

A meta-analysis of the MPQ's multicultural personality dimensions in a professional setting

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Abstract

This study analysed the multicultural personality traits, measured by means of the Multicultural Personality Questionnaire (MPQ), within a business-related context. The data of non-internationally and internationally oriented employees were used to examine amongst others the relationship between the MPQ's multicultural personality dimensions and foreign language mastery. Whereas Cultural Empathy was found to be negatively related to the number of foreign languages, Emotional Stability resulted to be positively related to self-perceived first and third foreign language proficiency. The differences between the non-internationally and internationally oriented employees on the MPQ dimensions and foreign language mastery were analysed as well. The former group of employees, appeared to be more flexible and culturally empathic than internationally oriented employees but in contrast less emotionally stable. In addition to that, it was examined whether job orientation could be predicted by the MPQ dimensions and foreign language mastery. Flexibility, Open-Mindedness, Emotional Stability and the number of foreign languages were found to be predictive of job orientation. The influence of educational attainment, economic sector and nationality on the MPQ dimensions were investigated as well. Only nationality appeared to have a significant influence on the MPQ's multicultural personality traits. More specifically, a kind of pattern seems to exist. In case of significant differences between the nationality groups, the North-Americans always possessed the multicultural personality trait to the greatest extent.

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Introduction

There are several factors, which have fuelled the world's high interconnectedness. The technological advances in logistics and in communications technology are two of these driving forces (Barnett, Salisbury, Kim & Langhoren, 2012; Dewaele & Stavans, 2012; Aydin & Savrul, 2014; Chen, Hui, Guan, Tang, Lam, Ng, Wak, Buchtel & Lau, 2016). Regarding the advances in communications technology, the introduction of the Internet and the mobile phone, in respectively the '70s and '90s, has turned today's society into a Global Village (McLuhan, 1962). As a result of this, there is easy and rapid access to the latest news and trends from all over the world. The concept of Global Village also encompasses the highly interconnected world population. Apart from keeping the 21st century society 24 hours a day informed, the high degree of international interrelatedness also triggers a lot of companies to expand their businesses towards the international market. Not only profit oriented enterprises in the secondary and tertiary sector are nowadays to a greater extent involved in international negotiations. Due to ongoing internationalization, governments and non-profit organizations are engaged in international projects as well. Several scholars (e.g. Dicken, 2007; Denstadli & Gripsrud, 2010; Julsrud, Denstadli & Hjorthol, 2014) argue that the growth of international connectedness, in turn, led to an increase in both physical encounters in international settings and digital encounters, that is, videoconferences via Skype or FaceTime.

However, in order to be internationally successful, it does not suffice having access to a wide range of communication channels. Matsumoto (2000) concludes from a review of existing international communication models that one should possess certain personality traits besides communication skills and professional knowledge of cultural and linguistic differences. It is essential to be open and flexible in 'one's thinking and interpretations' just as to have the ambition to communicate effectively in order to establish successful relationships (Matsumoto, 2000, p. 376).

To gain an indication of a person's intercultural effectiveness, Van der Zee and Van Oudenhoven (2000) developed the Multicultural Personality Questionnaire (MPQ). This instrument entails five dimensions (i.e. Open-Mindedness, Social Initiative, Emotional Stability, Cultural Empathy and Flexibility) which were derived from the general personality traits of the Big Five (Van Oudenhoven & Van der Zee, 2002). The MPQ dimensions were selected in such way to measure an individual's 'cross-cultural competencies that can be regarded as antecedents of intercultural effectiveness' (Korzilius, Van Hooft, Planken & Hendrix, 2011, p.541). For the purpose of this study, intercultural effectiveness is defined as 'success in the fields of professional effectiveness, personal adjustment and intercultural interactions (Van der Zee & Van Oudenhoven, 2002, p.293).

MPQ's multicultural personality traits and international success

Several studies have already shown that some MPQ dimensions are to some extent relevant to international success. Simkovych (2009) examined the relationship between intercultural effectiveness and multicultural team performance. Whereas intercultural effectiveness was measured through the MPQ dimensions of Van der Zee and Van Oudenhoven (2000), the Group Development Questionnaire (GDQ) of Wheelan and Hochberger (1996) was applied to gain insight into multicultural team performance. The GDQ enclosed four different stages (i.e. dependency/inclusion, counter-dependency/fight, true/structure and work/productivity) of which the fourth stage, work/productivity, was equivalent to high team performance. The results of the correlation analysis revealed a positive relationship between intercultural

effectiveness and work performance in a multicultural team. Cultural Empathy turned out to affect this relationship to the greatest extent followed by Open-Mindedness, Social Initiative, Emotional Stability and Flexibility. Based on the results of Simkovych (2009) it can be concluded that an individual's intercultural effectiveness is positively related to overall performance of a multicultural team.

The results of Van der Zee, Atsma and Brodbeck (2004) are partially in line with those of Simkovych (2009). Van der Zee et al. (2004) looked at whether work outcomes are affected by the MPQ dimensions and found partial evidence for this. Only Emotional Stability and Flexibility had a positive effect on work outcomes and the impact of the two personality traits increased with levels of team diversity. The moderating role of cultural diversity in the impact of intercultural personality traits on work outcomes was thus confirmed (Van der Zee et al., 2004).

Herfst, Van Oudenhoven and Timmerman (2008) examined whether the MPQ dimensions and self-reported intercultural behaviour are related to intercultural effectiveness. In order to measure intercultural effectiveness, Australian, Dutch and German experts were exposed to a series of critical incidents; '(...) descriptions of situations in which individuals from different cultures experience misunderstanding caused by their different cultural backgrounds' (Herfst et al., 2008, p. 68). Each incident comprised four or five possible reactions of which only one could be considered the most appropriate and, simultaneously, the most interculturally effective reaction. Intercultural effectiveness appeared to be positively related to Open-Mindedness in the Australian sample and to Flexibility and Cultural Empathy in the Dutch sample. No significant correlation was found for the German sample. Concerning the relationship between self-perceived intercultural behaviour, that is, 'interpersonal experiences with people from other cultures' and intercultural effectiveness, no significant results were found (Herfst et al., 2008, p. 70).

MPQ's multicultural personality traits and cross-cultural adjustment

The MPQ dimensions were incorporated as well in studies addressing cross-cultural adjustment. Peltokorpi and Froese (2012) analysed whether an expatriate's multicultural personality traits are predictors of cross-cultural adjustment. Black (1988) defined cross-cultural adjustment as 'the degree to which expatriates are psychologically comfortable and familiar with different aspects of foreign environment' and divided it into three interrelated components: general adjustment, also referred to as cultural adjustment, work adjustment and interaction adjustment (as cited in Peltokorpi & Froese, 2012, p. 735). Whereas general adjustment refers to the degree of comfortability experienced with several elements of the host culture, work adjustment implies the degree to which one is at ease with work performance standards and values (Black, 1988). The interaction adjustment addresses the degree to which someone easily interacts with the locals of the host community in informal and formal settings (Black, 1988). In order to prevent low response rates, Peltokorpi and Froese opted for the short version of the Multicultural Personality Questionnaire. Open-Mindedness turned out to be a significant predictor of interaction adjustment. Moreover, Emotional Stability and Cultural Empathy were found to be significant predictors of general adjustment and Social Initiative of work adjustment (Peltokorpi & Froese, 2012). These results indicate that the extent to which an individual exhibits certain multicultural personality traits predicts whether one succeeds in adjusting to his/her new environment.

Ali, Van der Zee and Sanders (2003) considered the influence of expatriate spouses' multicultural personality traits on intercultural adjustment. That is, an expatriate's functioning within the new environment is affected by adaptation of its spouse (De Leon & McPartlin,

1995). Whereas Peltokorpi and Froese (2012) found only some multicultural personality traits to be related to the stages of intercultural adjustment, Ali et al. (2003) reported a significant relationship between all five MPQ dimensions and all stages of intercultural adjustment.

Relationship foreign language mastery and MPQ's multicultural personality traits

Some scholars (e.g. Dewaele & Van Oudenhoven, 2009; Korzilius et al., 2011) assumed that while learning a foreign language one might also gain a deeper understanding of other cultures which can have a positive impact on one's cross-cultural competencies (as can be measured by the MPQ). Besides looking at plausible differences between 'Third Culture Kids' (TCKs) (i.e. a kid who has spent several years in cultures different from his/her parent culture and thus has gained already a lot of cultural experience throughout his/her childhood (Pollock & Van Reken, 2001)) and non-TCKs concerning their degree of intercultural effectiveness, Dewaele and Van Oudenhoven (2009) focused on a possible relationship between multilingualism and an individual's multicultural personality traits. A sample of 79 young London teenagers was divided into two groups (i.e. incipient learners and functional multilinguals) based on the number of foreign languages mastered. Dewaele and Van Oudenhoven (2009) found a significant relationship between the number of foreign languages mastered and intercultural effectiveness. The incipient bilinguals (i.e. classroom learners of a foreign language) scored lower on Open-Mindedness and higher on Emotional Stability than the functional multilinguals (i.e. those having advanced knowledge of more than two languages). This suggests that multilingualism partially correlates with the degree to which one is interculturally effective since the MPQ dimensions are indicators of intercultural effectiveness (Van der Zee & Van Oudenhoven, 2000; Korzilius et al., 2011).

In contrast to Dewaele and Van Oudenhoven (2009), Dewaele and Stavans (2012) did not find a significant relationship between the number of foreign languages and the multicultural personality traits. Two additional elements, which Dewaele and Stavans (2012) incorporated in their study, were the degree of proficiency and the frequency of use of multiple foreign languages. Whereas both variables were positively related to Social Initiative and Open-Mindedness, only the degree of proficiency correlated positively with Cultural Empathy. The latter correlation suggests that high proficiency levels turn someone into a highly empathic person who easily identifies with individuals from distinct cultural backgrounds (Dewaele & Stavans, 2012). The former correlation suggests that, just like individuals who use their foreign language skills regularly, highly proficient individuals are more likely to actively interact with people from different cultural and linguistic backgrounds and less likely to have prejudiced attitudes towards them.

Grin and Faniko (2012) also examined the relationship between foreign language competences and intercultural effectiveness. The findings of Grin and Faniko (2012) confirmed the results of Dewaele and Stavans (2012), in that a positive relationship between degree of proficiency and Open-Mindedness, Cultural Empathy and Social Initiative was found. However, whereas a 'linear pattern of gradual increase' was found in both the Open-Mindedness and Cultural Empathy score, no such pattern could be deduced for Social initiative (Grin & Faniko, 2012, p.179).

