Master Thesis

The effect of customer's intercultural competences on perceived service quality and customer satisfaction in the restaurant sector

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Preface

In front of you lies my thesis, writen as the fulfilment of my master Business Administration, specialisation in Marketing, at the Radboud University in Nijmegen. Writing this thesis was in line with my passion for the hospitality sector. This thesis is a nice end to my study, and a good start to my career.

I would like to thank Prof. Dr. J. Bloemer, my supervisor throughout the past six months, for providing me feedback which brought me valuable insights to write this thesis. In addition, I would like to thank my second supervisor, Dr. H. Joosten, for also providing me with feedback useful for successfully writing this thesis. Lastly, I would like to thank my family, friends, fellow students, and colleagues, for being there for me when needed.

Liselot Neppelenbroek

Abstract

Intercultural service encounters occur more often as a consequence of globalisation. These encounters, in which different cultural backgrounds meet, are seen as more complex. Both service provider and customer must understand each other's roles because not doing so can lead to dissatisfaction according to role theory. Literature provides evidence that employee's intercultural competences positively contribute to customer satisfaction, but little is known about customer's intercultural competences. Therefore, this study aims to investigate whether intercultural competences possessed by the customer will contribute to their satisfaction. In doing so, perceived service quality is seen as a mediator because it is stated to be an antecedent of satisfaction by literature. Intercultural competences are measured by means of 5 dimensions: cultural empathy, openmindedness, emotional stability, flexibility, and social initiative. Results show only customer's cultural empathy and openmindedness positively affect satisfaction, and for perceived service quality only openmindedness and social initiative play a positive significant part. Perceived service quality mediated the relationship between cultural empathy and openmindedness. The results imply that managers of intercultural restaurants should lure the openminded, culturally empathic, and socially initiative customer via positioning marketing activities.

Keywords: intercultural competences, intercultural service encounters, customer satisfaction, perceived service quality.

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1. Introduction

When entering the restaurant, a Dutch woman is welcomed by a Moroccan waiter. The waiter intends to greet the woman respectfully and avoids much eye contact. The woman feels a bit uncomfortable as she senses a certain unspoken distance. Next to the window is a free table and the woman asks if she can sit over there. The Moroccan waiter wants to provide a full experience and thus asks if he may propose a table near the kitchen. This indirect way of communicating confuses the Dutch woman as she senses that the waiter is afraid to admit that the table near the window is not available. So, she agrees with the table near the kitchen, choosing practically over preferability. After being seated, the woman expects a quick and efficient service, but the Moroccan waiter serves in a more relaxed manner. Frustration simmers within the woman, this experience is a clash with her expectations.

The example above is an illustration of two cultures encountering and misunderstanding each other. Such intercultural service encounters, in which the employee and customer have different cultural backgrounds, make an interaction between service provider and customer more complex (Stauss & Mang, 1999). In the example, the complexity hides behind the fact that the Dutch customer perceived the service quality differently than the waiter intended. When using a service, customers set expectations, and not meeting those expectations means discrepancy, and a decrease in customer satisfaction (CS henceforth; Parasuraman et al., 1988). Thus, perceiving the service quality differently is damaging to satisfaction. To be able to decode messages as intended, intercultural competences (ICC henceforth) play an important role (Deardorff, 2006). Traditionally much attention is paid to the ICC of the service provider, and its effect on the perceived service quality (PSQ henceforth) and CS, e.g. (Hoefnagels, 2014; Paparoidamis et al., 2019). However, little is known about the role of ICC possessed by the customer itself. The question therefore is, do customer's ICC lead to superior PSQ and higher CS in an intercultural service encounter in the Dutch restaurant sector?

1.1 Customer satisfaction

CS plays a fundamental role in the well-being of individuals (Oliver, 2014), as it can be seen as a desirable end-state to be achieved from the consumption of products and services. Satisfaction confirms the customer's decision-making power because it signals the customer has mastered the complexity of the marketplace (Oliver, 2014). CS is defined as "the cognitive assessment of a customer experience" (Hennig-Thurau et al., 2006; Hoefnagels, 2014, p.137). A broad view on satisfaction describes it as a post-purchase evaluation given prepurchase expectations

(Anderson & Sullivan, 1993). Customers use prepurchase research which leads to setting expectations (Yi, 1991, cited in Anderson & Sullivan, 1993).

CS is seen as the core of relationship exchange (Lin & Wu, 2011), as satisfaction positively impacts the future use of a service (Lemon et al., 2002). Gupta et al. (2007) confirmed the importance of CS in the specific restaurant sector, stating satisfied customers are more likely to have repeat-purchase intentions.

1.2 Perceived service quality

PSQ is defined by Parasuraman et al. (1988, p.33) as "a global judgment, or attitude, relating to the superiority of the service". As customers set expectations when using a service, PSQ is the degree and direction of discrepancy between these expectations and the actual perceptions (Parasuraman et al., 1998). The quality of service is described as the conformance to requirements expected by the customer (Nagel & Cilliers, 1990), and thus it is the customer who decides whether these requirements are met. Expectancy disconfirmation theory implies that meeting those expectations results in satisfaction, controversially not meeting expectations results in dissatisfaction (Oliver, 1980).

Parasuraman et al. (1998) developed the multiple-item scale SERVQUAL. PSQ is decompiled into 5 dimensions: tangibles, reliability, responsiveness, assurance, and empathy. Tangibles contain all physical facilities, equipment, and appearance of personnel. Reliability refers to the ability of the service provider to deliver the service accurately and dependably. Responsiveness means the willingness of the service provider to help customers and provide prompt service. Assurance indicates the knowledge, competence, and courtesy of the service provider and their ability to inspire trust and confidence in the customer. Finally, empathy refers to the degree of caring, individualized attention, and understanding that the service provider shows to its customers.

1.3 Intercultural competences

Globalization has led to a world in which interaction takes place between people with different cultural backgrounds (Hoefnagels, 2014). Role theory suggests that in service encounters both employees and customers fulfil a role that is dependent on the context (Solomon et al., 1985). ICC supports defining the roles leading to one confidently performing this role leading to higher CS (Solomon et al., 1985). According to Deardorff (2006), ICC is defined as "the ability to communicate and behave effectively and appropriately" in intercultural situations based on the individuals' intercultural knowledge, skills, and attitudes.

(Van Der Zee & Van Oudenhoven, 2000) conceptualised ICC by means of 5 dimensions: cultural empathy, open-mindedness, flexibility, emotional stability, and social initiative. The dimensions are defined by Van Der Zee & Van Oudenhoven (2000) as follows: cultural empathy means the ability to understand and appreciate the values, beliefs, and customs of other cultures. Openmindedness refers to the willingness to consider new ideas and perspectives and to be receptive to different ways of thinking. Social initiative is the ability to initiate and maintain positive relationships with people from different cultures. Emotional stability is seen as the ability to remain calm and composed in intercultural interactions, even in stressful or unfamiliar situations. Finally, flexibility refers to the ability to adapt to new and changing situations and to be comfortable with ambiguity and uncertainty.

1.4 Research problem

In service encounters, CS is crucial as satisfied customers are likely to become loyal customers who add value to an organisation (Raja et al., 2014). An antecedent of CS is PSQ as this is the judgment of whether expectations are met (Parasuraman et al., 1988). The sum of all these judgments forms the overall satisfaction of the customer experience (Hennig-Thurau et al., 2006). The increase in intercultural service encounters stresses the importance of ICC (Hoefnagels, 2014), as they enable individuals to experience these encounters as challenging rather than threatening (Van Der Zee & Van Oudenhoven, 2013). A previous study assesses the role of employee ICC and its effect on CS (Hoefnagels, 2014). However, the customer's ICC in an intercultural service encounter remains ignored in research. It is assumed that the ICC of the customer are just as important to accomplish CS. In accordance with role theory, it is expected that the possession of ICC will aid in fulfilling once role with confidence which results in higher satisfaction (Solomon et al., 1985). In addition, ICC might influence the perception of service quality positively as the communication will flow effectively and appropriately. The positive influence will lead to higher CS.

The gap in the literature concerns customer ICC and its influence on CS and PSQ. The present study aims to fill this gap as the assumption is customer ICC positively influences PSQ and CS. Therefore, the goal of the present study is to investigate the effect of customer ICC on PSQ and ultimately CS. The research question therefore will be: *What is the influence of customer intercultural competences on perceived service quality and customer satisfaction in intercultural service encounters?*

1.5 Relevance

1.5.1 Theoretical Relevance

The present study provides a theoretical contribution to literature as there is a gap in the literature concerning whom ICC possesses. Previously done research addressed the ICC of employees and its effect on PSQ and CS (e.g. Hoefnagels, 2014; Tam et al., 2014). In these studies, the focus is on employees calling upon their competences to provide the right service quality. However, limited research has been done on the customer possessing ICC and whether this exerts an influence on PSQ and CS.

A second theoretical contribution concerns the dimensions of ICC. These dimensions have been researched before among, for instance, employees (Hoefnagels, 2014) or students (Van Der Zee & Van Oudenhoven, 2001). In these studies, the effect of the dimensions has been tested on work engagement or the intention to go abroad. However, there is a gap in the literature which concerns the test of the dimensions from the customers perspective and related to PSQ and CS. Therefore, the present study will focus on the customers possessing the 5 dimensions that form ICC. In addition, this study will assess which dimension exerts the strongest effect on PSQ and CS.

1.5.2 Practical relevance

Additionally, the present study provides some important practical contributions. To begin with the importance of ICC. Possessing ICC reflects a greater ability to learn foreign languages, and communicate effectively with and adapt to other cultures (Redmond, 2000). Additionally, ICC lead to better handling stressful situations involving intercultural contact (Van Der Zee et al., 2004). As the amount of intercultural encounters increases, the importance of the ability to communicate with different cultures thus also increases, not only from a service provider's perspective but also from the perspective of the customer. For instance, individuals who master ICC tend to perceive intercultural encounters as safer (Van Der Zee et al., 2004). When looking specifically at the dimensions of ICC, the present study will contribute to the practice by investigating which dimension will have the strongest or the weakest effect on PSQ and CS. These insights help restaurant managers in addressing the right customers.

Secondly, the present study contributes to the relevance of CS. CS is a factor for competitive advantage as it positively influences customer retention (Hennig-Thurau & Klee, 1997). However, CS is not only relevant for organisations, but also a fundamental factor for

customers' well-being (Oliver, 2014). Satisfaction is a feeling of accomplishment on a need that occurred (Raja et al., 2014).

1.6 Thesis outline

The present study is structured in five chapters. Chapter 2 describes the theoretical background in which the hypotheses and conceptual framework are provided. Chapter 3 describes the method which is used to conduct the research. The results are provided in Chapter 4. Finally, Chapter 5 concludes the research and addresses the discussion points, limitations of the research and recommendations for further research.

2. Theoretical background

In this chapter, a theoretical background of the research is provided. The relationships which are being assessed are being elaborated and the conceptual model is formed.

2.1 Customer satisfaction

2.1.1 Definition

CS is seen as the heart of marketing (Saad Andaleeb & Conway, 2006). Szymanski & Henard (2001) discuss in their meta-analysis on CS effects, that it is important for effective business practice and long-term success of firms. According to Churchill & Surprenant (1982), CS means the individual's perception of the performance of the product or service in relation to his or her expectations. Parasuraman et al. (1985) correspond with this definition saying CS is the degree to which a product or service meets or exceeds customer expectations. Zeithaml et al. (1996) refer to CS as an evaluation of the difference between prior expectations and the actual performance of the product or service. Researchers have moved away from the definition of satisfaction because of the interpretations in the customer domain. These interpretations allow a greater range of favourable responses than mere fulfilment, referring that the satiation level is known. Oliver (2014) proposes the following definition: satisfaction is the customer's fulfilment response. A judgment that a product/service feature, or the product or service itself, provided (or is providing) a pleasurable level of consumption-related fulfilment. The term *pleasurable* implies that fulfilment gives or increases pleasure or reduces pain, meaning a problem in life, a need, is solved. This is an important extension of the term satisfaction as customers acquire products or services to fulfil a need (Hoyer et al., 2018). This consideration of whether the product or service meets the need is called the cognitive process in which higher mental processes of understanding, evaluating, planning, and thinking are performed (Van Dolen et al., 2004). The present study defines CS as “the cognitive assessment of a customer experience” (Hennig-Thurau et al., 2006; Hoefnagels, 2014, p.137).

According to Hoefnagels (2014) is there a distinction between satisfaction in encounters and relationships. Encounter satisfaction derives from "the evaluation of the events and behaviours that occur during a single, discrete interaction" (Van Dolen et al., 2004, p. 438). Relationship satisfaction is a function of satisfaction with multiple experiences and encounters with the firm (Van Dolen et al., 2004). In the present study, CS will be focused on the encounter satisfaction.

2.1.2 Expectations versus performance

When in the position of wanting to acquire a product or use a service, customers have specific needs and set specific expectations based on information about the product or service (Oliver, 2014). When the product or service is acquired and/or used, performance becomes evident, and the customer will compare previously set expectations with the actual performance. This results in an expectation-performance discrepancy which can be a better-than-expected, same-as-expected, or worse-than-expected summary judgment (Oliver, 2014). The net result of the post-purchase evaluation is satisfaction: the degree to which the product or service provided pleasurable levels of fulfilment. According to Oliver's (1980) expectancy disconfirmation theory, the discrepancies are disconfirmations that occur when there are differences between expectations and outcomes. Positive disconfirmation means the outcome is greater than expected (Pizam & Milman, 1993), and thus better-than-expected judgment occurs. Negative disconfirmation occurs when the outcome is less than expected (Pizam & Milman, 1993), a worse-than-expected judgment. A negative disconfirmation would mean dissatisfaction, implying unfulfillment. The consequence is that the customer itself becomes saboteur by dissuading other customers away from the product or service provider (Saad Andaleeb & Conway, 2006). Controversially, CS would be the fulfilment of a need. The role of PSQ in the achievement of CS is fuzzy as both are customer judgments that focus on the expectations and perceptions of the customer (De Ruyter et al., 1997). There is also a difference between the two concepts. According to De Ruyter et al. (1997), CS is directly influenced by disconfirmation while this lacking in the gap model of service quality. In addition, De Ruyter et al. (1997) state the disconfirmation model shows the direct and indirect effect of expectations on CS, as this is not incorporated in the gap model. To resolve the unclarity about the exact nature of both concepts, De Ruyter et al. (1997) found a non-recursive relationship between service quality and CS meaning PSQ can be viewed as an antecedent of CS.

2.2 Perceived service quality

2.2.1 Service characteristics

Before addressing PSQ, the term service must be clarified. One of the first researchers who addressed service and its quality were Parasuraman, Zeithaml and Berry (1996). They argued that services differ from products because they are intangible, heterogeneous, and they are inseparable of production and consumption (Parasuraman et al., 1985). *Intangibility* means services cannot be counted (Parasuraman et al., 1985), nor can they be stored. A final quality check, commonly used in manufacturing, is not possible (Haywood-Farmer, 1988). Another aspect of the intangibility of a service is that it is very difficult to make up for a poor service because proving improvements is hard (Haywood-Farmer, 1988). Services are *heterogeneous* because their performance often varies and may never be the same. For example, consistency in the behaviour of personnel is difficult to assure (Booms & Bitner, 1981, cited in Parasuraman et al., 1985). Finally, the *inseparability* of production and consumption: services cannot be separated from the provider (Grönroos, 1978). The service characteristics make it difficult to measure quality because understanding how customers perceive their service is hard (Parasuraman et al., 1985).

2.2.2 Definition

PSQ has been defined in several ways over the years. According to Edvardsson (1998), a common definition of service quality is the degree to which a service corresponds to customers' expectations and satisfies their needs and requirements. The definition focuses on the customer but implies that the service provider should comply with the needs and expectations of the customer. Haywood-Farmer (1988, p.19) defines service quality as "services that meet customer preferences and expectations are considered to be of high quality". Zeithaml (1988) argues that service quality differs in perceived quality and objective quality. Objective quality refers to "measurable and verifiable superiority on some predetermined ideal standard or standards" and perceived quality is the customer's "judgment about the superiority or excellence of a product" (Zeithaml, 1988, p. 4-5). Arguably, objective quality does not exist because all quality is perceived by someone. Therefore, in the present research, the focus will be on the perceived quality. Parasuraman et al. (1988, p.33) defined PSQ as "a global judgment, or attitude, relating to the superiority of the service", which will be the definition used in the present research.

2.2.3 PSQ in relation to CS

When measuring PSQ, the overall performance is assessed and compared to the expectations of the customer (Parasuraman et al., 1985). If the expectations are not met by the service, a

discrepancy occurs and leaves the customer with dissatisfaction (Oliver, 2014). As Szymanski & Henard (2001) addressed in their meta-analysis, performance is one of the antecedents of CS, implying service quality forms an antecedent of CS. The perception of quality takes place during a service encounter (Stauss & Mang, 1999). Service encounters are defined as “the dyadic interaction between a customer and service provider” (Surprenant & Solomon, 1987, p. 87), and can be seen as "the moment of truth". The reason behind this is that the service contact forms the moment in which all customer-oriented activities must be proven. Service encounters occupy a central place in service marketing because of their strong influence on CS (Solomon et al., 1985; Wu & Liang, 2009). Hence, the following hypotheses are derived:

H_1: PSQ has a positive effect on CS.

2.2.4 Dimensions

The operationalisation of service quality is often based on the difference between what customers want and what they get. According to Grönroos (1984), PSQ is both technical and functional. Technical quality refers to what the customer receives as a result of his interactions with a service and is measured objectively. The functional quality is about how the customer receives the technical outcome. Both the technical and the functional quality form an image that is compared to the PSQ. Criticism of the Grönroos (1984) model is the clarity on the quality dimensions. Researchers are obliged to develop their own scale when measuring the technical quality (Kang & James, 2004).

Parasuraman et al. (1985, 1988) proposed a service quality measurement called SERVQUAL. This scale is based on a gap model of service quality and measures the difference between customers’ ratings of the perceptions of service quality (P) and their expectations of service quality (E) (Coulthard, 2004). The difference between P and E forms and is evaluated in accordance with the disconfirmation paradigm of Oliver (1980). SERVQUAL is a five-dimension scale measuring tangibles, reliability, responsiveness, assurance, and empathy (Table 1; Parasuraman et al., 1985, 1988).

Tangibles	The appearance of the physical facilities, equipment and personnel (Parasuraman et al., 1988).
Reliability	The ability to perform service as promised, dependably and accurately (Dotchin & Oakland, 1994).
Responsiveness	The willingness to help customers and providing prompt service (Dotchin & Oakland, 1994).
Assurance	The knowledge and courtesy of employees, and their ability to inspire trust and confidence (Parasuraman et al., 1988).
Empathy	The level of caring and individualised attention the firm provides (Parasuraman et al., 1988).

Table 1: SERVQUAL dimensions and definitions

The items measured respond to two statements: 1) the expectations of customers concerning service and 2) the perceptions of customers regarding the levels of service actually provided by the company (Ladhari, 2009). Cronin & Taylor (1992) were some of the researchers who were against the SERVQUAL scale. They revised the scale into SERVPERF, a scale only measuring performance, leaving out expectations (Cronin & Taylor, 1992). It was found that PSQ is directly influenced only by current perceptions, not by current expectations (Boulding et al., 1993).

2.3 Intercultural competences

2.3.1 Definition

Despite the fact ICC are seen as crucial for success in an intercultural service encounter, it has been difficult to identify the term and there has been no agreement on a clear definition (Deardorff, 2006). Therefore, in a study in which a panel consisting of internationally known intercultural scholars Deardorff (2006) determined an agreeable definition of ICC. The definition that was seen as most applicable is: "the ability to communicate and behave effectively and appropriately in intercultural situations based on the individuals' intercultural knowledge, skills and attitudes" (Deardorff, 2004, p.184). *Effectively* and *appropriately* are based on Spitzberg's (1989) research in which effectiveness refers to the achievement of valued objectives and appropriateness to the avoidance of violating values rules.

