

Does the field of study influence the choice of leadership? A cross cultural comparison of business vs non-business majors

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ABSTRACT

China and India are the two most populous countries on the planet. To deal with the myriad of challenges and opportunities these countries face will require leadership. The future leaders who will address many of these issues come from institutions of higher education. But, do these students have the requisite leadership training and does it vary by academic major? Using the Bolman and Deal Four Frame Model this study determined the leadership styles and frames of students preparing to enter into the workforce and compared the results by country and academic major. Statistically significant differences were revealed.

Keywords: Leadership, Bolman & Deal, Styles, Frames, Academic Major, China, India

INTRODUCTION

The renowned management author Peter Drucker contents that “Above all, the performance of the managerial leadership determines the success or failure of the organization” (Zahra, 2003). Those making a difference were able to cast a vision, persuade followers, and provide direction to achieve organizational goals. Many previously thought that leadership was a birthright, however there is abundant literature that contends that leadership is a skill which can be practiced and learned thus postulating that leaders are made. Further, the great American football coach, Vince Lombardi, opined “Contrary to the opinion of many people, leaders are not born, leaders are made, and they are made by effort and hard work” (Hill, 2004).

But where does this process occur? Higher education is often the vehicle for the learning of leadership skills. Cress et al., (2001) suggests leadership development in higher education directly affects the postsecondary college experience by promoting civic responsibility and improving conflict resolution. Similarly, Connaughton et al., (2003) contend programs and curriculum which emphasize students’ leadership competencies can stimulate and foster leadership ability. Bruck (1997) found that after leadership training the student’s perception of their ability to work with groups, communicate, lead, make decisions all increased as did the attributes of honesty, morality, fulfillment and personal satisfaction (Logue et al., 2005). Leadership education classes and programs were also found to positively influence the leadership behaviors of students (Posner, 2004). In addition, Berson et al., (2006) found management students were more aware of the need for leadership skills in teamwork settings as opposed to working alone.

Since leadership research has traditionally been focused on the West there is a paucity of research on the East. Therefore an examination of the two largest countries could provide valuable insights. China, home of the 1.4 billion people (world population statistics, 2014) had their Gross Domestic Product surge to \$17.64 trillion making it the Earth’s largest economic power (Bird, 2014). Following a close second, India has 1.27 billion people (world population statistics 2013) yet its GDP only ranks 10th at approximately \$2 trillion. But the sheer size of its population coupled with the country’s attempts at modernization should increase dramatically over the coming decade (statista.com, 2014). Further, business friendly Narendra Modi’s election to Prime Minister is expected to increase economic growth in the 7-9% range due to his initiatives (Agrawal, R., 2014). Even though India ranks second in terms of labor force their labor rate is only one quarter’s of China, which should attract investment (Einhorn, Krishman, & Pradhan, 2014).

Purpose

The purpose of this study was to ascertain the leadership styles and frames of university students in China and India using the Bolman and Deal Four Frame Model. Further, the analysis will seek to determine if there are statistically significant differences on the basis of country and academic major.

The following research hypotheses guided this study:

H1. There is a difference in the leadership styles of Chinese and Indian students and in the variable of academic major

H2. There is a difference in the leadership frames of Chinese and Indian students in the variable academic major

H3. There is a difference in the strongest/weakest frames of Chinese and Indian students in the academic major.

METHODS

Bolman and Deal's 1990 Leadership Orientations (Self) instrument was presented to university students in both China and India. Their participation was both anonymous and voluntary. Consisting of thirty-two questions the survey asked students to rate their responses on a five point Likert scale. The responses gauged the amount of usage for each of the four frames: Structural, Human Resources, Political, and Symbolic. A total of 964 usable responses were obtained and analyzed using SPSS. This model has been successfully used with both high reliability and validity in a variety of areas including College Presidents, and the Auburn University doctoral leadership program (Bentley, 2004). Especially in the area of education, Bolman and Deal (1994) contend that teachers who are able to reframe situations, become more confident, feel less anxious and become more efficient and effective.

There were a total of 964 respondents and their demographic compositions are listed in Table 1.

