THE RELATIONSHIP BETWEEN PRIMARY AND SECONDARY DIMENSIONS OF DIVERSITY WITH HUMAN BEHAVIOR AND BELIEFS: A STUDY ON BLOOD TYPES AND RELIGION IN INDONESIA

Grace Lovita[1], Maganitri Putri[2], Natasha Eka Novianti[3], Wilbert Melvern[4], Ida Bagus Putu Aditya[5]

[1,2,3,4,5]Faculty of Business & Social Sciences, International University Liaison Indonesia, BSD
Email:[1]gracelovita@gmail.com, [2]maganitriputri@gmail.com, [3]natashaaekaa@gmail.com, [4]wilbertmelvern@gmail.com, [5]ib.putu.aditya@gmail.com

ABSTRACT. This Paper Aims To Determine Whether Or Not There Is A Relationship Between A Person's Beliefs Regarding Factors In Hofstede's Cultural Dimensions, Specifically Power Distance And Individualism Vs Collectivism, Their Cross-Cultural Understanding To Their Blood Type And Religious Beliefs. Additionally, This Paper Aims To Determine Whether A Primary Dimension Of Diversity, Blood Type, Or A Secondary Dimension Of Diversity, Religion, Is A Better Indicator Of An Individual's Behaviour, If At All. A Survey Was Conducted Through Simple Random Sampling Method To Gather Data From As Many Individuals As Possible To Ensure The Validity Of The Research's Findings. In Total, 30 Questions Were Asked In The Survey Of Which 12 Were About The Individual's Profile And 18 Were About Their Cross-Cultural Understanding And Their Beliefs On Individualism, Collectivism, And Power Distance.
Keywords: Blood Type, Religion, Cross-Cultural Understanding, Hofstede's Cultural Dimension

1. INTRODUCTION

Humans are born with different gifts and unique features that differentiate them from one to another, not just physically, but also by their ethnicity, race, skills, experiences, achievements and many more diversifications. These diversities are called the dimensions of diversity which comes in two categories which are primary dimensions, which are factors that people are born with or inherit or obtain from their early age, and secondary dimensions, which are the factors that can be changed or obtained in the span of humans' lifetimes. They grow and develop with the influence of the society or organization that they grew up in. These diversities and influences also make humans behave differently from one another. With the different human behaviors, sometimes it becomes difficult to work or connect with other people that have different behaviors than theirs, however it is important to find a goal or objective that could be a common ground for them to be able to work together and cope with each other's different personalities and behaviors (Asthon, 2010).

As a social being, human has a tendency to categorize others and socialized with other human being that has a tendency to be "similar" to them in any way possible. This behavior is raising the importance of diversity awareness in organizational level. The free-trade market policy also has contribution to the diversity exist in organizational level. People with different behavioral dimension are gathered in one place and thus, the dimension interact and influence one another fluidly and can be changed throughout the time. The dominance of each dimension of diversity is dynamically changed based on

the surrounding environment took place, but coordinately affecting the decision making, work pace and efficiency in the organization. Diversity is not a simple thing to manage, let alone fully understood because there is diversity dimension that will be change over time (Mazur, 2010).

Secondary dimension of behavior is obtained from the surrounding culture such as common practices in the area. A person can adapt to the new characteristic in the surrounding area and behave similarly with the current characteristic, and it keeps changing based on the current dimension behavior in the area. The ability to adapt and take on the new set of behavior is very important since in one organization, have to cope with their own stigma and point of view, but also accepting organization stigma and point of view in order to work in harmony and able to lead other people in the organizations (Mir, 2010).

This study aims to determine whether or not there is a relationship between a person's beliefs regarding factors in Hofstede's Cultural Dimensions, specifically power distance and individualism vs collectivism, their cross-cultural understanding to their blood type and religious beliefs. Additionally, this paper aims to determine whether a primary dimension of diversity, blood type, or a secondary dimension of diversity, religion, is a better indicator of an individual's behavior, if at all.

2. LITERATURE REVIEW
a. DIMENSIONS OF DIVERSITY

There are a lot of traits that can define a person's personality; it is influenced by the primary dimension as well as the secondary dimension. While the primary dimension talking about the personality traits that people are born with or inherit from their parent's DNA, secondary dimension talking about the personality traits that people are obtained and can be changed by the surrounding community custom along

their life span. Primary dimension of personality diversity includes age, race, gender, ethnic, and also mental/physical abilities and characteristics. Secondary dimensions including geographical locations, educations, family status, religion, communication style, experiences and many more that can influence a person accordingly (Compas Point Management, 2010).

The primary dimensions are the ones which define a person in the first place because primary dimensions are the one people have that are born with so people did not have the opportunity to choose what traits in primary dimension that people wanted to. Secondary dimensions can make an image of the person since the person has the ability to change and shape the personality based on the community surrounding and also the lesson people get either formally and informally. Both primary and secondary dimensions defined a person diverse characteristic by the interrelation of the characteristic containing in the primary and secondary dimension (Mir, 2010).

1). Primary Dimension

Primary dimension of diversity is the dimension of diversity where people obtained correspond when people are born. Primary dimensions including the learning style, types of intelligence, age, ethnicity, gender, physical abilities, race and also sexual orientation. All of these elements is what define someone and cannot be changed since these elements are inborn within people and later on it shapes people's self-image and world view (Sykes, 2015).

In this paper, the authors focused on blood type as the primary dimension to be discussed in order to figure out whether there is an effect on the person's beliefs regarding individualism, collectivism, and

power distance as well as their own cross-cultural understanding.

2). BLOOD TYPE
There are only four outline blood types in this world, which is AB, A, B and O. Normally, people know the blood type for giving or receiving the blood transfusion when people are in needs. Blood types are determined by the proteins containing in the blood, and it also believed in Japan that blood types also determine the temperament and personality of a person. There is also a study about different diets for different blood types because different proteins in the blood mean different capability to digest food (Evans, 2012). Blood type A tends to be perfectionist, stubborn and also value harmony with others. People with blood type A referred to as farmers in the society. People with blood type B tends to have a strong curiosity but also lost interest easily, blood type B people often referred to as the hunter in the society. Blood type AB is the rarest blood type. People who has AB blood type is referred as the humanist because AB people's personality represent both of A and B blood type personality which is shy like A but also outgoing like B and also AB people has excellent analytical and logical reasoning skills. Blood type O people usually are a natural-born leader because people with O Blood type are outgoing, have leadership abilities and able to set the mood in the group (Nakamine, 2017; PsycholoGenie, 2018).