2.3.3 Intercultural service encounters

Service encounters are seen as intercultural when the service provider and the customer belong to different cultures (Stauss & Mang, 1999) and thus show different patterns and behaviours through symbols and cognitive maps (Van Der Zee & Van Oudenhoven, 2000). Intercultural service encounters are seen as complex because different cultures encode and decode messages differently, which can lead to tension or misunderstanding (Kim, 2001). Interpretation of hidden and underlying assumptions is likely to be difficult. In addition, in an encounter where customer and employee are diverse in culture, different expectations and perceptions about each others' roles are set (Zhang et al., 2008). Role theory suggests that service encounters involve social interactions in which the roles of both employee and customer are clearly defined (Solomon et al., 1985). This theoretical approach emphasizes that people learn behaviours appropriate to the positions they occupy in society (Solomon et al., 1985). The performance of employees can be broken down into two elements: in-role and extra-role performance. The recipient, in this case, the customer also fulfils a role that is composed of a set of learned behaviours, a repertoire of roles and the script depends on the demands of the specific service environment, and the confidence that one is doing the right thing leads to satisfaction (Solomon et al., 1985). Jo Bitner et al. (1997) state that a deviation from these defined roles can cause dissatisfaction.

2.3.2 Dimensions

Van Der Zee & Van Oudenhoven (2000) broke ICC down into 5 dimensions (Table 1) to cover narrowly the aspects of broader traits relevant to multicultural success. This success is seen as multicultural effectiveness: "success in the fields of professional effectiveness, personal adjustment and intercultural interactions" (Van Der Zee & Van Oudenhoven, 2000, p.293). The definition corresponds to Deardorff's (2004) definition as it highlights the ability to deal with individuals from different cultural backgrounds (Van Der Zee & Van Oudenhoven, 2000). The dimensions of Van Der Zee & Oudenhoven (2000) are brought together in the Multicultural Personality Questionnaire (MPQ henceforth).

Cultural empathy	The ability to empathise with the feelings, thoughts and behaviours of one from a different culture (Van Der Zee & Van Oudenhoven, 2000).
Openmindedness	An open and unprejudiced attitude towards others from a different culture (Van Der Zee & Van Oudenhoven, 2000).
Emotional stability	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).
Flexibility	The ability to be able to switch easily from one behavioural strategy to another (Hofhuis et al., 2020, p.2).
Social initiative	The tendency to actively approach social situations, initiating communication rather than waiting and watching (Hofhuis et al., 2020, p.2).

Table 2: ICC dimensions and definitions

2.3.5 ICC related to PSQ

In the earlier mentioned example, the waiter's polite way of greeting comes across as nervous and hesitating to the Dutch woman as she prefers a more direct way like handshaking. This lack of understanding may result in confusion, misunderstanding, and even a dissatisfactory service experience (Sharma et al., 2009, 2012). In other words, the customer perceives the service quality differently than it was intended. Intercultural encounters can be seen as uncertain and uncontrollable, and in some cases, they are even perceived as threatening (Van Der Zee & Van Oudenhoven, 2013). These encounters can cause stress when the individual scores low on ICC (Van Der Zee & Van Oudenhoven, 2013), as they will likely be unable to decode the message correctly. Controversially, higher ICC enable customers to understand the interaction and the role fulfilled by the employee, thus they perceive the service quality the way it was intended.

High cultural empathy means having a real interest in others and being able to sense what is on the other's mind. Assumably cultural empathy increases the understanding of the differences between the intercultural employee and the customer. The customer will therefore not be influenced in perceiving the quality of service.

H_{2a}: Customer's cultural empathy has a positive effect on PSQ.

Lacking openmindedness means centralising one's own culture and closing oneself off to people from different people. Controversially, being open-minded means being interested in the ways of interacting with other cultures and even enjoying exploring other cultures, in this case, the service employee. Hence, it can be assumed that being open-minded will positively affect PSQ.

H_{2b}: Customer's openmindedness has a positive effect on PSQ.

Hammer et al. (1978) state in their research on dimensions of intercultural effectiveness that emotional stability is one of the key dimensions because stressful situations, setbacks, or conflicts do not influence the state of mind (Van Der Zee & Van Oudenhoven, 2000). For this reason, it is assumed that emotional stability will positively influence PSQ as the customer will experience the intercultural service encounter as less stressful.

H_{2c}: Customer's emotional stability has a positive effect on PSQ.

Being flexible enables customers to adjust their behaviour when not being served according to expectations. A low competence in flexibility means an individual does not quickly feel at ease in another culture or when interacting with another culture. Therefore, the assumption is made that high flexibility positively affects the interpretation of PSQ because the individual will feel at ease when served by another culture.

H_{2d}: Customer's flexibility has a positive effect on PSQ.

People with high competence in social initiative will feel at home nearly everywhere (Van Der Zee & Van Oudenhoven, 2000). Therefore, it is expected that social initiative will positively affect PSQ as the customer will feel at ease in receiving the service and will be willing to interact in the intercultural service encounter.

H_{2e}: Customer's social initiative has a positive effect on PSQ.

2.3.4 ICC related to CS

Besides PSQ, ICC are also expected to influence CS. Hoefnagels (2014) showed a positive direct effect, saying customers were more satisfied when the front-line employee displayed a higher ICC. Individuals with high cultural empathy understand the rules of cultures they are not familiar with (Van Der Zee & Van Oudenhoven, 2013). Therefore, customers who show empathy towards other cultures will understand the role of the intercultural service employee better.

H_{3a}: Customer's cultural empathy has a positive direct effect on CS, and indirect via PSQ.

For openmindedness, individuals who score high on this dimension are able to postpone their judgment when confronted with different behaviour or values (Van Der Zee & Van Oudenhoven, 2013). Thus, it is expected that openmindedness will positively influence CS as customers will not form any misleading judgments about the service employee.

H_{3b}: Customer's openmindedness has a positive direct effect on CS, and indirect via PSQ.

When possessing emotional stability, individuals reflect the ability to stay calm under novel and stressful conditions. Being emotionally stable means not being scared away in intercultural service encounters, which are seen as uncertain and stressful (Van Der Zee & Van Oudenhoven, 2013). Also, this points to being more confident in one's role which results in higher satisfaction (Solomon et al., 1985).

H_{3c}: Customer's emotional stability has a positive direct effect on CS, and indirect via PSQ.

Lastly, in an intercultural service encounter, individuals must show flexibility to be able to not be afraid of the unknown situation (Van Der Zee & Van Oudenhoven, 2013). In intercultural service encounters familiar ways of handling might not work and thus is an individual required to switch easily from one role to the other. Being able, and not afraid to do so assumes a higher confidence.

H_{3d}: Customer's flexibility has a positive direct effect on CS, and indirect via PSQ.

Social initiative refers to actively approaching social activities and individuals with this tendency demonstrate initiative and rather start an interaction than wait and watch (Van Der Zee & Van Oudenhoven, 2013). In accordance with role theory, social initiative will lead to higher confidence in fulfilling one's role.

H_{3e}: Customer's social initiative has a positive direct effect on CS, and indirect PSQ.

In their study about ICC among students, Van Der Zee & Van Oudenhoven (2001) found that the dimension openmindedness had the strongest effect on discriminating between students with or without intentions to go abroad. In the context of customers ICC in the restaurant sector, lacking an open-minded attitude means closing yourself of from interaction within the intercultural service encounter. Therefore, the present study expects openmindedness to have the strongest effect on both PSQ and CS, because it means customers are unable to accept their role in the intercultural service encounter. For social initiative the weakest effect is expected as

in the context of customers visiting a restaurant initiative is expected from the service provider in order to deliver the service.

2.4 Conceptual model and hypotheses

The above-stated relationships led to the following conceptual model:

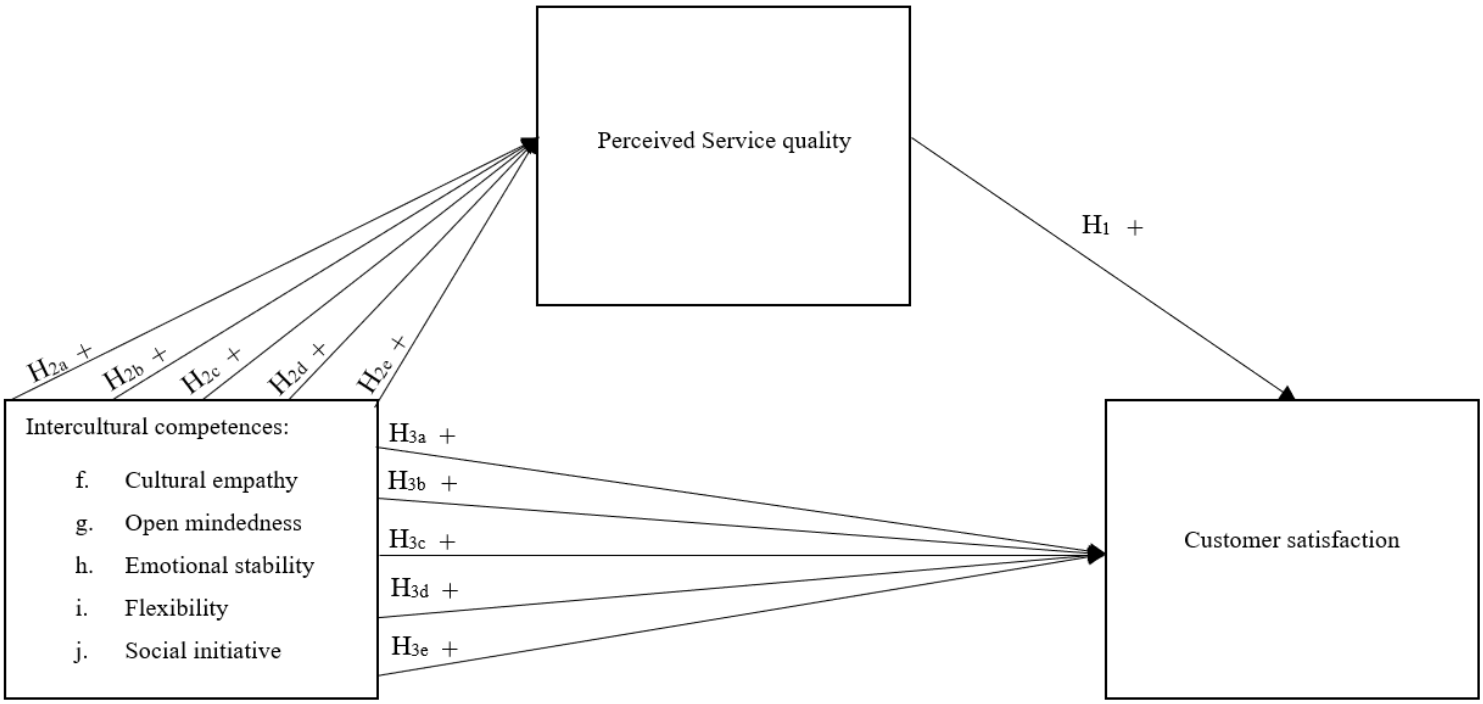

Figure 1: Conceptual model of the effect of ICC on PSQ and CS.

3. Methodology

The following section will elaborate on the research design, the data collection, and the measurement of constructs. This section describes how validity, reliability, and ethical considerations are ensured.

3.1 Research design and data collection

The present study seeks to answer the question: '*What is the influence of customer intercultural competences on perceived service quality and customer satisfaction in intercultural service encounters?'* As hypotheses are derived from theory, and were being tested, this research was conducted as qualitative deductive research (Vennix, 2019). The data was collected via an online survey, constructed in Qualtrics. As the number of people with internet access increases, a greater response was expected. Online surveys add data directly to a central database. Another advantage is the possibility for the respondent to complete the survey at their own convenience and own pace (Vennix, 2019). Multiple platforms are used to reach out to respondents: WhatsApp, Facebook, Instagram, and LinkedIn. The different platforms were used to reach as many respondents as possible. The multiple platforms ensure a broader age range of the respondents, which is useful in the interpretation of the results. The survey was conducted within a timeframe of a week.

3.1.1 Survey design

The survey was designed in the following order. First, the respondents were asked to reflect on their own ICC. After, the PSQ of the intercultural service encounter was asked. Finally, the respondents were asked to reflect on their CS.

The advantage of the order of the survey is that respondents need their ICC to reflect on PSQ and CS, as this is the independent variable. So, reflecting on these competences first ensured that respondents reflect on PSQ and CS through the lens of their own ICC. The order of PSQ followed by CS is used because CS is the sum of the judgments formed about PSQ.

3.2 Population and sample

The population of the present research consists of Dutch restaurant customers, who recently experienced an intercultural service encounter in a restaurant. They were required to remember this encounter in order to reflect on it. To reduce memory bias, the encounter must have taken place within the past 6 months, from the moment the survey was completed. To confirm this criterion, the following question was stated at the beginning of the survey: 'Have you experienced, and can you remember, an intercultural service encounter within the past 3

months?'. Respondents were able to answer 'Yes, and I can remember', 'Yes, but I can't remember', or 'No'. Only if the option 'Yes, and I can remember' is chosen the respondent is allowed to participate in the survey. If not, the respondent is excluded from the survey.

The sampling method was non-probability sampling, meaning respondents are included with unknown probabilities (Wolf et al., 2016). These unknown probabilities entail that only people who have internet access, and/or the platform used to distribute the survey have the possibility to enter the research. Convenience sampling was used because the ease with which potential respondents can be located is the primary consideration, and as the name suggests are respondents selected based on their convenience (Baker et al., 2013).

For calculating the minimum required sample size, the following formula is used: (N – 1) x 15 in which N is the number of categories (Burmeister & Aitken, 2012). Vennix (2019) states that the ratio of observations to independent variables is between 15 to 20. Meaning for every independent variable, 15 to 20 observations must be made. The present study contains 10 categories: 5 dimensions of PSQ (referring to SERVQUAL) and 5 dimensions of ICC. Therefore, the minimum required sample size is (10 – 1) x 15 = 135 respondents.

3.3 Measurement methods

All scales mentioned below are adapted to the research context, meaning they are translated into Dutch and focus on restaurant intercultural service encounters. Respondents were able to answer the questions on a 7-point Likert scale, going from 1 (strongly disagree) to 7 (strongly agree). Appendix A-C provides an overview of all items measured.

3.3.1 Measurement of ICC

ICC were measured using the MPQ of Van Der Zee & Oudenhoven (2001). The questionnaire consists of 5 items per dimension, which results in 25 questions in total. The dimensions are seen as highly relevant and broad enough to suit the service context (Hoefnagels, 2014). The MPQ has been proven to be valid through both exploratory and confirmatory factor analysis across diverse samples (Van Der Zee et al., 2013). In addition, with a coefficient range between .70 and .90, the MPQ has also been found to be reliable across multiple samples (Van Der Zee et al., 2013).

3.3.2 Measurement of PSQ

For the measurement of PSQ, the SERVPERF scale of Cronin & Taylor (1992) was used. SERVPERF is a measurement scale for service performance and is a simplification of the SERVQUAL model. The difference is that SERVPERF measures performance in a more

objective manner which makes interpretation less sensitive and is attitude-based (Cronin & Taylor, 1994). The items of SERVPERF are found to be valid predictors of overall CS (Carrillat et al., 2007). Also, because the operationalisation of PSQ in the SERVQUAL scale appears to be unsupported, the more practical scale of SERVPERF is provided to be a reliable scale (Cronin & Taylor, 1994).

3.3.3 Measurement of CS

To measure CS, the 3-item scale of Van Dolen et al. (2004) was used. This scale matches the goal of measuring CS in a service encounter. Hoefnagels (2014) used the scale items in relation to ICC and found that the scale showed evidence for acceptable reliability and validity.

3.4 Research ethics

In research acting ethically is seen as a duty, meaning researchers have to handle participants with respect and ensure the integrity of the research (Stutchbury & Fox, 2009). To comply with the ethical considerations, the focus of the research is to maximize the contributions of the research. Therefore, only data conducted in this research is used in the results. Respondents of this study were informed about the research's aim and that is was conducted by a master student of the Radboud University, to achieve transparency. All respondents were treated with respect and participation in the research was entirely voluntary. Respondents were aware of the fact that the survey was filled in anonymously and consent was given to use the data for research purposes. Respondents were informed about the fact that the data collected from the research is only used for this research. Finally, since the concept of culture can be sensitive or confidential, respondents were able to withdraw from the research at all times. To maintain integrity, the researcher adopted a professional, critical, and responsible attitude.

3.4.1 Data management

For the management of data, the Research Data Management Policy of Radboud University was complied with. This means all data gathered in this research was stored in a safe facility which is adequate in terms of availability, and only used for research purposes. The present study was disclosed for other researchers to use the data for further research. The data was stored completely anonymously, meaning no personal information was linked to the data. Respondents were labeled by numbers.

3.5 Validity and reliability

Validity and reliability are important characteristics of measurement to minimize measurement error. Measurement error refers to "the degree to which the observed values are not

representative of the "true" values" (Hair et al., 2019, p.13). Validity refers to measuring accurately what is supposed to be measured, and reliability refers to the consistency of repeated measures (Hair et al., 2019). In the present study, both validity and reliability were ensured in several ways.

First of all, the measurement scales of the conducted research have been used in (published) scientific research which ensures the scales have been proven on validity and reliability. The scales that are used are thus already existing scales which ensures construct validity. To measure the reliability, Cronbach's alpha is a commonly used tool objective (Tavakol & Dennick, 2011). A value of $> .7$ was set as a requirement to meet reliability.

Secondly, respondents who participated in the research were verified to meet the criteria before starting the survey. One of the criteria is the timeframe in which the intercultural service encounter took place. Memory bias can influence the validity and reliability of the results as people might not be able to remember experiences. The recency effect is created by memory bias (Mingay & Greenwell, 1989) and leads to remembering the experiences closest to the present (Turvey & Freeman, 2012). Therefore, the measurement interval was set to 3 months, focusing on only recent experiences.

Third, the sample size needs to be large enough to be able to generalize the results (Hair et al., 2019). The required sample size has been calculated according to the formula of Burmeister & Aitken (2012). Another requirement of the sample size is variety. The survey was circulated through a variety of distribution streams (WhatsApp, Facebook, Instagram, and LinkedIn) in order to reach sufficient diversity in responses, which will increase generalizability (Polit & Beck, 2010).

3.5.1 Pre-test survey

The translation of the survey can lead to distortion of the question and therefore misconceptions which can affect the validity of the results. The translations have been checked by a qualified translator to ensure no distortion occurs. After translation, the survey was conducted among a small group to check interpretations of the question. Misinterpretations were taken into account and questions were adjusted accordingly.

4. Results

This chapter will discuss the results of the conducted research. First the analysis of the survey results is presented, which are then used to test the preliminary established hypotheses.

4.1 Sample descriptives

The pre-test was conducted to ensure the quality of the survey. Few adjustments have been made based on the pre-test which concerned sentencing or translation. The finalised survey can be found in Appendix D.

The survey was filled in by 182 respondents. After deletion of missing values 137 respondents remained. The deleted cases were seen as missing data because of two reasons. First, 21 respondents did not meet the requirement of experiencing and remembering an intercultural service encounter and thus were excluded. Second, 24 respondents did not finish the survey assumably due to convenience reasons. As the percentage of missing data is below 10%, is it seen as acceptable (Hair et al., 2019). Thus, the remedy of deletion is chosen.

Of the 137 remaining respondents, 106 were required to speak English in the intercultural service encounter (Appendix E, Table 1). Among these respondents, 32 did mind to speak English, and 31 did not (Appendix E, Table 1). For the type of restaurant, the majority of the respondents (62) experienced their intercultural service encounter in a bistro or brasserie (Appendix E, Table 2). For gender, there is an almost equal division between males, being 71 respondents, and females, being 64 respondents (Appendix E, Table 3). The age is mainly divided into 19-25 years (48), and 26-39 years (48; Appendix E, Table 4). The majority of respondents studied higher professional education (61; Appendix E, Table 5).

Variable	Category	Frequency	Valid percent
Required to speak English	Yes	106	77.4
	No	31	22.6
Minding to speak English	Fully disagree	8	5.8
	Disagree	31	22.6
	Somewhat disagree	9	6.6
	Do not disagree / do not agree	5	3.6
	Somewhat agree	8	5.8
	Agree	32	23.4
	Fully agree	13	9.5

Type of restaurant	Bistro	62	45.3
	Exclusive dinner	55	40.1
	All you can eat	16	11.7
	Fast dining	4	2.9
Gender	Male	71	46.7
	Female	64	51.8
	Non binary	2	1.5
	Other / rather not say	0	0
Age	18 years or younger	4	2.9
	19-25 years	48	35
	26-39 years	48	35
	40-65 years	31	22.6
	65 years or older	6	4.4
Education	Practical education	1	.7
	VMBO	3	2.2
	HAVO	9	6.6
	VWO	6	4.4
	MBO	27	19.7
	HBO	61	44.5
	WO	30	21.9

Table 1: Sample descriptives

4.2 Quality of the data

4.2.1 Discriminant validity

Principal factor analysis, with oblique rotation, was executed to examine the discriminant validity of the data. The research is based on theoretical hypothesized constructs and the aim of the research is to identify whether these constructs can be truly identified, which can be done using common factor analysis (Hair et al., 2019). The correlation matrix shows at least one-factor correlation of >.30 and therefore oblique rotation is used (Field, 2017; Hair et al., 2019).

