

# Radboud University



**Master's Thesis**

***Thriving in the Global Landscape: Flexibility and Emotional  
Stability as predictors of employee group membership***

*Investigation of the relationship between Multicultural Personality Dimensions, Foreign Language Mastery and Person-Organization fit, considering the differences between national and international oriented employee groups.*

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## **Abstract**

A growing number of companies are expanding their operations overseas in today's globalized world. Consequently, multicultural effectiveness is becoming crucial in the business communication landscape. In this study, differences were examined between national and international oriented employees (N = 58) to determine whether the Multicultural Personality Questionnaire (MPQ) dimensions and Foreign language mastery allow for discrimination between the two groups. Furthermore, the relationship between the MPQ dimensions and Person-organization fit (PO-fit) was investigated. Based on self-assessments, the international oriented employees were more flexible than the national oriented employees, and the latter group was more emotionally stable than the international oriented employees. In addition, the MPQ dimensions Flexibility and Emotional stability were found to be, to some extent, predictors of differences between the employee groups, with Flexibility being the strongest predictor. For the national oriented employee group, Open-mindedness, Emotional Stability and Cultural empathy were found to be significant predictors for PO-fit. International organizations may consider investing in multicultural competence workshops for employees as they can potentially help create a more intercultural effective workplace culture.

**Key words:** Multicultural effectiveness, Multicultural Personality Questionnaire (MPQ), Foreign language mastery, Person-organization fit, employee personality traits

## **Introduction**

In today's globalized business world, organizations operate in diverse and multicultural environments. Therefore, it is essential for employees to be able to communicate effectively with colleagues, clients, and other stakeholders from different cultural backgrounds. Speaking foreign languages and having a sense of how different cultures function may help to bridge cultural gaps. Especially in organizations with an international orientation it is important that employees fit the environment as a better fit professionally leads to higher psychological well-being of employees (Lin, Yu & Yi, 2014).

In the present study, the relationship between multicultural personality dimensions, measured through the Multicultural Personality Questionnaire (MPQ) (Van der Zee & Van Oudenhoven, 2001), Foreign language mastery, and Person-organization fit (P-O-fit) are studied in Dutch-based international organizations. It has been decided to use the MPQ as a measurement tool as multiple studies have affirmed the validity and reliability in measuring

the competencies linked to multicultural effectiveness and adaptation (Leone et al., 2005; Leung, Ang, & Tan, 2014; Lo & Nguyen, 2023; Matsumoto & Hwang, 2013; Peltokorpi & Froese, 2014). Furthermore, differences between national oriented and international oriented employee groups are examined to determine whether the MPQ dimensions, Foreign language mastery and Person-organization fit allow for discrimination between the two groups. Person-organization fit refers to the compatibility between an individual and their organization in terms of values, goals, and expectations (Chatman, 1989). A good fit between an employee and the organization is believed to positively contribute to the organization's results (Kristof-Brown, 1996). It could be expected that international oriented employees who are familiar with their own and other cultures and languages would, to some extent, display higher multicultural competence than those who are only focused on tasks with a national orientation and do not engage with another culture and language than their own. Moreover, as internationally oriented employees are expected to have higher multicultural competence, it might be assumed that they better fit international oriented organizations than nationally oriented employees since flexibility is an important factor for Person-organization fit (Kristof-Brown, 1996).

### **Relevance of the study**

The main purpose of the present study is to investigate whether the MPQ dimensions and Foreign language mastery can predict employee group membership and whether the MPQ dimensions can predict Person-organization fit. A distinction was made between employees whose tasks were predominantly national oriented vs international oriented. To a certain extent, the current study replicates and builds upon the study by Korzilius et al. (2011). However, the present study includes two new elements as it does not only investigate the relation between the MPQ dimensions and Foreign language mastery but also how the MPQ dimensions potentially predict the Person-organization fit of national- and international oriented employees. In addition, the target group of the present study are professionals working in a Dutch-based international organization of any sector to investigate whether similar results can be yielded. Previous studies in this field have often focused on students (e.g., Dewaele & Van Oudenhoven, 2009; Van der Zee & Van Oudenhoven, 2000), employees of specific organizations or sectors (e.g., Caliskan and Isik, 2016), or expatriates (e.g., Lee & Wu, 2011; Leong, 2007; Lo & Nguyen, 2023).

Furthermore, as Lee and Wu (2011) have successfully proved that high scores on multicultural personality traits as measured by the Big Five (McCrae & Costa, 1987) lead to higher Person-organization fit with international organizations, the present study aims to do so

by using the MPQ as a measurement tool to fill this gap in the existing literature to the best of the researcher's knowledge.

## **Theoretical framework**

### **Multicultural competence**

Developing multicultural competence is essential in today's increasingly diverse and interconnected world. It enables individuals to work and communicate effectively with people from different backgrounds and, potentially even more important, to build relationships across cultural boundaries. However, what makes a person multiculturally competent? Leung et al. (2014) critically reviewed theoretical and empirical developments in the intercultural competencies literature and suggested that there is common consent that intercultural traits are characteristics that an individual possesses and that those predict one's behavior in intercultural situations. Several studies have found that certain personality traits are paramount to adjusting to an intercultural environment and be multiculturally effective, such as Open-mindedness (e.g., Van der Zee & Van Oudenhoven, 2000; Leong, 2007; Korzilius et al., 2011; Caligiuri & Tarique, 2012; Halim, Abu Bakar & Mohamad, 2018; Caliskan & Isik, 2016; Schelthout et al. 2022; Wang et al., 2022; Lo & Nguyen, 2023), Flexibility (e.g., Van der Zee & Van Oudenhoven, 2000; Leong, 2007; Halim, Abu Bakar & Mohamad, 2018; Lo & Nguyen, 2023), and Emotional stability (e.g., Leong, 2007; Peltokorpi & Froese, 2014; Schelthout et al., 2022; Halim, Abu Bakar & Mohamad, 2018).

According to Van der Zee & Van Oudenhoven (2000), the Big Five personality traits framework (McCrae & Costa, 1987) posits a small number of universal personality dimensions and is rather general. Therefore, Van der Zee & Van Oudenhoven (2000) analyzed broader traits that are linked to multicultural effectiveness in a more specific manner. Consequently, the scholars successfully developed a five-dimensional instrument to measure multicultural effectiveness: the Multicultural Personality Questionnaire (MPQ). The MPQ is based on statements rather than adjectives (Big Five), consisting of five dimensions: Cultural Empathy, Open-mindedness, Emotional Stability, Flexibility, and Social Initiative.

Van der Zee and Van Oudenhoven (2000) refer to Cultural Empathy as "the ability to empathize with the feelings, thoughts, and behaviors of members from different cultural groups" and to Open-mindedness as "an open and unprejudiced attitude towards outgroup members and different cultural norms and values" (p. 294). Successfully functioning and appearing present in a multicultural environment requires an action-oriented approach and, to

some extent, extraversion, referred to as Social Initiative in the framework developed by the authors. Furthermore, to be multiculturally effective, an individual should be able to deal with (psychological) stress in a rational manner (Hammer et al., 1978; Church, 1982; Abe & Wiseman, 1983). In the framework, it is referred to as Emotional Stability and defined as follows: “the tendency to remain calm in stressful situations versus a tendency to show strong emotional reactions under stressful circumstances” (p. 294). The final dimension of the framework is Flexibility which includes learning from mistakes rather than being deterred and adjusting behavior whenever required (Van der Zee & Van Oudenhoven, 2000). Other crucial behavioral traits to be multicultural effective that relate to flexibility in the framework are being attracted to the unknown and perceiving it as a challenge, encompassing the wish to experience new cultures and to try unknown things (McCall, 1994; Van der Zee & Van Oudenhoven, 2000; Halim, Abu Bakar, & Mohamad, 2014). However, cultural differences were not considered when defining the concepts of the MPQ dimensions.

In their study, Van der Zee and Van Oudenhoven (2000) claim that cultural empathy and open-mindedness are key factors when actively learning about and engaging in a new culture. Their study, conducted amongst 84 mainly Dutch students, indeed found that Open-mindedness and Cultural Empathy were important predictors of engaging in multicultural activities (such as working experience abroad, travel experiences, and interaction with individuals from a different cultural background) next to the dimension Social Initiative. Nevertheless, these relationships were found to be weak. Moreover, the researchers did not check for a social desirability bias which may have disturbed the results of their study. The social desirability bias is a psychological phenomenon and refers to the tendency of research subjects to give responses they perceive as most desirable and accepted by others rather than providing answers that genuinely reflect their true thoughts or feelings causing response distortion (Nederhof, 1985).