LITERATURE REVIEW

Conceptual Leadership Model

While many leadership theories focus on the juxtaposition of task and relationship the Four Frame Model utilizes those components and adds two more dimensions. The Bolman and Deal model consists of four leadership styles: the No-style, Single, Paired and Multi-styled. Leaders using a single style predominantly use one style. Similarly, leaders using a paired style predominately utilized two leadership styles and those using the multi-style utilize three or more leadership styles. Those leaders categorized as No-style do not exhibit a preference for any of the four rated leadership styles (Bolman & Deal, 1994).

Embedded within the style are the four leadership frames. Bolman and Deal (1991) defined these frames that assist decision making with regard to the specific situation. The Four-Frame model is the result of synthesizing a variety of prior theories, particularly the cognitive, and research to explain how leaders address issues. The frames consist of (a) the structural frame, (b) the human resource frame, (c) the political frame, and (d) the symbolic frame. Each of the frames is a separate perspective with its own assumptions and behaviors. These frames, or windows, allow users to view the world and problems from various perspectives. The structural frame relates to hierarchy and formal rules. The human resource frame focuses on the people in the organization. The political frame views organizations as arenas where participants compete over resources, power, influence, and interests. The symbolic frame focuses on the ceremonies, culture, and myths within an organization. Leaders may predominantly use one style, but are better equipped to handle complex problems by using a multi-frame style.

Reframing, or changing your vantage point to view issues enables the leader to view, analyze, and develop solutions from one or more different perspectives. Bolman and Deal (1997) contend that effective leaders are multi-framed, that is they utilize at least three of the four

frames. This multi-frame leadership provides the leader with more potential opportunities and solutions. The Four-Frame model will be used to identify which frames future leaders utilize. Further, this study will seek to identify if there are any statistically significant demographic variables that influence the type of leadership used.

While there is minimal on the variance of leadership styles different cultures, there have been many studies of the Four Frame model among university administration. Most studies on leadership frames have focused on university presidents and deans. These studies have found the balance of leadership frames is influenced by experience. New university leaders have been found to use a single leadership frame, while more experienced leaders use paired and multiple framed methods.

Sypawka, (2010) did not find the educational level of American deans of their leadership style nor did the years of non-educational business experience affect the deans' frame usage. Interestingly, the results of Bolman and Deal's 1991 samples showed that in challenging situations most leaders only used single or paired frames, rather than using the superior multi-frame methods. Less than 25% of leaders used multi-frame styles and only 5% used all four frames (Bolman, Deal, 1991).

To form an efficient company, effective leadership skills are essential. Sypawka (2008) discovered that higher work satisfaction and lower stress levels were found in deans who utilized several frames of leadership as opposed to deans who utilized only one frame. Using multiple frames of leadership has been shown to increase effective communication, job satisfaction, create a more efficient company, and lower stress (Sypawka, 2008). Kezar, Eckel, Conreras-McGavinn, and Quayle (2008) found that university presidents reported using mainly the human resource frame of leadership. According to research, creating an effective company relies on a multi-framed leadership style. A study of the perceived effectiveness of using either a single, paired, or multi-framed leadership style found significant differences in effectiveness. Individuals who reported a single-frame leadership style reported less effectiveness than individuals who reported using multi-framed or paired leadership styles (Thompson, 2010). Regardless of which leadership frames were used, leaders in education who utilized multiple frames of leadership were regarded as more effective. In Singapore, initial effectiveness was predicted by the structural frame of leadership. However, in regard to long term effectiveness, the structural frame was the weakest predictor. Leadership effectiveness appears to be best predicted by the use of the political and symbolic frames of leadership (Bolman, Deal, 1991). Bolman and Deal (1991) also found a strong relationship between a manager's perceived effectiveness from their employee's perspective and which frames were utilized by the manager. This relationship was found regardless of which frames the managers preferred. The corporate sample was found to be the only sample that the structural frame was not the greatest predictor of managerial effectiveness. Syawka (2008) also found that department chairs who reported high job satisfaction in regards to both extrinsic and intrinsic values utilized multiple frames of leadership.