To check whether the data set is adequate for factor analysis, Kaiser Meyer Olkin Measure (KMO) and Bartlett's Test of Sphericity were used for all scales combined (Appendix G, Table 1). The threshold for KMO to be sufficient is >.50 and for Bartlett's test to be sufficient there needs to be a significant result (Field, 2017). The data set showed a KMO value of .894 and a significant Bartlett's test. The data set is therefore seen as adequate for factor analysis the values indicate sufficient correlations. For the communalities after extraction, the threshold is .20 (Hair et al., 2019), which is exceeded by all items (Appendix G, Table 2). The Eigenvalues show that 11 factors are extracted, with an explained variance of 74.701% (Appendix G, Table 3).

To check the discriminant validity of all constructs, the pattern matrix is assessed (Appendix G, Table 4). The pattern matrix shows the loadings of the items on the factors. According to Hair et al. (2009), a sufficient factor loading is >.40. The pattern matrix shows sufficient but also insufficient results. Cultural empathy, emotional stability, flexibility, social initiative, tangibility, and satisfaction load sufficient on a specific factor. However, for openmindedness, reliability, responsiveness, assurance, and empathy insufficient loadings are shown, or the items do not load on one specific factor. These results show an unexpected discriminant validity, as the scales have been tested and proven to be valid in the literature. For this reason, and the acceptable KMO, Bartlett's test, and communalities, it is decided to continue the factor analysis with the 11 extracted factors and all items included.

4.2.1 Convergent validity

Next to discriminant validity, convergent validity is assessed to check whether the items of each scale can be used together to measure the construct. To assess the convergent validity, separate factor analysis is performed on each scale. Table 2 shows the KMO, Bartlett's Test of Sphericity, and the percentage of variance explained of each construct. The results show a sufficient KMO (>.50) and a significant Bartlett's Test of Sphericity. Also for the variance explained the threshold of >50% is met (Field, 2017). The sufficient results of the separate factor analysis substantiate the conclusion to continue the data analysis with all items.

Construct	KMO	Bartlett's Test of Sphericity	% of variance explained
Cultural Empathy	.861	<.001	64.100
Openmindedess	.800	<.001	74.097
Emotional Stability	.841	<.001	57.980
Flexibility	.862	<.001	63.248
Social Initiative	.900	<.001	72.994
Tangibles	.798	<.001	71.936
Reliability	.873	<.001	72.588
Responsiveness	.795	<.001	66.237
Assurance	.826	<.001	76.595
Empathy	.741	<.001	58.451
Satisfaction	.681	<.001	84.117

Table 2: KMO, Bartlett's Test of Sphericity and % of variance explained of each construct

4.2.3 Reliability analysis

For the reliability analysis, the Cronbach's Alpha of each construct is assessed (Appendix H). The internal consistency of the scale analysed with this measurement. A Cronbach's alpha of >.70 is considered to be sufficient, and >.80 is considered to be good (Field, 2017). Table 3

shows the Cronbach's alpha of each construct, which all are above .80. These results show good internal consistency, and thus are the constructs considered to be reliable.

	Construct				
	Cultural empathy	Openmindedness	Emotional stability	Flexibility	Social Initiative
Cronbach's Alpha	.885	.822	.848	.880	.924
	Tangibles	Reliability	Responsiveness	Assurance	Empathy
Cronbach's Alpha	.869	.901	.820	.896	.817
	Satisfaction				
Cronbach's Alpha	.894				

Table 3: Reliability analysis according to Cronbach's alpha

4.3 Assumptions of the multiple regression analysis

Before executing the analysis, it must be checked whether the data meets the assumptions of the multiple regression. The assumptions are linearity, constant variance of the residuals, independence of the residuals and normality.

Linearity is assessed with the use of a scatterplot (ZPRED on the X-axis, and ZRESID on the Y-axis). For this analysis, 10 scatterplots are plotted showing all the dimensions of intercultural competencies against the dependent variables PSQ and satisfaction. The plots show a fairly and equally distributed pattern and thus it is assumed that the assumption of linearity is met (Appendix I, Figure 1-10).

The second assumption is the constant variance of the residuals, also known as homoscedasticity (Field, 2017). The assumption implies that the variance of the residuals is equal across the whole continuum of the independent variable. To check for homoscedasticity, the scatterplots are required to show no clear pattern in the data. Appendix I, figures 1 to 10 show no clear patterns and thus the assumption of homoscedasticity was met.

Third, the independence of residuals refers to the residuals having no correlation with the independent variables (Hair et al., 2019). To meet this assumption, the standardized predicted value should have a mean of 0.00 and the standard deviation should be 1. In addition, multicollinearity is assessed with the VIF value which is required to be >10. The results of the analysis show no correlation between the independent variables and no multicollinearity, and thus the third assumption is met (Appendix I, Table 1-2).

Lastly, the assumption for normality. This assumption requires the residuals to be distributed normally (Hair et al., 2019). For checking normality, the Normal Probability Plot of

both dependent variables is assessed (Appendix I, Figure 11-12). The plots show that the dots are fairly distributed around the diagonal line, therefore it is assumed that the last assumption is met.

4.4 Multiple Regression Analysis

4.4.1 Evaluation of model fit

After meeting the assumptions, a regression analysis is executed on all the linkages in the mediation model. To test for mediation 3 regressions should be estimated: first, regressing the mediator on the independent variable; second, regressing the dependent variable on the independent variable; third, regressing the dependent variable on both independent variable and on the mediator (Baron & Kenny, 1986). These regressions should all show an effect to establish mediation (Baron & Kenny, 1986). In addition, the overall model fit is estimated and assessed (Hair et al., 2019). This is done using the adjusted R^2 value, which should be close to 1, and the F-statistic which should be significant (Field, 2017). These tests explain the usefulness of the model and its explanatory power.

The model summary of the relationship between the independent variables and the mediator shows that 55,9% is explained by the dimensions cultural empathy, openmindedness, emotional stability, flexibility, and social initiative ($F(5,131)=35.450$, $p<.001$; Appendix J, Table 1). As the F statistic is significant, the effect between the 5 dimensions and PSQ indicates a significant effect. Specifying on the dimensions, Cultural Empathy ($\beta=.492$, $p<.001$) and Openmindedness ($\beta=.272$, $p<.001$) show a positive significant effect on PSQ. However, emotional stability ($\beta=.109$, $p=.096$), flexibility ($\beta=.051$, $p=.399$) and social initiative ($\beta=.062$, $p=.389$) show no significant effect on PSQ (Appendix J, Table 1).

For the relationship between the mediator and the dependent variable, the regression analysis shows an explanatory power of 60,7% and a significant effect ($F(1,135)=210.894$, $p<.001$; Appendix J, Table 2). The coefficient ($\beta=.781$, $p<.001$) shows the positive direction of the effect The mediator PSQ consists of 5 dimensions which are combined into one variable. Due to high correlations of the dimensions decompiled, the beta's can be affected. For that reason, and because the focus of this research is on the ICC, the dimensions of PSQ are not analyses on their own.

The direct effect between the independent and the dependent variable is also significant ($F(5,131)=22.643$, $p<.001$; Appendix J, Table 3). 44,3% of CS is explained by the 5 dimensions of ICC. Again, only cultural empathy ($\beta=.319$, $p<.001$) and openmindedness ($\beta=.341$, $p<.001$)

show a significant positive effect on CS. For emotional stability (β=-.058, p=.429), flexibility (β=-.026, p=.708), and social initiative (β=.143, p=.078) no significant effect is found (Appendix J, Table 3).

4.4.2 Hypotheses testing

Because the three regression equations show significant effects, mediation can be established (Baron & Kenny, 1986). For the test of the mediation model SPSS PROCESS is used (Appendix K, Table 1-5). The result of the analysis is shown in the figure below.

Hypothesis 1: PSQ has a positive effect on CS, was supported. The results of the analysis show a significant positive effect between PSQ and CS (β=.6612, p<.000; Appendix K, Table 1). Therefore, hypothesis 1 is supported (Table 4).

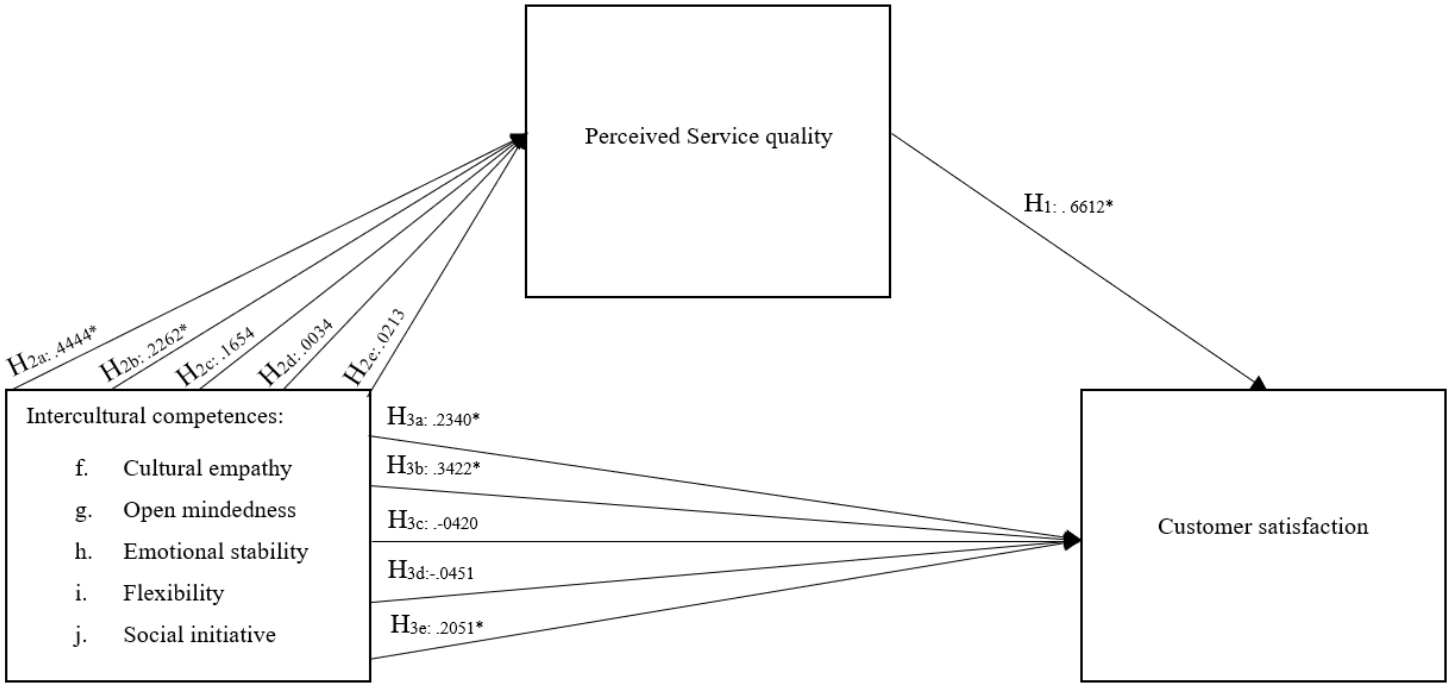

Figure 2: Conceptual model and the effects of intercultural competences on service quality and customer satisfaction.
**: Significant effect*

*Hypothesis 2a: c*ustomer's cultural empathy has a positive effect on PSQ, was supported (Table 4). The standardized coefficients show a significant positive effect (β=.4444, p<.000; Appendix K, Table 1).

*Hypothesis 2b: c*ustomer's openmindedness has a positive effect on PSQ, was supported (Table 4). The results show a less strong effect for cultural empathy but still, there is a positive significant effect (β=.2262, p<.000; Appendix K, Table 2).

*Hypothesis 2c: c*ustomer's emotional stability has a positive effect on PSQ, was not supported (Table 4). The effect of emotional stability on PSQ has proven to be not significant (p=.0659; Appendix K, Table 3).

*Hypothesis 2d: c*ustomer's flexibility has a positive effect on PSQ, was not supported (Table 4). The effect of flexibility on PSQ also shows a nonsignificant result (p=.9656; Appendix K, Table 4).

*Hypothesis 2e: c*ustomer's social initiative has a positive effect on PSQ, was not supported (Table 4). Social initiative does not have a significant effect on PSQ as p=.8230 (Appendix K, Table 5).

Relationship	R^2	Standardised coefficient	Std. error	t	Significance
Perceived service quality → customer satisfaction (B)	.6454	.6612	.1185	7.8046	.0000*
Cultural empathy → perceived service quality (A)	.4800	.4444	.1021	4.1738	.0364*
Openmindedness → perceived service quality (A)	.4800	.2262	.0977	2.1221	.0009*
Emotional stability → perceived service quality (A)	.4800	.1654	.0628	1.8601	.0659
Flexibility → perceived service quality (A)	.4800	.0034	.0503	.0433	.9656
Social initiative → perceived service quality (A)	.4800	.0213	.0565	.2242	.8230

Table 4: Results hypothesis 1, 2a-e

*Hypotheses 3a (C): c*ustomer's cultural empathy has a positive direct effect on CS, was supported (Table 5). The results of the analysis show that cultural empathy has a significant positive effect on CS (β=.2340, p=.0404; Appendix K, Table 1).

*Hypothesis 3b (C): c*ustomer's openmindedness has a positive direct effect on CS, was supported (Table 5). Openmindedness has a significant positive effect on CS (β=.3422, p=.0031; Appendix K, Table 2).

*Hypothesis 3c (C): c*ustomer's emotional stability has a positive direct effect on CS, was not supported (Table 5). The data shows that emotional stability has a nonsignificant effect on CS and thus hypothesis 3c was not supported (p=.6565; Table 4; Appendix K, Table 7).

*Hypothesis 3d (C): c*ustomer's flexibility has a positive direct effect on CS, was not supported (Table 5). Flexibility has a nonsignificant effect on CS (p=.5981; Appendix K, Table 4).

H*ypothesis 3e (C): c*ustomer's social initiative has a positive direct effect on CS, was supported (Table 5). A significant effect (β=.2051, p=.0440) was found between social initiative and CS (Appendix K, Table 5).

Relationship	R^2	Standardised coefficient	Std. error	t	Significance
Cultural empathy → customer satisfaction (C)	.4180	.2340	.1511	2.0774	.0404*
Openmindedness → customer satisfaction (C)	.4180	.3422	.1445	3.0345	.0031*
Emotional stability → customer satisfaction (C)	.4180	-.0420	.0929	-.4462	.6565
Flexibility → customer satisfaction (C)	.4180	-.0451	.0744	-.5380	.5918
Social initiative → customer satisfaction (C)	.4180	.2051	.0836	2.0409	.0440*

Table 5: Results hypothesis 3a-e (C)

After examining the total effects, the indirect effect was assessed. *Hypothesis 3a (AB):* customer's cultural empathy has a positive indirect effect on CS via PSQ, was supported (Table 6). The results show a significant effect (β=.2939, 95% BCa CI [.0532, .5245]; Appendix K, Table 1) in the indirect effect.

Hypothesis 3b (AB): customer's openmindedness has a positive indirect effect on CS via PSQ, was supported (Table 6). A significant positive effect was found (β=.1496, 95% BCa CI [.0053, .2929]; Appendix K, Table 2).

Hypothesis 3c (AB): customer's emotional stability has a positive indirect effect on CS via PSQ, was not supported (Table 6). An insignificant effect was found (95% BCa CI [-.0195, 2583]; Appendix K, Table 3).

Hypothesis 3d (AB): customer's flexibility has a positive indirect effect on CS via PSQ, was not supported (Table 6). The direct effect showed a nonsignificant result (95% BCa CI [-.1343, .1139]; Appendix K, Table 4).

Hypothesis 3e (AB): customer's social initiative has a positive indirect effect on CS via PSQ, was not supported (Table 6). The indirect effect is insignificant (95% BCa CI [-.1646, .1454]; Appendix K, Table 6), and thus is the hypothesis not supported.

Indirect effect of … on customer satisfaction (AB)	Unstandardised effect	Standardised effect	Significance
Cultural empathy	.3941* .3941 / .3138 * 100% = 125,6%	.2939*	Unstandardised BootLLCU: .0776 BootULCI: .7131 Standardised BootLLCU: .0532 BootULCI: .5245
Openmindedness	.1916* .1916 / .4383 * 100% = 43,7%	.1496*	Unstandardised BootLLCU: .0062 BootULCI: .3879 Standardised BootLLCU: .0053 BootULCI: .2929
Emotional stability	.1094 .1094 / -.0415 * 100% = -263,6%	.1094	Unstandardised BootLLCU: -.0182 BootULCI: .2604 Standardised BootLLCU: -.0195 BootULCI: .2583
Flexibility	.0023 .0023 / -.0401 * 100% = -5,7%	.0023	Unstandardised BootLLCU: -.1157 BootULCI: .1011 Standardised BootLLCU: -.1343 BootULCI: .1139
Social initiative	.0117 .0117 / .1707 * 100% = 6,9%	.0141	Unstandardised BootLLCU: -.1352 BootULCI: .1200 Standardised BootLLCU: -.1646 BootULCI: .1454

Table 6: Results hypothesis 3a-e (AB)

After assessing the total and indirect effects, the direct effect is examined (Appendix K, Table 1-5). This effect is the sum of all the linkages, meaning the total effect (C) plus the indirect effect (AB). The total effects are shown in Table 7. The results show that openmindedness, social initiative, and emotional stability have significant direct effects. These dimensions thus positively affect CS, after including PSQ in the estimation. However, emotional stability has insignificant total- and indirect effects. The significant direct effect thus implies that PSQ is a suppressor in the model which causes the direct effect to be significant. In other words, the significant relationship between PSQ and CS is strong enough for the direct relationship between emotional stability and CS to be significant. Yet, the direct effect is negative which implies higher emotional stability results in lower CS.

For openmindedness the mediator explains the initial part partly as the total effect is bigger than the direct effect. This means that openmindedness has a stronger direct effect on CS, than it does when PSQ is involved.

Social initiative does not have an indirect effect. The significant direct effect therefore implies that the total effect is big enough to stand for the direct effect. Therefore, the same applies to social initiative that has a stronger direct effect on CS, than it does when PSQ is involved.

Relationship	Beta	Std. error	t	Significance
Cultural empathy → perceived service quality → customer satisfaction (C')	-.0803	.1289	-.6231	.5347
Openmindedness → perceived service quality → customer satisfaction (C')	.2467	.1160	2.1274	.0360*
Emotional stability → perceived service quality → customer satisfaction (C')	-.1495	.0742	-.2.0143	.0468*
Flexibility → perceived service quality → customer satisfaction (C')	-.0421	.0584	-.7201	.4732
Social initiative → perceived service quality → customer satisfaction (C')	.1589	.0656	2.4216	.0286*

Table 7: Total effects

4.4.4 Additional analysis

This research expected openmindedness to have the strongest effect on both PSQ and CS. Is it shown that openmindedness is the only dimension that tested significantly on both PSQ and CS and on the indirect effect. Only for CS, its effect was the strongest (β=.3422), for PSQ it is cultural empathy which has the strongest effect (β=.4444). Thus, the expectations of this research are partly met.

In addition, it was expected that social initiative would have the weakest effect as the initiative is expected from the service employee. This expectation is not met as social initiative is one of the few dimensions that affects CS significantly. In addition, the effect of social initiative on CS is strong enough to hold for the direct effect as social initiative was insignificant for PSQ. This emphathises the strength of its effect on CS. Therefore, the expectations are not met.

5. Conclusion and discussion

This chapter provides a conclusion of the research. The research question is answered. After, a discussion about the conclusion is provided. The contributions of the research are addressed, both managerial and academic. Finally, some limitations of the research are provided, together with some recommendations for further research.