Van der Zee and Van Oudenhoven (2000) assume that Cultural empathy is a key factor for successfully engaging in a new culture. However, this assumption is not in line with other studies that used the MPQ as an instrument for multicultural effectiveness (Carballal-Broome & Pinillos, 2022; Korzilius et al., 2011; Leong, 2007; Van der Zee & Van Oudenhoven, 2001). These disagreements in findings could potentially be caused by the different samples in the studies (students/employees/expatriates), different forms of the MPQ that were used, or cultural differences.

Korzilius et al. (2011) also used the MPQ in their study and considered the effect of social desirability, as Van der Zee and Van Oudenhoven (2000) suggested. They aimed to

investigate whether there exists a relationship between the MPQ dimensions and Foreign Language Mastery (number and self-assessed proficiency of foreign languages) and whether stakeholder groups of a Dutch-based multinational company in the agricultural sector display differences. They differentiated between internal employees (employees with national vs international oriented tasks) and external Business contacts. The findings indicate that the dimensions Open-mindedness, Emotional Stability, and the number of spoken foreign languages were important predictors of group membership in the multinational company in the agricultural sector, and self-assessed proficiency was related to the dimension Cultural Empathy. They suggested that international business contacts and employees were more open-minded than non-international employees.

On the other hand, business contacts showed lower emotional stability than the internal employees. Social Initiative and Flexibility were not found to be successful predictors of group membership nor related to foreign language mastery. However, it should be taken into account that these findings were based on self-assessments and could therefore be biased (Edele et al., 2015). Besides the study by Korzilius et al. (2011), Leong (2007) and Caliskan and Isik (2016) also found Open-mindedness and Emotional Stability to be significant predictors of group membership. A recent study by Wang et al. (2022) successfully showed that the open-mindedness trait is crucial for increasing cultural immersion and thus promoting intercultural communication skills.

Moreover, Lo and Nguyen (2023) conducted a study amongst Taiwanese international expatriates. They used the short form (40 items) of the MPQ and found all dimensions to be important predictors for cross-cultural adjustment, except for Emotional Stability. In their study, Lo and Nguyen (2023) tried to avoid possible self-reported bias and eliminate the effect of social desirability.

The present study contributes to previous studies by investigating to what extent the MPQ can predict group membership of national vs international oriented employees (professional world) within Dutch-based international organizations and tries to find potential explanations of the effectiveness of the MPQ dimensions.

### **Foreign language mastery**

Several studies have successfully proved a relationship between personality traits and foreign language skills/multilingualism (Dewaele & Botes, 2019; Dewaele & Van Oudenhoven, 2009; Dewaele & Wei, 2012; Korzilius et al., 2011). Dewaele and Van Oudenhoven (2009), for example, measured the effect of multilingualism/multiculturalism on personality (measured by

the MPQ) and found that multilingual and multicultural teenagers score higher on Open-mindedness and Cultural Empathy but lower on Emotional Stability than monolingual and bilingual (i.e., classroom learners of a second language) teenagers. Furthermore, Dewaele and Stavans (2014) also investigated the link between immigration, multilingualism, acculturation, and personality profiles (as measured by the MPQ). Still, they did not find a relation between the personality profiles and the number of languages spoken by the participants. The different samples of the studies might explain these differences in results. Whereas Dewaele and Van Oudenhoven (2009) studied young London teenagers where the official language (English) is a widely spoken global language, the study by Dewaele and Stavans (2014) was focused on Israeli residents where the national language (Hebrew) is not as common, and participants were much more multilingual. Nevertheless, Dewaele and Stavans (2014) found evidence that the frequency of using a language and proficiency of a language were linked to higher levels of Social Initiative and Open-mindedness and that proficiency was also linked to higher levels of Cultural Empathy. These findings align with the results of Dewaele and Wei (2012) who found multilingualism to positively affect cognitive abilities known as the executive function, such as metalinguistic awareness, cognitive development, shifting, and flexibility. More specifically, they investigated the link between multilingualism and the personality trait of cognitive empathy. They found a small but significant correlation between proficiency, frequency of using multiple languages and level of empathy. The authors therefore suggested that multilinguals who are highly dominant in a language and use those languages frequently tend to be more skillful in conversations as they can see the world from their interlocutor's point of view. They frequently realign to a different language and way of thinking (Ozanska-Ponikwia, 2012; Wilson, 2013; Dewaele, 2015) and could therefore, potentially, conclude that these individuals are multicompetent (Cook, 2002).

Korzilius et al. (2011) also investigated the link between foreign language knowledge and personality profile (as measured by the MPQ) amongst national and international professionals working in a Dutch multinational. Foreign language mastery was assessed based on two criteria: the number of foreign languages spoken and self-assessed proficiency in those languages. It was found that the number of foreign languages spoken was linked to the dimensions Open-mindedness and Emotional Stability, which is partially in line with the results of the research by Dewaele and Van Oudenhoven (2009). Self-assessed foreign language proficiency appeared to have a small but significant effect on Cultural Empathy which is in line with the findings of Dewaele and Stavans (2014). However, Dewaele and Stavans (2014) found a relationship between language proficiency and Social Initiative, while Korzilius et al.

(2011) did not find a relationship between the two variables of self-assessed foreign language mastery and the dimensions Social Initiative and Flexibility.

Moreover, Dewaele and Botes (2019) took a broader scope. They studied 651 multilinguals worldwide and found positive effects of multilingualism on Social Initiative, Flexibility, and Open-mindedness, as measured by the MPQ. With the aim to expand on the previous study by Korzilius et al. (2011), the present study examines the relation between the MPQ dimensions and Foreign language mastery in a business context, differentiating between employees of Dutch-based international organizations whose tasks are predominantly national or international oriented. Therefore, the following research questions are formulated:

- RQ1:** To what extent does a relationship exist between the MPQ dimensions and Foreign language mastery?
- RQ2:** To what extent do the two employee groups (national vs international oriented) display differences in scores on the MPQ dimensions and Foreign language mastery?
- RQ3:** To what extent can the MPQ dimensions and Foreign language mastery predict employee group membership (national vs international oriented)?

### **Person-organization fit**

Employers often look for personnel compatible with their organizations whereas employees look for organizations that match their personal beliefs and values. Understanding and predicting human behavior in organizational contexts can be approached in two forms: the individual difference approach and the situational approach (Chatman, 1989). The individual difference approach proposes that an individual's behavior can best be predicted by measuring personality traits, values, motives, and abilities. Chatman (1989) defines person-organization fit as "the congruence between the norms and values of organizations and the values of persons" (p.339). Thus, a high agreement between the values of organizations and personal values leads to higher levels of person-organization fit (Cable & Judge, 1996).

The personality-job fit theory (Holland, 1997) argues that the personality traits of an individual reveal insight into their adaptability within an organization. Person-organization fit is important because congruence between personality and job decreases the number of turnovers, increases job satisfaction, and employees are more likely to remain loyal to the organizations (Kristof-Brown & Jansen, 2022; Robbins, 2005; Liu, Liu, and Hu, 2010; Chen, Sparrow, and Cooper, 2016). Moreover, according to business theorist Robbins (2005), it is necessary to have employees whose personality successfully matches the organization's

culture, and they should be able to commit to change or possess the ability to adapt to a dynamic environment. When hiring new employees, HR managers should consider to not select those who are likely only to have the ability to perform a specific job but also those who are flexible and able to adapt.

Bowen et al. (1991) presented a pioneering argument for the desirability of PO-fit as an ideal outcome during hiring processes. The authors suggested that individual-organization fit is crucial when selecting employees for long-term engagement and organizational flexibility. A flexible workforce is created by choosing individuals whose personalities align with the organizational culture, enabling easy job transitions for employees (Kristof-Brown, 1996).

However, Treviño et al. (2020) have examined whether Person-organization fit relationships can be generalized across countries focusing on individualism/collectivism by studying 1.307 business professionals across six diverse countries (the Netherlands, Mexico, China, Spain, Russia, and the USA). They found significant results for Person-organization fit in individualistic societies but mixed results for Person-organization fit in collectivistic societies.