Different frames are utilized depending on where the leader is employed. Sypawka (2008) found that both university deans and community college deans prefer the human resource style of leadership as their primary frame and the structural styles as their secondary frame. However, Sypawka (2010) found an exception to this as university presidents reported to utilize the human resource frame the least. The significance of different frames of leadership is dependent on the year the organization is in (Schumacher, 2011). The political frame has the highest significance during the first year, the structural frame becomes the most significant by the third year, and after the fifth year the most significant frame changes to the human resource

frame.

Frames

Structural Frame

The structural frame of leadership focuses on policies and rules, which keep the organization running well. This frame of leadership relates the most when applying the four frames to the business environment. In a study by Sypawka (2008), almost all of the participants regarded the structural frame of leadership as their secondary frame orientation. The structural frame was also the most used frame in regard to length of employment in their survey. The structural frame as well as the symbolic frame is regarded as professional, which makes it imperative to the function of an organization (Thompson, Farmer, Beall, Evans, Melchert, Ross, & Schmoll, 2008).

As opposed to the other frames of leadership, the structural frame had no significant differences between different policies, regulations, procedures, and populations. Bolman and Deal (1991) found that the structural frame of leadership is the most accurate predictor of initial managerial effectiveness for all samples except the corporate managers. The results from the corporate sample may be explained by a ceiling effect from one company in the study. Corporate managers in Bolman and Deal's (1991) study placed a great emphasis on the structural frame, which has been shown to be imperative to effective leadership. Throughout all the populations in the study, the structural frame appeared in approximately 60% of the cases (Bolman & Deal, 1991).

Human Resource Frame

The human resource frame of leadership emphasizes individual's needs within the organization as well as relationships. Sypawka (2010) found that this frame was the most frequently utilized frame among leaders. Leaders describing the human resource frame listed motivating and supporting others as well as listening as important aspects of the frame (Kezar, Eckel, Contreras-McGavin, Quaye, 2008). Schumacher (2011) described the human resource frame as the "lens that explores the foundations of the relationships that must be developed for these things to occur." This frame has been viewed as the most successful in terms of advancing forward with their plans and agendas (Kezar, Eckel, Contreras-McGavin, Quaye, 2008). Sasnett and Clay (2008) found that across the disciplines studied, the prevalence of the human resource frame of leadership was consistent. As most leaders do not utilize all four frames of leadership, the human resource and political frames were the utilized most (Howard, Logue, Quimby, Schoeneberg, 2009). Bolman and Deal (1991) discovered that most leadership programs emphasize the human resource frame. Similarly, Bolman and Deal (1991) found that the human resource frame of leadership was widespread in Singapore among leaders.

Political Frame

Conflict, competition, and power are all aspects of the political frame of leadership. This frame as well as the symbolic frame was the least utilized by university managers. A study by Sypawka (2008) may indicate that the political frame may be the most effective frame in

educational settings. Kezar, Eckel, Contreras-McGavin, and Quaye (2008) found that university presidents lack political strategy which should be a part of an organization's leadership practices. Interestingly, respondents in a study by Howard, Logue, Quimby, and Schoeneberg (2009) indicated that they viewed the preference of the organization as highly political. This study also found that few individuals utilized all four frames of leadership and that most individuals utilized the political frame or a mixed-frame approach of the political and human resource frames.

In one study, students voiced a desire to increase the amount of political frame strategies in their coursework (Thompson, Farmer, Beall, Evans, Melchert, Ross, Schmoll, 2008). The political frame as well as the human resource frame does not receive adequate attention in education for future leaders to fully comprehend how to utilize a multi-framed leadership approach. In Bolman and Deal's study (1991), the political frame was the most predictive of leadership effectiveness in the long-term. Managers face different challenges based on what nation their institution of learning was in as well as what time of institution it was. Regardless, programs meant to develop effective leadership do not emphasize the importance of the political frame and the use of the political frame varied greatly between different samples (Bolman & Deal, 1991). However, according to Sburlan (2009), Chinese educators who work with global education viewed the political frame as the most utilized, followed by the symbolic frame.