5.1 Conclusion

This study aimed to investigate the influence of customer's ICC on their PSQ and eventually CS. ICC are proven to have a positive significant effect on CS when they are possessed by service employees (Hoefnagels, 2014). However, little is known about the competences of customers. ICC are expected to positively influence PSQ and CS as they enable customers to decode messages as they are intended (Van Der Zee & Van Oudenhoven, 2013). In addition, the ICC enable customers to understand each other's role in the intercultural service encounter, which is according to role theory an antecedent of CS (Solomon et al., 1985). Because it is proven that PSQ positively affects CS (Solomon et al., 1985), it was expected that it would mediate the relationship between ICC and CS. The main research question is:

What is the influence of customer intercultural competences on perceived service quality and customer satisfaction in intercultural service encounters?

A survey was conducted among restaurant customers who experienced an intercultural service encounter. The survey assessed their ICC, their PSQ of the service, and their ultimate CS. ICC were measured by means of the MPQ (Van Der Zee & Van Oudenhoven, 2000), consisting of 5 dimensions: cultural empathy, openmindedness, emotional stability, flexibility, and social initiative. PSQ was measured using the SERVPERV model and CS was measured according to the 3-item scale of Van Dolen et al. (2004). Table 8 provides an overview of the formed hypotheses and the results.

	Hypothesis	Conclusion
H1	Perceived service quality has a positive effect on customer satisfaction	Supported
H2a	Customer's cultural empathy has a positive effect on perceived service quality	Supported
H2b	Customer's openmindedness has a positive effect on perceived service quality	Supported
H2c	Customer's emotional stability has a positive effect on perceived service quality	Not supported
H2d	Customer's flexibility has a positive effect on perceived service quality	Not supported
H2e	Customer's social initiative has a positive effect on perceived service quality	Not supported
H3a (C)	Customer's cultural empathy has a positive effect on customer satisfaction	Supported
H3b (C)	Customer's openmindedness has a positive effect on customer satisfaction	Supported
H3c (C)	Customer's emotional stability has a positive effect on customer satisfaction	Not supported
H3d (C)	Customer's flexibility has a positive effect on customer satisfaction	Not supported
H3e (C)	Customer's social initiative has a positive effect on customer satisfaction	Supported
H3a (AB)	Customer's cultural empathy has a positive effect on customer satisfaction via perceived service quality	Supported
H3b (AB)	Customer's openmindedness has a positive effect on customer satisfaction via perceived service quality	Supported
H3c (AB)	Customer's emotional stability has a positive effect on customer satisfaction via perceived service quality	Not supported
H3d (AB)	Customer's flexibility has a positive effect on customer satisfaction via perceived service quality	Not supported
H3e (AB)	Customer's social initiative has a positive effect on customer satisfaction via perceived service quality	Supported

Table 8: Hypotheses and conclusions

Hypothesis 1 describes the relationship between PSQ and CS. As the literature describes (Oliver, 1980; Solomon et al., 1985), PSQ would positively influence CS as it is the judgment of the service meeting the expectations. This study shows a significant effect between PSQ and CS, confirming the literature.

Hypotheses 2a-e describe the relation between the dimensions of ICC and PSQ. Being intercultural competent enables individuals to communicate effectively and appropriately, but also to understand messages the way they are intended. Cultural empathy and openmindedness did show a significant effect on PSQ. This confirms that customers understand the cultural differences and enjoy dealing with them. However, for emotional stability, flexibility, and social initiative the research showed no significant results implying the dimensions do not contribute to perceiving the service quality as better when possessing the three competences.

Hypotheses 3a-e point to the direct (C) and indirect (AB) effects of ICC on CS. Literature implies that the 5 dimensions of ICC enable individuals to understand the role of the intercultural service employee without any judgments (Van Der Zee & Van Oudenhoven, 2013). Individuals will not be scared away from an intercultural service encounter and will even react in a more confident way leading to higher satisfaction (Solomon et al., 1985). For the direct effects, only openmindedness and social initiative showed significant effects on satisfaction. For cultural empathy, emotional stability, and flexibility no significant results were found, which is in contrast with literature focused on employee ICC (Hoefnagels, 2014).

The indirect effects imply that ICC positively affects CS via PSQ. As PSQ positively affects CS, and both PSQ and CS are expected to be positively affected by ICC, it is expected that PSQ will mediate the relationship between ICC and CS. The mediation effect is expected to be positive reinforcing. However, the mediating effect is only significant for cultural empathy and openmindedness. The effect is positive reinforcing for cultural empathy as the indirect effect for openmindedness is smaller than the total effect on CS.

To answer the research question: ICC in this study is decompiled into 5 dimensions, being cultural empathy, openmindedness, emotional stability, flexibility, and social initiative. Only cultural empathy and openmindedness positively influence PSQ. For the total effects on CS, only positive significant effects are found for cultural empathy, openmindedness, and social initiative. PSQ mediates the relationship between cultural empathy and openmindedness. However, when looking at the direct effects only openmindedness, emotional stability, and social initiative hold. These direct effects emphasize the importance of these dimensions as this is the effect with all linkages included. For emotional stability, the direct effect points to the strength of the dimension on PSQ as there is no total effect on CS. Also, the direct effect of emotional stability is negative, implying higher emotional stability decreases CS. For both openmindedness and social initiative the direct effect emphasizes the strong total effect of the dimensions on CS. This is because the effect via PSQ decreases the direct effect.

5.2 Discussion

Looking at what the literature implies, and the results of this research, one can state that openmindedness is a key dimension of ICC. As Gertsen (1990) notes, openmindedness is one of the most mentioned characteristics of ICC. In addition, Van Der Zee & Van Oudenhoven (2001) found in their research that openmindedness had the strongest influence on students' intentions to go abroad. This study contributes to that, concluding that openmindedness has the strongest effect on CS when possessed by restaurant customers. This research adds the importance of social initiative, which also strongly affects CS.

Because literature supports the hypotheses, it is contradictory that not all of them are supported. A methodological reason could be the discriminant validity. When performing the factor analysis, it was found that the 3 scales overlapped in factors. The decision was made to continue the analysis because of the proven validity and usefulness of the scales by literature. Literature substantiates that the scales should measure their construct and thus should differ

from each other. However, the overlap between the scales could affect the interpretation of the estimations.

The MPQ has been invented and tested on students studying abroad. The scale has been used in the service industry before but mostly from the service employee's point of view. The insignificant results of this research could imply that the scale is not suitable for de customers' point of view as they might be required to possess different competences. One of the hypotheses not supported is the positive effect of emotional stability on CS. This study found a significant negative effect between emotional stability and CS. An explanation of this can be the positive effect of emotional stability and social initiative on xenophobia, which is a negative attitude towards foreigners (Genkova, 2016). Genkova (2016) states a possible reason for this negative relation is the high self-focus of emotionally stable individuals and thus seeing one's own culture as a frame of reference. For social initiative, this study is contradictory with Genkova (2016), as it positively affects CS.

In addition to the MPQ, role theory suggests that in a service encounter the interaction between customer and employee takes place and that their roles are clearly defined. It is proven that the dimensions of Van Der Zee & Van Oudenhoven (2000) do contribute in the role of the employee and obtaining satisfaction (Hoefnagels, 2014). Yet, it could be possible that the dimensions do not define the role of the customer clearly or they are not all necessary to be included in the role of the customer. Gertsen (1990) states that, besides empathy, openness, and flexibility, self-confidence, patience, and optimism are very frequently used traits that characterize intercultural competent individuals. As role theory suggests the importance of confidence in one's role and its positive effect on satisfaction (Solomon et al., 1985), it could have been useful to include this trait in the research.

Lastly, the mediating effects are only found for cultural empathy and openmindedness. The mediating effects are found to be a negative effect for openmindedness, meaning that the PSQ, negatively changes the relationship between the dimension of ICC and CS. This can occur due to the overlap which is caused by the discriminant validity. Because of the overlap, it might not be clear which variable explains the wanted effect. In addition, it can be concluded that the effect of openmindedness on PSQ is smaller than its effects on CS. Since the positive effects between ICC and CS, and between PSQ and CS are described extensively by literature, the results might imply that PSQ is not a mediator, but rather an antecedent together with ICC in this context.

5.3 Theoretical implications

The present study provides some theoretical implications. First of all, the present study confirmed literature in stating that openmindedness exerts an important effect on CS (Van Der Zee & Van Oudenhoven, 2001), adding this also applies when possessed by customers themselves. Although not exerting the strongest effect, openmindedness is the only dimension that showed significant positive effects on both PSQ and CS. ICC are defined in many ways but openmindedness, often called differently but implying the same definition, occurs most frequently (Deardorff, 2004; Gertsen, 1990; Van Der Zee & Van Oudenhoven, 2000). Being openminded enables individuals to enter a situation without prejudgements and thus they will not use cultural backgrounds in their judgments about service quality or satisfaction.

What is newly addressed by the present study is the application of ICC on PSQ. This study found that cultural empathy and openmindedness exert a positive influence on PSQ. However, the expectation was that PSQ would mediate the relationship between ICC and CS, as PSQ is found to be an antecedent of CS (Szymanski & Henard, 2001). Results show that there is a mediation effect for cultural empathy and openmindedness, but it decreases the strength of the direct effect for openmindedness.

In addition, this study examined the ICC possessed by the customer itself. Previously done research focussed on ICC and its dimensions among employees, aiming for CS (Hoefnagels, 2014). This study focused on the customer's degree of being intercultural competent, and its influence on their eventual satisfaction. Because only 2 dimensions positively influence CS, one could question whether the dimensions of ICC of Van Der Zee & Van Oudenhoven (2000) are adequate competences to describe the role of the customers.

5.4 Managerial implications

Even though not all hypotheses are supported in this study, there are some insights provided. This study found that when aiming for high PSQ, cultural empathy and openmindedness are key dimensions of customer's ICC. Mastering these dimensions means that customers have empathy for feelings, thoughts, and behaviours, and have a broad range of interest in other cultures (Van Der Zee & Van Oudenhoven, 2000). PSQ is the judgment, or attitude about the superiority of the service (Parasuraman et al., 1988). So, positioning the service of the restaurant as intercultural will lure the desired customers. Marketing activities are needed to do so. Think of an intercultural interior and introducing the intercultural personnel via social media channels.

In addition, when aiming for CS, cultural empathy, openmindedness, and social initiative are important. CS is the assessment of the experience (Hoefnagels, 2014), and whether it met the expectations. Again, marketing activities can lure the right customer. Social initiative customers are eager to make contact. Organising intercultural events in which these customers can make contact with other (intercultural) customers or employees will interest them. To reach out to culturally empathic customers, restaurants can set up initiatives to support different cultures to show they empathise with them. The openminded customer is eager to try out new cultures so organising intercultural events will also lure them. In addition, serving, and communicating about, an intercultural menu can attract the desired customers. The marketing activities set certain expectations and thus these need to be complied with for CS. The expectations need to be monitored via for example reviews. Co-creation is a good way to meet expectations as the customer is involved in the production of the service.

Secondly, this study validates the strong significant effect of PSQ on CS. For managers in the restaurant sector is it important to strive for high PSQ. However, it is the customer who perceives the service quality, and thus it is also important to be aware of what the customer perceives. This can be done via monitoring reviews, or even by asking for reviews in aftercare contact.

Lastly, according to role theory, the customer occupies a certain role dependent on the service setting. Being confident in one's role plays an important part in this as it contributes to satisfaction (Solomon et al., 1985). Therefore, when customers are not confident in interacting with different cultural backgrounds due to a lack of openmindedness, cultural empathy, emotional stability, or social initiative, managers should offer customers the opportunity to leave the intercultural setting. Meaning that customers who are unconfident in their intercultural role should be able to be served by their own familiar culture. Sounding out at the beginning of the experience whether the customer is comfortable with the intercultural setting can provide the option to continue or not.

5.5 Limitations and recommendations for further research

The present research led to some recommendations for further research in response to limitations.

Firstly, in the present study, ICC are decompiled into the 5 dimensions of Van Der Zee & Van Oudenhoven (2000). Due to methodological reasons, these dimensions have not been compiled into one variable. For that reason, only statements can be made about the 5 dimensions

on their own, but not about being intercultural competent overall. Therefore, further research can be done on being intercultural competent in general to tell whether the construct affects satisfaction when possessed by the customer. Building on that, the present study used the MPQ to measure ICC. However, this study did not test whether these dimensions also apply to customers. In other words, the dimensions used to measure ICC might not be appropriate for this context. A future study could investigate which competences together form the right overall intercultural competence scale, to be applied to customers. A study like this provides further insights into what affects CS from the customer's point of view.

Secondly, another methodological limitation is the scale used to measure PSQ. The SERVPERF scale consists of 5 dimensions (Cronin & Taylor, 1992). In the present study, these dimensions were combined and analysed as one due to methodological reasons. Therefore, no statements can be made on the dimensions apart. Further research could assess which dimension influences CS the strongest in an intercultural service encounter. In addition, it can be examined which dimension is affected the strongest by ICC. Insights like that can suggest to managers what dimension the focus needs to be when customers with low ICC occur. In addition to the SERVPERF scale, the present study chose to use this scale to measure PSQ because of its proven reliability (Cronin & Taylor, 1994). However, this scale is objective because it does not measure expectations. This study did not take into account whether the customers expected to be helped by a different cultural background, and thus whether they were prepared. Future research can investigate whether it makes a difference if people expect to be helped by a different cultural background, in their own country.

Third, the focus of the present study was on the restaurant sector. Hoefnagels (2014) found a significant effect of ICC on CS in the hotel sector. One could say that the results of both studies make the positive effect of ICC on CS generalisable for the whole hospitality industry. However, it would be interesting to see if ICC also affects CS in different service settings. A setting in which CS is also important is the healthcare sector. CS in this sector can affect health outcomes (Crow et al., 2002). Therefore, it would be of great value to investigate whether ICC in this sector also contributes to CS.

Lastly, this study was conducted in the Dutch restaurant sector. The respondents therefore were all from Dutch cultural backgrounds. This study cannot be internationally generalised as cultures all react differently to other cultures. It would be interesting to dive further into how different cultures would react in an intercultural service encounter, in their own culture. In addition to that, this study classified the Dutch restaurant sector into 4 classes: bistro,

exclusive dining, all-you-can-eat, and fast dining. However, the results were not generalisable as the chi-square appeared to be significant (Appendix F). It would be interesting to see whether results would differ across the various types of restaurant settings. One could argue that in settings where contact is more personalised satisfaction will be higher as customers feel their needs are more understood (Jones & Shandiz, 2015).

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Appendix

Appendix A: Construct definitions and items of dependent variable

Dimension	Definition	Items (Van Der Zee & Van Oudenhoven, 2000, 2001)
Cultural empathy	The ability to empathise with the feelings, thoughts and behaviours of one from a different culture. (Van Der Zee & Van Oudenhoven, 2000)	1. Pays attention to the emotions of others 2. Understands other people's feelings 3. Sympathizes with others 4. Senses when others get irritated. 5. Is a good listener 6. Notices when someone is in trouble *1 = strongly disagree, 7 = strongly agree*
Openmindedness	An open and unprejudiced attitude towards others from a different culture. (Van Der Zee & Van Oudenhoven, 2000)	1. Has a broad range of interest 2. Tries out various approaches 3. Seeks contact with people from another background 4. Is looking for new ways to attain his/her goal 5. Gets involved in other cultures 6. Is open to new ideas *1 = strongly disagree, 7 = strongly agree*
Emotional stability	The ability to stay calm and relaxed in stressful situations. (Van Der Zee & Van Oudenhoven, 2000)	1. Worries 2. Is under pressure 3. Is apt to feel lonely 4. Is insecure 5. Is nervous 6. Gets upset easily *1 = strongly disagree, 7 = strongly agree*
Flexibility	Being able to switch from one strategy to another when familiar ways of handling things will not work in a new cultural environment. (Van Der Zee & Van Oudenhoven, 2000)	1. Wants to know exactly what will happen 2. Works mostly according to a strict scheme 3. Looks for regularity in life 4. Likes routine 5. Works according to strict rules 6. Works according to plan *1 = strongly disagree, 7 = strongly agree*
Social initiative	The tendency to actively approach social situations, initiating communication rather than waiting and watching. (Hofhuis et al., 2020, p.2)	1. Is often the driving force behind things 2. Is inclined to speak out 3. Makes contact easily 4. Takes initiative 5. Takes the lead 6. Likes to speak in public *1 = strongly disagree, 7 = strongly agree*

Appendix B: Construct definitions and items of dependent variable

Dimension	Definition	Items
Tangibles	All physical facilities, equipment and appearance of personnel. (Cronin & Taylor, 1994; Parasuraman et al., 1985)	1. The restaurant has up-to-date equipment. 2. The restaurant's physical facilities are visually appealing. 3. The restaurant's employees are well dressed and appear neat. 4. The appearance of the physical facilities of the restaurant is in keeping with the type of service provided. *1 = strongly disagree, 7 = strongly agree*
Reliability	The ability of the service provider to deliver the service accurately and dependably. (Cronin & Taylor, 1994; Parasuraman et al., 1985)	1. When the restaurant promises to do something by a certain time, he/she does so. 2. When you have problems, the restaurant is sympathetic and reassuring. 3. The restaurant is dependable. 4. The restaurant provides its service at the time it promises to do so. 5. The restaurant keeps its records accurately. *1 = strongly disagree, 7 = strongly agree*
Responsiveness	The willingness of the service provider to help customers and provide prompt service. (Cronin & Taylor, 1994; Parasuraman et al., 1985)	1. The restaurant does not tell its customers exactly when services will be performed. 2. You do not receive prompt service from the restaurants employees. 3. Employees of the restaurant are not always willing to help customers. 4. Employees of the restaurant are too busy to respond to the customer requests promptly. *1 = strongly disagree, 7 = strongly agree*

Assurance	The knowledge, competence, and courtesy of the service provider and their ability to inspire trust and confidence in the customer. (Cronin & Taylor, 1994; Parasuraman et al., 1985)	1. You can trust employees of the restaurant. 2. You can feel safe in your transactions with the restaurant's employees. 3. Employees of the restaurant are polite. 4. Employees get adequate support from the restaurant to do their jobs well. *1 = strongly disagree, 7 = strongly agree*
Empathy	The degree of caring, individualized attention, and understanding that the service provider shows to its customers. (Cronin & Taylor, 1994; Parasuraman et al., 1985)	1. The restaurant does not give you individual attention. 2. Employees of the restaurant do not give you personal attention. 3. Employees of the restaurant do not know what your needs are. 4. The restaurant does not have your best interest at heart. 5. The restaurant does not have operating hours convenient to all their customers. *1 = strongly disagree, 7 = strongly agree*

Appendix C: Construct definitions and items of customer satisfaction

Dimension	Definition	Items (Van Dolen et al., 2004)
Customer satisfaction	The cognitive assessment of a customer experience (Hennig-Thurau et al., 2006; Hoefnagels, 2014, p.137)	1. The service encounter was exactly what I expected 2. This encounter was a good experience 3. I am satisfied with this encounter *1 = strongly disagree, 7 = strongly agree*

Appendix D: Survey

Beste deelnemer,

Bedankt dat u wilt meewerken aan mijn onderzoek. Mijn naam is Liselot Neppelenbroek en ik ben een masterstudente Business Administration, specialisatie in Marketing, aan de Radboud Universiteit in Nijmegen. Voor mijn scriptie doe ik onderzoek naar interculturele competenties onder gasten van de restaurant sector in Nederland. Dit onderzoek wordt uitgevoerd onder begeleiding van Prof. Dr. J. Bloemer.

Het invullen van deze enquête duurt ongeveer 8 minuten. Uw deelname is geheel vrijwillig en anoniem. U kunt op elk gewenst moment stoppen met het invullen van de enquête. De onderzoeksgegevens worden opgeslagen volgens de richtlijnen van de Radboud Universiteit, conform de Algemene Verordeningen Gegevensbescherming. De resultaten worden enkel gebruikt voor onderzoeksdoeleinden gebruikt. Mocht u vragen of opmerkingen hebben mag u contact opnemen met mij via het volgende e-mail adres: liselot.neppelenbroek@ru.nl

Door hieronder "Ja, ik ga akkoord met de deelname aan het onderzoek" te selecteren geeft u aan dat:

- *U deze informatie heeft gelezen en begrepen;*
- *U vrijwillig instemt met anonieme deelname;*
- *U weet dat u op elk moment kunt stoppen met dit onderzoek.*

Als u niet wilt deelnemen aan dit onderzoek kunt u het volgende selecteren: "Nee, ik ga niet akkoord met de deelname aan het onderzoek".