Korzilius et al. (2011) reported on the relationship between multicultural personality traits and foreign language mastery as well. Yet, in contrast to previous research, the data was gathered within a Dutch agricultural multinational. The sample consisted of an internal stakeholder group (i.e. international employees and non-international employees) and an external stakeholder group (i.e. business contacts of the international employees). Korzilius et al.'s (2011) findings were partially in line with those of Dewaele and Van Oudenhoven (2009)

as they also concluded the number of foreign languages mastered to be positively related to the MPQ dimension Open-Mindedness. However, whereas Korzilius et al. (2011) revealed a positive correlation between Emotional Stability and the number of foreign languages, Dewaele and Van Oudenhoven (2009) reported a negative relationship between the two variables. With regard to the relationship between self-perceived proficiency and multicultural competences, only Cultural Empathy correlated positively with the degree of proficiency. This partially confirms the results of Dewaele and Stavans (2012) and Grin and Faniko (2012) in that they also showed a positive relationship between foreign language proficiency and Cultural Empathy.

Since the findings on the relationship between the MPQ's multicultural personality dimensions and foreign language mastery (i.e. number of foreign languages mastered and foreign language proficiency) are divergent, one should be cautious when drawing conclusions. Besides that, it is essential to take into account that external factors could have played a moderating role in this relationship.

Korzilius et al. (2011) also considered whether the three groups of stakeholders differed from one another as far as their intercultural personality traits were concerned. International employees seemed to be more open-minded and flexible than non-international employees and more emotionally stable than business contacts. Business contacts, in turn, appeared to be more open-minded than non-international employees. Another significant difference found between the groups was the number of languages spoken. International employees indicated to speak one more foreign language than both the non-international employees and the business contacts. From the results it can thus be deduced that the groups indeed differ to some extent from one another regarding their multicultural personality traits and foreign language mastery in terms of the number of foreign languages.

A final aspect in which Korzilius et al. (2011) were in particular interested was whether multicultural personality traits and the number of foreign languages mastered would be predictors of group membership. The data revealed that Emotional Stability, Open-Mindedness and the number of foreign languages mastered could predict group membership. The dimension Emotional Stability allowed to differentiate internal stakeholder groups from the external business contacts. Stakeholders who are better capable of staying calm in stressful situations are considered emotionally stable as a result of which they are more likely to belong to one of the internal stakeholder groups than to the group of business contacts. With respect to Open-Mindedness, this multicultural personality trait enabled to distinguish business contacts from non-international employees. That is, the former group reported higher levels of Open-Mindedness than the latter, indicating that the business contacts are less likely to have a prejudiced attitude towards individuals with distinctive cultural roots. The number of foreign languages mastered appeared to be a useful predictor when it comes to distinguishing international employees from business contacts. This suggests that the more foreign languages one masters, the greater the possibility that he or she belongs to the group of international employees compared to business contacts.

Other factors affecting intercultural effectiveness

Intercultural effectiveness appears to be affected by more factors in addition to foreign language mastery. Both Dewaele and Van Oudenhoven (2009) and Dewaele and Stavans (2012) offered support for the assumption that intercultural effectiveness is affected by the immigration and acculturation process. Dewaele and Van Oudenhoven (2009) reported significant differences among Third Culture Kids (TCK) and non-Third Culture Kids. As expected, TCKs were found to be more culturally empathic and open-minded than non-TCKs

and less emotionally stable. Dewaele and Stavans (2012) partially confirmed this finding since respondents born outside Israel scored lower on Emotional Stability than those born in Israel. Intercultural effectiveness appears thus to be partially affected by the immigration and acculturation process.

The influence of education on intercultural effectiveness has not been investigated that much yet. Simkovych (2009) seemed to have been the only one so far who incorporated this factor in her research and provided support for a significant relationship between the two variables. Subjects with undergraduate studies scored significantly lower on Open-Mindedness and Flexibility than the graduated and post graduated subjects.

So far, intercultural effectiveness has been incorporated in several studies. Whereas some scholars investigated the influence of intercultural effectiveness on international success and cross-cultural adjustment others examined the relationship between intercultural effectiveness and foreign language mastery. However, the majority of the studies do have something in common, that is, all studies except for Korzilius et al.'s (2011) were conducted in a non-company setting: either students, children (TCKs vs. non-TCKs) or expatriates made up the sample. Korzilius et al. (2011) seem to be the only one so far who conducted their research within a multinational implying that only the multinational's employees were invited to take part in their study. Yet, given that Korzilius et al.'s (2011) sample consisted of employees and business contacts of a Dutch agricultural multinational, the conclusions may not necessarily hold true for other multinationals. This study will therefore re-examine, by means of a sample consisting of subjects employed in multiple enterprises, whether internationally oriented employees differ from non-internationally oriented employees as far as their multicultural personality traits and foreign language mastery are concerned. Moreover, it will investigate whether the MPQ's multicultural personality dimensions and foreign language mastery are correlated and to what extent the MPQ's dimensions and foreign language mastery in terms of number and proficiency are significant predictors of an employee's job orientation. By conducting this study in a professional context a deeper understanding will be gained of the validity of the Multicultural Personality Questionnaire (MPQ) of Van der Zee and Van Oudenhoven (2000) in business settings. More specifically, it will be examined whether the MPQ questionnaire can be applied to a wide range of sectors in the professional context to gain an indication of an individual's intercultural effectiveness and, in addition to that, whether the MPQ's dimensions can be employed to predict job orientation (i.e. internationally vs. non-internationally oriented). That is, predictable capacities of the MPQ's dimensions could be relevant for businesses for the recruitment of employees.

To the extent of this, the impact of educational attainment on the MPQ's dimensions will be investigated. Since Simkovych (2009) found a significant positive relationship between education and some MPQ dimensions, it is relevant to examine whether this finding applies to a business-related context as well. Another factor which will be incorporated in this study is economic sector. It would be relevant to investigate whether all four economic sectors (i.e. primary, secondary, tertiary and quaternary) are equally affected by globalization of which the employees' degree of intercultural effectiveness can give an indication. Moreover, Korzilius et al. (2011) used the data of employees who were all employed by the same company because of which the effect of company nor (economic) sector on the MPQ dimensions could be examined.

In contrast to previous studies, this study will control for nationality. Even though Dewaele and Van Oudenhoven (2009), and Dewaele and Stavans (2012) found significant differences between respectively TCKs vs. non-TCKs and local vs. foreign born participants regarding

intercultural effectiveness, it is unknown whether nationality played a moderating role in the effect of immigration on intercultural effectiveness. That is, the group of TCKs and foreign born participants consisted of several nationalities (Dewaele & Van Oudenhoven, 2009; Dewaele & Stavans, 2012). It is therefore relevant to investigate whether nationality exerts a significant influence on intercultural effectiveness. As a result, the following research questions will be answered (see Figure 1 and 2):

- RQ 1: To what extent does a relationship exist between the MPQ's multicultural personality dimensions and foreign language mastery?*
- RQ 2: To what extent do internationally oriented employees differ from non-internationally oriented employees regarding their foreign language mastery and their MPQ's multicultural personality dimensions?*
- RQ 3: To what extent do foreign language mastery and the MPQ's multicultural personality dimensions predict whether an employee is internationally or non-internationally oriented?*
- RQ 4: To what extent does educational attainment have an effect on the MPQ's multicultural personality dimensions?*
- RQ 5: To what extent does economic sector have an effect on the MPQ's multicultural personality dimensions?*
- RQ 6: To what extent does nationality have an effect on the MPQ's multicultural personality dimensions?*

Method

Instruments

The respondents were asked to complete a questionnaire consisting of the Multicultural Personality Questionnaire (MPQ) of Van der Zee and Van Oudenhoven (2000), items to measure foreign language mastery (i.e. number of foreign language and self-perceived proficiency) and some background variables amongst which the company they are working for, educational attainment and nationality (see Appendix).

The MPQ questionnaire was based on the five multicultural dimensions Open-Mindedness, Cultural Empathy, Flexibility, Social Initiative and Emotional Stability and serves to gain an indication of the respondents' intercultural effectiveness. As in Korzilius et al. (2011) the MPQ questionnaire entailed 78 items. On a 5-point scale the respondents were requested to indicate to what extent the statement was applicable to them or not.

Open-Mindedness (14 items): '(...) an open and unprejudiced attitude towards outgroup members and towards different cultural norms and values' (Van der Zee & Van Oudenhoven, 2000, p. 294). Example item: Is fascinated by other people's opinions.

The reliability of 'Open-Mindedness' comprising 14 items was good: $\alpha = .83$.

Cultural Empathy (14 items): '(...) the ability to empathize with the feelings, thoughts, and behaviours of members from different cultural groups' (Van der Zee & Van Oudenhoven, 2000, p. 294). Example item: Takes other people's habits into consideration.

The reliability of 'Cultural Empathy' comprising 14 items was acceptable: $\alpha = .79$.

Flexibility (13 items): ability 'to switch easily from one strategy to another' as an act appropriate in one culture does not necessarily work out in a second, distinct culture (Van der Zee & Van Oudenhoven, 2000, p. 295). Example item: Changes easily from one activity to another.

The reliability of 'Flexibility' comprising 13 items was questionable (George & Mallery, 2003): $\alpha = .63$. In order to be able to compare the results with those of other studies, it was decided not to delete any of the items comprising Flexibility.

Social Initiative (17 items): ability to approach and interact actively with people in social contexts and to establish new international contacts (Van der Zee & Van Oudenhoven, 2000). Example item: Makes contacts easily.

The reliability of 'Social Initiative' comprising 17 items was good: $\alpha = .83$.

Emotional Stability (20 items): '(...) the tendency to remain calm in stressful situations versus a tendency to show strong emotional reactions under stressful circumstances (...)' (Van der Zee & Van Oudenhoven, 2000, p. 294). For the purposes of this study, an emotional stable person is better capable of remaining calm in useful and stressful situations. Example item: Considers problems solvable.

The reliability of 'Emotional Stability' comprising 20 items was acceptable: $\alpha = .74$.

Besides that, the subjects were asked to give an indication of their foreign language mastery. In order to gain insight into the respondents' foreign language mastery, the variable was divided into two sub-variables: number of foreign languages and self-perceived proficiency.

For the purposes of this study, the number of foreign languages was considered as the number of languages other than the respondent's mother tongue in which he/she is able to communicate and express his or herself. Yet, the respondents were able to mention up to five foreign languages. As will be discussed in the next section of this paragraph, four datasets have been merged in this study. Despite the fact that all four datasets included the sub-variable self-perceived proficiency, an indication of the subjects' foreign language proficiency was gained in different ways. The respondents were either requested to assess their reading, writing, speaking and listening skills or to rate their own overall-proficiency in each foreign language. Regardless of the way of assessment, it was in both cases done on a scale from 1 (really bad) to 5 (really good). In the former case, the overall-proficiency of every foreign language was generated by calculating the average of the four skills as to compare the datasets with one another.