Lee and Wu (2011) surveyed 432 high-tech expatriate managers in Asian countries to investigate the relationship between organization's innovative climate, person-organization fit, and personality traits. They adopted the Big Five terminology and expected and found that people who score high on agreeability would also score high on person-organization fit. They also found positive associations for the four other traits of the Big Five: extroversion, conscientiousness, emotional stability, and openness to experience.

The study by Korzilius et al. (2011) suggested that international employees were found to be more open-minded and flexible compared to non-international employees and that the latter group was emotionally higher stable than external international employees. Additionally, considering the findings of Lee and Wu (2011) and Robbins (2005), it is reasonable to expect that in a multinational organization, the Person-organization fit would be higher for internationally oriented employees than for the nationally oriented employees. However, still, few studies have considered the relationship between the MPQ dimensions and Person-organization fit and have distinguished between national and international oriented employees within international organizations. To address this gap in the existing literature, the following research questions are formulated:

**RQ4a:** To what extent do the two employee groups (internal vs international oriented) display differences in scores on Person-organization fit?

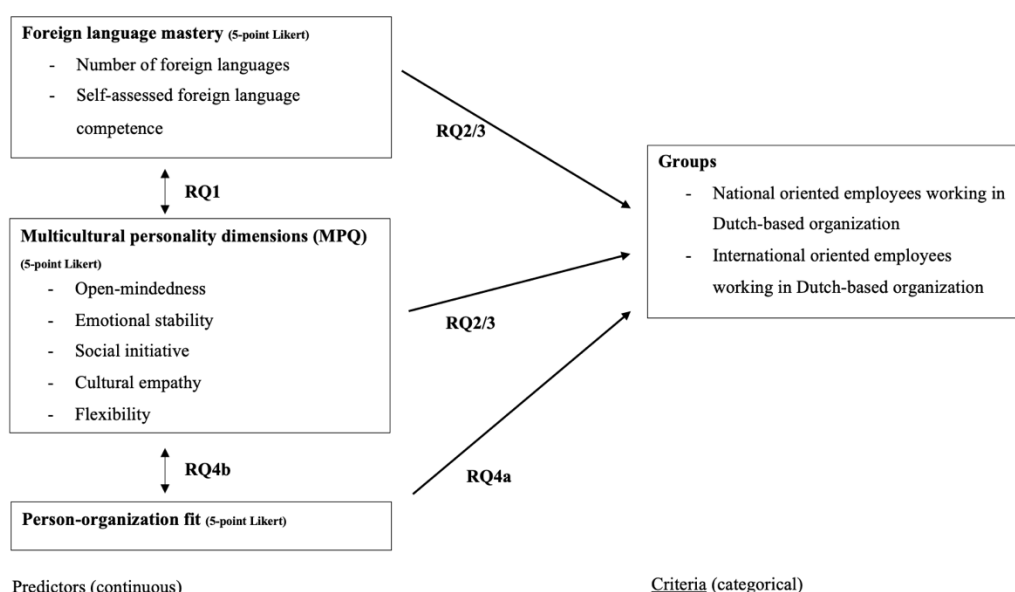
**RQ4b:** To what extent can the MPQ dimensions predict Person-organization fit?

This study will contribute to the existing literature in the sense that there will not only be looked at multicultural effectiveness and foreign language mastery but also at how these relate to an employee successfully fitting into an organization. Whereas previous studies have successfully found relationships between the Big Five and person-organization fit, the present study intends to do so for the MPQ dimensions and person-organization fit.

The practical relevance of this study lies on the one hand, in gaining more knowledge about the personality profiles of employees in the professional world. This might benefit the selection and recruitment of potential employees for multinational organizations as this study intends to provide insight into which group of employees scores higher on multicultural competence and person-organization fit. On the other hand, the present study intends to provide insight into the differences that the two groups display on the dimensions. Finally, the results may give an indication of whether those employees who are more multiculturally competent and master more foreign languages are a better fit with the organization.

## Methodology

The goal of the present study is to investigate the relationship between the MPQ multicultural personality dimensions, Foreign language mastery, and Person-organization fit (PO-fit). Moreover, the extent to which these can predict employee group membership (national vs international oriented) will be investigated. Figure 1 below presents an overview of the variables used in this study.



**Figure 1:** Conceptual model and research questions

## Instruments

The instruments used for the present study were the Multicultural Personality Questionnaire (MPQ), items to measure self-assessed Foreign language mastery and items to measure Person-organization fit. Multicultural competence was measured using the short-form MPQ (Van der Zee & Van Oudenhoven, 2000) on five dimensions (Cultural empathy, Open-mindedness, Emotional stability, Social initiative, and Flexibility) consisting of 40 items. All items were rated on 5-point Likert scales ranging from ‘*strongly disagree*’ (1) to ‘*strongly agree*’ (5) and included both positively (+) and negatively (-) formulated items. High scores on the dimensions refer to high multicultural competence. In total, 17 items were negatively formulated (-) and were reverse-coded before conducting the analyses. The five dimensions have been defined and measured as follows:

A high score on the dimension *Open-mindedness* refers to “an open and unprejudiced attitude toward different groups and different cultural norms and values” (Van der Zee & Van Oudenhoven, 2001, p.286) and consisted of 8 items, for example: ‘I seek people from different backgrounds’ (+) and ‘I start a new life easily’ (-). The reliability of ‘Open-mindedness’ comprising eight items was considered moderate  $\alpha = .69$ . According to Briggs and Cheek (1986), a Cronbach’s alpha coefficient lower than .70 can be deemed acceptable if the inter-item correlations are within the range of .2 and .4. Therefore, inter-item correlations were examined, and the majority was within the desired range. Based on this observation, it was decided to proceed with the analysis. Consequently, the mean of all eight items was used to calculate the compound variable ‘Open-mindedness’, which was used in further analyses.

The 8-item *Emotional stability* was operationalized as “the tendency to remain calm in stressful situations versus a tendency to show strong emotional reactions under stressful circumstances (Van der Zee & Van Oudenhoven, 2001, p.286). Sample items from this scale are: ‘I keep calm when things do not go well’ (+) and ‘I get upset easily’ (-). The reliability of ‘Emotional stability’ comprising eight items was considered good  $\alpha = .82$ . Consequently, the mean of all eight items was used to calculate the compound variable ‘Emotional stability’, which was used in further analyses.

*Social initiative* refers to the willingness to handle social situations by taking initiatives in a proactive manner (Van der Zee & Van Oudenhoven, 2001). This scale consisted of 8 items: ‘I am often the driving force behind things’ (+) and ‘I find it difficult to make contacts’ (-). The reliability of ‘Social initiative’ comprising eight items was considered good  $\alpha = .83$ . Consequently, the mean of all eight items was used to calculate the compound variable ‘Social initiative’, which was used in further analyses.

*Cultural empathy* was measured using 8 items and is defined by Van der Zee and Van Oudenhoven (2001) as “the ability to empathize with the feelings, thoughts, and behaviors of individuals from a different cultural background versus an inability to do so” (p.286). Items such as ‘I notice when someone is in trouble’ (+) and ‘I set others at ease’ (+) were presented. The reliability of ‘Cultural empathy’ comprising eight items was considered adequate  $\alpha = .79$ . Consequently, the mean of all eight items was used to calculate the compound variable ‘Cultural empathy’, which was used in further analyses.

The 8-item *Flexibility* was operationalized as “the tendency to regard new and unknown situations as a challenge and to adjust one’s behaviour to the demands of new and unknown situations’ (Van der Zee & Van Oudenhoven, 2001, p.287). For this dimension, items such as ‘I look for regularity in life’ (-) and ‘I like routine’ (-) were presented. In the Dutch survey, a modification was made to one item of Flexibility by changing the wording in order to enhance the item’s clarity. The original phrase “Ik werk volgens een vast stramien” was changed to “Ik werk volgens een vast schema” with the intention of making it more comprehensible. The reliability of ‘Flexibility’ comprising eight items was considered moderate  $\alpha = .69$ . Following the assumption of Briggs and Cheek (1986) as aforementioned, inter-item correlations were examined, and again the majority was within the desired range. Based on this observation, it was decided to proceed with the analysis. Consequently, the mean of all eight items was used to calculate the compound variable ‘Flexibility’, which was used in further analyses.