Danku wel voor uw hulp.

Met vriendelijke groet,

Liselot Neppelenbroek

- Ja, ik ga akkoord met de deelname aan het onderzoek
- Nee, ik ga niet akkoord met de deelname aan het onderzoek (einde enquête)

Voor u start aan dit onderzoek licht ik eerst een belangrijk begrip toe. Mijn onderzoek betreft interculturele service ervaringen. Deze ervaringen houden in dat de service verlener en u zelf afkomstig zijn van een andere cultuur. In dit geval betekent dit dat de service verlener uw gastheer of gastvrouw in een restaurant is. Het is van belang dat u deze in de afgelopen 6 maanden een heeft ervaren en dat u zich deze nog goed kan herinneren.

1. Heeft u in de afgelopen 6 maanden een interculturele service ervaring, en kunt u zich deze nog herinneren?
    0 Ja, en deze kan ik me nog herinneren
    0 Ja, maar ik herinner me deze niet (einde enquête)
    0 Nee, ik heb deze niet gehad (einde enquête)

(English speaking)

2. Was het nodig om in deze ervaring Engels te spreken om elkaar te verstaan?
    0 Ja
    0 Nee

De volgende stellingen gaan over uw eigen interculturele competenties. Beantwoord deze vragen in algemene zin, zonder specifiek naar een situatie te kijken, en reflecteer op uzelf. Geeft bij de volgende vragen aan in hoeverre u het eens bent met de stelling van 1 (sterk oneens) tot en met 7 (sterk mee eens).

(Cultural empathy)

1. Ik besteed aandacht aan de emoties van anderen
2. Ik begrijp de gevoelens van anderen
3. Ik sympathiseer met anderen
4. Ik voel aan wanneer anderen geïrriteerd raken
5. Ik kan goed luisteren
6. Ik heb in de gaten wanneer iemand in de problemen zit

(Open mindedness)

1. Ik heb een brede interesse
2. Ik probeer verschillende culturen uit
3. Ik zoek contact met mensen met een andere achtergrond
4. Ik ben op zoek naar nieuwe manieren om mijn doel te bereiken
5. Ik raak betrokken bij andere culturen
6. Ik sta open voor nieuwe ideeën

(Emotional stability)

1. Ik maak me snel zorgen
2. Ik sta onder druk
3. Ik voel me snel eenzaam
4. Ik ben onzeker
5. Ik ben nerveus
6. Ik raak snel van streek

(Flexibility)

1. Ik wil precies weten wat er gaat gebeuren
2. Ik werk meestal volgens een strikt schema

3. Ik zoek regelmaat in het leven
4. Ik houd van routine
5. Ik werk volgens strikte regels
6. Ik werk volgens plan

(Social initiative)

1. Ik ben vaak de drijvende kracht achter dingen
2. Ik ben geneigd me uit te spreken
3. Ik maak gemakkelijk contact
4. Ik neem initiatief
5. Ik neem de leiding
6. Ik spreek graag in het openbaar

(English speaking)

1. Ik vind het niet erg om Engels te spreken als ik ga uit eten (mits antwoord vraag 2: Ja)

De volgende stellingen gaan over uw interculturele service ervaring, en hoe u in deze situatie de service kwaliteit heeft ervaren. Geeft bij de volgende vragen aan in hoeverre u het eens bent met de stelling van 1 (helemaal oneens) tot en met 7 (helemaal eens).

(Tangibles)

1. Het restaurant heeft up-to-date apparatuur
2. De fysieke faciliteiten van het restaurant zijn visueel aantrekkelijk
3. De medewerkers van het restaurant zijn goed gekleed en zien er netjes uit
4. Het uiterlijk van de fysieke faciliteiten van het restaurant is in overeenstemming met het type dienstverlening

(Reliability)

1. Wanneer het restaurant belooft om iets voor een bepaalde tijd te doen, dan doet het dat ook
2. Wanneer ik problemen ervaar, reageert het restaurant sympathiek en geruststellend
3. Het restaurant is betrouwbaar
4. Het restaurant levert zijn service binnen de tijd dat het belooft
5. Het restaurant houdt de administratie nauwkeurig bij

(Responsibility)

1. Het restaurant vertelt de gasten niet precies wanneer de diensten worden uitgevoerd
2. Je krijgt geen snelle service van de medewerkers van het restaurant
3. Medewerkers van het restaurant zijn niet altijd bereid om gasten te helpen
4. Medewerkers van het restaurant hebben het te druk om snel te reageren op verzoeken van gasten

(Assurance)

1. Je kunt de medewerkers van het restaurant vertrouwen
2. Je kunt je veilig voelen in je transacties met de medewerkers van het restaurant
3. Medewerkers van het restaurant zijn beleefd
4. Medewerkers krijgen voldoende ondersteuning van het restaurant om hun werk goed te doen

(Empathy)

1. Het restaurant geeft je geen individuele aandacht
2. Medewerkers van het restaurant geven je geen persoonlijke aandacht
3. Medewerkers van het restaurant weten niet wat je behoeften zijn
4. Het restaurant heeft niet het beste met je voor
5. Het restaurant heeft geen openingstijden die handig zijn voor alle gasten

Tot slot volgen er 3 stellingen over uw uiteindelijke tevredenheid van de interculturele service ervaring. Geeft opnieuw aan in hoeverre u het eens bent met de stelling van 1 (sterk oneens) tot en met 7 (sterk mee eens).

1. De service was precies wat ik verwachtte
2. Deze ontmoeting was een goede ervaring
3. Ik ben tevreden over deze ontmoeting

(Descriptives)

4. Hoe identificeert u zichzelf?
    a. Vrouw
    b. Man
    c. Non-binair
    d. Anders/ zeg ik liever niet
5. Hoe oud bent u?
    a. 18 jaar of jonger
    b. 19 – 25 jaar
    c. 26 – 39 jaar
    d. 40 – 65 jaar
    e. 65 jaar of ouder
6. Wat is uw hoogst genoten opleiding?
    a. Praktijkonderwijs
    b. Voorbereidend Middelbaar Onderwijs (VMBO)
    c. Hoger Algemeen Voortgezet Onderwijs (HAVO)
    d. Voorbereidend Wetenschappelijk Onderwijs (VWO)
    e. Middelbaar Beroepsonderwijs (MBO)
    f. Hoger Beroepsonderwijs (HBO)
    g. Universitair Onderwijs (WO)
7. Onder welk type zou u het restaurant waarin u de interculturele service ervaring heeft gehad omschrijven?
    a. Een hapje eten, zoals in een bistro of brasserie
    b. Een avondvullend diner, zoals een exclusief meer-gangen diner

c. All you can eat
d. Fast dining, zoals in een fast food restaurant

Ik dank u voor de tijd die u hebt besteed aan het invullen van deze enquête.

Uw antwoord is geregistreerd.

Appendix E: Data descriptives

ENG1 Was het nodig om in deze ervaring Engels te spreken om elkaar te verstaan?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Ja	106	77,4	77,4	77,4
	2 Nee	31	22,6	22,6	100,0
	Total	137	100,0	100,0	

ENG2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Helemaal oneens	8	5,8	7,5	7,5
	2 Oneens	31	22,6	29,2	36,8
	3 Enigszins oneens	9	6,6	8,5	45,3
	4 Niet oneens / niet eens	5	3,6	4,7	50,0
	5 Enigszins eens	8	5,8	7,5	57,5
	6 Eens	32	23,4	30,2	87,7
	7 Helemaal eens	13	9,5	12,3	100,0
	Total	106	77,4	100,0	
Missing	System	31	22,6		
Total		137	100,0		

Table 1: Required to speak English and minding to speak English

Q16_Type_restaurant Onder welk type restaurant zou u het restaurant waarin u de interculturele service ervaring heeft gehad omschrijven?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Een hapje eten, zoals in een bistro of brasserie	62	45,3	45,3	45,3
	2 Een avondvullend diner, zoals een exclusief meer-gangen diner	55	40,1	40,1	85,4
	3 All you can eat	16	11,7	11,7	97,1
	4 Fast dining, zoals een in een fast food restaurant	4	2,9	2,9	100,0
	Total	137	100,0	100,0	

Table 2 Type of restaurant

Q13_Gender Hoe identificeert u zichzelf?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Vrouw	64	46,7	46,7	46,7
	2 Man	71	51,8	51,8	98,5
	4 Non-binair	2	1,5	1,5	100,0
	Total	137	100,0	100,0	

Table 3: Gender

Q14_Age Hoe oud bent u?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 18 jaar of jonger	4	2,9	2,9	2,9
	2 19 - 25 jaar	48	35,0	35,0	38,0
	3 26 - 39 jaar	48	35,0	35,0	73,0
	4 40 - 65 jaar	31	22,6	22,6	95,6
	8 65 jaar of ouder	6	4,4	4,4	100,0
	Total	137	100,0	100,0	

Table 4: Age

Q15_Education Wat is uw hoogst genoten opleiding?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Praktijkonderwijs	1	,7	,7	,7
	2 Voorbereidend Middelbaar Onderwijs (VMBO)	3	2,2	2,2	2,9
	3 Hoger Algemeen Voortgezet Onderwijs (HAVO)	9	6,6	6,6	9,5
	4 Voorbereidend Wetenschappelijk Onderwijs (VWO)	6	4,4	4,4	13,9
	5 Middelbaar Beroepsonderwijs (MBO)	27	19,7	19,7	33,6
	6 Hoger Beroepsonderwijs (HBO)	61	44,5	44,5	78,1
	7 Universitair Onderwijs (WO)	30	21,9	21,9	100,0
	Total	137	100,0	100,0	

Table 5: Education

Appendix F: Chi-Square Goodness-of-Fit test

Test Statistics

	Q16_Type_restaurant	Q13_Gender	Q14_Age	Q15_Education
Chi-Square	71,496[a]	63,168[b]	68,146[c]	142,847[d]
df	3	2	4	6
Asymp. Sig.	<,001	<,001	<,001	<,001

a. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 34,3.

b. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 45,7.

c. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 27,4.

d. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 19,6.

Table 1: Chi Square test statistics

Appendix G: Factor analysis

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,894
Bartlett's Test of Sphericity	Approx. Chi-Square	6399,190
	df	1485
	Sig.	<,001

Table 1: KMO & Bartlett's Test of Sphericity with all items included

Communalities

	Initial	Extraction
ICC_CE1	,814	,769
ICC_CE2	,846	,797
ICC_CE3	,712	,549
ICC_CE4	,766	,677
ICC_CE5	,647	,491
ICC_CE6	,846	,749
ICC_OPN1	,694	,630
ICC_OPN2	,835	,811
ICC_OPN3	,812	,777
ICC_OPN4	,620	,598
ICC_OPN5	,799	,783
ICC_OPN6	,564	,399
REC_ICC_ES1	,767	,706
REC_ICC_ES2	,572	,466
REC_ICC_ES3	,682	,636
REC_ICC_ES4	,661	,542
REC_ICC_ES5	,763	,723
REC_ICC_ES6	,748	,685
REC_ICC_FLEX1	,651	,530
REC_ICC_FLEX2	,707	,709
REC_ICC_FLEX3	,743	,664
REC_ICC_FLEX4	,774	,726
REC_ICC_FLEX5	,727	,596
REC_ICC_FLEX6	,709	,684
ICC_SI1	,801	,749
ICC_SI2	,824	,771
ICC_SI3	,703	,607
ICC_SI4	,864	,812
ICC_SI5	,882	,858
ICC_SI6	,815	,754
SQ_TANG1	,725	,560
SQ_TANG2	,782	,751
SQ_TANG3	,788	,711
SQ_TANG4	,724	,624
SQ_REL1	,821	,730
SQ_REL2	,767	,688
SQ_REL3	,854	,762
SQ_REL4	,804	,691
SQ_REL5	,750	,570
REC_SQ_RESP1	,739	,678
REC_SQ_RESP2	,764	,633
REC_SQ_RESP3	,819	,756
REC_SQ_RESP4	,770	,669
SQ_ASSRNC1	,843	,746
SQ_ASSRNC2	,834	,711
SQ_ASSRNC3	,843	,802
SQ_ASSRNC4	,735	,638
REC_SQ_EMP1	,844	,829
REC_SQ_EMP2	,829	,776
REC_SQ_EMP3	,845	,740
REC_SQ_EMP4	,639	,588
REC_SQ_EMP5	,546	,325
SATISFACTION1	,759	,589
SATISFACTION2	,941	,860
SATISFACTION3	,934	,840

Extraction Method: Principal Axis Factoring.

Table 2: Communalities all items

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	19,445	35,355	35,355	19,164	34,844	34,844	10,079
2	5,094	9,263	44,618	4,744	8,626	43,470	4,079
3	4,183	7,606	52,224	3,881	7,056	50,525	8,790
4	2,704	4,917	57,141	2,391	4,348	54,873	4,246
5	2,160	3,928	61,068	1,862	3,386	58,259	9,226
6	1,669	3,034	64,102	1,317	2,394	60,652	9,169
7	1,379	2,507	66,610	1,068	1,942	62,595	10,426
8	1,230	2,237	68,847	,904	1,644	64,239	1,332
9	1,155	2,100	70,947	,862	1,568	65,806	2,732
10	1,060	1,928	72,874	,673	1,223	67,029	3,351
11	1,004	1,826	74,701	,648	1,177	68,207	11,005
12	,906	1,648	76,349				
13	,804	1,462	77,811				
14	,779	1,417	79,227				
15	,712	1,294	80,521				
16	,685	1,246	81,767				
17	,625	1,136	82,903				
18	,590	1,073	83,976				
19	,577	1,049	85,024				
20	,552	1,004	86,028				
21	,517	,941	86,969				
22	,475	,865	87,833				
23	,451	,820	88,653				
24	,427	,776	89,429				
25	,413	,750	90,180				
26	,376	,685	90,864				
27	,355	,645	91,510				
28	,338	,615	92,124				
29	,309	,562	92,686				
30	,294	,535	93,221				
31	,287	,521	93,743				
32	,262	,476	94,219				
33	,255	,463	94,682				
34	,245	,446	95,128				
35	,226	,411	95,539				
36	,223	,406	95,944				
37	,205	,373	96,317				
38	,182	,331	96,649				
39	,180	,327	96,976				
40	,171	,312	97,287				
41	,159	,288	97,576				
42	,154	,280	97,855				
43	,141	,256	98,111				
44	,127	,230	98,342				
45	,120	,219	98,561				
46	,114	,208	98,769				
47	,102	,186	98,955				
48	,097	,176	99,132				
49	,094	,171	99,302				
50	,089	,162	99,464				
51	,077	,140	99,604				
52	,070	,128	99,731				
53	,065	,118	99,849				
54	,054	,098	99,947				
55	,029	,053	100,000				

Extraction Method: Principal Axis Factoring.

a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Table 3: Total variance explained of all items

Pattern Matrix[a]

	Factor										
	1	2	3	4	5	6	7	8	9	10	11
ICC_CE1						,645					
ICC_CE2						,630	,201				
ICC_CE3						,539		-,267			
ICC_CE4						,573					
ICC_CE5						,616					
ICC_CE6						,462	,346	,226			
ICC_OPN1					-,243	,395			,278	-,307	
ICC_OPN2					-,776						
ICC_OPN3					-,775						
ICC_OPN4										-,700	
ICC_OPN5					-,745						
ICC_OPN6										-,472	
REC_ICC_ES1		,621			-,202				-,246		-,225
REC_ICC_ES2		,501									
REC_ICC_ES3		,549						-,269	-,325		
REC_ICC_ES4		,662									
REC_ICC_ES5		,709									
REC_ICC_ES6		,839							,207		
REC_ICC_FLEX1				,630							
REC_ICC_FLEX2				,829					,216		
REC_ICC_FLEX3	-,213			,726							
REC_ICC_FLEX4				,776					-,248		
REC_ICC_FLEX5				,742				-,225			
REC_ICC_FLEX6				,771							
ICC_SI1			-,817								
ICC_SI2			-,818								
ICC_SI3			-,700					-,247			
ICC_SI4			-,809								
ICC_SI5			-,876								
ICC_SI6		,212	-,660		-,201			,232			
SQ_TANG1											,633
SQ_TANG2											,738
SQ_TANG3											,694
SQ_TANG4	,233								-,213		,449
SQ_REL1	,397		-,244								,316
SQ_REL2	,227		-,231				,330		-,332		
SQ_REL3	,276						,256		-,212		,252
SQ_REL4							,223				,446
SQ_REL5	,451										,269
REC_SQ_RESP1		,231					,239		-,547		
REC_SQ_RESP2					-,322		,264	-,263	-,215		
REC_SQ_RESP3	,277				-,297			-,276	-,214		,247
REC_SQ_RESP4	,247				-,409		,230		-,203	,217	
SQ_ASSRNC1	,358						,239				,294
SQ_ASSRNC2	,436										,236
SQ_ASSRNC3	,459					,257	,220				
SQ_ASSRNC4	,356						,380	,309			,236
REC_SQ_EMP1							,840				
REC_SQ_EMP2							,847				
REC_SQ_EMP3							,546			,212	
REC_SQ_EMP4							,237	-,323			,429
REC_SQ_EMP5											,511
SATISFACTION1	,559				-,216						
SATISFACTION2	,545				-,269		,209				
SATISFACTION3	,542				-,219		,205				

Extraction Method: Principal Axis Factoring.
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 17 iterations.