The variable job orientation consisted of two subcategories: internationally oriented employees and non-internationally oriented employees. Internationally oriented referred to those employees whose activities have a main international focus and who maintain either international contacts or both international and non-international contacts at work. Non-internationally employees, in contrast, have mainly non-internationally oriented activities and maintain only non-international contacts at work. Insight into the employees' job orientation was gained twofold. Firstly, they were asked if they maintained non-international or both international and non-international contacts at work. Secondly, they were requested to indicate whether their tasks at work had a main international or non-international focus. Important to note is that the respondents were presented this question in the end as not to bias them when responding to the MPQ and foreign language related questions.

As far as educational attainment is concerned, this variable was defined as the highest level of education completed. This variable was divided into two categories: less than master's degree and master's degree and higher.

The variable economic sector consisted of the following categories: primary sector, secondary sector, tertiary sector and quaternary sector. The primary sector involves activities in agriculture, mining, fishing and forestry whereas the activities of the secondary sector mainly focus on the manufacturing of the raw products of the primary sector (Kenessey, 1987). The tertiary sector is also referred to as the service industry and includes amongst others accountancy, retail and restaurants. The quaternary sector covers services as well but is non-profit oriented and is more knowledge-based according to Selstad (2008). Education, public service, healthcare and culture are some services that belong to the quaternary sector.

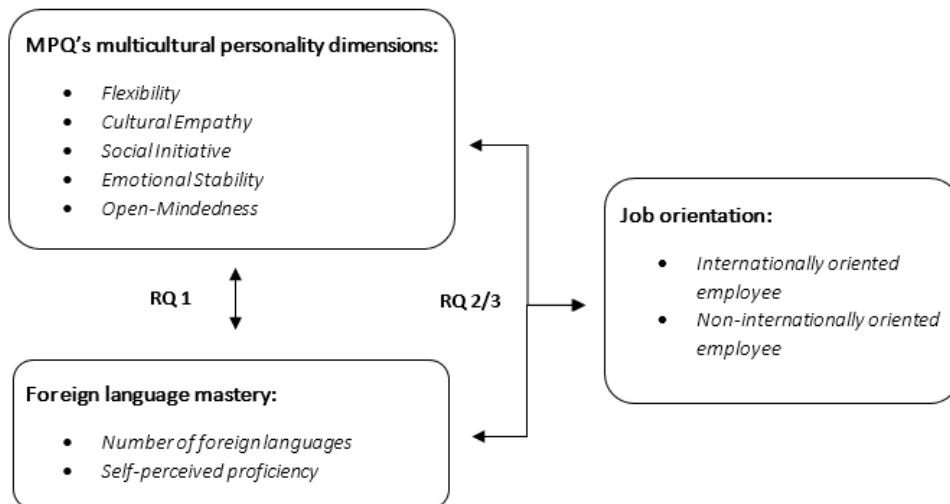


Figure 1. Independent and dependent variables research questions 1, 2 and 3

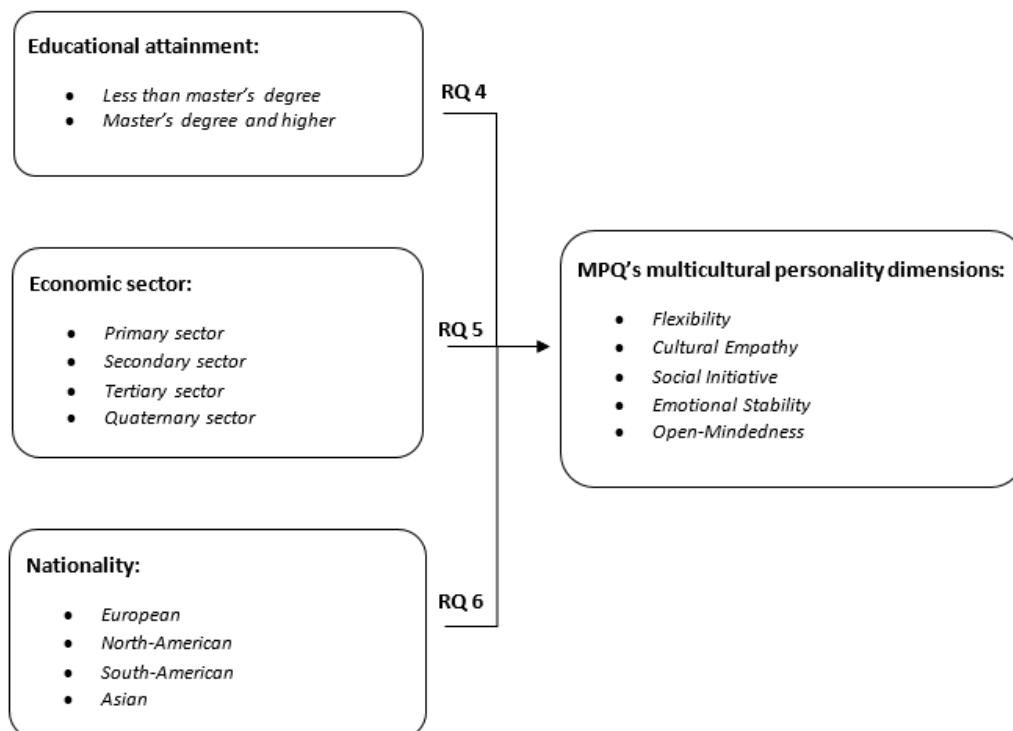


Figure 2. Independent and dependent variables research questions 4, 5 and 6

Respondents

For this study, four datasets have been merged. The first dataset included the data of employees of FrieslandCampina, a Dutch dairy multinational. The second database contained the data of employees who were employed by varying enterprises ranging from Shell to the Dutch ministry of Foreign Affairs. The third dataset was made up by a sample of employees working at Arcadis, a Dutch design and consultancy firm. The fourth and final dataset consisted of the data of the employees of NXP, a Dutch semiconductor manufacturer. In total, 243 employees participated of which the majority, 58.4%, defined their jobs as non-internationally oriented ($N = 142$) and 41.6% as internationally oriented job ($N = 101$). Of the 243 respondents, 49.8% were male ($N = 121$) and 50.2% were female ($N = 122$). Although men and women seem to be represented rather equally, a Chi-square test showed a significant relation between job orientation and gender ($\chi^2 (1) = 6.37, p = .011$). The non-internationally group of employees consisted of relatively more female participants (66.4%) than male participants (50.4%).

Since age was divided into two subcategories (i.e. 30 years and younger, and 31 years and older) no exact mean can be given. Yet, the majority of the respondents (54.7%) was 31 years old or older ($N = 133$). Age was not equally dispersed amongst the two groups of employees either; an independent samples t -test showed a significant difference between non-internationally and internationally oriented employees with regard to age ($t (232.18) = 6.56, p < .001$). The internationally oriented employees were shown to be older ($M = 1.77, SD = .42$) than the non-internationally oriented employees ($M = 1.39, SD = .49$). With respect to educational attainment, more than half of the respondents (53.1%) reported to have obtained a master's degree or higher ($N = 129$), whereas 46.9% of the respondents ($N = 114$) obtained a degree lower than master's. No significant differences were found between the groups of employees regarding the distribution of educational attainment ($\chi^2 (1) = .01, p = .920$).

The respondents in this study were employed by many different companies. In some cases, only a few people were working at a particular company because of which it was difficult to compare equal groups of subjects with one another. To make as much use of the obtained data as possible, it was decided to assign the subjects to either the primary, secondary, tertiary or quaternary sector given the company they are working at. Most of the respondents were employed by a company in the tertiary sector (80.7%) followed by the secondary sector (11.9%) and the quaternary sector (7.4%). None of the respondents resulted to be employed at a company in the primary sector. Economic sector resulted to be significantly related to job orientation. A Chi-square test showed a significant relation between job orientation and economic sector ($\chi^2 (2) = 30.27, p < .001$). The group of non-international employees was composed by relatively less employees with a job in the secondary sector (13.8%) and relatively more employees with a job in the tertiary sector (66.3%) than the group of international employees.

Concerning nationality, 28 different nationalities participated in this study. As in the case of economic sector, some nationalities were possessed by only a few participants. In order to investigate the influence of nationality on intercultural effectiveness, it was decided to create clusters of nationalities by assigning each nationality to a geography region according to the M49 coding classification (United Nations, 2017). Even though the M49 coding classification recognizes six macro-geographic regions, regarding North-America and South-America as one region, it is also legal to consider them as two distinct geographic regions (Lewis & Wigen, 1997). Given that a subdivision of the Americas would also facilitate to observe possible differences between the two nationality groups it was decided to consider

North-America and South-America as two different geographic regions in contrast to the M49 coding classification. For this study, however, it sufficed to create four clusters of nationalities: European, North-American, South-American and Asian. The majority of the respondents resulted to be of European origin (61.3%) followed by Asian (16.9%), North-American (16%) and South-American (5.8%). Nationality resulted to be significantly related to job orientation as well, since a Chi-square test showed a significant relation between job orientation and nationality ($\chi^2(3) = 26.02, p < .001$). By contrast with the internationally oriented group of employees, the group of non-internationally employees was made up by relatively more North-Americans (87.2%) than both Europeans (55.7%) and Asian people (34.1%). There also turned out to be relatively more South-Americans (78.6%) than Asian people (34.1%).

In addition to this, the employees reported on the number of foreign languages they master of which 21.8% of the respondents (N = 53) resulted not to master any foreign language besides their mother tongue(s). Almost the same amount of respondents, 21.4%, appeared to master one foreign language (N = 52). Most people, 24.3%, reported to master two foreign languages (N = 59) followed by 16.9% of the sample mastering three foreign languages (N = 41), 9.9% mastering four foreign languages (N = 24) and 5.8% mastering five foreign languages (N = 14).

Due to the unequal dispersion of respondents among the two groups of employees concerning gender, age, nationality and economic sector it is important to be cautious when drawing conclusions. These factors could namely have played a moderating role in the influence of job orientation on the MPQ dimensions and foreign language mastery.