Furthermore, Foreign Language Mastery was operationalized with two questions (based on Korzilius et al., 2011): “How many foreign languages do you speak besides your mother tongue?” and “Please tick the circle that can best indicate what your level of competence is in [specified foreign language]”. Respondents were asked how many languages they speak besides their native tongue(s), and they were asked to specify these languages. Subsequently, they were asked to self-assess their speaking, listening, reading, and writing skills on a 5-point Likert scale ranging from ‘poor’ to ‘excellent’ based on the *General proficiency scales* by Flaitz (1988) for every specified foreign language. The average score of all self-assessed proficiency of all languages was taken to compute the compound variable ‘Foreign language proficiency’. Moreover, ‘Number of foreign languages’ was computed based on the grand mean. Thus, Foreign language mastery consisted of two variables: ‘Foreign language proficiency’ and ‘Number of foreign languages’.

Person-organization fit was measured using a 4-item scale based on Saks and Ashforth (2002, p. 649) consisting of the following items: ‘To what extent are the values of the organization similar to your own values?’, ‘To what extent does your personality match the

*personality or image of the organization?*’, *‘To what extent does the organization fulfill your needs?’* and *‘To what extent is the organization a good match for you?’*. Answers were given on a 5-point Likert scale with anchors from 1 = *‘to a very little extent to’* 7 = *‘to a very large extent’*. The reliability of ‘Person-organization fit’ comprising four items was considered good  $\alpha = .88$ . Consequently, the mean of all four items was used to calculate the compound variable ‘Person-organization fit’, which was used in the further analyses.

Finally, the respondents were asked demographic questions related to job orientation, sector, gender, age, educational level, and nationality. The question related to job orientation (*“Are your current job tasks predominantly nationally or internationally oriented?”*) was a crucial question to discriminate between the two employee groups. Respondents could choose between the options *nationally oriented*, *internationally oriented* or *both nationally and internationally oriented*. For those respondents who answered with the latter option, a follow-up question was displayed to indicate the percentage of the orientation of the job tasks.

## **Respondents**

A total of 78 respondents above the age of 18 took part in the research. A snowball method was used to select the respondents for the survey. The target population for this study was professionals whose work tasks were nationally or internationally oriented operating in different sectors in Dutch-based international organizations. This was the discriminating factor for creating the two employee groups. From all respondents, a distinction was made between professionals whose daily tasks were mainly nationally or internationally oriented. Out of 78 potential respondents who started the survey, 76 individuals completed the entire survey. This yielded a response rate of 95%. However, from these respondents, 18 were left out because they did not meet the selection criteria of either being 100% nationally oriented in their job tasks or at least 60% internationally oriented. Respondents who indicated their work tasks to be more than 60% internationally oriented were clustered in the internationally oriented employee group to increase the group size and to be able to maintain the objective of comparing the two groups. As the number of nationally oriented employees was already sufficiently high, this group remained with only those who indicated having predominantly nationally oriented tasks.

From the 58 remaining respondents, 41 identified as female and 17 as male. A Chi-square test showed that gender was equally distributed over the two groups of nationally and internationally oriented employees ( $\chi^2(1) = 3.69, p = .055$ ). The age of the respondents ranged

from 20 to 66 years ( $M = 32.34$ ,  $SD = 10.89$ ). Age was equally distributed over the two national and international employee groups ( $\chi^2 (24) = 27.70$ ,  $p = .273$ ). Furthermore, respondents were asked about their highest completed educational level (*primary school – high school – bachelor's degree – master's degree – doctoral/professional degree – other*). Slightly more than half of the respondents (53.4%) indicated to have obtained a bachelor's degree ( $N = 31$ ), 12 respondents had obtained a master's degree (20.7%), nine completed high school (15.5%) and 10.3% indicated 'other' ( $N = 6$ ). A Chi-square test showed an equal distribution of educational level over the two groups of employees ( $\chi^2 (3) = 4.29$ ,  $p = .232$ ). Moreover, a higher percentage of the respondents was Dutch (75.9%); other nationalities included Brazilian (5.2%), Moroccan (3.4%), American (1.7%), German (1.7%), Mexican (1.7%), and other (10.3%). A Chi-square test showed that nationality was not equally distributed over the two groups of nationally and internationally oriented employees ( $\chi^2 (6) = 13.46$ ,  $p = .036$ ). In the nationally oriented employee group, there were more Dutch respondents (88.6%) than Mexican (2.9%) and 'other' (8.6%) respondents. Similarly, in the internationally oriented employee group, there were more Dutch respondents (56.5%) than American (4.3%), Brazilian (13%), German (4.3%), Moroccan (8.7%), and 'other' (13%).

Finally, a Chi-square test showed that sector was not equally distributed over the two employee groups ( $\chi^2 (20) = 28.49$ ,  $p = .098$ ). Considering that the study did not impose any sector-specific requirements for participation and the respondents represented a diverse array of sectors, it was expected that this outcome would occur.

## **Procedure**

A survey was distributed in the form of an online questionnaire created in the online survey tool Qualtrics. Respondents were approached by the researcher and the snowball sampling technique was used to collect sufficient respondents. Potential respondents were those working in a (partly) international organization based in the Netherlands. The questionnaire was made available in Dutch and English with the aim of reaching as many respondents as possible. The instruments were already available in both languages and Cronbach's Alpha was first examined for both surveys separately before combining the data. After finishing the entire questionnaire, the responses were saved automatically. Thus, no actions were needed from the respondents to send the questionnaire back. Furthermore, the procedure and type of questions were the same for all respondents except for the language of the survey (English/Dutch). To conduct all the analyses, the data of both surveys was merged.

Clicking the survey link led the respondents immediately to the introductory page of the online questionnaire. Respondents were informed about the procedure and the approximate duration of finishing the entire questionnaire. It has been clearly stated to the respondent that the collected data would be handled anonymously and cannot be traced back to an individual in any circumstances. Furthermore, they were informed that participation is entirely voluntary and that they may withdraw at any time without further explanation. In order to start the questionnaire, respondents were explicitly asked for consent to collect their data. They could not proceed to the questions if no consent had been given. Respondents got a sense of the structure of the questionnaire (MPQ, self-assessment of foreign language, statements relating to organization, demographic questions). They were deliberately not informed about the specific dimensions of the MPQ and measurement of person-organization fit to minimize the risk of socially desirable answers. There was no option for the respondents to be debriefed about the results of the study to secure their anonymity and were not compensated by means of (financial) rewards in any form. It took respondents approximately eight minutes on average to complete the entire questionnaire. Finally, contact information was provided in case of inquiries. The data was collected in May 2023.

### **Statistical treatment**

To analyze the collected data and be able to give an answer to the proposed research questions, several tests were conducted by means of the statistical analysis software platform SPSS (Version 28.0). To be able to answer the first research question (relationship between MPQ's multicultural personality dimensions and foreign language mastery) correlations were calculated. To look for the differences in scores between the two employee groups on the MPQ dimensions, FLM, and PO-fit (RQ2/RQ4a), independent samples t-tests were conducted. To give an answer to the third research question (MPQ and FLM as predictors of employee group membership), a binomial logistic regression analysis was conducted. Subsequently, to answer the fourth research question regarding the relationship between the MPQ and PO-fit, correlations were calculated, and a linear logistic regression was conducted.

Effect sizes were evaluated according to Cohen (1977) who classified effect sizes as small ( $d = .2$ ), medium ( $d = .5$ ), and large ( $d = .8$ ) and the strength of effect sizes was interpreted according to Cohen (1988) who classified correlations as small ( $r = .10$  to  $.29$ ), medium ( $r = .30$  to  $.49$ ), and large ( $r = .50$  to  $1.0$ ).

## Results

### *The relationship between the five Multicultural Personality Questionnaire dimensions and Foreign Language Mastery.*

To examine whether there exists a relationship between the MPQ dimensions and Foreign language mastery, correlations have been calculated. No significant correlations were found between the five MPQ dimensions and the number of foreign languages spoken (Open-mindedness ( $r(58) = .09, p = .499$ ); Emotional stability ( $r(58) = -.06, p = .679$ ); Social initiative ( $r(58) = -.11, p = .406$ ); Cultural empathy ( $r(58) = .02, p = .903$ ); Flexibility ( $r(58) = .02, p = .893$ )). Furthermore, no significant correlations were found between the five dimensions of the MPQ and self-assessed FL proficiency (Open-mindedness ( $r(54) = .22, p = .115$ ); Emotional stability ( $r(54) = -.23, p = .096$ ); Social initiative ( $r(54) = .03, p = .840$ ); Cultural empathy ( $r(54) = .20, p = .155$ ); Flexibility ( $r(54) = .10, p = .474$ )).