Table 4: Pattern matrix of all items

Appendix H: Reliability analysis

Reliability Statistics

Cronbach's Alpha	N of Items
,885	6

Table 1: Cronbach's alpha cultural empathy

Reliability Statistics

Cronbach's Alpha	N of Items
,822	6

Table 2: Cronbach's alpha openmindedness

Reliability Statistics

Cronbach's Alpha	N of Items
,848	6

Table 3: Cronbach's alpha emotional stability

Reliability Statistics

Cronbach's Alpha	N of Items
,880	6

Table 4: Cronbach's alpha flexibility

Reliability Statistics

Cronbach's Alpha	N of Items
,924	6

Table 5: Cronbach's alpha social initiative

Reliability Statistics

Cronbach's Alpha	N of Items
,869	4

Table 6: Cronbach's alpha tangibles

Reliability Statistics

Cronbach's Alpha	N of Items
,901	5

Table 7: Cronbach's alpha reliability

Reliability Statistics

Cronbach's Alpha	N of Items
,820	4

Table 8: Cronbach's alpha responsiveness

Reliability Statistics

Cronbach's Alpha	N of Items
,896	4

Table 9: Cronbach's alpha assurance

Reliability Statistics

Cronbach's Alpha	N of Items
,817	5

Table 10: Cronbach's alpha empathy

Reliability Statistics

Cronbach's Alpha	N of Items
,894	3

Table 11: Cronbach's alpha customer satisfaction

Appendix I : Assumptions of Multiple Regression

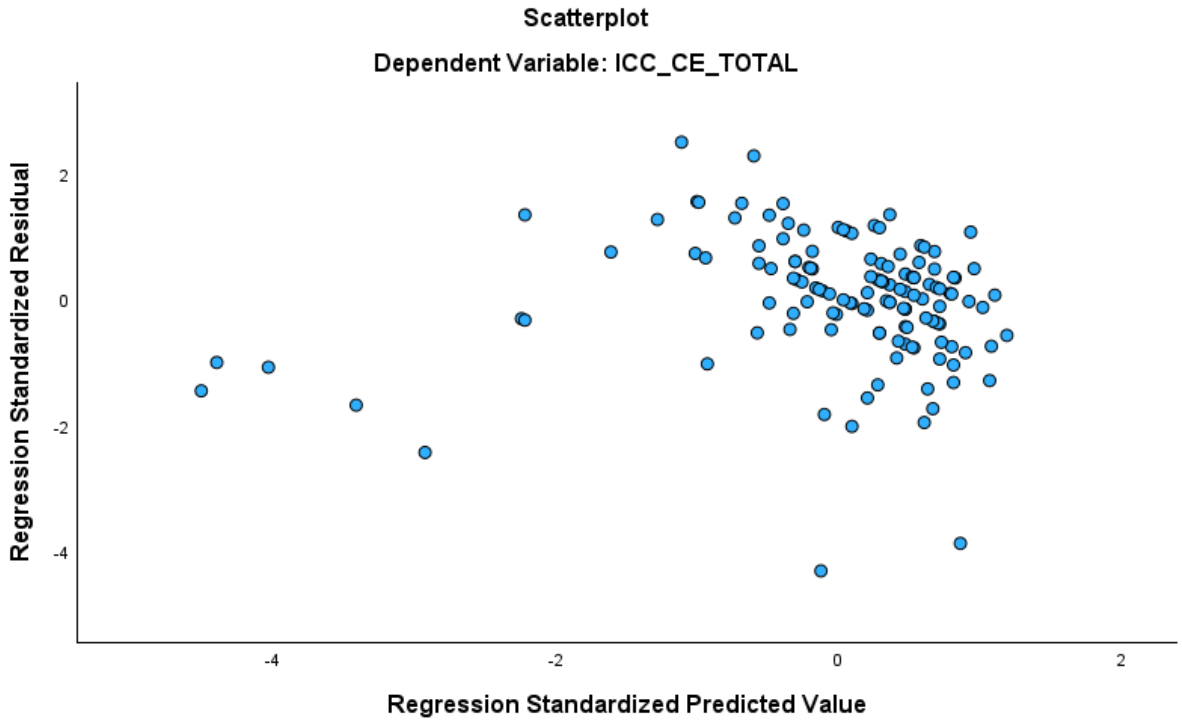

Figure 1: Scatterplot Cultural Empathy and Perceived Service Quality

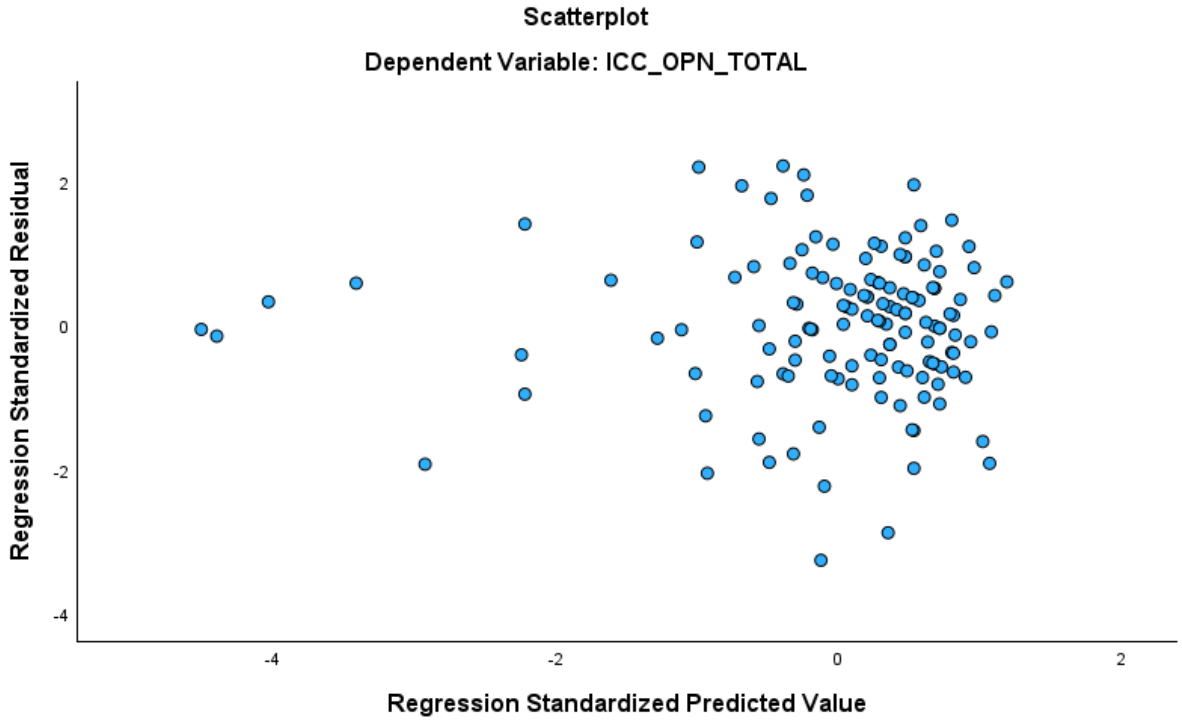

Figure 2: Scatterplot Openmindedness and Perceived Service Quality

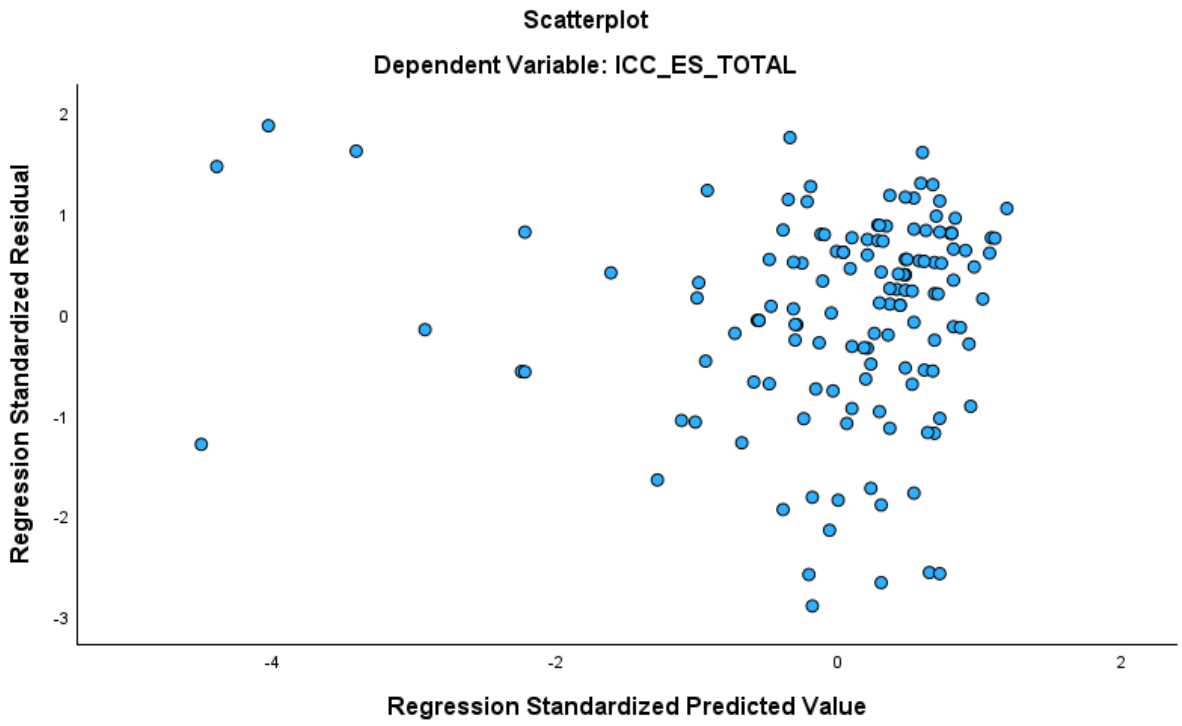

Figure 3: Scatterplot Emotional Stability and Perceived Service Quality

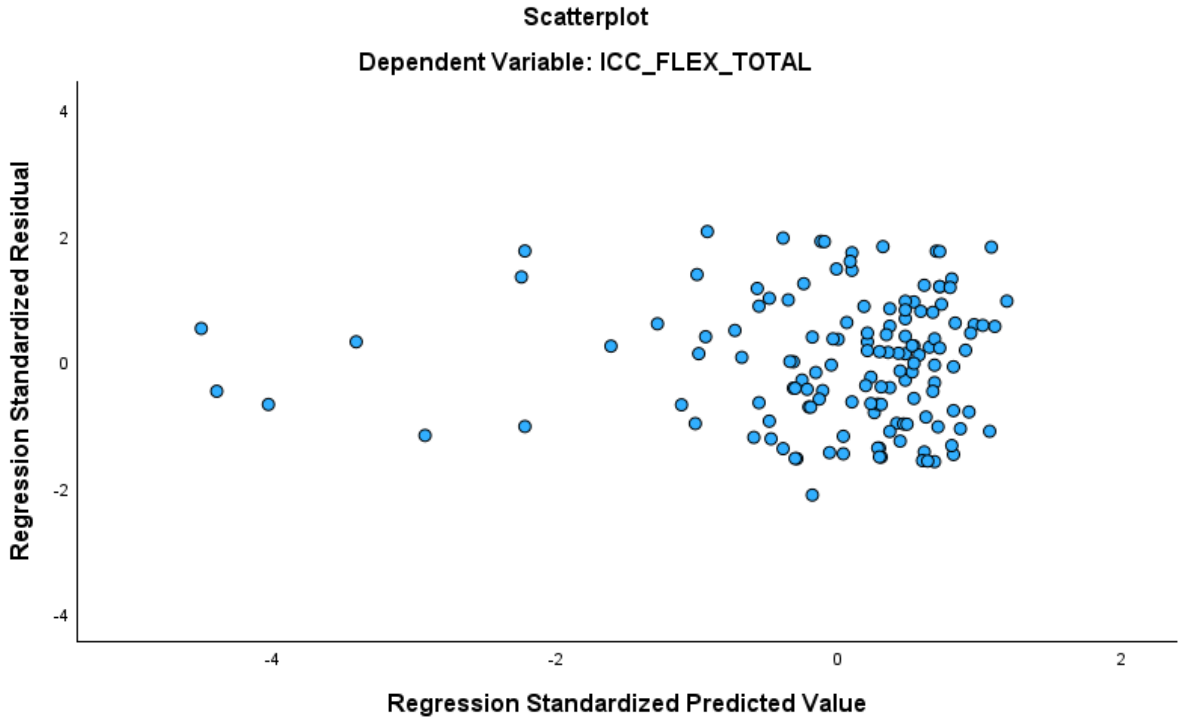

Figure 4: Scatterplot Flexibility and Perceived Service Quality

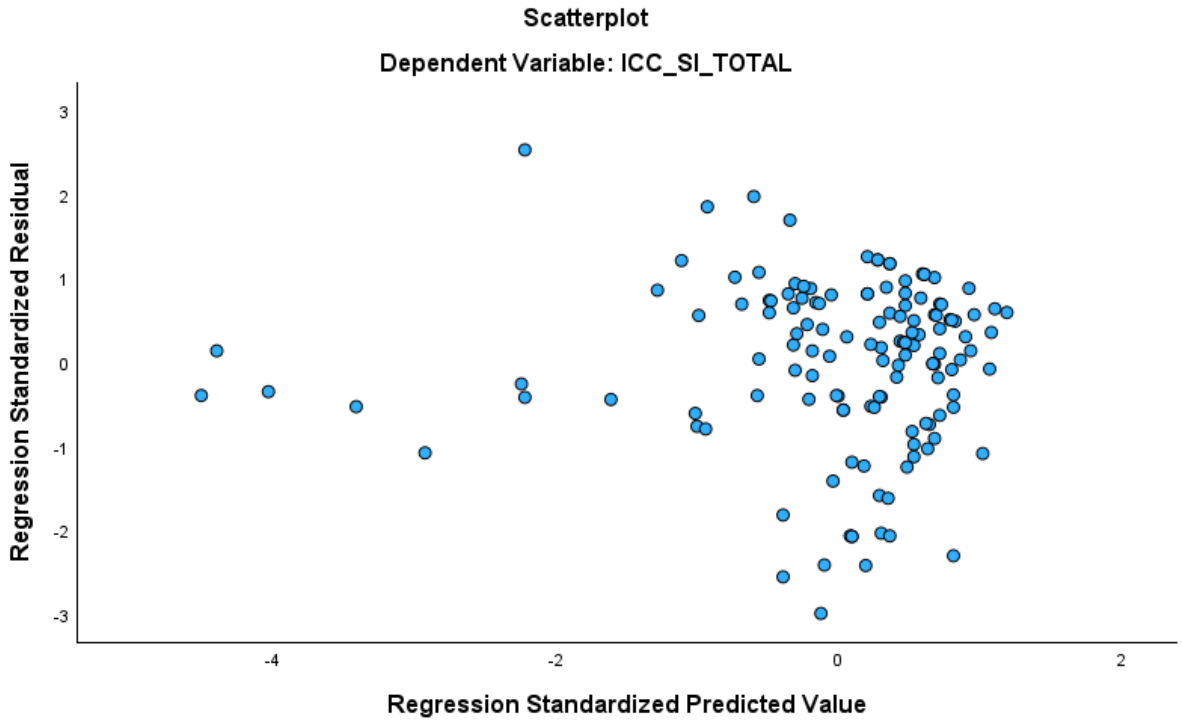

Figure 5: Scatterplot Social Initiative and Perceived Service Quality

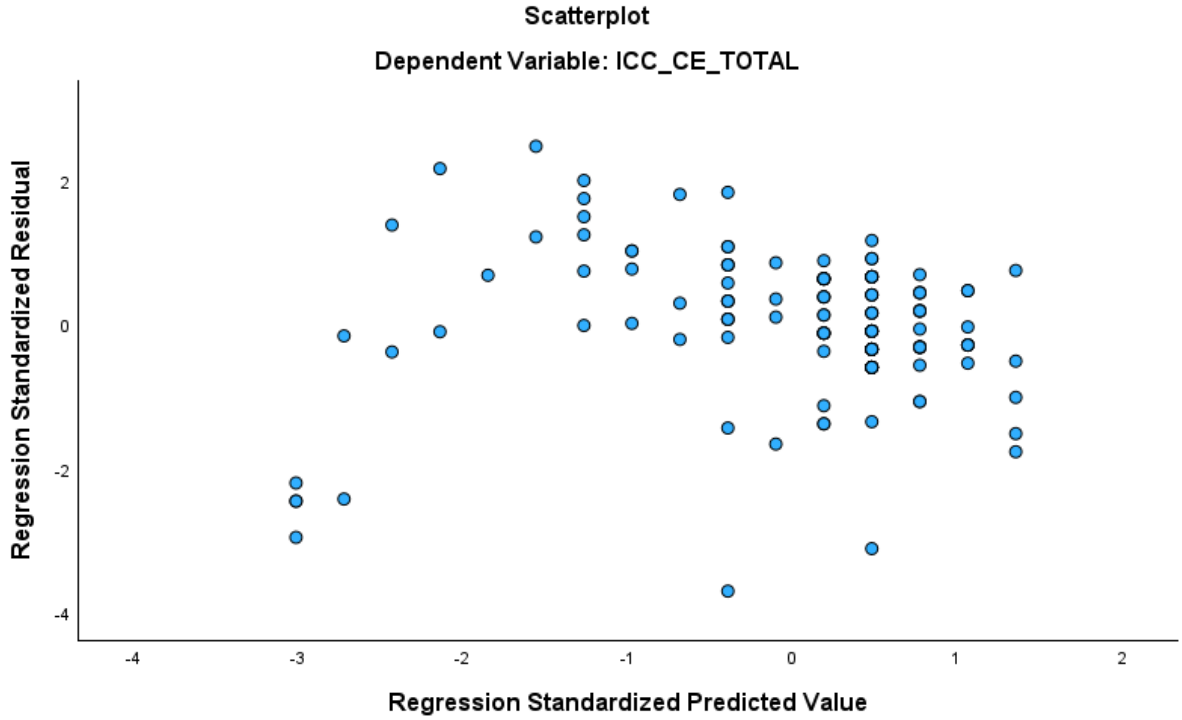

Figure 6: Scatterplot Cultural Empathy and Satisfaction

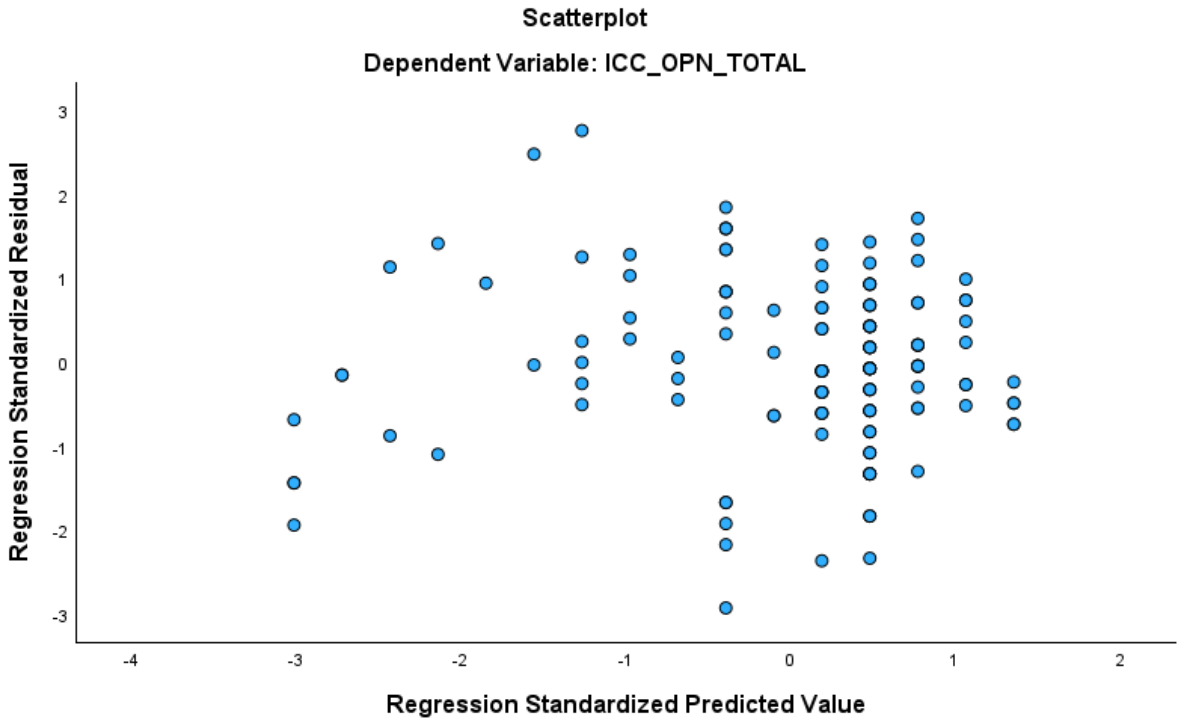

Figure 7: Scatterplot Openmindedness and Satisfaction

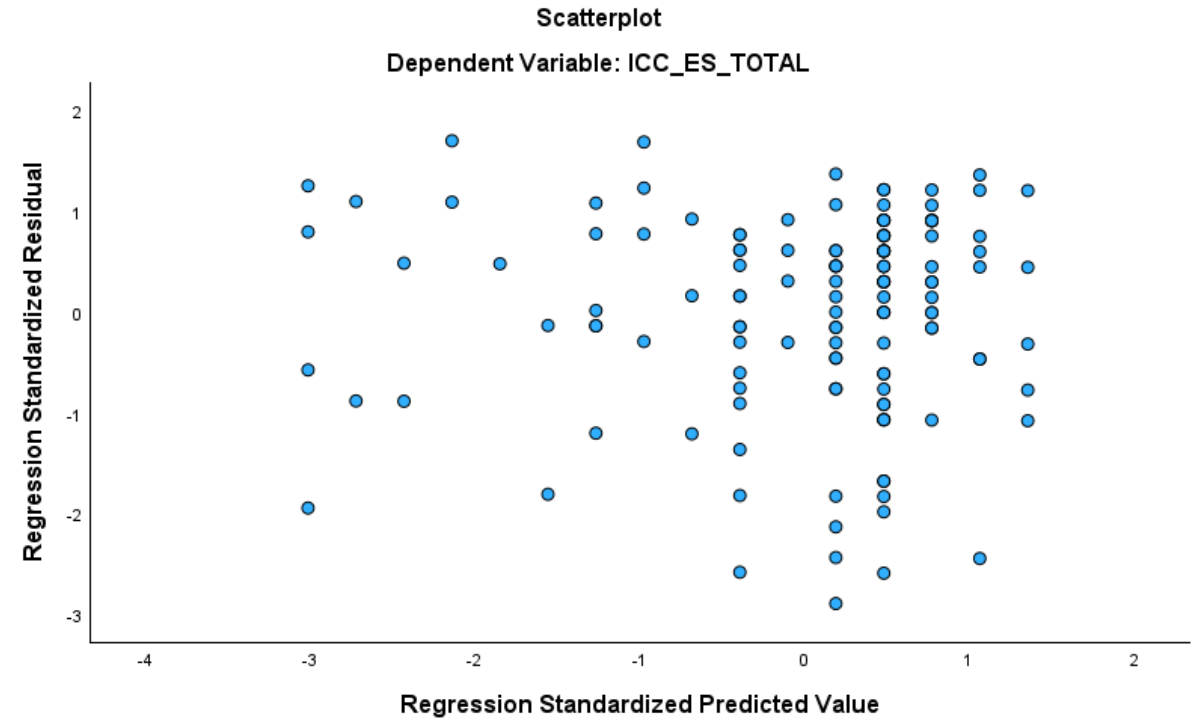

Figure 8: Scatterplot Emotional Stability and Satisfaction

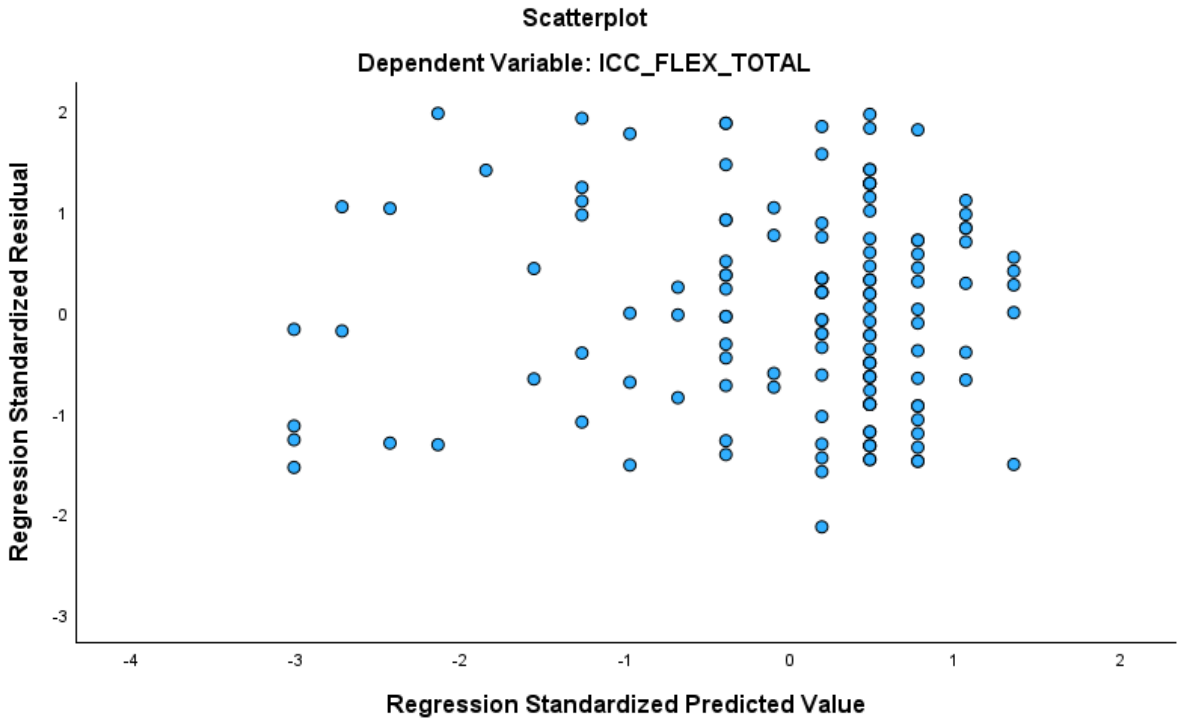

Figure 9: Scatterplot Flexibility and Satisfaction

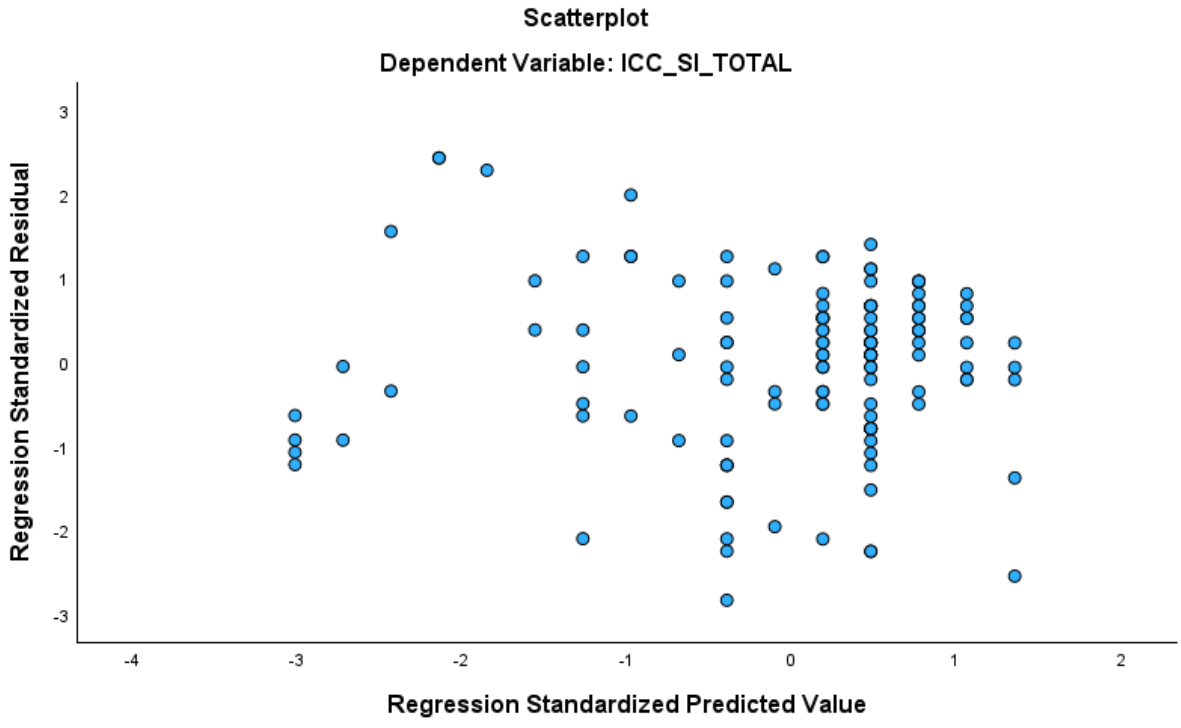

Figure 10: Scatterplot Social Initiative and Satisfaction

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	,642	,413		1,553	,123		
	ICC_CE_TOTAL	,485	,080	,492	6,031	<,001	,488	2,049
	ICC_OPN_TOTAL	,268	,079	,272	3,389	<,001	,504	1,983
	ICC_ES_TOTAL	,082	,049	,109	1,677	,096	,762	1,312
	ICC_FLEX_TOTAL	,035	,041	,051	,846	,399	,877	1,141
	ICC_SI_TOTAL	,040	,046	,062	,864	,389	,634	1,576

a. Dependent Variable: SQ_TOTAL

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2,9404	6,5535	5,6114	,62239	137
Residual	-1,66246	1,74925	,00000	,53507	137
Std. Predicted Value	-4,292	1,514	,000	1,000	137
Std. Residual	-3,049	3,209	,000	,981	137

a. Dependent Variable: SQ_TOTAL

Table 1: Independence of residuals Perceived Service Quality

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	,146	,647		,226	,822		
	ICC_CE_TOTAL	,440	,126	,319	3,487	<,001	,488	2,049
	ICC_OPN_TOTAL	,469	,124	,341	3,780	<,001	,504	1,983
	ICC_ES_TOTAL	-,061	,077	-,058	-,794	,429	,762	1,312
	ICC_FLEX_TOTAL	-,024	,064	-,026	-,376	,708	,877	1,141
	ICC_SI_TOTAL	,128	,072	,143	1,776	,078	,634	1,576

a. Dependent Variable: SATISF_TOTAL

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2,4586	6,4611	5,4477	,77965	137
Residual	-2,66476	2,26972	,00000	,83864	137
Std. Predicted Value	-3,834	1,300	,000	1,000	137
Std. Residual	-3,119	2,656	,000	,981	137

a. Dependent Variable: SATISF_TOTAL

Table 2: Independence of residuals Satisfaction

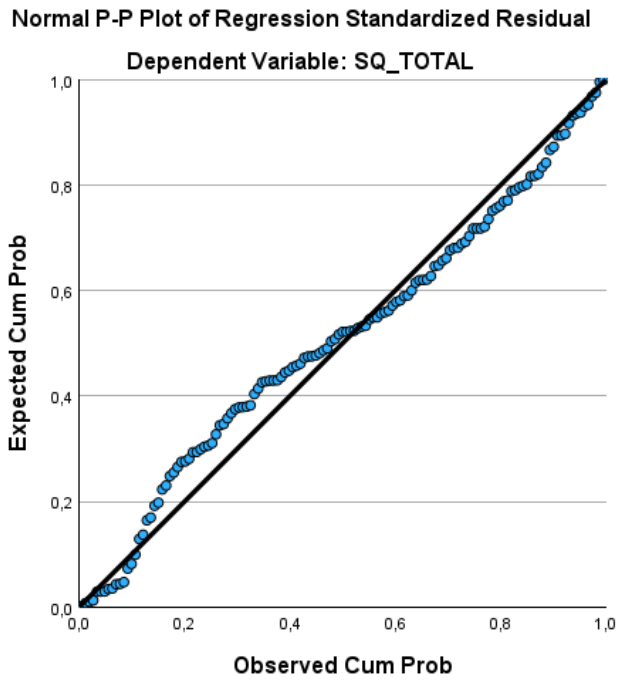

Figure 11: Normality Probability Plot Perceived Service Quality

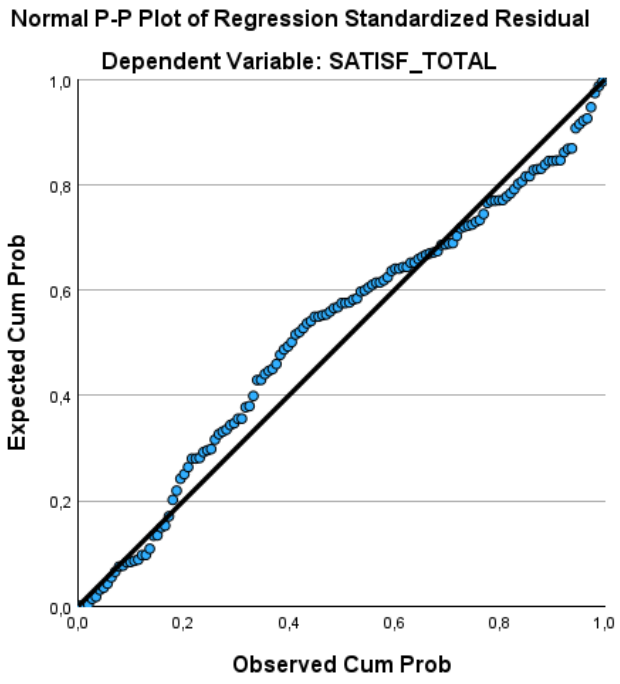

Figure 12: Normality Probability Plot Satisfaction

Appendix J: Multiple regression analysis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,758[a]	,575	,559	,54518	1,853

a. Predictors: (Constant), ICC_SI_TOTAL, ICC_FLEX_TOTAL, ICC_ES_TOTAL, ICC_OPN_TOTAL, ICC_CE_TOTAL

b. Dependent Variable: SQ_TOTAL

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52,682	5	10,536	35,450	<,001[b]
	Residual	38,936	131	,297		
	Total	91,619	136			

a. Dependent Variable: SQ_TOTAL

b. Predictors: (Constant), ICC_SI_TOTAL, ICC_FLEX_TOTAL, ICC_ES_TOTAL, ICC_OPN_TOTAL, ICC_CE_TOTAL

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	,642	,413		1,553	,123		
	ICC_CE_TOTAL	,485	,080	,492	6,031	<,001	,488	2,049
	ICC_OPN_TOTAL	,268	,079	,272	3,389	<,001	,504	1,983
	ICC_ES_TOTAL	,082	,049	,109	1,677	,096	,762	1,312
	ICC_FLEX_TOTAL	,035	,041	,051	,846	,399	,877	1,141
	ICC_SI_TOTAL	,040	,046	,062	,864	,389	,634	1,576

a. Dependent Variable: SQ_TOTAL

Table 1: Model summary, ANOVA and Coefficients of independent variable dimensions and mediator

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,781[a]	,610	,607	,71801	1,589

a. Predictors: (Constant), SQ_TOTAL

b. Dependent Variable: SF_TOTAL

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	108,723	1	108,723	210,894	<,001[b]
	Residual	69,597	135	,516		
	Total	178,320	136			

a. Dependent Variable: SF_TOTAL

b. Predictors: (Constant), SQ_TOTAL

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-,665	,425		-1,564	,120		
	SQ_TOTAL	1,089	,075	,781	14,522	<,001	1,000	1,000

a. Dependent Variable: SF_TOTAL

Table 2: Model summary, ANOVA and Coefficients of mediator and dependent variable

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,681[a]	,464	,443	,85450	1,652

a. Predictors: (Constant), ICC_SI_TOTAL, ICC_FLEX_TOTAL, ICC_ES_TOTAL, ICC_OPN_TOTAL, ICC_CE_TOTAL