3). Gender
Scientifically, what defines gender is the chromosomes contained in people DNA, x-x for women and x-y for men. The differences in chromosomes make the physical differences in size and anatomy of women and men are obvious (Jarrett, 2016). Based on the evolutionary perspective, it is very possible that the psychology

differences between man and women are occur because the society expected man and women to produce substantial differences in personality traits in the society. The differences in the personality different of men and women is much, means that the expected traits for men and women from the society really make the personality of men and women different (Maestripieri, 2012).
Organization needs to have both men and women personality in organization to help organization solve the problem better because the solution comes from two different point of view that complete each other. Men have a tendency to focus on the task given and make decisions not based on feeling or intuitions but based on strategy and procedures given. Women have a tendency to multitask, and when it comes to meeting, women give more attention to reading facial expression of the meeting participant and discussing the problem in detail before finding the solution needed (Zeiger, 2018).
Gender perception or stereotype, which is men and women tendency characteristic can also influence men and women based on the stereotype given. Like for instance the stereotypes that have been around for a long time is that women should be at home while men should be support at home. Such stereotypes make women sometimes hard to go to the higher positions because men are seen as more capable to lead or to be in the higher position. Sex discrimination in the workplace can affect people behavior in the organization that should be minimize because men and women have the same right to participate and earn something from organization (Scott, 2018).

4). Ethnicity
According to the United Nations, the grouping of a country's population based on ethnicity are dependent upon individual national circumstances. Some of the criteria

by which ethnic groups are identified are ethnic nationality, such as area of origin, race, color, language, religion, customs of dress and eating, tribeor various combinations of these characteristics. Additionally, some of the terms used, such as "race", "origin" or "tribe", have a number of different connotations which would mean different things in different parts of the world (United Nations, 2017). In Indonesia, ethnicity is often divided based on area of origin and familial lineage, although the classification of ethnic groups in Indonesia is not rigid and in some cases unclear because of movements, social and etymological impacts; for instance, some may think about Bantenese and Cirebonese to be individuals from the Javanese public; in any case, some others contend that they are diverse ethnic gatherings by and large since they have their own particular tongues. In this paper, the categorization of ethnicity used in this paper will be based on the groupings on the Central Intelligence Agency Database, which are Javanese, Sundanese, Malay, Batak, Madurese, Betawi, Minangkabau, Buginese, Bantenese, Banjarese, Balinese, Acehnese, Dayak, Sasak, Chinese, and other, which will be specified by the respondent (Central Intelligence Agency, 2018).

Around 260 million of people living in Indonesia has formed about 1,300 ethnic groups with at least 95 percent of the ethnic groups are native to Indonesia. Another 5 percent of Indonesian people are the minority migrant groups such as Chinese, Arab and also Indian. Although Indonesia has about 1,300 of ethnic groups, more than two third of 260 million of the country's total population are categorized into these six largest ethnic groups in Indonesia such as Javanese, Sundanese, Batak, Sulawesi, Madurese, and Betawi (Yuniarni, 2016).

From the Survey that have been conducted on September until October 2018, it is true that Javanese, Sundanese and Batak are

some of the largest ethnicity in Indonesia. From this data, we hope to see the connection about the ethnicity of people in Indonesia towards the cultural awareness, individualism and collectivism and also power distance made in the organizations.
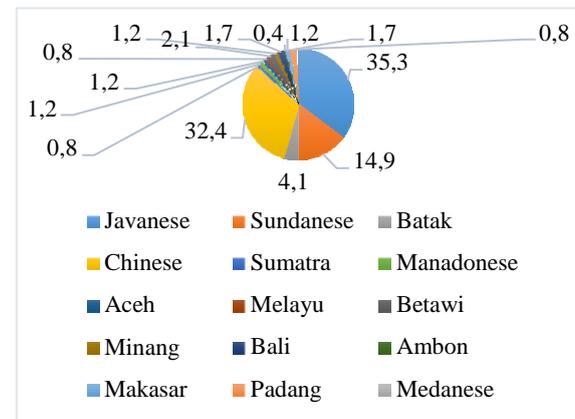
Source: (Google Survey)
Figure 1: Ethnicity Chart from Survey

b. Secondary dimension
Secondary dimension of diversity is the dimension of diversity where people can acquire, change, and discard throughout people's lifetime. People can obtain more than one custom in each elements of secondary dimension based on the surrounding community people in in the period of time. Secondary dimension elements such as work, background, income, marital status, military enterprise, religious beliefs, geographic location, parental status and education can be choose by someone, which later can shape people's self-image and world view also like the primary dimension but in the different ways (Mir, 2010).

In this paper, we focused on the individual's religious affiliation to be analyzed further to figure out whether there is an effect on the person's beliefs regarding individualism, collectivism, and power distance as well as their own cross-cultural understanding. The authors of this

paper chose to highlight the individual's religion because as this study is conducted in Indonesia, where religion is quite important to a person's identity, it would give us a more concrete evidence to figure out whether there is a link between the respondents' religion and their beliefs and behaviour as religion should be something that determines the people and thoughts that surrounds an individual from an early age, in Indonesia. Additionally, it is also quite clear that a person's religious affiliation and their beliefs would be heavily linked, hence, the authors of this paper of this paper chose to highlight religion over other secondary dimensions.

1). RELIGION

Religion is a universal human pursuit, usually taught or passed to children as the heritage from the parents. Religion affecting people on their morality, cultural parameters, ideals, and also influencing a person way of thinking and behavior from the preachment each religion has that usually also answering the meaning of human existence that are emerge within a person. Religion contain important element of human culture and also human sympathetic insight that leads to the person characteristics that can be differentiate on every religious belief because every religious belief has its own particularity. As the practices of the religious belief keep on held, it embedded in the individual characteristics and complex system, which often influence the social norms and aesthetic and artistic expressions and symbols with the dominant religious belief in one area (Agorastos, Demiralay, & Huber, 2014).

In several organizational behavior studies, positive correlations have been discovered between people's religion and their job attitudes, and ethical decision making in organizations. Greater religiosity was associated with higher job satisfaction and

was a significant predictor of organizational commitment. It seems that the traditions of the world's major religions have endured the test of time and note that the values inherent in those religions may be relevant to the management of modern organizations (Gyekye, 2012).

2). Educational Background

Educational background of one person divided into public school, private school or home-schooling. There are lot of discussion whether to choose public school, private school or home-schooling for people to receive education. Public school offers children to learn and make way to stand out in the crowded institutional system since public school have a tendency to have more student than private school. Private school varied from religious based, non-denominational based, or sometimes gender based. This same categorize that private school have can be beneficial of emotional support from the same group background. Private school also enable student to come from different student from different area which can broaden the student point of view. Home-schooling creates the opportunity for student to have tailored education for student's need. The statistics even show that homeschooling student tend to have better score on standardized test which suggest that the tailored subject to students need tends to produce student with higher scholastic skills (Pickhardt, 2010; More For Kids, 2017).

Furthermore in the context of organizational behavior, there are results from previous research among others, undergraduate and graduate educational background affect trust in relation to subordinate job satisfaction as well as organizational commitment (Chen, 2010). Another research suggests that educational background proved to moderately influence the beliefs of Greek Bank employee about

organizational culture (Belias & Koustelios, 2013). Moreover, results from a sample of 299 private nurses demonstrating that organizational cynicism mediated the relationship between high-performance work practices and intention to leave and further that this indirect effect is dependent on nurses' human resource management-related educational background (Gkorezis, Georgiou, & Theodorou, 2016).