Symbolic Frame

Important aspects of the symbolic frame of leadership include the rituals, culture, and values of an organization. Sypawka (2008) found that the symbolic frame has a "significant positive influence on a leader's effectiveness and overall worker satisfaction." Despite this finding, the symbolic frame was found to be utilized less often by organizations than other frames. Educational institutions may need to place a greater emphasis on strategies consistent with the symbolic frame of leadership in order to develop a balanced organizational management style. Overall job satisfaction was greater among employees as well as managers if a leader used the symbolic frame more than other frames of leadership. Bolman and Deal (1991) found that participants in their study utilized the symbolic frame in fewer than 20% of cases. Higher education institutes should more adequately prepare future leaders to use the symbolic frame effectively due to its importance, but low use (Kezar, Eckel, Contreras-McGavin, Quave, 2008). In a study by Howard, Logue, Quimby, and Shoeneberg (2009), the symbolic frame was reported as having the lowest preference of the frames by both the company and by the individuals even though it was mentioned positively. In pharmacy schools, symbolic activities were found in over 90% of all schools. The medical field places an emphasis on both the symbolic and structural frames of leadership, which is beneficial for their students (Thompson, Farmer, Beall, Evans, Melcert, Ross, Schmoll, 2008). The political and symbolic frames of leadership were found to be the most accurate predictors of effective leadership (Bolman and Deal, 1991). Although the symbolic frame has been shown to be imperative to leadership effectiveness, it is hardly an area of emphasis in leadership development programs. Managers who were trained prior to the 1980s likely were not trained to utilize the symbolic frame due to its absence from the research literature on effective leadership and management (Bolman and Deal, 1991).

Summary Characteristics of the Bolman and Deal Four Frame Model*

Characteristic	Structural	Human Resources	Political	Symbolic
Metaphor Central Concepts	Machine Rules	Family Relationships, Needs	Jungle Power, Conflict	Carnival Culture, Rituals
Decision Making Leader	Rational Analyst Transmit	Open to Produce Commitment Servant, Advocate	Gain or exercise power Negotiator	Confirm values Prophet
Communication	facts	Exchange Needs	Influence Others	Tell stories

* Adapted from Bolman and Deal, 1997.

Managerial Tendencies

Bolman and Deal (1991) aimed to discover which frames were typically used by managers, as well as how many frames tended to be used. Their study discovered that few managers used all four frames of leadership, and most reported using one or two frames. The least utilized frame was the symbolic frame, while the most used frame was the structural frame. There was a significant difference between the use of the political frame between Singapore and America. Managers in Singapore are less likely to use the political frame compared to American managers.

Bolman and Deal's Model Applied to Various Professions

Fleming-May and Douglass (2014) found that university librarians must utilize symbolic, political, and human resource frames. However, top level administrators appear to influence the librarian's need to utilize the symbolic and political frames. A study by Sowell (2014) found that during organizational changes, librarians need to increase their use of the political and symbolic frames in order to make the needed changes successfully.

One study found that principals reported the political frame of leadership as the least used and the human resource frame as the most used (Bista & Glasman, 1998). Additionally, Little (2010) found that community college administrators reported using the human resource frame of leadership the most. This was followed by the structural, symbolic, and political frames. However, peers and subordinates disagreed and reported that the structural frame of leadership was the most used frame by these community college administrators, followed by the human resource, symbolic, and political frames. Scott (1999) discovered that the structural frame of leadership is the most descriptive of the leadership style needed for collegiate athletic departments, meaning that these leaders may not emphasize interpersonal relationship as much as goals or tasks. However, the participants of the study reported using the human resource frame most often. Leaders in aviation tend to use a structural style most often, followed by the human resource, political, and symbolic styles, respectively.

A study of female superintendents found that these leaders rated themselves as utilizing the human resource frame most often and utilizing the political frame the least. These female superintendents also reported using a multi-framed style of leadership (Edmunds, 2008). A study of chief state school officers also found that a multi-frame leadership style was reported. These

chief state school officers were more likely to use a multi-framed approach as their years of experience increased (Wiggins, 2014).