Correlations showed that some of the MPQ dimensions were interrelated. There was a large significant positive correlation between Open-mindedness and Social Initiative ( $r(58) = .52, p < .001$ ) and a medium positive correlation between Open-mindedness and Cultural empathy ( $r(58) = .47, p < .001$ ). This means that Social initiative and Cultural empathy increased when Open-mindedness increased. Emotional stability positively correlated with Social initiative ( $r(58) = .48, p < .001$ ). This correlation was considered of medium strength. Social Initiative increased when Emotional Stability increased. Finally, Social initiative appeared to be strongly positively correlated with Cultural empathy ( $r(58) = .50, p < .001$ ). Cultural empathy increased when Social initiative increased. No significant correlations were found for Emotional stability and Open-mindedness and for Emotional stability and Cultural empathy (table 1). For Flexibility, no significant correlations were found with any of the other four dimensions.

Table 1. Correlations (r) between the five MPQ dimensions and variables for Foreign Language Mastery (N=54<sup>a</sup> / N = 58)

	Open-mindedness	Emotional stability	Social initiative	Cultural empathy	Flexibility	Number of FL	Self-assessed FL proficiency
Open-mindedness		.24	.52**	.47**	.00	.09	.22

Emotional stability	.24		.48**	.16	-.05	-.06	-.23
Social initiative	.52**	.48**		.50**	-.11	-.11	.03
Cultural empathy	.47**	.16	.50**		-.17	.02	.20
Flexibility	.00	-.05	-.11	-.17		.02	.10
Number of FL	.09	-.06	-.11	.02	.02		.03
Self-assessed FL proficiency	.22	-.23	.03	.20	.10	.03	

\*\*  $p < .01$

<sup>a</sup> = four respondents indicated to speak zero foreign languages, therefore self-assessed FL proficiency (N = 54)

***Differences between the national oriented and international oriented employee groups on the Multicultural Personality Questionnaire dimensions, Foreign language mastery and Person-organization fit***

An independent samples t-test revealed a significant difference between internationally and nationally oriented employees with regard to the MPQ dimensions Emotional stability ( $t(38.12) = 3.10, p = .004$ ) and Flexibility ( $t(46.69) = 2.47, p = .017$ ). Employees whose tasks were predominantly nationally oriented ( $M = 3.64, SD = 0.63$ ) were shown to have a higher level of Emotional stability than employees whose daily tasks were predominantly internationally oriented ( $M = 3.02, SD = .83$ ). The effect size, as measured by Cohen's  $d$ , was  $d = .88$ , indicating a large effect. Furthermore, internationally oriented employees ( $M = 2.80, SD = 0.54$ ) were shown to have a higher level of Flexibility than nationally oriented employees ( $M = 2.45, SD = 0.53$ ). The effect size, as measured by Cohen's  $d$ , was  $d = .67$ , indicating a medium effect. However, the independent samples t-test did not show a significant difference between the two employee groups with regard to the MPQ dimensions Open-mindedness ( $t(47.55) = 0.58, p = .561$ ), Social initiative ( $t(35.19) = 1.32, p = .195$ ), and Cultural empathy ( $t(48.51) = 0.50, p = .622$ ). All means and standard deviations are presented in table 2 below.

An independent samples t-test showed no significant difference between internationally and nationally oriented employees with regard to the variables of Foreign language mastery.

No significant difference was found for employee group membership and the number of foreign languages spoken ( $t(54.37) = 1.51, p = .136$ ). Likewise, no significant difference was found for employee group membership and self-assessed foreign language proficiency ( $t(44.75) = 1.56, p = .125$ ) (see table 2).

Finally, an independent samples t-test showed no significant difference between internationally and nationally oriented employees with regard to Person-organization fit ( $t(47.08) = 1.18, p = .245$ ).

Table 2. Means and standard deviations (between brackets) for the MPQ scales (1= strongly disagree, 5 = strongly agree), FLM scales (1 = poor, 5 = excellent), and PO-fit (1 = to a very little extent, 5 = to a very large extent) in function of the two employee groups

	Employee group	
	Nationally oriented n = 35 <i>M (SD)</i>	Internationally oriented n = 23 <i>M (SD)</i>
Open-mindedness	3.73 (0.56)	3.82 (0.55)
Emotional stability	3.64 (0.63)	3.02 (0.83)
Social initiative	3.63 (0.60)	3.35 (0.89)
Cultural empathy	4.16 (0.55)	4.09 (0.53)
Flexibility	2.45 (0.53)	2.80 (0.54)
Number of FL	1.83 (1.10)	2.22 (0.85)
Self-assessed FL proficiency	3.68 (0.66)	3.98 (0.73)
Person-organization fit	3.83 (0.87)	3.55 (0.87)

***Multicultural Personality Questionnaire dimensions and Foreign language mastery as predictors of group membership***

To assess the predictive behavior of the five MPQ dimensions and Foreign language mastery on group membership, a binomial logistic regression analysis was conducted. The model contained seven independent variables (open-mindedness, emotional stability, social initiative, cultural empathy, flexibility, number of FL, and self-assessed FL proficiency). The full model

containing all predictors was statistically significant ( $\chi^2 (7) = 18.77, p = .009$ ), indicating that the model was able to distinguish between respondents who reported that their job tasks were predominantly nationally oriented and internationally oriented. The model as a whole explained between 29.4% (Cox and Snell R square) and 39.4% (Nagelkerke R square) of the variance in employee group membership, and correctly classified 68,5% of cases. As shown in table 3, only two of the independent variables made a unique statistically significant contribution to the model: Emotional stability ( $b = -1.51, \text{Wald } \chi^2 (1) = 5.78, p = .016$ ) and Flexibility ( $b = 1.51, \text{Wald } \chi^2 (1) = 4.01, p = .045$ ). The strongest predictor of group membership was Flexibility, recording an odds ratio of 4.51. This indicates that for each unit increase in Flexibility, the odds of belonging to the internationally oriented tasks group would be expected to increase by a factor of 4.51, given that all other variables are held constant. This means that the higher the respondents indicated to be flexible, the more likely they had predominantly internationally oriented tasks. Furthermore, the odds ratio of .22 for emotional stability was less than one, indicating that for every additional unit of emotional stability, the odds of respondents belonging to the international oriented group would be expected to decrease by a factor of .22, given that all other variables are held constant. The other predictors did not have a statistically significant effect (see table 3).

Table 3. Binomial logistic regression predicting likelihood of employee group membership (internationally oriented vs. nationally oriented)

	<i>B</i>	<i>SE b</i>	<i>p</i>	Odds ratio
Open-mindedness	1.11	0.83	.182	3.02
Emotional stability	- 1.51	0.63	.016	0.22*
Social initiative	- 0.24	0.61	.701	0.79
Cultural empathy	- 0.37	0.85	.663	0.69
Flexibility	1.51	0.75	.045	4.51*
Number of FL	0.16	0.39	.686	1.17
Self-assessed FL proficiency	0.19	0.52	.709	1.21

Model

Likelihood ratio test  $\chi^2 (7, n = 54) = 18.77,$   
 $p = .009$

R<sup>2</sup> Cox and Snell .29

R<sup>2</sup> Nagelkerke .39

Correct classifications

*n* group, *n* correct, % correct

Internationally oriented employees 10, 13, 56.5

Nationally oriented employees 24, 7, 77.4

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\*  $p < .05$

***Multicultural Personality Questionnaire dimensions and Person-organization fit***

In order to examine whether there exists a relationship between the MPQ dimensions and Person-organization fit and whether the MPQ dimensions can predict Person-organization fit, a linear logistic regression analysis has been run. The two employee groups were split for this analysis to determine the differences.