b. Dependent Variable: SF_TOTAL

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	82,667	5	16,533	22,643	<,001[b]
	Residual	95,652	131	,730		
	Total	178,320	136			

a. Dependent Variable: SF_TOTAL

b. Predictors: (Constant), ICC_SI_TOTAL, ICC_FLEX_TOTAL, ICC_ES_TOTAL, ICC_OPN_TOTAL, ICC_CE_TOTAL

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	,146	,647		,226	,822		
	ICC_CE_TOTAL	,440	,126	,319	3,487	<,001	,488	2,049
	ICC_OPN_TOTAL	,469	,124	,341	3,780	<,001	,504	1,983
	ICC_ES_TOTAL	-,061	,077	-,058	-,794	,429	,762	1,312
	ICC_FLEX_TOTAL	-,024	,064	-,026	-,376	,708	,877	1,141
	ICC_SI_TOTAL	,128	,072	,143	1,776	,078	,634	1,576

a. Dependent Variable: SF_TOTAL

Table 3: Model summary, ANOVA and Coefficients of independent and dependent variable

Appendix K: SPSS PROCESS results

```
Run MATRIX procedure:

*************** PROCESS Procedure for SPSS Version 4.2 beta ***************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : SATISF_T
    X  : ICC_CE_T
    M  : SQ_TOTAL

Covariates:
 ICC_OPN_ ICC_ES_T ICC_FLEX ICC_SI_T ENG2     Dummy_Bi Dummy_Al Dummy_Fa

Sample
Size:  106

**************************************************************************
OUTCOME VARIABLE:
 SQ_TOTAL

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,6928      ,4800      ,3356     9,8453     9,0000    96,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1,4560      ,5646     2,5788      ,0114      ,3353     2,5767
ICC_CE_T      ,4263      ,1021     4,1738      ,0001      ,2236      ,6291
ICC_OPN_      ,2073      ,0977     2,1221      ,0364      ,0134      ,4011
ICC_ES_T      ,1169      ,0628     1,8601      ,0659     -,0078      ,2416
ICC_FLEX      ,0022      ,0503      ,0433      ,9656     -,0977      ,1021
ICC_SI_T      ,0127      ,0565      ,2242      ,8230     -,0995      ,1249
ENG2          ,0066      ,0301      ,2196      ,8267     -,0532      ,0664
Dummy_Bi     -,1675      ,1312    -1,2764      ,2049     -,4279      ,0930
Dummy_Al     -,0046      ,1928     -,0241      ,9808     -,3874      ,3781
Dummy_Fa      ,0254      ,3224      ,0787      ,9374     -,6145      ,6653

Standardized coefficients
              coeff
ICC_CE_T      ,4444
ICC_OPN_      ,2262
ICC_ES_T      ,1654
ICC_FLEX      ,0034
ICC_SI_T      ,0213
ENG2          ,0179
Dummy_Bi     -,1088
Dummy_Al     -,0019
Dummy_Fa      ,0063

**************************************************************************
OUTCOME VARIABLE:
 SATISF_T

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,8034      ,6454      ,4521    17,2901    10,0000    95,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     -,5612      ,6776     -,8283      ,4096    -1,9064      ,7839
ICC_CE_T     -,0803      ,1289     -,6231      ,5347     -,3361      ,1755
SQ_TOTAL      ,9245      ,1185     7,8046      ,0000      ,6893     1,1596
ICC_OPN_      ,2467      ,1160     2,1274      ,0360      ,0165      ,4770
ICC_ES_T     -,1495      ,0742    -2,0143      ,0468     -,2969     -,0022
ICC_FLEX     -,0421      ,0584     -,7201      ,4732     -,1580      ,0739
ICC_SI_T      ,1589      ,0656     2,4216      ,0173      ,0286      ,2892
ENG2         -,0035      ,0350     -,1003      ,9203     -,0729      ,0659
Dummy_Bi      ,1769      ,1536     1,1521      ,2522     -,1279      ,4818
Dummy_Al     -,2913      ,2238    -1,3017      ,1962     -,7357      ,1530
Dummy_Fa      ,4624      ,3741     1,2359      ,2196     -,2804     1,2051
```

```
Standardized coefficients
              coeff
ICC_CE_T     -,0599
SQ_TOTAL      ,6612
ICC_OPN_      ,1926
ICC_ES_T     -,1514
ICC_FLEX     -,0474
ICC_SI_T      ,1910
ENG2         -,0068
Dummy_Bi      ,0822
Dummy_Al     -,0864
Dummy_Fa      ,0824

************************ TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 SATISF_T

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,6466      ,4180      ,7342     7,6618     9,0000    96,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant      ,7848      ,8351      ,9398      ,3497     -,8728     2,4424
ICC_CE_T      ,3138      ,1511     2,0774      ,0404      ,0140      ,6137
ICC_OPN_      ,4383      ,1445     3,0345      ,0031      ,1516      ,7251
ICC_ES_T     -,0415      ,0929     -,4462      ,6565     -,2259      ,1430
ICC_FLEX     -,0401      ,0744     -,5380      ,5918     -,1878      ,1077
ICC_SI_T      ,1707      ,0836     2,0409      ,0440      ,0047      ,3366
ENG2          ,0026      ,0445      ,0585      ,9535     -,0858      ,0910
Dummy_Bi      ,0221      ,1941      ,1139      ,9096     -,3631      ,4073
Dummy_Al     -,2956      ,2852    -1,0365      ,3026     -,8618      ,2705
Dummy_Fa      ,4858      ,4768     1,0190      ,3107     -,4605     1,4322

Standardized coefficients
              coeff
ICC_CE_T      ,2340
ICC_OPN_      ,3422
ICC_ES_T     -,0420
ICC_FLEX     -,0451
ICC_SI_T      ,2051
ENG2          ,0051
Dummy_Bi      ,0103
Dummy_Al     -,0876
Dummy_Fa      ,0866


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
      ,3138      ,1511     2,0774      ,0404      ,0140      ,6137      ,2340

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
     -,0803      ,1289     -,6231      ,5347     -,3361      ,1755     -,0599

Indirect effect(s) of X on Y:
            Effect     BootSE   BootLLCI   BootULCI
SQ_TOTAL     ,3941      ,1592      ,0776      ,7131

Completely standardized indirect effect(s) of X on Y:
            Effect     BootSE   BootLLCI   BootULCI
SQ_TOTAL     ,2939      ,1179      ,0532      ,5245

********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000

------ END MATRIX -----
```