General Leadership

When a person takes on a leadership role, effective leadership does not automatically occur. To be an effective leader, one must be familiar with leadership skills and also be capable to put those skills into practice. (Sharma, Sun, & Kannan, 2012). Burke and Attridge (2011) found that successful business professionals were higher than most in regard to conscientiousness, transformational leadership, interpersonal skills, and the political use of communication.

India

In a study which compared American companies to companies in India, Business Today (2010) found that American companies place a greater emphasis on external aspects, such as regulatory and board concerns. In contrast, companies in India place a greater emphasis on the company's structure and culture, as well as setting strategies. In India, paternalistic leadership, which combines kindness and compassion with authority, has been found to be positively correlated to job satisfaction. However, in America, that there was no significant correlation found (Pellegrini, Scandura, & Jayaraman, 2010).

One way to view leadership is aiming to achieve specific goals through the influence of others' attitudes and behaviors. In India, Desale (2008) stated that in order to be considered an effective leader one must be able to make employees' cognizant of their potential and value while also being transparent. One study discovered that among executives, missionary leadership is the preferred style and the deserter style was the least favored. Leaders who use a deserter style are passive while those who use a missionary style place great value on harmony (Limbare, 2012). Nandamuri & Rao (2011) found that 75% of their sample preferred democratic leadership when examining leaders in academia.

One of the most accepted and extensively studied leadership styles is transformational leadership. Biwas (2011) found that companies in India which used a transformational style of leadership were positively correlated with employee job satisfaction. A more cultural-specific leadership model, called the nurturant-task leadership model, was created by Sinha in 1980. This model states that to be an ideal leader, one must be task oriented as well as nurturant (Palrecha, Spangler, & Yammarino, 2012).

Bloom, Genakos, Sadun, and Van Reenen (2012) that Chinese, Indian, and Brazilian manufacturing firms tend to be less well managed compared to manufacturing firms in America, Japan, and Germany. One possible explanation for this may be that India and China tend to utilize an autocratic style of leadership. CEOs in India also consider their nation's welfare before making important business decisions (Gutierrez, Spencer, & Zhu, 2012).

Leadership of school principals in Malaysia, China, and India was evaluated by teachers of the school in a study by Sharma, Sun, and Kannan (2012). No differences were found between gender, tenure, or nationality and the principal's rating. This might suggest principals who have effective leadership qualities are viewed positively by teachers regardless of nationality, tenure, or gender.

Business Majors vs Non-majors

In a study of the personality traits of business majors and non-business majors, business majors scored higher in extraversion, assertiveness, conscientiousness, tough-mindedness, and emotional stability than non-majors. All of these traits, with the exception of tough-mindedness and agreeableness, were positively correlated to life satisfaction (Lounsbury, Smith, Levy, Leong, & Gibson, 2009).

One study examined the relationship between moral development and transformational/transactional moral development. No significant relationship was found. However, the authors found that there were significant differences in regard to student type. Science and Art majors scored significantly higher than education majors in moral development. However, education majors scored higher on transformational leadership behaviors. Business majors scored higher than other student groups in Management-by-Exception (Active) behaviors. Males tended to score higher in transactional leadership while females scored higher in transformational leadership (Burgette, 2008).

Leadership education for engineering may be different than other disciplines' leadership education. Engineering schools focus on helping students create solutions to difficult and complex problems. These means less emphasis needs to be places on transforming problem solving into a leadership vision. The focus in leadership education for engineering majors is interpersonal communication as opposed to organizational communication. Engineering majors also focus on developing a self-awareness in regards to their behaviors and motivations when interacting with others (Bayless, 2013).

China

A study examining the emotional intelligence of business majors in the United States and China found that American students have higher mean emotional intelligence scores than Chinese business students. American graduate students scored significantly higher than Chinese graduate students; however the scores showed no significant difference between Chinese or American undergraduates. Emotional intelligence may have an impact on leadership styles and differences between cultures can provide insight into what constitutes leadership between cultures (Margavio, Margavio, Hignite, & Moses, 2012).