Procedure

The surveys were developed in either Qualtrics or NetQuestionnaires (Survalyzer). The link to the online survey was sent to the respondents either indirectly, via representatives of the company, or directly which implies that the respondents were approached individually. In both cases, the respondents were provided the link by e-mail. The survey was made available in Dutch and English as not to exclude anyone from participating. The respondents filled out the survey in their own time which implies that there was no control over external factors like noise and quality of the Internet connection which in turn means that the surveys were not completed under the same circumstances. Another aspect which should be mentioned is that three surveys were completed in 2014 and one in 2017. The respondents were not informed about the goal of the study, but were instead told that the survey served to get an idea of the company's features. Furthermore, the respondents were informed that participation was voluntary and anonymous. It took approximately 15 minutes to complete the survey. No rewards were provided in order to motivate the subjects to participate.

Statistical treatment

For research question 1 a correlation analysis was conducted. To answer research question 2 univariate ANOVAs were used. For research question 3 a binary logistic regression was conducted. With respect to research questions 4, 5 and 6, several univariate ANOVAs were run.

Results

RQ 1. Relationship between MPQ's multicultural personality dimensions and foreign language mastery

The relationship between the MPQ dimensions and foreign language mastery was examined twofold. Foreign language mastery in terms of the number of foreign languages mastered was considered first.

A significant negative relationship was found between the Number of Foreign Languages and Cultural Empathy ($r_s(243) = -.21, p = .001$). This implies that the more foreign languages an employee masters, the less culturally empathic this employee is. Put into other words, the more foreign languages an employee masters, the less he/she will be aware of and understand the feelings, thoughts and behaviours of someone with a distinctive cultural background. The other MPQ dimensions did not significantly correlate with the Number of Foreign Languages (see Table 1 below).

Table 1. Correlations (r_s) between the number of foreign languages and the MPQ dimensions Flexibility, Open-Mindedness, Social Initiative, Cultural Empathy and Emotional Stability (N = 243)

MPQ dimensions	Number of Foreign Languages	p
Flexibility	-.01	.918
Open-Mindedness	-.04	.530
Social Initiative	-.08	.226
Cultural Empathy	-.21	.001***
Emotional Stability	.08	.244

* $\leq .05$

** $\leq .01$

*** $\leq .001$

To the extent of this, the relationship between the MPQ dimensions and the respondents' self-perceived proficiency in each of the foreign languages was investigated. A significant positive relationship was found between Emotional Stability and self-perceived first foreign language proficiency ($r_s(243) = .16, p = .023$). An employee who masters his/her first foreign language really well, is better capable of remaining calm in stressful situations than someone who masters his/her first foreign language to a lesser extent. Another significant positive relationship was found between Emotional Stability and self-perceived third foreign language proficiency ($r_s(243) = .29, p = .009$). As in the previous case, the better an employee masters his/her third foreign language, the calmer he/she remains in stressful circumstances. The other MPQ dimensions did not significantly correlate with Self-Perceived Proficiency (see Table 2).

Table 2. Correlations (r_s) between self-perceived foreign language proficiency (SPP) and the MPQ dimensions Flexibility, Open-Mindedness, Social Initiative, Cultural Empathy and Emotional Stability (N = 243)

MPQ dimensions	SPP FL1	p	SPP FL2	p	SPP FL3	p	SPP FL4	p	SPP FL5	p
Flexibility	.08	.247	.05	.555	.11	.358	-.02	.906	.27	.356
Open-Mindedness	.12	.087	.12	.15	.17	.129	-.07	.684	.35	.220
Social Initiative	.00	.962	.03	.744	.13	.240	-.03	.874	.29	.321
Cultural Empathy	-.01	.947	.05	.553	.04	.726	-.10	.545	.39	.172
Emotional Stability	.16	.023*	.08	.329	.29	.009**	.08	.639	.47	.087

* $\leq .05$

** $\leq .01$

*** $\leq .001$

RQ 2. Differences between internationally and non-internationally oriented employees on the MPQ's multicultural personality dimensions and foreign language mastery

A univariate analysis of variance showed a significant effect of Job Orientation on the MPQ dimension Flexibility ($F(1, 241) = 4.29, p = .040, \eta^2 = .02$). The non-internationally oriented employees ($M = 3.25, SD = .49$) resulted to be more flexible than the internationally oriented employees ($M = 3.12, SD = .46$).

The second univariate analysis of variance showed a significant effect of Job Orientation on the MPQ dimension Cultural Empathy ($F(1, 241) = 4.05, p = .045, \eta^2 = .02$). The non-internationally oriented employees ($M = 3.91, SD = .45$) also resulted to be more culturally empathic than the internationally oriented employees ($M = 3.79, SD = .44$). This means that the former group of employees shows more empathy towards people with a different cultural background than the latter group of employees.

However, no significant differences were found between the two groups of employees as far as their score on Social Initiative was concerned. A univariate analysis of variance showed a non-significant effect of Job Orientation on the MPQ dimension Social Initiative ($F(1, 241) = .04, p = .842, \eta^2 = .00$).

Another univariate analysis of variance showed a significant effect of Job Orientation on the MPQ dimension Emotional Stability ($F(1, 241) = 4.93, p = .027, \eta^2 = .02$). The internationally oriented employees ($M = 3.44, SD = .45$) appeared to be more emotionally stable than the non-internationally oriented employees ($M = 3.31, SD = .42$). To be more specific, the internationally oriented employees are more likely to remain calm under uncommon and stressful circumstances than non-internationally oriented employees.

No significant difference was found between the internationally and non-internationally oriented employees regarding their Open-Mindedness. A univariate analysis of variance showed a non-significant effect of Job Orientation on the MPQ dimension Open-Mindedness ($F(1, 241) = .39, p = .533, \eta^2 = .00$) (see Table 3).

With respect to foreign language mastery in terms of the number of foreign languages mastered, a univariate analysis of variance showed a significant effect of Job Orientation on the Number of Foreign Languages ($F(1, 241) = 32.02, p < .001, \eta^2 = .12$). The internationally oriented employees ($M = 2.49, SD = 1.47$) reported to speak more foreign languages than the non-internationally oriented employees ($M = 1.46, SD = 1.32$).

The two groups of employees appeared to differ significantly from one another as well concerning their self-perceived first foreign language competence. A univariate analysis of variance showed a significant effect of Job Orientation on the respondents' first foreign language Competence ($F(1, 188) = 4.63, p = .033, \eta^2 = .02$). The internationally oriented employees ($M = 4.22, SD = .67$) appeared to master their first foreign language better than the non-internationally oriented employees ($M = 4.00, SD = .74$).

The differences between internationally and non-internationally oriented employees with respect to their self-perceived second, third, fourth and fifth foreign language proficiency were not significant. A univariate analysis of variance showed a non-significant effect of Job Orientation on self-perceived second foreign language proficiency ($F(1, 136) = 2.30, p = .132, \eta^2 = .02$), on self-perceived third foreign language proficiency ($F(1, 77) = 3.80, p = .055, \eta^2 = .05$), on self-perceived fourth foreign language proficiency ($F(1, 37) = .04, p = .852, \eta^2 = .00$) and on self-perceived fifth foreign language proficiency ($F(1, 12) = .056, p = .818, \eta^2 = .00$) (see Table 4).

Table 3. Means (*M*) and standard deviations (*SD*) of the non-internationally and internationally oriented employees on the MPQ dimensions (1 = totally not applicable, 5 = completely applicable) (N = 243).

MPQ dimension	Job Orientation	<i>M (SD)</i>	<i>p</i>	Group comparison
Flexibility	Non-International (0)	3.25 (.49)	.040*	0 > 1
	International (1)	3.12 (.46)		
Cultural Empathy	Non-International (0)	3.91 (.54)	.045*	0 > 1
	International (1)	3.79 (.44)		
Social Initiative	Non-International (0)	3.56 (.54)	.842	
	International (1)	3.55 (.46)		
Emotional Stability	Non-International (0)	3.31 (.42)	.027*	1 > 0
	International (1)	3.44 (.45)		
Open-Mindedness	Non-International (0)	3.95 (.51)	.533	
	International (1)	3.99 (.42)		

* ≤ .05

** ≤ .01

*** ≤ .001

Table 4. Means (*M*) and standard deviations (*SD*) of the non-internationally oriented and internationally oriented employees with respect to foreign language mastery in terms of the number of foreign languages (1 – 5) and self-perceived proficiency (SPP) (1 = really bad, 5 = really good)

Foreign Language Mastery	Job Orientation	<i>M (SD)</i>	<i>p</i>	Group comparison
Number of FL (N = 243)	Non-International (0)	1.46 (1.32)	<.001***	1 > 0
	International (1)	2.49 (1.47)		
SPP FL1 (N = 190)	Non-International (0)	4.00 (.74)	.033*	1 > 0
	International (1)	4.22 (.67)		
SPP FL2 (N = 138)	Non-International (0)	3.01 (.95)	.132	
	International (1)	3.24 (.88)		
SPP FL3 (N = 79)	Non-International (0)	2.44 (.86)	.055	
	International (1)	2.84 (.91)		
SPP FL4 (N = 39)	Non-International (0)	2.28 (1.24)	.852	
	International (1)	2.21 (.88)		
SPP FL5 (N = 14)	Non-International (0)	2.63 (1.94)	.818	
	International (1)	2.46 (.77)		

* ≤ .05

** ≤ .01

*** ≤ .001

RQ 3. Prediction of job orientation based on the MPQ's multicultural personality dimensions and foreign language mastery

For the purposes of this study, the results of the binary logistic regression were reported according to Pallant (2007).

The first model contained five independent variables (Flexibility, Cultural Empathy, Social Initiative, Emotional Stability and Open-Mindedness). The full model containing all predictors was statistically significant $\chi^2 (5, N = 243) = 24.55, p < .001$, indicating that the model was able to distinguish between non-internationally oriented employees and internationally oriented employees. The model as a whole explained between 12.1% (Cox and Snell R square) and 16.2% (Nagelkerke R square) of the variance in job orientation, and correctly classified 66.8% of the cases. From the results in Table 5. it can be concluded that three of the independent variables made a unique statistically significant contribution to the model (i.e. Flexibility, Emotional Stability and Open-Mindedness). The strongest predictor of job orientation was Emotional Stability, recording an odds ratio of 3.79. This indicated that emotionally stable employees were nearly 4 times more likely to belong to the group of internationally oriented employees than the employees who were not emotionally stable, controlling for other factors in the model. The odds ratio of 3.64 for Open-Mindedness indicated that open-minded employees were over 3 times more likely to belong to the internationally oriented group of employees than those who were not open-minded, controlling for all other factors in the model. The odds ratio of .31 for Flexibility was less than 1, indicating that for every unit increase in Flexibility, employees were .31 times less likely to belong to the group of internationally oriented employees, controlling for other factors in the model (see Table 5).