3). Cross Cultural UNDERSTANDING

Workforce and industry are moving rapidly towards any possible directions and geographic locations in the world. The expansion of the business towards other part of geographic locations confront businesses towards numerous cultures, language and customs which can be hard for businesses to communicate effectively for business purpose which make it harder for business to reach common goal between two parties. When a business expands its territory towards other geographic locations, businesses will be faced by cross cultural that will be beneficial if the business succeeds to overcome the differences when the cultural aspect crosses. The business and the people in it have to understand first that not everybody comes with the same cultural understanding hence the same communication process cannot be applied to all employees (Mind Tools Content, 2018).

Cross cultural aspect create value that such values can affect how people think and act and also the kind of criteria by which people judge others. Culture has been thought to people since small age and has been absorb by people subconsciously by doing it on repeat as time goes by. Cultural aspects make a group of people has some way of thinking and reacting that if the person are not open to faced other cultural, it will set barrier between people with the surrounding. People tend to socialize with other people with the same or similar

cultural background because it shares the same value and way of thinking which for some people more soothing than have to adapt to the new cultural background. This tendency is not good for the business because it can cause internal conflict which supposed to be not necessary that can influence business performance (Goman, 2011).

Cross cultural acceptance is important to make business run in harmony; acceptance of other cultural in organizations has to be taught to every one so that everyone can be more responsive to the changes in outside environment. Since people tend to trust and attributes higher position to other with the same cultural background, not giving the learning about how people should accept other culture in organizations can divided the people into majority and minority group, and the information distribute to other people only with the same cultural background, which highly has to be avoided. The understanding of other culture and acceptance of other culture has to be embedding to every people so the organizations can go in harmony thus it will be easier for the organizations to achieve it common goal since there are no big gap between people with different cultural background (Rawat, 2018; Subaşi, 2018).

b. HOFSTEDE MODEL

The Hofstede Cultural Dimension Theory, created by Geert Hofstede, is a model of national culture which consists of 6 cultural dimensions. The model is created to bridge the differences of culture amongst people that are working in organizations and how their differences affect the behaviors and values in a workplace. Before its emergence, in 1970, Hofstede issued a large survey study involving 50 countries and over a thousand interviews from variety of perspectives before extending the survey to up to 70 countries. From the survey, each country is scaled from 1 to 100 for each

dimension. Higher scores indicate higher probability of the dimension being more dominant in the culture (Hofstede Insights, 2018; Mulder, 2017; Anastasia, 2015). The six cultural dimensions include:

1. Power Distance: the extent to which people accept an unequal distribution of power as normal.
2. Uncertainty Avoidance: the extent to which people feel frighten caused by unknown situations and prefer to be in palpable and explicit situations.
3. Individualism vs. Collectivism: dimension focusing on people who prefer being alone to look after themselves and define themselves primarily as individuals rather than as part of one or more groups or organizations or people who prefer to be in a group and base their identities on the group or organization that they belong to.
4. Masculinity vs. Femininity: the scope of dimensions where societies prefer either firmness, heroism, accomplishment and material reward for attaining success or prefer politeness, collaboration, quality of life and look after for the weak.
5. Long-Term vs. Short-Term Orientation: dimensions that describe the propensity of a society toward searching for virtue or those societies that are strongly prone toward the establishment of the undiluted truth.
6. Indulgence vs. Restraint: revolves around the degree to which societies can practice control over their impulses and desires
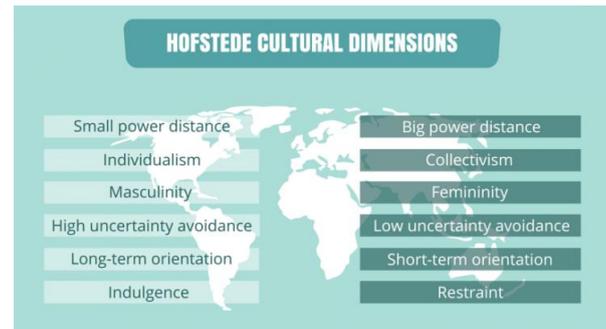
Source: (Anastasia, 2015)
Figure 2: Hofstede Cultural Dimensions

In this paper, the two categories of Hofstede's Cultural Dimensions that are going to be analyzed are power distance and individualism and collectivism. As shown in the diagram below, Indonesians have high number in power distance which is 78 while the number in individualism is very low which is only 14. This paper hopes to find result from the survey like in the diagram below, as is high in power distance and low in individualism and see whether there are any variance when it comes to people of different religions and people with different blood types (Hofstede Insights, 2018).
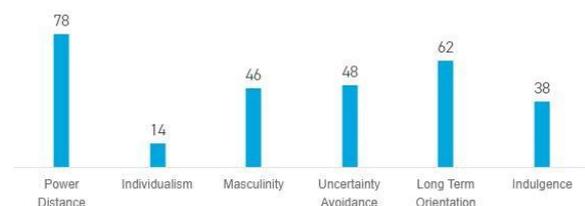
Source: (Hofstede Insights, 2018)
Figure 3: Indonesia Hofstede Cultural Dimension

3.   RESEARCH MODEL

This research model for this paper is used to draw the connection between blood type and ethnicity of people which are primary dimension and people's religious belief and educational background with people's cross-cultural awareness. Does the choice of the religion beliefs and educational background of someone really affecting people knowledge about other culture and their own culture which later is compared with Indonesia Hofstede Model Cultural Dimension regarding the individualism or collectivism and also power distance in organization.
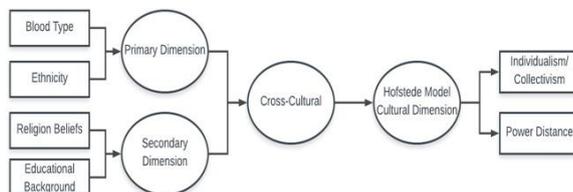
Figure 4: Paper Research Model

4.   RESEARCH METHODOLOGY

In order to satisfy the objectives of this paper, a quantitative research was used in order to gather as much data and responses as possible. A set of questions were formulated to gain insight and opinion on topics that relates to the individual's profiles as well as their behavior and beliefs pertaining to cross-cultural understanding, power distance, individualism, and collectivism. In total there were 30 questions in the survey, of which 6 were about the respondents' cross-cultural understanding, 6 regarding individualism and collectivism, 6 surrounding power-distance, and 12 to gain insight on the respondents' profile through 6 questions based on the primary dimensions of diversity and 6 based on the secondary dimensions of diversity. From the survey, we decided to analyze whether there is any correlation between blood type and interpersonal relationships, through the basis of individualism, collectivism, power distance, and cross-cultural understanding, and between religious beliefs and interpersonal relationships, through the same factors.

The study adapted scales from relevant studies and exercises from textbooks to formulate the questions and statements in the survey. The respondents were chosen through simple random sampling in order to maximize the number of respondents. The respondents were given the questionnaire through the usage of an online platform which were shared through social media, e-mails, and messaging applications. The respondents were asked to gauge their beliefs on 18 statements regarding their own cultural understanding and their beliefs regarding individualism, collectivism, and power distance on a 5-point Likert scale, anchored on strongly disagree at number 1 and strongly agree at number 5.