RESULTS AND DISCUSSION

The students' responses determined what their predominant leadership style. A single style signifies that one primary style is used. Similarly, a paired style denotes two leadership styles. Those using a multi style utilize at least 3 or 4 leadership styles. Finally, No Style does not mean an absence of a leadership style, but that no singular style reached the threshold of style usage. The majority (46%) of Chinese students employed the "Multi Style" while fully half of the Indian students were polar opposites in that half favored "No Style". Interestingly, the respondents using the Single and Paired style from both countries were nearly identical. A Chi-Square goodness of fit revealed a strong difference at the .001 level (see Table 2). When analyzing by major no significant differences were found between Business and Non-Business majors. However, significant differences were found by major and country.

There are a total sixteen possible leadership styles when one examines all of the potential possibilities. Four are for single styles, six are paired styles, five are multi styles, and finally one is no emergent style at all. The Chinese students led in nine of the categories. Consequently, the differences were significant at the .000 level (see Table 3). Again, no significant differences were found by major. However, 10.6% of Indian Business students utilized the full four frames while only 6.4% on Indian Non-Business majors used the four frames.

The Business students in China used the frames in the following rank order: Structural, Political, Human Resources, and Symbolic while the Non-Business Chinese students employed the Political, Human Resources, Structural, Symbolic frames. Conversely, the Business students in India used the Human Resources, Symbolic, Structural, and Political frames while the Indian Non-Business students used the Human Resources, Structural, Symbolic and Political frames (see Table 4).

Interestingly, only three statistically significant differences emerged. The use of the Structural and Political frame between students in China and India. In both cases, the Chinese students greater utilized the respective frames. Finally, Business students were more apt to employ the Symbolic frame than Non-Business students.

CONCLUSIONS AND IMPLICATIONS

When comparing the results with the research hypotheses it was found that:

H1. There is a difference in the leadership styles of Chinese and Indian students and in the variable of academic major

Hypothesis H1 was not supported. There was a difference in leadership styles by students from the two countries as the Chinese students most employed the full “Multi-4” style (34%) while fully half of the Indian students selected the “No Style.” But, the validity of the Chinese students’ responses were questionable since Bolman and Deal (1991) contend it was rare that a manager utilized all four frames. Similarly, Sburlan (2009) asserts that most leaders do not have the flexibility to use this multi-framed approach. Perhaps the Chinese students were overly eager and optimistic of their abilities without application experience, i.e. managerial experience. Conversely, the Indian students appear to have assessed their abilities in a more realistic fashion. However, in the variable of major, there were no statistically significant differences due to being a Business student versus another major.

H2. There is a difference in the leadership frames of Chinese and Indian students in the variable academic major

Hypothesis H2 was supported in the use of the symbolic frame as Business students were more apt to use this frame than Non-Business students. Perhaps this difference is due to the curriculum of the academic programs as Business students may have had more training in viewing solutions to organizational programs.

H3. There is a difference in the strongest/weakest frames of Chinese and Indian students in the academic major.

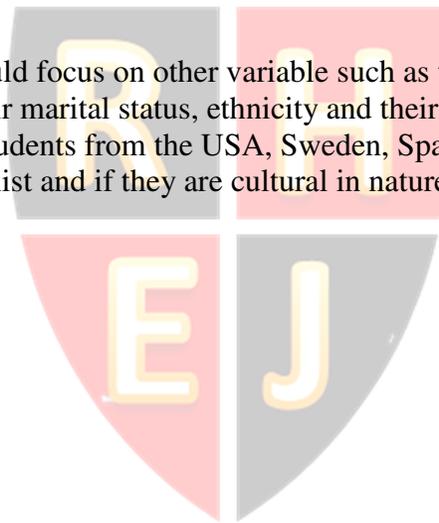
Hypothesis H3 was confirmed as there were weak, but statistically significant differences in the use of the Structural and Political frames. Normally, the structural frame generally has the strongest usage (Little 2010, Phillips, 2010) while the Political frame is used least (Bista & Glasman, 1998). However the respondents from China scored the Political frame highest while the Indian students mostly favored the Human Resources frame which supports the findings of Fleming-May & Douglass, (2014), Bista & Glasman, (1998) Scott (1999).