Model 2 shows that a sixth independent variable was added to the model (number of foreign languages). The full model containing all predictors was statistically significant $\chi^2 (6, N = 243) = 29.12, p < .001$, indicating that the model was able to distinguish between non-internationally oriented employees and internationally oriented employees. The model as a whole explained between 14.2% (Cox and Snell R square) and 18.9% (Nagelkerke R square) of the variance in job orientation, and correctly classified 64.7% of cases. As shown by the results in Table 5., four of the independent variables made a unique statistically significant contribution to the model (Flexibility, Open-Mindedness, Emotional Stability and the number of foreign languages). In this model, the strongest predictor of job orientation was again Emotional Stability, recording an odds ratio of 3.50. Emotionally stable employees were over 3 times more likely to belong to the group of internationally oriented employees than employees who were not emotionally stable, controlling for all other factors in the model. With an odds ratio of 2.97, Open-Mindedness was again shown to be the second strongest predictor of job orientation, indicating that open-minded employees were nearly 3 times more likely to belong to the category of internationally oriented employees controlling for all other factors in the model. The odds ratio of 1.33 for number of foreign languages, indicated that it is 1.33 times more likely that an employee who masters more foreign languages belongs to the group of internationally oriented employees than employees who master less foreign languages, controlling for all other factors in the model. The odds ratio of .30 for Flexibility was again less than 1, indicating that for every unit increase in flexibility employees are .30 less likely to belong to the category of internationally oriented employees controlling for all other factors in the model (see Table 5).

Self-perceived first foreign language proficiency was added as a seventh independent variable to Model 3. The full model containing all predictors was statistically significant $\chi^2 (7, N = 190) = 29.94, p < .001$, indicating that the model was able to distinguish between non-internationally and internationally oriented employees. The model as a whole explained between 14.6% (Cox and Snell R square) and 19.4% (Nagelkerke R square) of the variance in job orientation, and correctly classified 66.3% of cases. As can be deduced from the results in Table 5., three of the independent variables made a unique statistically significant contribution to the model (Flexibility, Open-Mindedness and Emotional Stability) which indicates that the added independent variable, self-perceived first foreign language proficiency, was not a significant predictor of job orientation. The strongest predictor of job orientation was Emotional Stability, recording an odds ratio of 3.35. This indicated that emotionally stable employees were over 3 times more likely to belong to the group of internationally oriented employees than those employees who were not emotionally stable, controlling for all other factors in the model. The odds ratio of 3.02 for Open-Mindedness indicated that open-minded employees were approximately 3 times more likely to belong to the internationally oriented group of employees than those who were not open-minded, controlling for all other factors in the model. The odds ratio of .29 for Flexibility was less than 1, indicating that for every unit increase in Flexibility, employees were .29 times less likely to belong to the group of internationally oriented employees, controlling for other factors in the model (see Table 5).

Table 5. Results of the binary logistic regression the MPQ's multicultural personality dimensions and foreign language mastery predicting Job Orientation

	Model 1		Model 2		Model 3	
	Odds ratio	<i>p</i>	Odds ratio	<i>p</i>	Odds ratio	<i>p</i>
	N = 243		N = 243		N = 190	
Flexibility _a	.31	.003**	.30	.003**	.29	.003**
Cultural Empathy _a	.44	.064	.48	.105	.47	.097
Social Initiative _a	1.11	.804	1.12	.779	1.14	.751
Emotional Stability _a	3.79	.001***	3.50	.003**	3.35	.004**
Open-Mindedness _a	3.64	.004**	2.97	.014*	3.02	.014*
Number FL _b			1.33	.036*	1.27	.106
SPP _c FL1 _b					1.25	.368

_a MPQ's multicultural personality dimension

_b Foreign language mastery

_c Self-perceived proficiency

* $\leq .05$

** $\leq .01$

*** $\leq .001$

RQ 4. Effect of educational attainment on the MPQ's multicultural personality dimensions

A univariate analysis of variance showed a non-significant effect of Educational Attainment on Flexibility ($F(1, 241) = .17, p = .685, \eta^2 = .00$).

The second univariate analysis of variance showed a non-significant effect of Educational Attainment on Cultural Empathy ($F(1, 241) = .50, p = .482, \eta^2 = .00$).

The third univariate analysis of variance also showed a non-significant effect of Educational Attainment on Social Initiative ($F(1, 241) = 2.00, p = .158, \eta^2 = .00$).

Emotional Stability resulted not to be significantly affected by the respondents' highest level of education completed either since a univariate analysis of variance showed a non-significant effect of Educational Attainment on Emotional Stability ($F(1, 241) = .01, p = .920, \eta^2 = .00$).

Regarding Open-Mindedness, a univariate analysis of variance showed a non-significant effect of Educational Attainment on Open-Mindedness as well ($F(1, 241) = .73, p = .393, \eta^2 = .00$) (see Table 6 below).

Table 6. Means (*M*) and standard deviations (*SD*) of the respondents with a degree less than master's and with a master's degree and higher on the MPQ dimensions (1 = totally not applicable, 5 = completely applicable)

	Lower than master's degree N = 114 <i>M (SD)</i>	Master's degree and higher N = 129 <i>M (SD)</i>	<i>p</i>
Flexibility	3.21 (.48)	3.19 (.49)	.685
Cultural Empathy	3.88 (.43)	3.84 (.47)	.482
Social Initiative	3.51 (.48)	3.60 (.52)	.158
Emotional Stability	3.37 (.44)	3.36 (.43)	.920
Open-Mindedness	3.94 (.50)	3.99 (.45)	.393

RQ 5. Effect of economic sector on the MPQ's multicultural personality dimensions

The MPQ dimension Flexibility was not significantly affected by economic sector. The univariate analysis of variance showed a non-significant effect of Economic Sector on Flexibility ($F(2, 240) = 1.74, p = .178, \eta^2 = .01$). Cultural Empathy resulted not to be significantly influenced by economic sector either; the univariate analysis of variance showed a non-significant effect of Economic Sector on Cultural Empathy ($F(2, 240) = 2.59, p = .077, \eta^2 = .02$). The third univariate analysis of variance showed a non-significant effect of Economic Sector on Social Initiative ($F(2, 240) = 1.47, p = .233, \eta^2 = .01$). Another univariate analysis of variance also showed a non-significant effect of Economic Sector on Emotional Stability ($F(2, 240) = 3.26, p = .040, \eta^2 = .03$). Important to note is that, since the Levene's test was significant in this case, the p -value should have been $\leq .01$ in order the influence of economic sector on Emotional Stability to be significant. Open-Mindedness turned out not to be significantly affected by economic sector either since the univariate analysis of variance showed a non-significant effect of Economic Sector on Open-Mindedness ($F(2, 240) = .38, p = .687, \eta^2 = .00$) (see Table 7).

Table 7. Means (M) and standard deviations (SD) of the MPQ dimensions per economic sector (1 = totally not applicable, 5 = completely applicable)

MPQ dimensions	Secondary sector (1) N = 29 $M (SD)$	Tertiary sector (2) N = 196 $M (SD)$	Quaternary sector (3) N = 18 $M (SD)$	p
Flexibility	3.18 (.57)	3.22 (.48)	3.00 (.42)	.178
Cultural Empathy	3.83 (.38)	3.88 (.46)	3.63 (.36)	.077
Social Initiative	3.64 (.46)	3.56 (.52)	3.39 (.30)	.233
Emotional Stability	3.53 (.53)	3.35 (.42)	3.22 (.28)	.040
Open-Mindedness	3.99 (.35)	3.95 (.49)	4.05 (.45)	.687

RQ 6. Effect of nationality on the MPQ's multicultural personality dimensions

Social Initiative was significantly affected by nationality; the univariate analysis of variance showed a significant effect of Nationality on Social Initiative ($F(3, 239) = 3.36, p = .020, \eta^2 = .04$). According to a post-hoc test (Bonferroni), North-Americans ($M = 3.78, SD = .08$) resulted to interact more actively with people in social contexts and establish more international contacts than Europeans ($M = 3.50, SD = .04$). No significant differences were found between the remaining nationality groups.

A univariate analysis of variance also showed a significant effect of Nationality on Flexibility ($F(3, 239) = 3.13, p = .027, \eta^2 = .04$). According to a post-hoc test, North-Americans ($M = 3.38, SD = .08$) were more flexible than Asiatic people ($M = 3.06, SD = .08$). As in the previous case, no significant differences were found between the other nationality groups.

The third univariate analysis of variance showed a significant effect of Nationality on Cultural Empathy ($F(3, 239) = 3.96, p = .009, \eta^2 = .05$). According to a post-hoc test, North-Americans ($M = 4.03, SD = .07$) showed more empathy towards members from a different culture than Europeans ($M = 3.82, SD = .04$) and Asiatic people ($M = 3.77, SD = .07$). No significant differences were found between the other nationality groups.

With respect to Emotional Stability, a univariate analysis of variance showed a non-significant effect of Nationality on Emotional Stability ($F(3, 239) = 1.44, p = .233, \eta^2 = .02$).

A univariate analysis showed a significant effect of Nationality on Open-Mindedness ($F(3, 239) = 6.45, p < .001, \eta^2 = .08$). According to a post-hoc test, North Americans ($M = 4.22, SD = .07$) were more open-minded than both Europeans ($M = 3.89, SD = .04$) and Asiatic people ($M = 3.92, SD = .07$). The differences between the remaining nationality groups were non-significant (see Table 8).

Table 8. Means (M) and standard deviations (SD) of the MPQ dimensions per nationality group (1 = totally not applicable, 5 = completely applicable)

	European (1) N = 149	North- American (2) N = 39	South- American (3) N = 14	Asian (4) N = 41	p	Post-hoc (Bonferroni)
	$M (SD)$	$M (SD)$	$M (SD)$	$M (SD)$		
Flexibility	3.18 (.51)	3.38 (.46)	3.24 (.47)	3.06 (.34)	.018*	2 > 4
Cultural Empathy	3.82 (.43)	4.03 (.49)	4.06 (.34)	3.77 (.45)	.048* .049*	2 > 1 2 > 4
Social Initiative	3.50 (.51)	3.78 (.53)	3.56 (.51)	3.55 (.40)	.010**	2 > 1
Emotional Stability	3.41 (.45)	3.34 (.42)	3.25 (.49)	3.28 (.35)	.233	
Open-Mindedness	3.89 (.48)	4.22 (.38)	4.18 (.43)	3.92 (.45)	.001*** .027*	2 > 1 2 > 4

* $\leq .05$

** $\leq .01$

*** $\leq .001$

Conclusion

The first aim of this paper was to examine the relationship between the MPQ's multicultural personality dimensions and foreign language mastery in a business related context. The second aim was to examine potential differences between non-internationally and internationally oriented employees concerning both their multicultural personality traits and foreign language mastery in terms of number and self-perceived proficiency. Besides that, it was investigated whether the MPQ dimensions and foreign language mastery could be considered as predictors of job orientation (i.e. non-internationally or internationally oriented). The final aspect addressed by this paper was the impact of educational attainment, economic sector and nationality on the MPQ's multicultural personality dimensions. Each section below will give a clear and concise answer to one of the research questions.