A linear logistic regression showed that for the Person-organization fit of the national oriented employee group the model consisting of five MPQ dimensions explained 57% of the variance in Person-organization fit and was significant ( $F(5, 29) = 7.80, p < .001$ ). Open-mindedness was shown to be a significant predictor of Person-organization fit ( $b = -.56, p = .016$ ). For the nationally oriented employees, Person-organization fit decreases with a factor of .56 on the scale used for each increase of 1 in Open-mindedness on the scale used, given that all other variables are kept constant. Furthermore, Emotional stability was also shown to be a significant predictor of Person-organization fit ( $b = .51, p = .015$ ). Person-organization fit increases with a factor of .51 on the scale used for each increase of 1 in Emotional stability for the employees whose jobs were predominantly nationally focused, given that all other variables are kept constant. Lastly, Cultural empathy was shown to be a significant predictor of Person-organization fit ( $b = .99, p < .001$ ). This means that for the employees with nationally oriented tasks, Person-organization fit increases with a factor of .99 on the scale used for each increase of 1 in Cultural empathy on the scale used, given that all other variables are kept constant. However, Social initiative ( $b = .06, p = .817$ ) and Flexibility ( $b = .11, p = .598$ ) were not shown to be significant predictors of Person-organization fit (see table 4).

Table 4. Regression analysis for the five MPQ dimensions as predictors of Person-organization fit with regard to nationally oriented employees ( $N = 35$ )

	<i>B</i>	<i>SE b</i>	<i>p</i>	$\beta$
Intercept	- 0.57	1.23		

Open-mindedness	- 0.56	0.22	.016	- 0.36*
Emotional stability	0.51	0.20	.015	0.37*
Social initiative	0.06	0.24	.817	0.04
Cultural empathy	0.99	0.26	< .001	0.64**
Flexibility	0.11	0.21	.598	0.07
<i>R</i> <sup>2</sup>	.57			
<i>F</i>	7.80***			

\*  $p < .05$

\*\*  $p < .01$

\*\*\*  $p < .001$

A linear logistic regression showed that for the Person-organization fit of the international oriented employee group the model consisting of five MPQ dimensions explained 19% of the variance in Person-organization fit. However, the model was not significant ( $F(5, 17) = .29, p = .91$ ). Moreover, Open-mindedness ( $b = -.30, p = .636$ ), Emotional stability ( $b = .28, p = .353$ ), Social initiative ( $b = .06, p = .865$ ), Cultural empathy ( $b = .30, p = .527$ ), and Flexibility ( $b = -.20, p = .623$ ) were all not shown to be significant predictors of Person-organization fit for the internationally oriented employee group (see table 5).

Table 5. Regression analysis for the five MPQ dimensions as predictors of Person-organization fit with regard to internationally oriented employees ( $N = 23$ )

	<i>B</i>	<i>SE b</i>	<i>p</i>	$\beta$
Intercept	2.93	2.05		
Open-mindedness	- 0.30	0.61	.636	- 0.19
Emotional stability	0.28	0.30	.353	0.27
Social initiative	0.06	0.37	.865	0.07
Cultural empathy	0.30	0.47	.527	0.19
Flexibility	- 0.20	0.40	.623	- 0.13
<i>R</i> <sup>2</sup>	.19			
<i>F</i>	0.29			

## **Conclusion / discussion**

The aim of this study was twofold. On the one hand, the aim was to investigate the relationship between multicultural competence, foreign language mastery and person-organization fit. On the other hand, this research was meant to examine whether these variables could predict different employee groups and whether these groups display differences in scores. More specifically, these two employee groups include employees working in international oriented organizations with either predominantly national or international oriented tasks. Existing literature showed that these concepts were related and that differences between employee groups exist. However, the results were mixed. The present study provided more insight into this.

### ***The relationship between the MPQ dimensions and Foreign language mastery (RQ1)***

As opposed to the present study's expectations, no relation was found between all five MPQ dimensions (Open-mindedness, Emotional stability, Social initiative, Cultural empathy and Flexibility) and neither one of the two sub-variables of Foreign language mastery (number of FL and self-assessed FL proficiency). This finding implies that in this particular study with the investigated target group, the concepts of multicultural competence and Foreign language mastery were not related. However, this contradicts several previously conducted studies who found a relationship between personality traits as measured by the MPQ and foreign language skills (Dewaele & Botes, 2019; Dewaele & Stavans, 2014; Dewaele & Van Oudenhoven, 2009; Korzilius et al., 2011). While both constructs are important for intercultural effectiveness, they represent different skill sets and might, therefore, not necessarily be strongly related. The absence of the relation between the two concepts might be explained by individuals speaking several languages but not necessarily being actively engaged with other cultures. These results, combined with the mixed results of previous studies regarding the relationship between the MPQ dimensions and Foreign language mastery, indicates that the relationship between the two concepts can be considered complex.

### ***The differences between the national and the international oriented employee groups on the MPQ dimensions and Foreign language mastery (RQ2)***

One of the aims of this study was to look for differences between the two employee groups. In examining the groups, the results showed noticeable differences in terms of Emotional stability and Flexibility. Those respondents working in the Netherlands with a national orientation

demonstrated a higher level of self-assessed emotional stability compared to those engaged in internationally oriented tasks. Conversely, employees working on an international level displayed greater self-assessed flexibility in comparison to the national-oriented counterparts in this study. These findings are in line with Korzilius et al. (2011), who found international employees to be more open-minded but less emotionally stable than national employees. Although the discrepancies in scores pertaining to the Flexibility dimension in the present study were relatively small, the groups displayed a remarkable finding. The national oriented employee group tended to exhibit scores closer to the lower extreme of the scale, indicating a lower degree of self-assessed Flexibility.

On the contrary, the international oriented employee group demonstrated scores that leaned towards the higher extreme of the scale, suggesting a relatively higher level of self-assessed Flexibility. However, this finding should be regarded cautiously as the difference is small. This relatively small difference in Flexibility observed between the employee groups could potentially be explained by the fact that agility and flexibility is nowadays highly valued by not only organizations but also by employees their selves (Smith & Garriety, 2020). This means that it does not matter whether work tasks are predominantly international or national oriented, the respondents showed to possess a certain level of flexibility. In the present study, Flexibility has been operationalized as learning from mistakes rather than being deterred and by emphasizing the ability of behavioral adjustment in unknown situations (Van der Zee & Van Oudenhoven, 2001). These two skill sets pertaining to flexibility are paramount for those working with an international orientation and for those who are national oriented. Therefore, the employee groups might have displayed a small difference. However, the direction of the flexibility level does differ between the groups. The fact that international oriented employees tend to be more flexible than nationally oriented employees could potentially be explained by the fact that the diverse environment they engage in might present challenges and requires an open and flexible attitude to face these and adjust to the changing environment (Halim, Abu Bakar, Mohamad, 2018).

Furthermore, partially consistent with the findings of Korzilius et al. (2011), the national oriented employee group displayed higher self-assessed emotional stability than the international oriented employee group. In their study, the international business contacts (external stakeholders) appeared to be less emotionally stable than the national and international employees (internal stakeholders). For the present study, the difference between the two employee groups regarding self-assessed Emotional stability could potentially be explained by the composition of the international oriented employee group, which consisted of

Dutch and non-Dutch participants. It could be plausible that the non-Dutch participants in this group who deal with more than one culture and language encounter additional challenges in daily life beyond those directly related to their job, resulting in lower emotional stability. This potential explanation has been corroborated by Dewaele and Van Oudenhoven (2009), who found that multilingual/multicultural individuals are emotionally less stable than monolinguals and bilinguals.

The absence of differences between the groups on the dimensions Open-mindedness, Social initiative and Cultural empathy may be attributed to the level of exposure to multiculturalism in the Netherlands and society becoming more diverse which has been amplified by the effects of globalization. Particularly in the context of the Dutch international business environment, multiculturalism is more prominent due to its connections with international markets and the necessity for international job positions in such organizations. It is worth noting that the absence of differences in these dimensions, contrary to previous findings by Van der Zee & van Oudenhoven (2000), Leong (2007), and Korzilius et al. (2011) who found differences between groups regarding, e.g., Open-mindedness could be considered a positive outcome. These differing findings may suggest that as society has become more diverse in recent years, individuals have become more open-minded towards new people and cultures leading to the absence of differences between the two groups.

Lastly, no differences were found between the two groups regarding the number of spoken foreign languages and self-assessed foreign language proficiency. This implies that, in contrast to several previous studies that did find significant differences between the groups (Dewaele & Van Oudenhoven, 2009; Dewaele and Stavans, 2014; Korzilius et al, 2011; Dewaele and Botes, 2019), the international oriented employee group did not demonstrate to speak more foreign languages nor to have a higher proficiency of foreign languages than the nationally oriented employee group which is against the expectations of the present study. On the one hand, the absence of differences between the groups regarding the number of spoken foreign languages could be attributed to the multilingual environment of the Dutch educational system. Dutch society places a strong emphasis on language learning, with English being taught as a mandatory subject in schools from an early age and one or more foreign languages are taught in high schools (Inspectie van het Onderwijs, 2019). Therefore, it is likely that individuals working in Dutch-based international organizations, independently of work orientation, master at least English besides the mother tongue resulting in no distinction between the employee groups.