In summary, there were wide differences in the leadership styles of Chinese and Indian students as the Chinese students were much more in tune with the various frames and nearly half stated that they practiced the “Multi-frame” leadership style. Conversely, fully half of the Indian students did not utilize a particular leadership style. Even though there were differences by gender between the two countries, i.e. Chinese “Multi-Frame” usage compared to Indian “No Frame”. However, when viewing by academic major minimal differences emerged.

Leadership training at the college and university level should occur in both countries. This training could include internships, experiential learning activities, role playing, and cooperative learning models among other tools. These recommendations support the work of Ibarra, Ely, and Kolb (2013) and Ely, Insead and Kolb (2011).

FUTURE RESEARCH

Additional research could focus on other variable such as the student’s status of being undergraduate or graduate, their marital status, ethnicity and their gender. Also, a study could compare these students with students from the USA, Sweden, Spain, and Singapore to see if leadership styles and frames exist and if they are cultural in nature.



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APPENDIX

Table 1 Demographics	India		China	
	N	%	N	%
Total	516	54	448	46
Gender				
Female	308	60	269	60
Male	208	40	179	40
Major				
Business	378	73	311	69
Non-Business	140	27	137	31
Level				
Undergraduate	282	55	334	76
Graduate	235	45	106	24

Table 2 Leadership Styles		China	India	χ^2	df	Sig
	Single	19%	17%			
	Paired	15%	14%			
	Multi	46%	19%			
	No Style	21%	50%			
Business				χ^2	df	Sig
	Single	19%	15%	68	3	0.000
	Paired	14%	14%			
	Multi	46%	21%			
	No Style	22%	49%			
Non-Business				χ^2	df	Sig
	Single	18%	20%	49	3	0.000
	Paired	18%	14%			
	Multi	46%	14%			
	No Style	18%	53%			

Table 3 Styles by full list of options		China	India	χ^2	df	Sig
Business						
STRUCTURAL		5.5%	2.9%			
HUMAN RESOURCES		5.5%	8.5%			
POLITICAL		6.8%	1.6%			
SYMBOLIC		1.3%	2.9%			

STR-HR	2.6%	4.2%
STR-POL	3.9%	1.1%
STR-SYM	1.6%	1.1%
HR-POL	4.8%	1.9%
HR-SYM	0.3%	4.0%
POL-SYM	0.3%	2.1%
STR-HR-POL	2.6%	0.8%
STR-HR-SYM	5.1%	7.7%
STR-POL-SYM	1.9%	0.8%
HR-POL-SYM	1.9%	1.3%
FOUR FRAME	34.1%	10.6%
NO FRAME	21.9%	48.7%

<i>Non-Business</i>	China	India	χ^2	df	Sig
STRUCTURAL	5.8%	2.1%	84	15	0.000
HUMAN RESOURCES	5.1%	12.1%			
POLITICAL	5.8%	1.4%			
SYMBOLIC	0.7%	4.3%			
STR-HR	2.9%	2.9%			
STR-POL	3.6%	2.1%			
STR-SYM	2.2%	2.9%			
HR-POL	7.3%	0.7%			
HR-SYM		5.0%			
POL-SYM	2.2%				
STR-HR-POL	1.5%	1.4%			
STR-HR-SYM	7.3%	4.3%			
STR-POL-SYM	2.2%	1.4%			
HR-POL-SYM	2.2%				
FOUR FRAME	32.8%	6.4%			
NO FRAME	18.2%	52.9%			

Table 4
Frame Strength

China	Business	India	Business
	Mean		Mean
Structural	3.5823	Human Resources	3.6002
Political	3.5691	Symbolic	3.4801
Human Resources	3.5457	Structural	3.4623
Symbolic	3.3614	Political	3.2782

China	Non-Business	India	Non-Business
	Mean		Mean
Political	3.6066	Human Resources	3.5268
Human Resources	3.5307	Structural	3.3634
Structural	3.5277	Symbolic	3.2731
Symbolic	3.2971	Political	3.1630

Comparison	Frame	F	Sig
China/India	Structural	7.6	0.006
China/India	Political	50.2	0.000
Business/Non-Business	Symbolic	5.7	0.017