RQ 1. Relationship between MPQ's multicultural personality dimensions and foreign language mastery

From the correlation analysis it can be concluded that the number of foreign languages only significantly correlates with the MPQ dimension Cultural Empathy. More specifically, a significant negative relationship was found between the two variables which means that the more foreign languages one masters, the less empathy one shows towards members of other cultures. The other MPQ dimensions were not significantly related to the number of foreign languages.

Foreign language mastery was also measured by the sub-variable self-perceived proficiency. The results of the correlation analysis revealed that Emotional Stability is positively related to self-perceived first and third foreign language proficiency. These findings suggests that a high degree of self-perceived first and third foreign language proficiency results in a high degree of emotional stability. The remaining four MPQ dimensions were not significantly related to self-perceived proficiency.

It can thus be concluded that the MPQ dimensions Cultural Empathy and Emotional Stability are to some extent related to foreign language mastery.

RQ 2. Differences between non-internationally oriented employees and internationally oriented employees regarding MPQ dimensions and foreign language mastery

The five univariate ANOVAs reveal that the non-internationally oriented and internationally oriented employees significantly differ from each other with respect to Flexibility, Cultural Empathy and Emotional Stability. Non-internationally oriented employees appeared to be more flexible and culturally empathic than the internationally oriented employees. Internationally oriented employees, on the other hand, were shown to be more emotionally stable than non-internationally oriented employees. With respect to the MPQ dimensions Open-Mindedness and Social Initiative, no significant differences between the two groups of employees were found.

To get insight into plausible significant differences between the non-internationally and internationally oriented employees on foreign language mastery, a series of univariate ANOVAs were run. The results of the analysis reveal that internationally oriented employees master more foreign languages than non-internationally oriented employees do. Furthermore, internationally oriented employees resulted to be more proficient in their first foreign language than non-internationally oriented employees. There appeared to be no significant differences between the two groups of employees concerning their self-perceived proficiency in their second, third, fourth and fifth foreign language.

These results suggest that job orientation has a significant effect on Flexibility, Cultural Empathy and Emotional Stability. Besides that, job orientation results to have a significant influence on the number of foreign languages and first foreign language proficiency.

RQ 3. The MPQ's multicultural personality dimensions and foreign language mastery as predictors of job orientation

To give an answer to this research question a binary logistic regression was conducted. The first model examined whether job orientation could be predicted by any of the MPQ's multicultural personality dimensions. The second model analysed to what extent the number of foreign languages mastered by the respondents would explain variance beyond the predictor variables entered in Model 1. The third model considered whether self-perceived first foreign language proficiency would explain variance beyond the predictor variables entered in Model 2.

From the results of the first model it can be deduced that job orientation can be predicted by Flexibility, Emotional Stability and Open-Mindedness. The higher an employee's degree of Flexibility, the less likely it is that he/she belongs to the group of internationally oriented employees. The opposite turned out to be true for the MPQ dimensions Emotional Stability and Open-Mindedness, the more emotionally stable or open-minded the employee the higher the probability that this employee is internationally oriented. Social Initiative and Cultural Empathy resulted not to be a significant predictor of job orientation.

The second model revealed the number of foreign languages to be a significant predictor of job orientation as well. The more foreign languages an employee masters, the more likely it is that he/she is internationally oriented.

Self-perceived first foreign language proficiency was added as a predictor to the third model. Yet, this variable appeared not to be a significant predictor of job orientation.

Whether an employee is non-internationally or internationally oriented seems thus to be possible to predict by means of the degree of Flexibility, Emotional Stability, Open-Mindedness and the number of foreign languages one masters.

RQ 4. The influence of educational attainment on the MPQ's multicultural personality dimensions

Five univariate ANOVAs were conducted to answer this research question. Yet, the results do not disclose any significant differences between the respondents with a degree lower than master's or a master's degree and higher on the MPQ dimensions. Based on these results, the MPQ dimensions seem not to be significantly affected by educational attainment.

RQ 5. The influence of economic sector on the MPQ's multicultural personality dimensions

In order to investigate to what extent economic sector has a significant influence on the MPQ dimensions, five univariate analysis of variance were run. Yet, no significant differences were found between the secondary, tertiary and quaternary sector on the MPQ dimensions. On the basis of these data, it should thus be concluded that economic sector does not have a significant impact on the MPQ's multicultural personality traits.

RQ 6. The influence of nationality on the MPQ's multicultural personality dimensions

To analyse whether nationality significantly affects the MPQ's multicultural personality dimensions, five univariate analysis of variance were conducted. From the results it can be concluded that all MPQ dimensions except for Emotional Stability were to some extent significantly affected by nationality. More specifically, North-Americans resulted to have a higher degree of Social Initiative than the Europeans indicating that the former group establishes more easily (international) contacts. Yet, no significant differences were found between the other nationality groups as far as Social Initiative is concerned.

With respect to Flexibility, North-Americans appeared to be more flexible than Asiatic people. No significant differences were found on Flexibility between the other nationality groups.

As in the previous cases, North-Americans also scored higher on Cultural Empathy and Open-Mindedness. They resulted to show more empathy towards the feelings and thoughts of members of other cultures and to be more open-minded than both Europeans and Asiatic people. The other nationality groups did not significantly differ from one another on this dimension.

Based on these results, it seems to be that the North-Americans are more interculturally effective compared to the Europeans, South-Americans and Asiatic people.

Discussion

As opposed to most other studies on the MPQ's multicultural personality dimensions, this paper considered the MPQ dimensions from a professional point of view. Moreover, by having merged several studies, the data of professionals employed by several companies, with different nationalities and with either an international or non-international orientation could be analysed. This not only served to get insight into the extent to which the results from previous studies conducted in a non-business related context could be extended towards the business context, but also whether the MPQ dimensions and foreign language mastery are affected by additional factors amongst which economic sector and nationality.

The next sections of this paragraph will discuss this paper's results within the wider context and its limitations. Finally, some suggestions for future research will be made.

Before discussing the findings, an explanation should be provided for the questionable Cronbach's alpha of Flexibility. Since the data of this study consist of four different datasets, the Cronbach's alpha of Flexibility was calculated by means of four different values. Whereas two were acceptable (i.e. $\alpha = .76$ and $\alpha = .74$) the other two were respectively poor (i.e. $\alpha = .58$) and questionable (i.e. $\alpha = .64$) (George & Mallery, 2003). The latter two values could have provoked this study's questionable Cronbach's alpha of Flexibility.

The significant negative relationship between Cultural Empathy and the number of foreign languages, as shown by the results of the first research question, seems to contradict the assumption of Dewaele and Van Oudenhoven (2009) and Korzilius et al. (2011). They assumed that a foreign language learning process might serve to get a deeper understanding of other cultures which in turn might be reflected in one's intercultural effectiveness (i.e. measured by the MPQ dimensions). The more foreign languages an individual masters, the more foreign language learning processes this person has experienced which, according to Dewaele and Van Oudenhoven (2009) and Korzilius et al. (2011), would result in a deeper understanding of other cultures and in a higher degree of intercultural effectiveness as a consequence. Since in this case, the number of foreign languages did not result in a higher degree of Cultural Empathy but in a lower instead, it could be stated that this finding partially rejects the assumption given that intercultural effectiveness is also measured by Cultural Empathy. This contradictory finding, however, might have been provoked by nationality. That is, the results revealed that North-Americans have a significantly higher degree of Cultural Empathy compared to Asiatic people and Europeans. Furthermore, an additional analysis revealed that, except for one, all North-Americans master up to one foreign language. Therefore, nationality might have played a moderating role in the negative relationship between Cultural Empathy and the number of foreign languages. Future research, however, should investigate whether a significant relationship exists between the number of foreign languages and nationality.

A plausible explanation for the significant positive relationship between Emotional Stability and self-perceived first and third foreign language proficiency might be the self-confidence acquired as a result from the high degree of proficiency. The higher an individual's degree of proficiency the more self-confident this person might be, which in turn could foster emotionally stable feelings.

Non-internationally oriented employees appeared to be more flexible and culturally empathic than the internationally oriented employees of which the former difference is not in line with Korzilius et al. (2011) who concluded the opposite. The latter significant difference and the relatively high degree of Emotional Stability of internationally oriented employees seem to contradict the findings of Dewaele and Van Oudenhoven (2009) who revealed TCKs to be more culturally empathic and less emotionally stable than non-TCKs. Yet, it is important to be cautious when comparing the results from this study and those from Dewaele and Van Oudenhoven (2009) given that they did not compare non-internationally and internationally oriented employees but TCKs and non-TCKs instead. Despite the differences between the two samples, it might be assumed that like the internationally oriented employees the TCKs have more international experience compared to respectively non-internationally oriented employees and non-TCKs. Due to the difference in international experience, it could be concluded that these results are not in line with each other.

A feasible explanation for the high degree of Emotional Stability of internationally oriented employees could be the extent to which they are confronted with conflicting interests. In international negotiations, conflicts as a result of cultural differences in values and norms might occur more frequently than in negotiations attended by people from the same region (De Leersnyder, Kim & Mesquita, 2015). The effort put into solving opposing interests might boost someone's self-esteem which could result in a higher degree of emotional stability compared to non-internationally oriented employees.

The high degree of Flexibility and Cultural Empathy of the non-internationally oriented employees compared to the internationally oriented employees could have been provoked by a plausible moderating role of nationality as well. As shown in the Method section, nationality was not equally dispersed among the two groups of employees. There resulted to be more North-Americans with a non-international orientation. Since the North-Americans were found to be more flexible and culturally empathic than Asiatic people and Europeans, nationality could be regarded as an explanation for the contradictory findings. The unequal distribution of respondents amongst the two groups of employees is also a drawback of this paper. Future research should therefore try to create equal groups of employees with respect to demographic characteristics in order to prevent plausible factors, like nationality and gender, from influencing the results.

Some of this paper's findings are in line with previous studies. The significant difference between the two groups on the number of foreign languages, for example confirms Korzilius et al.'s (2011) finding: international employees reported to speak more foreign languages than both non-internationally employees and business contacts.

