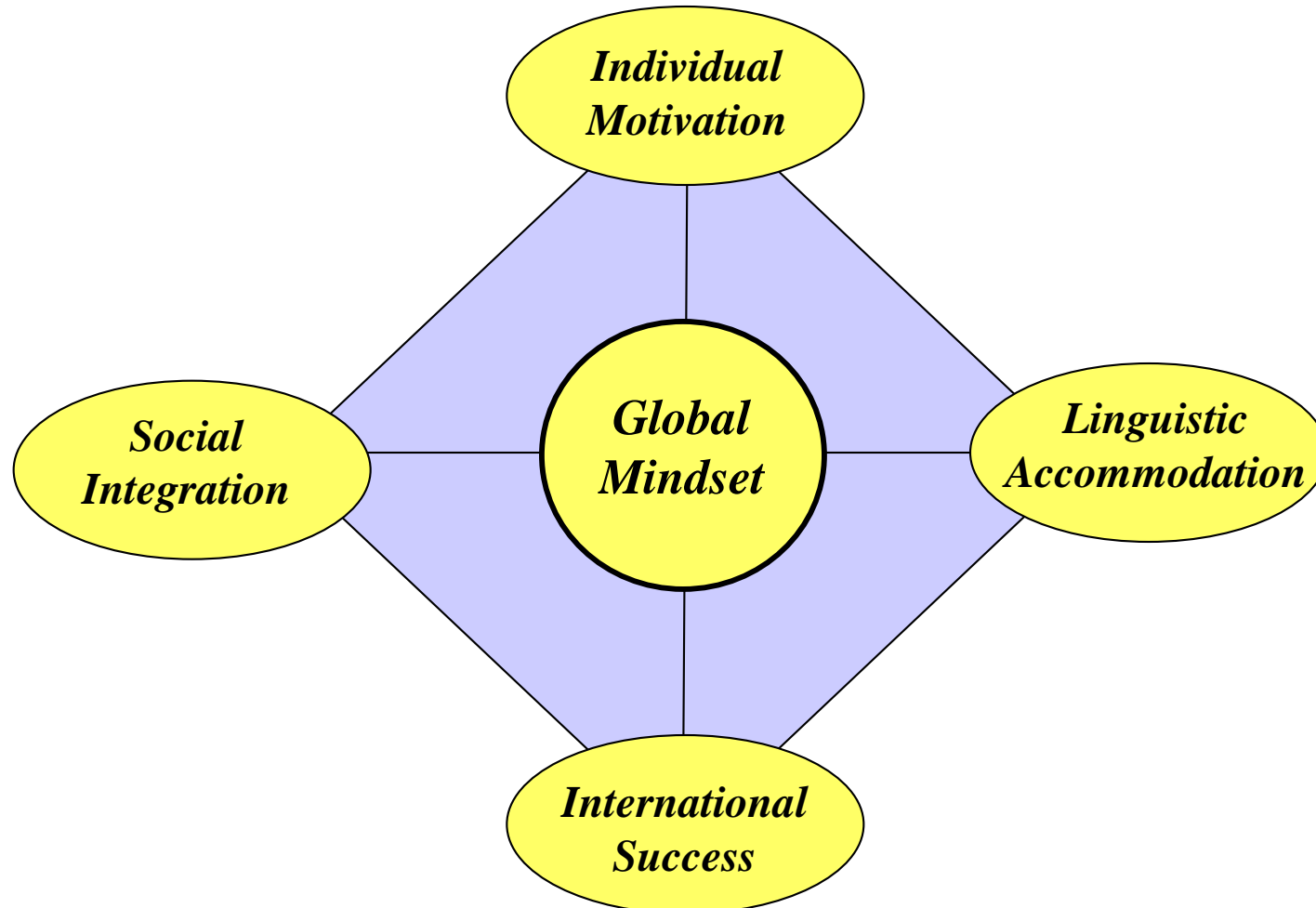r = .171 - .241: p < .05;  r = .242 - .266: p < .01;  r  > .267:  p < .005

# Conclusions

❑ Determination of success in a global environment is multi-factorial.

❑ Global Mindset influences individual performance and reactions to an international experience.

❑ Linguistic Accommodation is associated with greater social integration and affects the quality of the international experience.

❑ Ethnocentricity diminishes with time, demonstrating that, with experience, Global Mindsets are malleable and can and do evolve over time.

❑ International settings create conflicting demands; subjects pursue different strategies to reconcile these demands and construct viable identities – globalization as a post-modern experience.

"I don't go that native!"

# Figure 13. Dimensions of the International Experience

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Merci     Obrigada     Ευχαριστω
Dankeschön     Kiitos     Tack
Gracias     Dank u     Grazie
Tesekkür ederim     Takk
Terimah Kasih     Krop Kuhn Kah
Arigato     Asante Sana
Go Raibh Maith Agat     Thank You!

谢
谢

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