5.   RESULTS

The survey resulted in 267 Indonesian respondents of which, after data cleaning, left us with 241 valid responses compromising of 121 females and 146 males, ranging in age from less than 18 to 65 years old. For the purpose of this study, there are 97 respondents with the blood type O, 26 with the blood type AB, 57 with the blood type A, and 69 with the blood type B. Within the sample, there are 97 who identified as Muslims, 81 Christians, 51 Catholics, 14 Buddhists, and 7 as others, which included answers such as Hindu and Agnostic.

Through the questionnaires that we distributed online, we managed to gain a total number of 241 respondents. There were total of 30 questions that were included in the questionnaires regarding the respondents' basic background information such as age, gender, religion, ethnicity, and

many more. Also included in the questionnaires, are questions to find out about their point of view in cultural dimensions, specifically in cross-cultural, individualism and collectivism, as well as power distance. Using all of this information, we would like to understand more about how all of these aspects might

GEN – Gender
BT – Blood Type
MOB – Month of Birth
EDU – Education
SCH – School
REL – Religion
MS – Marital Status
NOK – Number of Kids
ES – Employment Status
CC – Cross Cultural question #1-6
IC – Individualism Collectivism question #1-6
PD – Power Distance question #1-6

5.1 DESCRIPTIVE STATISTICS

Table 1: SPSS Result on Descriptive Statistics Analysis

influence one's behavior within an organization.

In order for all the data to fit in the following few pages, the questions are shortened and listed as abbreviations. The following list consists of the meanings of the abbreviations:

ZOD – Zodiac
AGE – Age
ETH – Ethnicity

	N	Mean Statistic	Mean Std. Error	Std. Deviation Statistic	Variance Statistic	Skewness Statistic	Skewness Std. Error	Kurtosis Statistic	Kurtosis Std. Error
			2 5			05 5	5 7		1 2
ZOD	241	6.75	0.224	3.484	12.138	-0.026	0.157	-1.223	0.312
AGE	241	2.79	0.050	0.779	0.607	0.007	0.157	-0.687	0.312
ETH	241	3.86	0.222	3.453	11.922	1.623	0.157	2.527	0.312

Descriptive Statistics

	N	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
GEN	241	1.50	0.032	0.501	0.251	-0.008	0.157	-2.017	0.312
BT	241	2.68	0.078	1.209	1.461	-0.112	0.157	-1.582	0.312
MOB	241	6.65	0.2	3.496	12.221	-0.	0.1	-1.196	0.3

	N	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
EDU	241	1.93	0.046	0.709	0.503	0.108	0.157	-0.998	0.312
SCH	241	1.61	0.033	0.506	0.256	-0.241	0.157	-1.476	0.312
REL	241	2.02	0.070	1.088	1.183	1.377	0.157	3.090	0.312
MS	241	1.72	0.041	0.640	0.410	1.188	0.157	4.806	0.312
NOK	241	1.43	0.032	0.496	0.246	0.278	0.157	-1.939	0.312
ES	241	2.64	0.076	1.186	1.405	-0.126	0.157	-0.834	0.312
CC1	241	3.88	0.061	0.943	0.890	-0.839	0.157	0.189	0.312
CC2	241	3.53	0.067	1.045	1.092	-0.525	0.157	-0.694	0.312
CC3	241	4.41	0.044	0.690	0.476	-1.735	0.157	6.074	0.312
CC4	241	3.78	0.058	0.908	0.825	-1.056	0.157	1.141	0.312
CC5	241	2.06	0.065	1.002	1.005	1.059	0.157	0.609	0.312
CC6	241	2.32	0.061	0.944	0.892	0.708	0.157	-0.068	0.312
IC1	241	2.44	0.065	1.011	1.023	0.751	0.157	-0.143	0.312
IC2	241	3.81	0.053	0.820	0.672	-1.099	0.157	1.511	0.312
IC3	241	3.73	0.054	0.839	0.704	-0.873	0.157	0.846	0.312
IC4	241	3.98	0.046	0.707	0.500	-1.618	0.157	5.221	0.312
IC5	241	3.18	0.061	0.952	0.906	-0.159	0.157	-1.149	0.312
IC6	241	2.76	0.063	0.982	0.965	0.277	0.157	-0.900	0.312
PD1	241	2.52	0.064	0.992	0.984	0.542	0.157	-0.544	0.312
PD2	241	2.12	0.066	1.017	1.034	0.994	0.157	0.352	0.312
PD3	241	4.01	0.049	0.764	0.583	-1.316	0.157	3.148	0.312
PD4	241	1.68	0.051	0.787	0.620	1.572	0.157	3.660	0.312
PD5	241	4.35	0.047	0.727	0.529	-1.833	0.157	6.227	0.312
PD6	241	3.82	0.055	0.855	0.731	-0.860	0.157	0.885	0.312
Valid N (listwise)	241								

Source: (SPSS)

As shown above, Table 1 is the descriptive statistics data of the survey results. The *n* value represents the total number of respondents with valid responses and proves that there is no missing data. Minimum shows smallest number of options per questions which is 1 and the maximum column shows a more variation of numbers

depending on the number of options that were given for the respondents to answer the questions. Based on the data, the question about zodiac has the largest amount of mean or average which is at 6.75. Lastly, the data of the skewness would explain the asymmetry in the statistical distribution, where 0 results signify a normal distribution. Hence, results with negative numbers would represent skewness to the left whereas positive numbers to the right. While based on the descriptive statistics data above, there are 17 negative results and 13 positive results, which mean that most of the data skewed to the left.

From the mean column on the descriptive statistic, we are able to see that there is variance in the respondent's response to the statements, with many leaning towards either a 2 or a 4 meaning that they either disagree or agree with the statements, which indicates a strong response. From the mean column of the descriptive statistic, we are able to see that the respondent leans toward "agree" to statements 1 to 4 on their cultural understanding and "disagree" on statements 5 and 6 on their cultural understanding, which checks out since the last 2 cross-cultural understanding statements were meant to ensure the validity of the respondent's answers. From this, we are able to see that our respondents are aware of other country's and other community's culture.

From the mean column of the descriptive statistic, we are also able to see that the respondent leans toward "agree" to statements 2 to 4 on their behaviour and beliefs around individualism and collectivism and "disagree" on statements 1, 5, and 6 on their individualism and collectivism, which checks out since statements 1, 5, and 6 were meant to indicate that the respondent is individualistic and statements 2 to 4 were meant to indicate that the respondent prefers to work as a collective. From this, we are able to confirm

that, as the Hofstede insight states, that Indonesians are highly collectivist and believes in teamwork and cooperation.