However, whereas Korzilius et al. (2011) did not reveal any significant differences between their sample groups on self-perceived proficiency, this paper's results did show a significant difference between internationally and non-internationally oriented employees on their self-perceived first foreign language proficiency. The former group reported higher levels of proficiency than the latter. However, one of the limitations of this study is that the respondents were not explicitly asked to mention the foreign languages in descending order of proficiency indicating that it should be taken into account that the first foreign language mentioned is not necessarily the foreign language one masters best. Future studies should therefore be more careful when reporting questions on foreign language mastery by specifying the order in which the languages should be mentioned. Besides that, the respondents were asked to rate themselves which means that their degrees of proficiency were not measured by the same standards. To get a more valid indication of their foreign language proficiency, the respondents could in future be asked to indicate whether they have

obtained any internationally recognized foreign language certificate(s) like Cambridge, IELTS, DELE or DELF. To get insight into their degree of proficiency they should subsequently report their proficiency level as stated on the certificate. The researchers could convert these proficiency levels into the levels provided by the Common European Framework of Reference for Languages (CEFR) guidelines in order to compare them with one another.

Flexibility, Emotional Stability, Open-Mindedness and the number of foreign languages were found to be significant predictors of job orientation. These results partially confirm Korzilius et al.'s (2011) findings in that they also concluded Emotional Stability, Open-Mindedness and the number of foreign languages to be significant predictors of group membership. Yet, Emotional Stability did not distinguish international and non-international employees from one another. The probability of belonging to the group of international employees compared to business contacts increased with each unit increase in Emotional Stability. The non-international employees were differentiated from the business contacts in the same way.

With respect to Open-Mindedness, the likelihood of belonging to the group of non-international employees in contrast to business contacts decreased for each unit increase. This finding could to a certain extent be confirmed by this study given that like the internationally oriented employees the business contacts in Korzilius et al. (2011) maintain international contacts as well. Moreover, since the likelihood of belonging to either the internationally oriented employees or business contacts compared to non-international employees increased with each unit increase in Open-Mindedness, it seems to be that a higher degree of engagement in international business is commensurate with a higher degree of open-mindedness. However, Korzilius et al. (2011) did not distinguish between the non-international and international employees which implies that their results are not completely in line with this paper's findings.

The number of foreign languages appeared not to distinguish the international employees from the non-international employees but from the business contacts instead (Korzilius et al., 2011). Yet, both in this study as in Korzilius et al. (2011) the likelihood of belonging to the group of international employees increased with each unit increase in the number of foreign languages.

The results of this paper have practical implications for business and in particular for Human Resource practitioners. Potential employees can be selected upon their degree of Flexibility, Emotional Stability and Open-Mindedness and subsequently be asked to mention the number of foreign languages they master. By means of these data, job-applicants can be assigned to either a non-internationally oriented job or an internationally oriented job. Moreover, this study has provided additional evidence that the MPQ's multicultural personality questionnaire of Van der Zee and Van Oudenhoven (2000) is a valid instrument within the professional context that can be used to get an indication of employees' degree of Flexibility, Emotional Stability and Open-Mindedness.

Whereas Simkovych (2009) investigated the relationship between educational attainment and the MPQ dimensions, this study examined the influence of educational attainment on the MPQ dimensions. Even though Simkovych (2009) found a significant positive relationship between educational attainment and Open-Mindedness and Flexibility, this study did not reveal any significant differences on the MPQ dimensions between the respondents with a degree less than master's and those with a master's degree and higher. A plausible explanation for the lack of evidence could be that educational attainment consisted of two categories only. In order to investigate to what extent significant differences exist between

(different levels of) education and no education regarding the MPQ dimensions, future studies should divide educational attainment into more categories and amplify their sample to ensure that every level of education is represented by a sufficient number of respondents. When respondents without education result to be illiterate, it could be considered to ask an independent person to read the participants the questionnaire.

Economic sector appeared not to have a significant effect on the MPQ dimensions either. This could have been provoked by a disproportional representation of the economic sectors. Another drawback is the classification of the companies to the right economic sector. Shell, for example, is involved in various stages of the oil and gas industry meaning that it is responsible for the extraction of crude oil (i.e. primary sector) but also for the refinement of it (i.e. secondary sector). In future, respondents should therefore be requested to fill out both the company they are employed by and their job. This would serve to re-examine whether the MPQ dimensions are significantly affected by economic sector.

Nationality appeared to have a significant influence on some of the MPQ's multicultural personality dimensions. A pattern could even be deduced from the results in that, in case of significant differences, the North-Americans always possessed the multicultural personality trait to a greater extent than the other nationality groups. A plausible explanation for this might be the racially diverse population by which, in particular, U.S. society is characterized. As a result of colonization and immigration in the past a lot of people settled themselves in the U.S.. The US population might have become used to live together with other cultures of which the relatively high degrees of Open-Mindedness, Flexibility, Cultural Empathy and Social Initiative of the North-Americans could be a result. This finding might point at a relationship between nationality and the MPQ dimensions. This in combination with globalization and the growing importance placed on efficiency in (international) business nowadays, could make it relevant to investigate whether the MPQ dimensions correlate with nationality. If there indeed turns out to be a significant relationship between the two variables, it could be used during application procedures. Moreover, it would be an easier and more efficient way to find out whether someone is suitable for the job since there is both less time and work involved in asking for someone's nationality than investigating an individual's degree of intercultural effectiveness. Future studies should therefore incorporate as many nationalities in their study as possible with every nationality being represented by a sufficient amount of respondents. This will namely cut both ways: it facilitates the comparison of nationalities and serves to get a deeper understanding of those factors influencing the MPQ's multicultural personality dimensions.

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Appendix

Dutch version

Introduction

Beste deelnemer,

Voor de masteropleiding International Business Communication aan de Radboud Universiteit in Nijmegen, voer ik op dit moment mijn masteronderzoek uit. Aan de hand van dit onderzoek wil ik graag inzicht krijgen in de kenmerken van (...). Om hier een beeld te krijgen wil ik u vragen deel te nemen aan dit onderzoek door deze vragenlijst in te vullen. Het invullen van de vragenlijst zal 10 tot 15 minuten in beslag nemen. Uw antwoorden zullen niet voor andere doeleinden worden gebruikt dan dit onderzoek en blijven volledig anoniem.

Bij voorbaat dank voor het invullen!

Susan Booijink
Masterstudent Radboud Universiteit Nijmegen

Multicultural Personality Questionnaire (MPQ) (Van der Zee & Van Oudenhoven, 2000):

U krijgt straks een aantal stellingen te zien. Geef hierbij aan in hoeverre deze op u van toepassing zijn. Er zijn geen goede of foute antwoorden mogelijk.

Ik houd van avontuurlijke vakanties.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik neem vaak het initiatief om iets te doen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik ben vaak zenuwachtig.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik maak gemakkelijk contact.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik kan wel tegen een stootje.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik vind het heel erg om ruzie te hebben met anderen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik vind het moeilijk contact te leggen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik heb snel door wanneer iemand verdrietig of blij is.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik val graag op.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik vind andere culturen interessant.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik houd niet van avontuur.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Wanneer ik ergens mee bezig ben vind ik het moeilijk opeens iets heel anders te gaan doen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik vind het leuk met anderen over hun mening te praten.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik probeer te snappen waarom mensen doen zoals ze doen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik ben vaak bang dat iets me niet zal lukken.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik houd niet zo van verrassingen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik houd rekening met andere mensen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik neem graag het woord.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik werk het liefst alleen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik vind het leuk dingen steeds op een andere manier te doen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik houd niet van reizen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik wil precies weten wat er gaat gebeuren.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik raak niet snel in paniek.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik laat anderen vaak contact met mij zoeken in plaats van andersom.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik neem graag de leiding.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Wanneer ik met iets begin, moet ik eerst even op gang komen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik ben erg nieuwsgierig.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik ga er vanuit dat dingen weer op hun pootjes terecht komen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik ben altijd bezig.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

In een groep voel ik me op mijn gemak.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik kan me moeilijk inleven in anderen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik voel me het fijnst in een vertrouwde omgeving.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik ben erg rustig.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik stap gemakkelijk op mensen af.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik vind andere godsdiensten interessant.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Voor de meeste problemen heb ik wel een oplossing.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik doe dingen meestal op dezelfde manier.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik ben snel bang.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Wanneer ik ergens kom waar ik niet veel mensen ken voel ik me niet prettig.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik vind het eng om een spreekbeurt te houden.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ik wacht vaak af wat anderen doen.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ik voel me ongemakkelijk in een andere cultuur.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ik doe dingen meestal volgens plan.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ik ben vaak zenuwachtig.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ik leef mee met andere mensen.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ik heb snel door wat mensen van me verwachten.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ik houd van actie.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ik neem vaak het initiatief.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ik stel vaak dingen uit.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ik vind het prettig om dingen op vaste tijden te doen.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ik let op gezichtsuitdrukkingen van anderen.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ook als alles tegenzit blijf ik positief.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ik trek me kritiek van anderen erg aan.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ik probeer verschillende manieren uit om iets te doen.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing
Ik wissel vaak van stemming.						
Helemaal niet van toepassing	1	2	3	4	5	Helemaal van toepassing

Ik heb vaste gewoontes.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik vergeet tegenslagen snel.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik vind het leuk iets te weten over de gewoontes van mensen uit verschillende culturen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Grote veranderingen in mijn leven vind ik moeilijk.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik ben nieuwsgierig naar wat andere mensen bezighoudt.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik vind het leuk de verhalen van andere mensen te horen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik verdiep me in andere culturen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik onthoud wat anderen mij vertellen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik kan goed andermans gedachten raden.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik heb vertrouwen in mezelf.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

In een ander land heb ik snel door hoe ik me moet gedragen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik raak snel overstuur.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik kan goed luisteren.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik pieker vaak over dingen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik heb snel door wanneer iemand anders verdrietig is.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik heb mensen snel door.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik voel me vaak alleen.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik ga graag met hele verschillende mensen om.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik vind veel dingen interessant.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik ben best onzeker.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik heb voor elk probleem wel een oplossing.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik voel me heel sterk een Nederlander.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Ik sta open voor nieuwe ideeën.

Helemaal niet van toepassing 1 2 3 4 5 Helemaal van toepassing

Self-perceived foreign language mastery

Wat is uw moedertaal?

- ☐ Nederlands
- ☐ Engels
- ☐ Duits
- ☐ Frans
- ☐ Anders, namelijk _____

Wat zijn uw moedertalen?