Table 1: Outcome SPSS PROCESS cultural empathy as independent variable

```
Run MATRIX procedure:

*************** PROCESS Procedure for SPSS Version 4.2 beta ***************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : SATISF_T
    X  : ICC_OPN_
    M  : SQ_TOTAL

Covariates:
 ICC_ES_T ICC_FLEX ICC_SI_T ICC_CE_T ENG2     Dummy_Bi Dummy_Al Dummy_Fa

Sample
Size:  106

**************************************************************************
OUTCOME VARIABLE:
 SQ_TOTAL

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,6928      ,4800      ,3356     9,8453     9,0000    96,0000      ,0000

Model
             coeff         se          t          p       LLCI       ULCI
constant     1,4560      ,5646     2,5788      ,0114      ,3353     2,5767
ICC_OPN_      ,2073      ,0977     2,1221      ,0364      ,0134      ,4011
ICC_ES_T      ,1169      ,0628     1,8601      ,0659     -,0078      ,2416
ICC_FLEX      ,0022      ,0503      ,0433      ,9656     -,0977      ,1021
ICC_SI_T      ,0127      ,0565      ,2242      ,8230     -,0995      ,1249
ICC_CE_T      ,4263      ,1021     4,1738      ,0001      ,2236      ,6291
ENG2          ,0066      ,0301      ,2196      ,8267     -,0532      ,0664
Dummy_Bi     -,1675      ,1312    -1,2764      ,2049     -,4279      ,0930
Dummy_Al     -,0046      ,1928     -,0241      ,9808     -,3874      ,3781
Dummy_Fa      ,0254      ,3224      ,0787      ,9374     -,6145      ,6653

Standardized coefficients
             coeff
ICC_OPN_      ,2262
ICC_ES_T      ,1654
ICC_FLEX      ,0034
ICC_SI_T      ,0213
ICC_CE_T      ,4444
ENG2          ,0179
Dummy_Bi     -,1088
Dummy_Al     -,0019
Dummy_Fa      ,0063

**************************************************************************
OUTCOME VARIABLE:
 SATISF_T

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,8034      ,6454      ,4521    17,2901    10,0000    95,0000      ,0000

Model
             coeff         se          t          p       LLCI       ULCI
constant     -,5612      ,6776     -,8283      ,4096    -1,9064      ,7839
ICC_OPN_      ,2467      ,1160     2,1274      ,0360      ,0165      ,4770
SQ_TOTAL      ,9245      ,1185     7,8046      ,0000      ,6893     1,1596
ICC_ES_T     -,1495      ,0742    -2,0143      ,0468     -,2969     -,0022
ICC_FLEX     -,0421      ,0584     -,7201      ,4732     -,1580      ,0739
ICC_SI_T      ,1589      ,0656     2,4216      ,0173      ,0286      ,2892
ICC_CE_T     -,0803      ,1289     -,6231      ,5347     -,3361      ,1755
ENG2         -,0035      ,0350     -,1003      ,9203     -,0729      ,0659
Dummy_Bi      ,1769      ,1536     1,1521      ,2522     -,1279      ,4818
Dummy_Al     -,2913      ,2238    -1,3017      ,1962     -,7357      ,1530
Dummy_Fa      ,4624      ,3741     1,2359      ,2196     -,2804     1,2051

Standardized coefficients
```

```
             coeff
ICC_OPN_      ,1926
SQ_TOTAL      ,6612
ICC_ES_T     -,1514
ICC_FLEX     -,0474
ICC_SI_T      ,1910
ICC_CE_T     -,0599
ENG2         -,0068
Dummy_Bi      ,0822
Dummy_Al     -,0864
Dummy_Fa      ,0824

************************** TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 SATISF_T

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,6466      ,4180      ,7342     7,6618     9,0000    96,0000      ,0000

Model
             coeff         se          t          p       LLCI       ULCI
constant      ,7848      ,8351      ,9398      ,3497     -,8728     2,4424
ICC_OPN_      ,4383      ,1445     3,0345      ,0031      ,1516      ,7251
ICC_ES_T     -,0415      ,0929     -,4462      ,6565     -,2259      ,1430
ICC_FLEX     -,0401      ,0744     -,5380      ,5918     -,1878      ,1077
ICC_SI_T      ,1707      ,0836     2,0409      ,0440      ,0047      ,3366
ICC_CE_T      ,3138      ,1511     2,0774      ,0404      ,0140      ,6137
ENG2          ,0026      ,0445      ,0585      ,9535     -,0858      ,0910
Dummy_Bi      ,0221      ,1941      ,1139      ,9096     -,3631      ,4073
Dummy_Al     -,2956      ,2852    -1,0365      ,3026     -,8618      ,2705
Dummy_Fa      ,4858      ,4768     1,0190      ,3107     -,4605     1,4322

Standardized coefficients
             coeff
ICC_OPN_      ,3422
ICC_ES_T     -,0420
ICC_FLEX     -,0451
ICC_SI_T      ,2051
ICC_CE_T      ,2340
ENG2          ,0051
Dummy_Bi      ,0103
Dummy_Al     -,0876
Dummy_Fa      ,0866


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
      ,4383      ,1445     3,0345      ,0031      ,1516      ,7251      ,3422

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
      ,2467      ,1160     2,1274      ,0360      ,0165      ,4770      ,1926

Indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
SQ_TOTAL      ,1916      ,0964      ,0062      ,3879

Completely standardized indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
SQ_TOTAL      ,1496      ,0730      ,0053      ,2929

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000

------ END MATRIX -----
```

Table 2: Outcome SPSS PROCESS openmindedness as independent variable

```
Run MATRIX procedure:

*************** PROCESS Procedure for SPSS Version 4.2 beta ***************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : SATISF_T
    X  : ICC_ES_T
    M  : SQ_TOTAL

Covariates:
 ICC_FLEX ICC_SI_T ICC_CE_T ICC_OPN_ ENG2     Dummy_Bi Dummy_Al Dummy_Fa

Sample
Size:  106

**************************************************************************
OUTCOME VARIABLE:
 SQ_TOTAL

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,6928      ,4800      ,3356     9,8453     9,0000    96,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1,4560      ,5646     2,5788      ,0114      ,3353     2,5767
ICC_ES_T      ,1169      ,0628     1,8601      ,0659     -,0078      ,2416
ICC_FLEX      ,0022      ,0503      ,0433      ,9656     -,0977      ,1021
ICC_SI_T      ,0127      ,0565      ,2242      ,8230     -,0995      ,1249
ICC_CE_T      ,4263      ,1021     4,1738      ,0001      ,2236      ,6291
ICC_OPN_      ,2073      ,0977     2,1221      ,0364      ,0134      ,4011
ENG2          ,0066      ,0301      ,2196      ,8267     -,0532      ,0664
Dummy_Bi     -,1675      ,1312    -1,2764      ,2049     -,4279      ,0930
Dummy_Al     -,0046      ,1928     -,0241      ,9808     -,3874      ,3781
Dummy_Fa      ,0254      ,3224      ,0787      ,9374     -,6145      ,6653

Standardized coefficients
              coeff
ICC_ES_T      ,1654
ICC_FLEX      ,0034
ICC_SI_T      ,0213
ICC_CE_T      ,4444
ICC_OPN_      ,2262
ENG2          ,0179
Dummy_Bi     -,1088
Dummy_Al     -,0019
Dummy_Fa      ,0063

**************************************************************************
OUTCOME VARIABLE:
 SATISF_T

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,8034      ,6454      ,4521    17,2901    10,0000    95,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     -,5612      ,6776     -,8283      ,4096    -1,9064      ,7839
ICC_ES_T     -,1495      ,0742    -2,0143      ,0468     -,2969     -,0022
SQ_TOTAL      ,9245      ,1185     7,8046      ,0000      ,6893     1,1596
ICC_FLEX     -,0421      ,0584     -,7201      ,4732     -,1580      ,0739
ICC_SI_T      ,1589      ,0656     2,4216      ,0173      ,0286      ,2892
ICC_CE_T     -,0803      ,1289     -,6231      ,5347     -,3361      ,1755
ICC_OPN_      ,2467      ,1160     2,1274      ,0360      ,0165      ,4770
ENG2         -,0035      ,0350     -,1003      ,9203     -,0729      ,0659
Dummy_Bi      ,1769      ,1536     1,1521      ,2522     -,1279      ,4818
Dummy_Al     -,2913      ,2238    -1,3017      ,1962     -,7357      ,1530
Dummy_Fa      ,4624      ,3741     1,2359      ,2196     -,2804     1,2051

Standardized coefficients
```

```
             coeff
ICC_ES_T     -,1514
SQ_TOTAL      ,6612
ICC_FLEX     -,0474
ICC_SI_T      ,1910
ICC_CE_T     -,0599
ICC_OPN_      ,1926
ENG2         -,0068
Dummy_Bi      ,0822
Dummy_Al     -,0864
Dummy_Fa      ,0824

************************** TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 SATISF_T

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,6466      ,4180      ,7342     7,6618     9,0000    96,0000      ,0000

Model
             coeff         se          t          p       LLCI       ULCI
constant      ,7848      ,8351      ,9398      ,3497     -,8728     2,4424
ICC_ES_T     -,0415      ,0929     -,4462      ,6565     -,2259      ,1430
ICC_FLEX     -,0401      ,0744     -,5380      ,5918     -,1878      ,1077
ICC_SI_T      ,1707      ,0836     2,0409      ,0440      ,0047      ,3366
ICC_CE_T      ,3138      ,1511     2,0774      ,0404      ,0140      ,6137
ICC_OPN_      ,4383      ,1445     3,0345      ,0031      ,1516      ,7251
ENG2          ,0026      ,0445      ,0585      ,9535     -,0858      ,0910
Dummy_Bi      ,0221      ,1941      ,1139      ,9096     -,3631      ,4073
Dummy_Al     -,2956      ,2852    -1,0365      ,3026     -,8618      ,2705
Dummy_Fa      ,4858      ,4768     1,0190      ,3107     -,4605     1,4322

Standardized coefficients
             coeff
ICC_ES_T     -,0420
ICC_FLEX     -,0451
ICC_SI_T      ,2051
ICC_CE_T      ,2340
ICC_OPN_      ,3422
ENG2          ,0051
Dummy_Bi      ,0103
Dummy_Al     -,0876
Dummy_Fa      ,0866


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
     -,0415      ,0929     -,4462      ,6565     -,2259      ,1430     -,0420

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
     -,1495      ,0742    -2,0143      ,0468     -,2969     -,0022     -,1514

Indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
SQ_TOTAL      ,1081      ,0713     -,0182      ,2604

Completely standardized indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
SQ_TOTAL      ,1094      ,0713     -,0195      ,2583

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000
------ END MATRIX -----
```

Table 3: Outcome SPSS PROCESS emotional stability as independent variable

```
Run MATRIX procedure:

*************** PROCESS Procedure for SPSS Version 4.2 beta ***************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : SATISF_T
    X  : ICC_FLEX
    M  : SQ_TOTAL

Covariates:
 ICC_SI_T ICC_CE_T ICC_OPN_ ICC_ES_T ENG2     Dummy_Bi Dummy_Al Dummy_Fa

Sample
Size:  106

**************************************************************************
OUTCOME VARIABLE:
 SQ_TOTAL

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,6928      ,4800      ,3356     9,8453     9,0000    96,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1,4560      ,5646     2,5788      ,0114      ,3353     2,5767
ICC_FLEX      ,0022      ,0503      ,0433      ,9656     -,0977      ,1021
ICC_SI_T      ,0127      ,0565      ,2242      ,8230     -,0995      ,1249
ICC_CE_T      ,4263      ,1021     4,1738      ,0001      ,2236      ,6291
ICC_OPN_      ,2073      ,0977     2,1221      ,0364      ,0134      ,4011
ICC_ES_T      ,1169      ,0628     1,8601      ,0659     -,0078      ,2416
ENG2          ,0066      ,0301      ,2196      ,8267     -,0532      ,0664
Dummy_Bi     -,1675      ,1312    -1,2764      ,2049     -,4279      ,0930
Dummy_Al     -,0046      ,1928     -,0241      ,9808     -,3874      ,3781
Dummy_Fa      ,0254      ,3224      ,0787      ,9374     -,6145      ,6653

Standardized coefficients
              coeff
ICC_FLEX      ,0034
ICC_SI_T      ,0213
ICC_CE_T      ,4444
ICC_OPN_      ,2262
ICC_ES_T      ,1654
ENG2          ,0179
Dummy_Bi     -,1088
Dummy_Al     -,0019
Dummy_Fa      ,0063

**************************************************************************
OUTCOME VARIABLE:
 SATISF_T

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,8034      ,6454      ,4521    17,2901    10,0000    95,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     -,5612      ,6776     -,8283      ,4096    -1,9064      ,7839
ICC_FLEX     -,0421      ,0584     -,7201      ,4732     -,1580      ,0739
SQ_TOTAL      ,9245      ,1185     7,8046      ,0000      ,6893     1,1596
ICC_SI_T      ,1589      ,0656     2,4216      ,0173      ,0286      ,2892
ICC_CE_T     -,0803      ,1289     -,6231      ,5347     -,3361      ,1755
ICC_OPN_      ,2467      ,1160     2,1274      ,0360      ,0165      ,4770
ICC_ES_T     -,1495      ,0742    -2,0143      ,0468     -,2969     -,0022
ENG2         -,0035      ,0350     -,1003      ,9203     -,0729      ,0659
Dummy_Bi      ,1769      ,1536     1,1521      ,2522     -,1279      ,4818
Dummy_Al     -,2913      ,2238    -1,3017      ,1962     -,7357      ,1530
Dummy_Fa      ,4624      ,3741     1,2359      ,2196     -,2804     1,2051

Standardized coefficients
              coeff
ICC_FLEX     -,0474
```

```
SQ_TOTAL      ,6612
ICC_SI_T      ,1910
ICC_CE_T     -,0599
ICC_OPN_      ,1926
ICC_ES_T     -,1514
ENG2         -,0068
Dummy_Bi      ,0822
Dummy_Al     -,0864
Dummy_Fa      ,0824

************************ TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 SATISF_T

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,6466      ,4180      ,7342     7,6618     9,0000    96,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant      ,7848      ,8351      ,9398      ,3497     -,8728     2,4424
ICC_FLEX     -,0401      ,0744     -,5380      ,5918     -,1878      ,1077
ICC_SI_T      ,1707      ,0836     2,0409      ,0440      ,0047      ,3366
ICC_CE_T      ,3138      ,1511     2,0774      ,0404      ,0140      ,6137
ICC_OPN_      ,4383      ,1445     3,0345      ,0031      ,1516      ,7251
ICC_ES_T     -,0415      ,0929     -,4462      ,6565     -,2259      ,1430
ENG2          ,0026      ,0445      ,0585      ,9535     -,0858      ,0910
Dummy_Bi      ,0221      ,1941      ,1139      ,9096     -,3631      ,4073
Dummy_Al     -,2956      ,2852    -1,0365      ,3026     -,8618      ,2705
Dummy_Fa      ,4858      ,4768     1,0190      ,3107     -,4605     1,4322

Standardized coefficients
              coeff
ICC_FLEX     -,0451
ICC_SI_T      ,2051
ICC_CE_T      ,2340
ICC_OPN_      ,3422
ICC_ES_T     -,0420
ENG2          ,0051
Dummy_Bi      ,0103
Dummy_Al     -,0876
Dummy_Fa      ,0866


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
     -,0401      ,0744     -,5380      ,5918     -,1878      ,1077     -,0451

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
     -,0421      ,0584     -,7201      ,4732     -,1580      ,0739     -,0474

Indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
SQ_TOTAL      ,0020      ,0552     -,1157      ,1011

Completely standardized indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
SQ_TOTAL      ,0023      ,0626     -,1343      ,1139

********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000
------ END MATRIX -----
```

Table 4: Outcome SPSS PROCESS flexibility as independent variable

```
Run MATRIX procedure:

*************** PROCESS Procedure for SPSS Version 4.2 beta ***************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : SATISF_T
    X  : ICC_SI_T
    M  : SQ_TOTAL

Covariates:
 ICC_CE_T ICC_OPN_ ICC_FLEX ICC_ES_T ENG2     Dummy_Bi Dummy_Al Dummy_Fa

Sample
Size:  106

**************************************************************************
OUTCOME VARIABLE:
 SQ_TOTAL

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,6928      ,4800      ,3356     9,8453     9,0000    96,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1,4560      ,5646     2,5788      ,0114      ,3353     2,5767
ICC_SI_T      ,0127      ,0565      ,2242      ,8230     -,0995      ,1249
ICC_CE_T      ,4263      ,1021     4,1738      ,0001      ,2236      ,6291
ICC_OPN_      ,2073      ,0977     2,1221      ,0364      ,0134      ,4011
ICC_FLEX      ,0022      ,0503      ,0433      ,9656     -,0977      ,1021
ICC_ES_T      ,1169      ,0628     1,8601      ,0659     -,0078      ,2416
ENG2          ,0066      ,0301      ,2196      ,8267     -,0532      ,0664
Dummy_Bi     -,1675      ,1312    -1,2764      ,2049     -,4279      ,0930
Dummy_Al     -,0046      ,1928     -,0241      ,9808     -,3874      ,3781
Dummy_Fa      ,0254      ,3224      ,0787      ,9374     -,6145      ,6653

Standardized coefficients
              coeff
ICC_SI_T      ,0213
ICC_CE_T      ,4444
ICC_OPN_      ,2262
ICC_FLEX      ,0034
ICC_ES_T      ,1654
ENG2          ,0179
Dummy_Bi     -,1088
Dummy_Al     -,0019
Dummy_Fa      ,0063

**************************************************************************
OUTCOME VARIABLE:
 SATISF_T

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,8034      ,6454      ,4521    17,2901    10,0000    95,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     -,5612      ,6776     -,8283      ,4096    -1,9064      ,7839
ICC_SI_T      ,1589      ,0656     2,4216      ,0173      ,0286      ,2892
SQ_TOTAL      ,9245      ,1185     7,8046      ,0000      ,6893     1,1596
ICC_CE_T     -,0803      ,1289     -,6231      ,5347     -,3361      ,1755
ICC_OPN_      ,2467      ,1160     2,1274      ,0360      ,0165      ,4770
ICC_FLEX     -,0421      ,0584     -,7201      ,4732     -,1580      ,0739
ICC_ES_T     -,1495      ,0742    -2,0143      ,0468     -,2969     -,0022
ENG2         -,0035      ,0350     -,1003      ,9203     -,0729      ,0659
Dummy_Bi      ,1769      ,1536     1,1521      ,2522     -,1279      ,4818
Dummy_Al     -,2913      ,2238    -1,3017      ,1962     -,7357      ,1530
Dummy_Fa      ,4624      ,3741     1,2359      ,2196     -,2804     1,2051

Standardized coefficients
```

```
              coeff
ICC_SI_T      ,1910
SQ_TOTAL      ,6612
ICC_CE_T     -,0599
ICC_OPN_      ,1926
ICC_FLEX     -,0474
ICC_ES_T     -,1514
ENG2         -,0068
Dummy_Bi      ,0822
Dummy_Al     -,0864
Dummy_Fa      ,0824

************************** TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 SATISF_T

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      ,6466      ,4180      ,7342     7,6618     9,0000    96,0000      ,0000

Model
              coeff         se          t          p       LLCI       ULCI
constant      ,7848      ,8351      ,9398      ,3497     -,8728     2,4424
ICC_SI_T      ,1707      ,0836     2,0409      ,0440      ,0047      ,3366
ICC_CE_T      ,3138      ,1511     2,0774      ,0404      ,0140      ,6137
ICC_OPN_      ,4383      ,1445     3,0345      ,0031      ,1516      ,7251
ICC_FLEX     -,0401      ,0744     -,5380      ,5918     -,1878      ,1077
ICC_ES_T     -,0415      ,0929     -,4462      ,6565     -,2259      ,1430
ENG2          ,0026      ,0445      ,0585      ,9535     -,0858      ,0910
Dummy_Bi      ,0221      ,1941      ,1139      ,9096     -,3631      ,4073
Dummy_Al     -,2956      ,2852    -1,0365      ,3026     -,8618      ,2705
Dummy_Fa      ,4858      ,4768     1,0190      ,3107     -,4605     1,4322

Standardized coefficients
              coeff
ICC_SI_T      ,2051
ICC_CE_T      ,2340
ICC_OPN_      ,3422
ICC_FLEX     -,0451
ICC_ES_T     -,0420
ENG2          ,0051
Dummy_Bi      ,0103
Dummy_Al     -,0876
Dummy_Fa      ,0866


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
      ,1707      ,0836     2,0409      ,0440      ,0047      ,3366      ,2051

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
      ,1589      ,0656     2,4216      ,0173      ,0286      ,2892      ,1910

Indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
SQ_TOTAL      ,0117      ,0656     -,1352      ,1200

Completely standardized indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
SQ_TOTAL      ,0141      ,0788     -,1646      ,1454

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95,0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000
------ END MATRIX -----
```

Table 5: Outcome SPSS PROCESS social initiative as independent variable