Finally, from the mean column of the descriptive statistic, we are able to see that the respondent leans toward "agree" to statements 3, 5, and 6 on their beliefs and behaviour around power distance and "disagree" on statements 1, 2, and 4 on their beliefs and behaviour around power distance, which checks out since statements 1, 2, and 4 indicates a high power distance and statements 3, 5, and 6 indicates a low power distance. This deviates from Hofstede's findings in that, per the data, Indonesians were meant to have a high power distance, and our research finds that the Indonesians responding to our survey have a low power distance.

5.2 FREQUENCIES

In the following tables, we shall see whether or not all the respondents have responded to all of our questions by looking at the valid *n* and missing *n* values.

Table 2: Statistic

Statistics		GEN	BT	MOB	ZOD	AGE	ETH	EDU	SCH	REL	MS
N	Valid	241	241	241	241	241	241	241	241	241	241
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		1.50	2.68	6.65	6.75	2.79	3.86	1.93	1.61	2.02	1.72
Std. Error of Mean		0.032	0.078	0.225	0.224	0.050	0.222	0.046	0.033	0.070	0.041
Median		2.00	2.00	7.00	7.00	3.00	2.00	2.00	2.00	2.00	2.00

Mode	2	4	12	12	3	1	2	2	1	2
Std. Deviation	0.501	1.209	3.496	3.484	0.779	3.453	0.709	0.506	1.088	0.640
Variance	0.251	1.461	12.221	12.138	0.607	11.922	0.503	0.256	1.183	0.410
Skewness	-0.008	-0.112	-0.055	-0.026	0.007	1.623	0.108	-0.241	1.377	1.188
Std. Error of Skewness	0.157	0.157	0.157	0.157	0.157	0.157	0.157	0.157	0.157	0.157
Range	1	3	11	11	3	15	2	2	6	4
Minimum	1	1	1	1	1	1	1	1	1	1
Maximum	2	4	12	12	4	16	3	3	7	5
Sum	362	645	1602	1627	673	930	464	387	486	415
Percentiles 25	1.0000	2.0000	4.0000	4.0000	2.0000	1.0000	1.0000	1.0000	1.0000	1.0000
Percentiles 50	2.0000	2.0000	7.0000	7.0000	3.0000	2.0000	2.0000	2.0000	2.0000	2.0000
Percentiles 75	2.0000	4.0000	10.0000	10.0000	3.0000	5.0000	2.0000	2.0000	3.0000	2.0000

Source: (SPSS)

Table 3: Statistics (cont.)

Statistics											
		NOK	ES	CC1	CC2	CC3	CC4	CC5	CC6	IC1	IC2
N	Valid	241	241	241	241	241	241	241	241	241	241
	Missi	0	0	0	0	0	0	0	0	0	0

	ng										
Mean		1.43	2.64	3.88	3.53	4.41	3.78	2.06	2.32	2.44	3.81
Std. Error of Mean		0.032	0.076	0.061	0.067	0.044	0.058	0.065	0.061	0.065	0.053
Median		1.00	3.00	4.00	4.00	4.00	4.00	2.00	2.00	2.00	4.00
Mode		1	3	4	4	5	4	2	2	2	4
Std. Deviation		0.496	1.186	0.943	1.045	0.690	0.908	1.002	0.944	1.011	0.820
Variance		0.246	1.405	0.890	1.092	0.476	0.825	1.005	0.892	1.023	0.672
Skewness		0.278	-0.126	-0.839	-0.525	-1.735	-1.056	1.059	0.708	0.751	-1.099
Std. Error of Skewness		0.157	0.157	0.157	0.157	0.157	0.157	0.157	0.157	0.157	0.157
Range		1	4	4	4	4	4	4	4	4	4
Minimum		1	1	1	1	1	1	1	1	1	1
Maximum		2	5	5	5	5	5	5	5	5	5
Sum		345	637	935	850	1062	910	496	558	589	918
Percentiles 25		1.00	1.00	4.00	3.00	4.00	3.50	1.00	2.00	2.00	4.00
Percentiles 50		1.00	3.00	4.00	4.00	4.00	4.00	2.00	2.00	2.00	4.00
Percentiles 75		2.00	3.00	4.50	4.00	5.00	4.00	2.00	3.00	3.00	4.00

Source: (SPSS)

Table 4: Statistics (cont.)

Statistics		IC3	IC4	IC5	IC6	PD1	PD2	PD3	PD4	PD5	PD6
N	Valid	241	241	241	241	241	241	241	241	241	241
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		3.73	3.98	3.18	2.76	2.52	2.12	4.01	1.68	4.35	3.82
Std. Error of Mean		0.054	0.046	0.061	0.063	0.064	0.066	0.049	0.051	0.047	0.055
Median		4.00	4.00	3.00	3.00	2.00	2.00	4.00	2.00	4.00	4.00
Mode		4	4	4	2	2	2	4	1	4	4
Std. Deviation		0.839	0.707	0.952	0.982	0.992	1.017	0.764	0.787	0.727	0.855
Variance		0.704	0.500	0.906	0.965	0.984	1.034	0.583	0.620	0.529	0.731
Skewness		-0.873	-1.618	-0.159	0.277	0.542	0.994	-1.316	1.572	-1.833	-0.860
Std. Error of Skewness		0.157	0.157	0.157	0.157	0.157	0.157	0.157	0.157	0.157	0.157
Range		4	4	4	4	4	4	4	4	4	4
Minimum		1	1	1	1	1	1	1	1	1	1
Maximum		5	5	5	5	5	5	5	5	5	5
Sum		900	960	766	666	607	512	966	404	1049	921

		IC3	IC4	IC5	IC6	PD1	PD2	PD3	PD4	PD5	PD6
Percentiles	25	3.00	4.00	2.00	2.00	2.00	1.00	4.00	1.00	4.00	3.00
	50	4.00	4.00	3.00	3.00	2.00	2.00	4.00	2.00	4.00	4.00
	75	4.00	4.00	4.00	4.00	3.00	2.00	4.00	2.00	5.00	4.00

Source: (SPSS)

As shown on Tables 2, 3 and 4, there are 0 missing *n* which means that all 241 respondents have responded to all questions that were given on the questionnaires.