- ☐ Nederlands
- ☐ Engels
- ☐ Duits
- ☐ Frans
- ☐ Anders, namelijk _____

Spreekt u naast uw moedertaal/moedertalen vreemde talen?

- ☐ Ja
- ☐ Nee

Hoeveel vreemde talen spreekt u?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

Geef hieronder aan welke vreemde talen u spreekt en geef van elk een indicatie van uw competentie¹:

	Erg slecht	Slecht	Voldoende	Goed	Erg goed
Vreemde taal 1:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vreemde taal 2:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vreemde taal 3:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vreemde taal 4:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vreemde taal 5:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Job orientation

Onderhoudt u internationale contacten voor uw werk?

- ☐ Ja
- ☐ Nee

Zijn uw werkactiviteiten voornamelijk internationaal of nationaal georiënteerd?

- ☐ Internationaal
- ☐ Nationaal

Economic sector

Bij welke organisatie bent u momenteel werkzaam?

Demographical questions

Geslacht:

- ☐ Man
- ☐ Vrouw

Leeftijd:

¹ In case the respondents had to rate their reading, writing, listening and speaking skills, they filled out the table for each skill separately.

Wat is uw nationaliteit?

- ☐ Nederlands
- ☐ Duits
- ☐ Engels
- ☐ Frans
- ☐ Spaans
- ☐ Anders, namelijk: _____

Wat is uw hoogst afgeronde opleiding?

- ☐ Lager dan Masteropleiding
- ☐ Masteropleiding of hoger

Einde vragenlijst. Hartelijk dank voor uw deelname!

English version

Introduction

Dear participant,

At the moment I am working on my Master's thesis as part of the Master's degree International Business Communication at the Radboud University in Nijmegen. The goal of the thesis is to gain insight into the features of (...). In order to gain insight into these features, I invite you to participate by filling out this questionnaire. This will take approximately 10-15 minutes. Your answers will only be used for the purpose of this study and will be kept anonymous.

Thank you for participating!

Susan Booijink
Master's student Radboud University Nijmegen

MPQ's multicultural personality questionnaire (Van der Zee & Van Oudenhoven, 2000)

You will now be shown a series of statements. Please indicate to what extent these are applicable to you. There are no wrong or right answers.

I like low-comfort holidays.

Totally not applicable 1 2 3 4 5 Completely applicable

I take initiative.

Totally not applicable 1 2 3 4 5 Completely applicable

I am often nervous.

Totally not applicable 1 2 3 4 5 Completely applicable

I easily make contact.

Totally not applicable 1 2 3 4 5 Completely applicable

I am not easily hurt.

Totally not applicable 1 2 3 4 5 Completely applicable

I am troubled by conflicts with others.

Totally not applicable 1 2 3 4 5 Completely applicable

I find it difficult to make contacts.

Totally not applicable 1 2 3 4 5 Completely applicable

I quickly understand other people's feelings.

Totally not applicable 1 2 3 4 5 Completely applicable

I keep to the background.

Totally not applicable 1 2 3 4 5 Completely applicable

I am interested in other cultures.

Totally not applicable 1 2 3 4 5 Completely applicable

I avoid adventure.

Totally not applicable 1 2 3 4 5 Completely applicable

I can easily change from one activity to another.

Totally not applicable 1 2 3 4 5 Completely applicable

I am fascinated by other people's opinions.

Totally not applicable 1 2 3 4 5 Completely applicable

I try to understand other people's behaviour.

Totally not applicable 1 2 3 4 5 Completely applicable

I am afraid to fail.

Totally not applicable 1 2 3 4 5 Completely applicable

I avoid surprises.

Totally not applicable 1 2 3 4 5 Completely applicable

I take other people's habits into consideration.

Totally not applicable 1 2 3 4 5 Completely applicable

I am inclined to speak out.

Totally not applicable 1 2 3 4 5 Completely applicable

I prefer to work on my own.

Totally not applicable 1 2 3 4 5 Completely applicable

I am looking for new ways to attain my goal(s).

Totally not applicable 1 2 3 4 5 Completely applicable

I don't like traveling.

Totally not applicable 1 2 3 4 5 Completely applicable

I want to know exactly what will happen.

Totally not applicable 1 2 3 4 5 Completely applicable

I remain calm in misfortune.

Totally not applicable 1 2 3 4 5 Completely applicable

I wait for others to initiate contacts.

Totally not applicable 1 2 3 4 5 Completely applicable

I like to take the lead.

Totally not applicable 1 2 3 4 5 Completely applicable

I am a slow starter.						
Totally not applicable	1	2	3	4	5	Completely applicable
I am curious.						
Totally not applicable	1	2	3	4	5	Completely applicable
I take it for granted that things will turn out right.						
Totally not applicable	1	2	3	4	5	Completely applicable
I am always busy.						
Totally not applicable	1	2	3	4	5	Completely applicable
I am easy-going in groups.						
Totally not applicable	1	2	3	4	5	Completely applicable
I find it hard to empathize with others.						
Totally not applicable	1	2	3	4	5	Completely applicable
I function best in a familiar setting.						
Totally not applicable	1	2	3	4	5	Completely applicable
I am calm.						
Totally not applicable	1	2	3	4	5	Completely applicable
I easily approach other people.						
Totally not applicable	1	2	3	4	5	Completely applicable
I think other religions are interesting.						
Totally not applicable	1	2	3	4	5	Completely applicable
I consider problems solvable.						
Totally not applicable	1	2	3	4	5	Completely applicable
I work mostly according to a strict scheme.						
Totally not applicable	1	2	3	4	5	Completely applicable
I am easily scared.						
Totally not applicable	1	2	3	4	5	Completely applicable
I know how to act in social settings.						
Totally not applicable	1	2	3	4	5	Completely applicable
I like to speak in public.						
Totally not applicable	1	2	3	4	5	Completely applicable
I tend to wait and see.						
Totally not applicable	1	2	3	4	5	Completely applicable

I feel uncomfortable in a different culture.

Totally not applicable 1 2 3 4 5 Completely applicable

I work according to plan.

Totally not applicable 1 2 3 4 5 Completely applicable

I am often under pressure.

Totally not applicable 1 2 3 4 5 Completely applicable

I sympathize with others.

Totally not applicable 1 2 3 4 5 Completely applicable

I have problems assessing relationships.

Totally not applicable 1 2 3 4 5 Completely applicable

I like action.

Totally not applicable 1 2 3 4 5 Completely applicable

I am often the driving force behind things.

Totally not applicable 1 2 3 4 5 Completely applicable

I leave things as they are.

Totally not applicable 1 2 3 4 5 Completely applicable

I like routine.

Totally not applicable 1 2 3 4 5 Completely applicable

I am attentive to facial expressions.

Totally not applicable 1 2 3 4 5 Completely applicable

I can put setbacks in perspective.

Totally not applicable 1 2 3 4 5 Completely applicable

I am sensitive to criticism.

Totally not applicable 1 2 3 4 5 Completely applicable

I try out various approaches.

Totally not applicable 1 2 3 4 5 Completely applicable

I often have ups and downs.

Totally not applicable 1 2 3 4 5 Completely applicable

I have fixed habits.

Totally not applicable 1 2 3 4 5 Completely applicable

I forget setbacks easily.

Totally not applicable 1 2 3 4 5 Completely applicable

I am intrigued by differences.						
Totally not applicable	1	2	3	4	5	Completely applicable
I can start a new life easily.						
Totally not applicable	1	2	3	4	5	Completely applicable
I ask personal questions.						
Totally not applicable	1	2	3	4	5	Completely applicable
I enjoy other people's stories.						
Totally not applicable	1	2	3	4	5	Completely applicable
I get involved in other cultures.						
Totally not applicable	1	2	3	4	5	Completely applicable
I remember what other people have told me.						
Totally not applicable	1	2	3	4	5	Completely applicable
I am able to voice other people's thoughts.						
Totally not applicable	1	2	3	4	5	Completely applicable
I am self-confident.						
Totally not applicable	1	2	3	4	5	Completely applicable
I have a feeling for what is appropriate in another culture.						
Totally not applicable	1	2	3	4	5	Completely applicable
I get upset easily.						
Totally not applicable	1	2	3	4	5	Completely applicable
I am a good listener.						
Totally not applicable	1	2	3	4	5	Completely applicable
I often worry.						
Totally not applicable	1	2	3	4	5	Completely applicable
I notice when someone is sad.						
Totally not applicable	1	2	3	4	5	Completely applicable
I have good insight into human nature.						
Totally not applicable	1	2	3	4	5	Completely applicable
I often feel lonely.						
Totally not applicable	1	2	3	4	5	Completely applicable
I seek contact with people from different backgrounds.						
Totally not applicable	1	2	3	4	5	Completely applicable

I have a broad range of interests.

Totally not applicable 1 2 3 4 5 Completely applicable

I am insecure.

Totally not applicable 1 2 3 4 5 Completely applicable

I have a solution for every problem.

Totally not applicable 1 2 3 4 5 Completely applicable

I put my own culture in perspective.

Totally not applicable 1 2 3 4 5 Completely applicable

I am open to new ideas.

Totally not applicable 1 2 3 4 5 Completely applicable

Self-perceived foreign language mastery

Wat is your mother tongue?

- ☐ Dutch
- ☐ English
- ☐ German
- ☐ French
- ☐ Other, namely: _____

What are your mother tongues?

- ☐ Dutch
- ☐ English
- ☐ German
- ☐ French
- ☐ Other, namely: _____

Do you master any foreign languages besides your mother tongue(s)?

- ☐ Yes
- ☐ No

How many foreign languages do you master?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5

Please indicate below which foreign languages you master and rate your own proficiency²:

	Really bad	Bad	Sufficient	Good	Really good
Foreign Language 1: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign Language 2: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign Language 3: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign Language 4: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign Language 5: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Job orientation

Do you maintain international contacts for work?

- ☐ Yes
- ☐ No

Are your activities at work mainly internationally or non-internationally oriented?

- ☐ Internationally oriented
- ☐ Non-internationally oriented

Economic sector

By which organisation are you currently employed?

Demographical questions

Gender:

- ☐ Male
- ☐ Female

Age:

² In case the respondents had to rate their reading, writing, listening and speaking skills, they filled out the table for each skill separately.

What is your nationality?

- ☐ Dutch
- ☐ German
- ☐ English
- ☐ French
- ☐ Spanish
- ☐ Other, namely: _____

What is your highest level of education completed?

- ☐ Less than Master's degree
- ☐ Master's degree or higher

End survey. Thank you for participating!