***The MPQ dimensions and Foreign language mastery as predictors of group membership (national vs international oriented) (RQ3)***

The results provided evidence that the MPQ dimensions and Foreign language mastery together could to some extent predict employee group membership and therefore it can be suggested that the model works. More specifically, building on the results mentioned before, the dimensions Flexibility and Emotional stability appeared to predict employee group membership successfully. On the one hand, the higher the respondents scored on self-assessed Flexibility, the more likely they belonged to the international oriented employee group. For the present study, this means that those individuals can adapt their behavior to the circumstances of new and unknown situations. On the other hand, the higher the respondents scored on self-assessed Emotional stability, the less likely it was that they belonged to the internationally oriented employee group but rather to the nationally oriented group. The other MPQ dimensions and the two variables measuring Foreign language mastery did not appear to be meaningful predictors of employee group membership. On the one hand, these findings are in line with those by Korzilius et al. (2011), Leong (2007), and Caliskan and Isik (2016) in the sense that Emotional stability was found to be a significant predictor. This finding may imply that international oriented employees tend to be less emotional stable, independent of which sector the respondent was operating in. On the other hand, whereas the three studies as mentioned above also found Open-mindedness to be a significant predictor, the current study did not but found Flexibility to be a significant predictor.

In addition, the present study's findings are only partially in line with those by Lo and Nguyen (2023) who found all MPQ dimensions to be important predictors except for Emotional stability. These differences in findings might be explained by the different target groups as they studied Taiwanese international expatriates. Whereas expatriates temporarily or permanently work in a different country and culture than their own, the respondents of the present study were mainly Dutch and working in a Dutch-based organization. Given that the expatriates work in a different country with a different culture for employment motives, it could be that they successfully adjusted to the new culture and therefore the MPQ dimensions successfully predicted cross-cultural adjustment.

Furthermore, in the study by Korzilius et al. (2011), the number of spoken foreign languages was identified as a significant predictor, whereas the present study did not yield the same result. A possible explanation for this difference in findings could be attributed to the timing of the study by Korzilius and colleagues (2011) and the age of the participants. More specifically, their study was conducted twelve years ago, and the mean age of the participants

was 46 years. The respondents of present study were younger ( $M = 32$ ), meaning that the timeframe between finishing education and entering the labor market was shorter than was the case for the sample of Korzilius et al. (2011). This increases the likelihood that the respondents of the present study were taught English as well as another foreign language in education which might explain the absence of difference between the groups in the present study regarding the two constructs of Foreign language mastery. Furthermore, it is nowadays increasingly common for individuals to speak multiple languages in the Netherlands (Michel et al., 2021). However, this trend may have been different years ago, assuming that foreign language knowledge was rather an exception.

#### ***The relationship between the MPQ dimensions and Person-organization fit (RQ4)***

A striking result was found concerning the relationship between the MPQ dimensions and Person-organization fit. In the case of the national oriented employee group, the MPQ dimensions together appeared to be predictive for the level of compatibility between the employee and the organization. Those employees whose tasks are predominantly nationally oriented showed a strong alignment with the organization if they scored low on Open-mindedness but high on Emotional stability and Cultural empathy. This suggests that those who do not hold an open and unprejudiced attitude appear to find themselves match well with the international organization that they work at. Moreover, the respondents who indicated to remain calm in stressful situations and empathize with individuals from different cultural backgrounds appeared to be a good match with the international organization.

These findings are to some extent in line with the findings by Lee and Wu (2011) as they found that those who score high on emotional stability would also score high on Person-organization fit. However, this comparison should be interpreted carefully as Lee and Wu (2011) adopted the Big Five terminology rather than the MPQ dimensions. On the one hand, it is remarkable that despite the different instruments used, partly similar results were obtained. On the other hand, as different samples and instruments were used, it should be taken into account that several other factors (e.g., characteristics of the target group, operationalization of the dimensions, etc.) might have played a role.

However, when it comes to employees with an international work orientation, the MPQ dimensions did not demonstrate a predictive ability for determining Person-organization fit. This absence of predictive behavior of the MPQ for Person-organization fit might be explained by the study by Treviño et al. (2020), who found that Person-organization fit holds strong in individualistic cultures rather than in collectivistic cultures. Given that the international

oriented employee group consisted of primarily non-Dutch participants, it could be suggested that the MPQ dimensions were not strong enough to predict Person-organization fit for the international oriented employee group of the present study. As opposed to the national oriented employee group, which consisted mostly of respondents with Dutch nationality, who are considered individualistic (Hofstede, 2011), the MPQ dimensions did successfully predict Person-organization fit.

Based on findings from previous studies (Korzilius et al., 2011; Lee & Wu, 2011; Robbins, 2005), it was expected that internationally oriented employees would better fit international organizations as they were expected to be more open-minded and flexible. However, the present study did not corroborate the expectation since the MPQ dimensions did not appear to predict Person-organization fit for international oriented employees.

### **Limitations and suggestions for future research**

It is essential to acknowledge and consider several limitations of the current study when interpreting the results. First, it is important to note that no precise definition was provided to the respondents regarding the criteria for categorizing work orientation as ‘national’ or ‘international’. The extent to which a job was considered nationally or internationally oriented was left open to subjective interpretation, which may have introduced bias into the outcomes related to job orientation. Moreover, to maintain one of the study’s objectives concerning the comparison of the two employee groups, a relatively large number of respondents had to be excluded, resulting in a small sample size for the internationally oriented employee group. Consequently, the decision was made to combine respondents with at least 60% international oriented tasks with those who indicated their jobs were entirely focused on international matters. As a result, the two employee groups being compared were not entirely equal, as the national oriented employee group consisted solely of individuals with a 100% national job orientation. However, both groups were strong enough to produce differences between each other, and group membership could be predicted by some of the MPQ dimensions (Flexibility and Emotional stability). Future studies in the same area should consider distinguishing employee groups based on clearly distinctive task orientations to avoid the risk of comparing unequal groups, including employees with overlapping task orientations.

Furthermore, all variables used for the present study were measured based on self-assessment. No objective measurement tools were used to measure Foreign language mastery and Person-organization fit, nor was behavior measured to determine multicultural competence. While filling out the survey, respondents may have been influenced by personal

biases, situational factors, or their own perceptions of what is socially desirable, which may affect the accuracy and reliability of the data collected. Especially self-assessed language skills are systematically biased in certain groups and subjective measures appear to be poor estimates of language proficiency (Edele et al., 2015). Therefore, subjective measures should be used with caution in future research. Moreover, if feasible timewise, future research should consider using objective rather than subjective measurement to minimize bias.

In addition, nationality and sector were not equally distributed among the two employee groups. Whereas the national employee group primarily comprised Dutch individuals, the international employee group comprised for a large part non-Dutch individuals. It is possible that these differences between the groups might have influenced the results to some extent implying that the differences are not necessarily only attributed to work orientation but also to nationality. Furthermore, the respondents were working in very diverse sectors and therefore, the results are not representative of one sector or one type of organization, but the results are rather general. For future research it should be considered to focus on one group with a similar cultural background to avoid culture causing differences on the MPQ dimensions. Another suggestion would be to conduct a similar study and look for differences between groups of diverse cultural backgrounds working in international organizations rather than work orientation. Moreover, it should be considered to focus on one organization in which a clear distinction can be made between national and international oriented employees to prevent the type of organization from playing a role in obtaining results.

Finally, little research has been done regarding the relationship between the MPQ dimensions and Person-organization fit in international organizations. However, despite the relatively small sample size of the present study, significant results were found. Based on this finding, it might be worth looking further into these two concepts as they appear to be related. Given that the MPQ is used to assess an individual's multicultural effectiveness and the ability to adapt and function effectively in multicultural environments, and PO-fit refers to the alignment between an individual's values and skills and those of the organization they belong to, it may be rewarding to explore this further.

### **General conclusion**

Regarding the relationship between the MPQ dimensions and FLM, no significant relationship was found possibly due to the constructs being measured based on self-assessments on the one hand, and on the other hand, due to the possibility that individuals may possess language skills without actively engaging with other cultures.