5.3   FACTOR ANALYSIS
Table 5: Inter-Item Correlation Matrix

Correlations	GEN	BT	MoB	ZOD	AGE	ETH	EDU	SCH	REL	MS
GEN	1	-0.068	-0.079	-0.090	0.151	-0.046	0.223	0.011	-0.069	-0.031
BT	-0.068	1	0.009	-0.072	-0.005	-0.040	-0.16	-0.005	-0.113	0.056
MoB	-0.079	0.009	1	0.643	-0.030	-0.084	-0.083	-0.027	-0.030	-0.003
ZOD	-0.090	-0.072	0.643	1	-0.047	-0.014	-0.041	-0.046	0.022	-0.012
AGE	0.151	-0.005	-0.030	-0.047	1	0.029	0.53	0.098	-0.035	0.536
ETH	-0.046	-0.040	-0.084	-0.014	0.029	1	0.016	-0.039	0.102	0.061

EDU	0.223	-0.16	-0.083	-0.041	0.53	0.016	1	0.034	-0.193	0.496
SCH	0.011	-0.005	-0.027	-0.046	0.098	-0.039	0.034	1	0.019	0.162
REL	-0.069	-0.113	-0.030	0.022	-0.035	0.102	-0.193	0.019	1	-0.071
MS	-0.031	0.056	-0.003	-0.012	0.536	0.061	0.496	0.162	-0.071	1
NoK	-0.138	0.012	0.047	-0.010	-0.619	-0.081	-0.536	-0.066	0.118	-0.683
ES	-0.027	-0.046	0.022	-0.013	0.619	0.072	0.523	0.153	-0.057	0.604
CC1	0.155	0.002	-0.086	-0.102	-0.125	-0.054	0.030	-0.213	-0.108	-0.090
CC2	0.089	-0.013	0.004	-0.058	0.089	-0.023	0.053	-0.133	0.029	-0.042
CC3	0.010	0.014	-0.113	-0.100	-0.028	-0.028	0.037	-0.100	-0.026	-0.073
CC4	0.157	-0.047	-0.108	-0.13	0.075	-0.079	0.175	-0.129	0.084	-0.029
CC5	-0.017	-0.015	0.001	0.054	0.112	0.032	0.141	0.185	0.152	0.123
CC6	0.016	0.035	-0.034	-0.101	-0.064	0.029	-0.095	0.191	0.117	-0.034

IC1	-0.113	-0.042	0.085	0.069	-0.306	0.073	-0.267	-0.145	0.073	-0.285
IC2	0.194	-0.016	-0.025	-0.100	0.271	-0.026	0.241	0.089	-0.085	0.168
IC3	0.110	0.055	-0.049	-0.047	0.17	-0.022	0.226	0.115	-0.091	0.203
IC4	0.188	-0.040	-0.090	-0.086	0.047	-0.119	0.106	-0.030	-0.157	0.008
IC5	0.047	-0.058	-0.080	-0.13	0.067	-0.053	0.063	0.060	-0.003	0.082
IC6	-0.029	-0.096	-0.054	0.070	-0.152	0.040	-0.163	-0.054	0.097	-0.291
PD1	-0.090	0.002	-0.095	-0.055	-0.157	0.036	-0.069	0.127	0.139	-0.048
PD2	-0.041	-0.072	0.057	0.059	0.127	0.019	0.123	0.096	-0.047	0.092
PD3	0.011	-0.006	-0.030	-0.128	-0.193	-0.023	-0.022	0.030	-0.030	-0.080
PD4	-0.019	-0.093	-0.039	-0.033	0.175	0.009	0.106	0.107	0.089	0.127
PD5	0.107	0.064	-0.025	-0.069	-0.179	-0.058	-0.078	-0.073	-0.097	-0.048
PD6	0.191	0.085	-0.119	-0.100	0.126	-0.113	0.184	-0.096	-0.149	0.084

Source: (SPSS)

Table 6: Inter-Item Correlation Matrix (cont.)

Correlations										
	NoK	ES	CC1	CC2	CC3	CC4	CC5	CC6	IC1	IC2
GEN	-0.138	-0.027	0.155	0.089	0.010	0.157	0.017	0.016	0.113	0.194
BT	0.012	-0.046	0.002	0.013	0.014	0.047	0.015	0.035	0.042	-0.016
MoB	0.047	0.022	-0.086	0.004	0.113	0.108	0.001	0.034	0.085	-0.025
ZOD	-0.010	-0.013	0.102	0.058	0.100	-0.013	0.054	0.101	0.069	0.100
AGE	-0.619	0.619	0.125	0.089	0.028	0.075	0.112	0.064	-0.306	0.271
ETH	-0.081	0.072	-0.054	0.023	0.028	0.079	0.032	0.029	0.073	-0.026
EDU	-0.536	0.523	0.030	0.053	0.037	0.175	0.141	-0.095	-0.267	0.241
	NoK	ES	CC1	CC2	CC3	CC4	CC5	CC6	IC1	IC2
SCH	-0.066	0.153	-0.213	-0.133	-0.100	-0.129	0.185	0.191	-0.145	0.089
REL	0.118	-0.057	-0.108	0.029	0.026	0.084	0.152	0.117	0.073	-0.085
MS	-0.683	0.604	-0.090	-0.042	-0.073	-0.029	0.123	-0.034	-0.285	0.168

	NoK	ES	CC1	CC2	CC3	CC4	CC5	CC6	IC1	IC2
NoK	1	-0.587	0.129	0.002	0.070	-0.025	-0.193	0.117	0.256	-0.165
ES	-0.587	1	-0.162	-0.059	-0.046	-0.017	0.231	0.012	0.246	0.225
CC1	0.129	-0.162	1	0.403	0.409	0.324	-0.38	-0.21	0.048	0.035
CC2	0.002	-0.059	0.403	1	0.199	0.213	-0.053	0.346	0.089	-0.04
CC3	0.070	-0.046	0.409	0.199	1	0.239	0.233	0.179	0.087	0.064
CC4	-0.025	-0.017	0.324	0.213	0.239	1	-0.155	-0.248	0.086	0.009
CC5	-0.193	0.231	-0.38	-0.053	0.233	0.155	1	0.271	0.057	0.044
CC6	0.117	0.012	-0.21	0.346	0.179	-0.248	0.271	1	0.049	0.105
IC1	0.256	0.246	0.048	0.089	0.087	0.086	0.057	0.049	1	-0.591
IC2	-0.165	0.225	0.035	-0.04	0.064	0.009	0.044	0.105	-0.591	1
IC3	-0.174	0.189	0.070	0.075	0.173	0.118	-0.031	0.001	-0.441	0.495
IC4	0.009	0.023	0.166	0.046	0.159	0.025	-0.104	0.002	-0.176	0.275

IC5	-0.031	0.079	0.066	0.110	0.003	0.051	-0.037	0.011	0.043	0.092
IC6	0.168	-0.248	0.175	0.029	-0.153	0.069	0.162	0.049	0.37	-0.289
PD1	0.043	-0.065	-0.187	-0.064	-0.206	-0.055	0.225	0.185	0.268	-0.18
PD2	-0.090	0.179	-0.184	0.089	-0.132	0.003	0.279	0.167	0.072	-0.026
PD3	0.199	-0.144	0.088	0.172	0.112	0.075	-0.131	-0.060	0.028	0.089
PD4	-0.249	0.188	-0.199	-0.045	-0.194	0.021	0.288	0.205	0.028	-0.065
PD5	0.165	-0.114	0.269	0.111	0.244	0.012	0.228	0.138	0.066	0.155
PD6	-0.103	0.093	0.185	0.115	0.258	0.099	-0.114	-0.044	-0.135	0.171

Source: (SPSS)

Table 7: Inter-Item Correlation Matrix (cont.)

Correlations										
	IC3	IC4	IC5	IC6	PD1	PD2	PD3	PD4	PD5	PD6
GEN	0.110	0.188	0.047	-0.029	-0.090	-0.041	0.011	-0.019	0.107	0.191
BT	0.055	-0.040	-0.058	-0.096	-0.002	-0.072	-0.006	-0.093	0.064	0.085
MoB	-0.049	-0.090	-0.080	0.054	-0.095	0.057	0.030	0.039	0.025	-0.119
ZOD	-0.047	-0.086	-0.13	0.070	-0.055	0.059	0.128	0.033	0.069	-0.100
AGE	0.177	0.047	0.067	0.152	0.157	0.127	0.193	0.175	0.179	0.126
ETH	-0.022	0.119	-0.053	0.040	0.036	0.019	0.023	0.009	-0.058	-0.113
EDU	0.226	0.106	0.063	0.163	0.069	0.123	0.022	0.106	0.078	0.184
REL	-0.091	-0.157	-0.003	0.097	.139*	0.047	0.030	0.089	0.097	-0.149
MS	-0.203	0.008	-0.082	-0.291	-0.048	0.092	-0.080	0.127	-0.048	0.084
NoK	-0.174	0.009	-0.031	0.168	0.043	0.090	0.199	0.249	0.165	-0.103
ES	0.189	0.023	0.079	-0.248	0.065	0.179	0.144	0.188	0.114	0.093
CC1	0.070	0.166	0.066	-0.175	-0.187	-0.184	0.088	-0.199	0.269	0.185
CC2	0.075	0.046	0.110	0.029	-0.064	-0.089	0.172	-0.045	0.111	0.115

CC3	0.173	0.159	0.003	-0.153	-0.206	-0.132	0.112	-0.194	0.244	0.258
CC4	0.118	-0.025	0.051	0.069	0.055	0.003	0.075	0.021	-0.012	0.099
CC5	-0.031	-0.104	-0.037	0.162	0.225	0.279	-0.131	0.288	-0.228	-0.114
CC6	0.001	0.002	0.011	0.049	0.185	0.167	0.060	0.205	-0.138	-0.044
	IC3	IC4	IC5	IC6	PD1	PD2	PD3	PD4	PD5	PD6
IC1	-0.41	-0.176	0.043	0.37	0.268	0.072	0.028	0.028	0.066	-0.135
IC2	0.495	0.275	0.092	-0.289	-0.18	-0.026	0.089	0.065	0.155	0.171
IC3	1	0.365	0.013	-0.39	-0.074	0.058	0.185	0.122	0.099	0.207
IC4	0.365	1	-0.027	-0.036	-0.112	-0.067	0.27	0.005	0.23	0.278
IC5	0.013	-0.027	1	0.081	0.047	0.037	0.078	0.094	0.035	0.014
IC6	-0.39	-0.036	0.081	1	0.058	0.071	0.025	0.025	-0.139	-0.050
PD1	-0.074	-0.112	0.047	0.058	1	0.266	-0.028	0.253	-0.197	-0.254
PD2	0.0	-0.0	0.0	0.0	0.2	1	0.1	0.3	-0.	0.1

	IC3	IC4	IC5	IC6	PD1	PD2	PD3	PD4	PD5	PD6
	58	67	37	71	66		94	58	33	76
PD3	0.185	0.27	0.078	0.025	-0.028	0.194	1	-0.155	0.257	0.207
PD4	0.122	0.005	0.094	0.025	0.253	0.358	-0.155	1	-0.447	-0.074
PD5	0.099	0.23	0.035	-0.139	-0.197	-0.33	0.257	-0.447	1	0.189
PD6	0.207	0.278	0.014	-0.050	-0.254	-0.176	0.207	-0.074	0.189	1

Source: (SPSS)

In factor analysis we are using inter-item correlation matrix in order to analyze the internal consistency reliability – which will be discussed further on the next section. By looking at Tables 5, 6, and 7 above, we can see the correlations between one variable to the others and find out which are the ones that have the strongest correlations. We can determine the degree of correlation by looking at the numbers. The closer the results are to 1, then the stronger the correlations between the particular variables are. However, if the results are closer to 0, the less-correlated the variables are to one another. Although most of the results are negative value, all values are considered to be positive (Boduszek, 2018; Stephanie, 2018).

From the inter-item correlation matrix table gathered from our data, we highlighted the figures that shows the correlation between religion and blood type with the statements about cross-cultural understanding and individualism, collectivism, and power distance and see that there is very little correlation between a person's blood type or religion with their behavior and beliefs.

However, from the inter-correlation matrix table, we are able to see that there is more correlation between the respondents' religion with their behavior and beliefs as opposed to their blood type as all the data filtered through blood type have under 0.1 or -0.1 whilst there are some statements that have above 0.1 or -0.1 when filtered by religion.

5.4   RELIABILITY AND VALIDITY

Case Processing Summary		N	%
Cases	Valid	241	100.0
	Excluded[a]	0	.0
	Total	241	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.153	0.236	30

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.625	.625	60

KMO and Bartlett's Test[a]		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.720
Bartlett's Test of Sphericity	Approx. Chi-Square	1979.084
	df	435
	Sig.	0.000
a. Based on correlations		

Source: (SPSS)

The reliability statistics number is varied from 0, which is the lowest, and 1 which means that the result is exceptionally reliable. In this survey conducted about the correlation between blood type, religion and human behavior, the coefficient number is leaning more to the 0 number which indicate that the result is not reliable enough. The problem why the coefficient number is low presumed because the survey conducted statement is not strong enough which may cause uncertainty when people fill up the survey. When we try to calculate the reliability number with the determinant, the number of reliability is 0.625 like in the third table which indicate that our survey is not manipulated. While the reliability coefficient number is pretty low, the coefficient number of validity, shows in KMO and Bartlett's test is 0.720 which show that the survey conducted is relatively valid.

6.   CONCLUSION

Every single individual is different when it comes to their overall being, but there are traits that each human share such as blood type, religion, ethnicity, gender, and so forth, some of which we can choose, some of which we were born into. The dimensions of diversity differentiates the two traits, primary for those that we are born with and secondary for those that we are able to change throughout the course of our lives. Theories exists for the linkage between an individual's behaviour and beliefs with these traits. The aim of this paper was to detect whether or not there is any link between a person's identity and their beliefs and to discern whether a person's chosen trait, specifically religion, is a better indicator for a person's beliefs and behaviour than a trait a person is born with, specifically blood type.

From our research, the authors of this paper are able to conclude that there is minimal evidence to assume that there is any link at

all between a person's identity and their beliefs and behaviour. Although, there is evidence to indicate that a person's secondary dimension of diversity, which in our research is religion, is a better indicator for their beliefs and behaviour than a person's primary dimension of diversity, which in our research is blood type. From this we conclude that an individual's beliefs and behaviour cannot be indicated from a single trait of their identity but rather their life experience, surroundings, and identity as a whole.

REFERENCE

Agorastos, A., Demiralay, C., & Huber, C. G. (2014, March 10). Influence of Religious Aspects and Personal Beliefs on Psychological Behavior: Focus on Anxiety Disorders. *Psychology Research and Behavior Management, 7*, 93 - 101. doi:10.2147/PRBM.S43666

Anastasia. (2015, September 3). *Understanding Cultures & People with Hofstede Dimensions*. Retrieved from Cleverism: https://www.cleverism.com/understanding-cultures-people-hofstede-dimensions/

Asthon, F. (2010, May 18). *The Dimension of Diversity*. Retrieved October 2, 2018, from ashton fourie: https://www.jstor.org/stable/20159273

Belias, D., & Koustelios, A. (2013). The Influence Of Gender And Educational Background Of Greek Bank Employees On Their Perceptions Of Organizational Culture. *International Journal of Human Resource Management and Research Vol.3 Issue 5*, 1-10.

Boduszek, D. (2018). *Introduction to SPSS*. Retrieved October 30, 2018, from Sociology.ox: https://www.sociology.ox.ac.uk/materials/qm/Calculating_Total_Scale_Scores_and_Reliability_SPSS_-_D.Boduszek.pdf

Central Intelligence Agency. (2018). *The World Factbook — Central Intelligence Agency*. Retrieved from Central Intelligence Agency Web Site: https://www.cia.gov/library/publications/the-world-factbook/geos/id.html

Chen, L. C. (2010). Are educational background and gender moderator variables for leadership, satisfaction, and organizational commitment? *African Journal of Business Management Vol. 4 (2)*, 248-261.

Compas Point Management. (2010). Building a Diverse and Inclusive Workforce. Prince Edward Island. Retrieved September 30, 2018, from http://www.gov.pe.ca/photos/original/bdiw.pdf

Evans, R. (2012, November 5). *Japan and Blood Types: Does it Determine Personality?* Retrieved October 2, 2018, from BBC: https://www.bbc.com/news/magazine-20170787

Gkorezis, P., Georgiou, L., & Theodorou, M. (2016). High-performance work practices and nurses' intention to leave: the mediating role of organizational cynicism and the moderating role of human resource management-related educational background. *The International Journal Of Human Resource Management*.

Goman, C. K. (2011, 28 November). *How Culture Controls Communication*. Retrieved October 26, 2018, from Forbes: https://www.forbes.com/sites/carolkinseygoman/2011/11/28/how-

culture-controls-communication/#f11a924263bd

Google Survey. (2018, October). Organisational Behavior Indonesia.

Gyekye, S. H. (2012). Workers' Religious Affiliations And Organizational Behavior: An Exploratory Study. *International Journal of Organisational Behaviour* , 1-18.

Hofstede Insights. (2018). *National Culture*. Retrieved from Hofstede Insights: https://www.hofstede-insights.com/models/national-culture/

Jarrett, C. (2016, October 12). *Do Men and Women Really Have Different Personalities?* Retrieved September 30, 2018, from BBC: http://www.bbc.com/future/story/20161011-do-men-and-women-really-have-different-personalities

Kluger, J. (2017, April 17). *How the Month You Were Born Affects Your Personality, According to Science*. Retrieved October 3, 2018, from Time: http://time.com/4741094/season-birth-personality/

Maestripieri, D. (2012, January 14). *Gender Differences in Personality Are Larger than Previously Thought*. Retrieved September 30, 2018, from Psychology Today: https://www.psychologytoday.com/us/blog/games-primates-play/201201/gender-differences-in-personality-are-larger-previously-thought

Mazur, B. (2010, November). Cultural Diversity in Organisational Theory and Practice. *Journal of Intercultural Management, 2*. Retrieved September 4, 2018, from http://www.joim.pl/pdf/MAZURv2n2.pdf

Mind Tools Content. (2018, March). *Cross-Culture Communication*. Retrieved October 27, 2018, from Mind Tools: https://www.mindtools.com/CommSkll/Cross-Cultural-communication.htm

Mir, A. J. (2010, September 22). *The Characteristics of Diversity*. Retrieved September 30, 2018, from 21st Century Organizational Transformation: https://asifjmir.wordpress.com/2010/09/22/the-characteristics-of-diversity/

More For Kids. (2017). *The Never Ending Debate: Private vs Public vs Home Schooling*. Retrieved November 21, 2018, from More4Kids: http://education.more4kids.info/58/the-never-ending-debate-private-vs-public-vs-home-schooling/

Mulder, P. (2017). *Hofstede Cultural Dimensions*. Retrieved from Tools Hero: https://www.toolshero.com/communication-skills/hofstede-cultural-dimensions/

Nakamine, A. (2017, April 4). *Japanese Blood Types and What They Say About Your Personality*. Retrieved October 3, 2018, from Tofugu: https://www.tofugu.com/japan/japanese-blood-type/

Pickhardt, C. E. (2010, August 23). *Adolescence and public, private, or home schooling*. Retrieved November 20, 2018, from Psychology Today: https://www.psychologytoday.com/us/blog/surviving-your-childs-adolescence/201008/adolescence-and-public-private-or-home-schooling

PsycholoGenie. (2018, March 26). *The Amazing Link Between Your Blood Type and Your Personality*.

Retrieved October 3, 2018, from Psychologenie: The Amazing Link Between Your Blood Type and Your Personality

Rawat, S. (2018). *Cross-Cultural Communication*. Retrieved October 30, 2018, from Business Management Ideas: http://www.businessmanagementide as.com/communication/cross-cultural-communication/3299

Scott, S. (2018, June 30). *Gender Differences Within the Workplace*. Retrieved November 18, 2018, from Chron: https://smallbusiness.chron.com/gen der-differences-within-workplace-10512.html

SPSS. (2018, October). Organizational Behavior Survey.

Stephanie. (2018, June 16). *Average Inter-Item Correlation: Definition, Example.* Retrieved October 30, 2018, from Statistics How To: https://www.statisticshowto.datascie ncecentral.com/average-inter-item-correlation/

Subaşi, B. (2018, September 5). *Research: People Share More Information with Colleagues of Similar Cultural Backgrounds*. Retrieved October 31, 2018, from Harvard Business Review:

https://hbr.org/2018/09/research-people-share-more-information-with-colleagues-of-similar-cultural-backgrounds

Sykes, C. (2015). *The Primary Dimension of Diversity*. Retrieved October 3, 2018, from Course Hero: https://www.coursehero.com/file/p5 r8mbp/The-primary-dimensions-of-diversity-include-inborn-differences-or-differences/

Thakur, P. (2014, August 6). *Know What Your Birth Month Say About You*. Retrieved October 2, 2018, from Speaking Tree: https://www.speakingtree.in/allslide s/know-what-your-birth-month-says-about-you

Yuniarni, S. (2016, July 16). *Unity in Diversity: Indonesia's Six Largest Ethnic Groups*. Retrieved March 19, 2018, from Jakarta Globe: http://jakartaglobe.id/features/unity-diversity-indonesias-six-largest-ethnic-groups/

Zeiger, S. (2018). *How Does Gender Impact Individual Behavior in an Organization?* Retrieved November 22, 2018, from Chron: https://smallbusiness.chron.com/gen der-impact-individual-behavior-organization-17895.html