Differences between the national and international-oriented employee groups were identified in terms of Emotional stability and Flexibility. National oriented employees demonstrated higher emotional stability, while international oriented employees displayed greater flexibility. The findings suggest that flexibility is valued by both employee groups of the present study, regardless of work orientation. The differences in Emotional stability may be attributed to additional challenges of daily life faced by non-Dutch participants in the international-oriented group. No significant differences were observed between the employee groups in terms of the other MPQ dimensions, number of spoken foreign languages, and self-assessed foreign language proficiency.

Furthermore, Flexibility and Emotional stability were significant predictors of group membership, with higher flexibility being associated with international oriented employees and higher emotional stability being associated with national oriented employees. However, the other MPQ dimensions and FLM did not appear to predict group membership.

Regarding the relationship between the MPQ dimensions and PO-fit, the results indicated that the MPQ dimensions were predictive of PO-fit for national-oriented employees. Individuals with low scores on Open-mindedness but high scores on Emotional stability and Cultural empathy exhibited stronger alignment with their organizations. However, the MPQ dimensions could not predict PO-fit for international-oriented employees.

Overall, despite the two groups not being complete opposites (100% national vs. >60% international), the degree of internationality was strong enough to generate differences in the directions in line with previous studies. This finding suggests that employees apparently do not need to be entirely international oriented in their jobs to display differences with national oriented employees.

## **Implications**

Based on the present study, it was not possible to establish a completely well-defined multicultural personality profile. However, the differences between the two employee groups and predictive behavior of the MPQ dimensions Flexibility and Emotional stability revealed a small direction. For the HR departments of international organizations, it might be relevant to consider that employees who have previously worked in international oriented functions might be more flexible, according to the results of the present study. However, employees who have engaged in national oriented functions are emotionally more stable and might be better able to think clearly and make rational decisions in stressful situations. Nevertheless, these

assumptions should be taken very carefully as they are based on a small sample and self-assessment.

Furthermore, the results of the present study imply that the MPQ dimensions and Foreign language mastery as a whole serve as a successful model to predict employee group membership. However, foreign language mastery alone did not predict employee group membership. Therefore, it may be relevant for organizations to consider investing in training programs for their employees to enhance multicultural competence besides focusing solely on foreign language competence. Such training can help bridge cultural gaps and improve intercultural effectiveness in the workplace.

Finally, regarding theoretical implications, the present study's findings enhance the existing literature by confirming the predictive nature of MPQ dimensions in determining employee group membership. Additionally, the findings reveal that MPQ dimensions have a relatively high level of predictive power (57%) for Person-Organization fit. Therefore, it is recommended to delve deeper into this relationship for future research investigations, as existing literature is limited.

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## **Appendix A – Questionnaire (English)**

### **Introduction**

Dear participant,

Thank you for taking part in this investigation. This study is part of the master thesis with the aim to understand the relationship between multicultural personality and foreign language mastery. This research study is conducted by Hilda Ouraaha, masterstudent of Global Communication and Diversity (CIS) at Radboud University

### **What is expected of you?**

In this research you will be asked to fill out an online survey consisting of four parts. There are no wrong answers and completing the survey will take approximately 10 minutes.

### **Voluntary and anonymous participation**

Your participation in this research is completely voluntary and anonymous. This means that you can withdraw your participation and consent at any time during the research, without giving a reason. The answers will be saved only when the entire questionnaire has been completed.

### **What will happen to your data?**

The anonymized research data is accessible to other scientists for a period of at least 10 years. When data is shared with other researchers, these data cannot be traced back to you. All research and personal data are safely stored following the Radboud University guidelines. If you have questions or complaints about the research, please contact the responsible researcher Dr. Andreu van Hooft ([andreu.vanhooft@ru.nl](mailto:andreu.vanhooft@ru.nl)). You can also file a complaint with the secretary of the Ethical Review Board Humanities Radboud University ([etc-gw@ru.nl](mailto:etc-gw@ru.nl)).

### **More information?**

If you want more information or have any questions about the study, please contact me by sending an e-mail to: [hilda.ouraaha@ru.nl](mailto:hilda.ouraaha@ru.nl).

For questions on data processing in this research, please contact: [dataofficer@let.ru.nl](mailto:dataofficer@let.ru.nl)

## CONSENT FORM

Please select your choice below. By clicking on the “*I consent to participate*” button below, you indicate and agree that:

- the aim of the research study has been outlined to you
- you have read the information of the previous page
- you consent to participating in the research study as described in the information on the previous page
- you can stop at any point during the survey, should you wish to do so
- you understand how the data of the research study will be stored and how they will be used
- you are at least 18 years of age
- you voluntarily participate

If you do not wish to participate in this study, please decline participation by clicking on the “*I do not consent to participate*” button.

- I consent to participate
- I do not consent to participate

### Part 1

The following statements are related to the views you have about yourself; to what extent do these statements apply to you? Please take your time to answer the statements open and truthfully.

**To what extent do the following statements apply to you?**

(Please choose the answer that is the most applicable to you)

**Strongly disagree**

**Strongly agree**

I work according to plan

I take the lead

I worry

I leave initiative to others to make contacts

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get upset easily					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it difficult to make contacts					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I pay attention to the emotions of others					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a broad range of interests					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try out various approaches					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work according to strict rules					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like routine					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to get to know others profoundly					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a good listener					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look for regularity in life					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I notice when someone is in trouble					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I look for new ways to attain my goal					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want predictability					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am apt to feel lonely					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make contact easily					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am reserved					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like to imagine solutions to problems					

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I keep calm when things don't go well				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am inclined to speak out				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a feeling for what is appropriate in another culture				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work according to strict scheme				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am insecure				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am often the driving force behind things				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a trendsetter in societal developments				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am nervous				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not easily hurt				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set others at ease				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am under pressure				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sympathize with others				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I function best in a familiar setting				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sense when others get irritated				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I start a new life easily				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seek people from different backgrounds				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have fixed habits				

I take initiative

I enjoy other people's stories

## **Part 2**

Now some questions will follow with respect to your foreign language competence

What is your first mother tongue?

**(Mother tongue is the language learned at home in childhood and still understood when filling out this questionnaire)**

- Arabic
- Dutch
- English
- French
- German
- Mandarin
- Portuguese
- Spanish
- Turkish
- Other, namely \_\_\_\_\_

Do you have a second mother tongue?

- Yes
- No

Optional What is your second mother tongue?

- Arabic
- Dutch

- English
- French
- German
- Mandarin
- Portuguese
- Spanish
- Turkish
- Other, namely \_\_\_\_\_

How many foreign languages do you speak besides your mother tongue?

- None
- 1
- 2
- 3
- 4
- 5
- 6 or more

Which foreign languages do you speak?

(More than one answer possible)

- Arabic
- Dutch
- English
- French
- German
- Mandarin
- Portuguese

- Spanish
- Turkish
- Other, namely (1) \_\_\_\_\_
- Other, namely (2) \_\_\_\_\_

Optional Please tick the circle that can best indicate what your level of competence is in

**English**

1 = *poor*, 5 = excellent

	1				5
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Please tick the circle that can best indicate what your level of competence is in

**Dutch**

1 = *poor*, 5 = excellent

	1				5
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Please tick the circle that can best indicate what your level of competence is in

**German**

1 = *poor*, 5 = excellent

	1				5
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Please tick the circle that can best indicate what your level of competence is in

**French**

1 = *poor*, 5 = excellent

	1				5
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Please tick the circle that can best indicate what your level of competence is in

**Spanish**

1 = *poor*, 5 = excellent

	1				5
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Please tick the circle that can best indicate what your level of competence is in

**Arabic**

1 = *poor*, 5 = excellent

	1				5
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Please tick the circle that can best indicate what your level of competence is in

**Mandarin**

1 = *poor*, 5 = excellent

	1				5
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Please tick the circle that can best indicate what your level of competence is in

**Portuguese**

1 = *poor*, 5 = excellent

	1				5
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Please tick the circle that can best indicate what your level of competence is in

**Turkish**

1 = *poor*, 5 = excellent

	1				5
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Please tick the circle that can best indicate what your level of competence is in

**'Other 1'**

1 = *poor*, 5 = excellent

	1				5
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Please tick the circle that can best indicate what your level of competence is in

**'Other 2'**

1 = *poor*, 5 = excellent

	1				5
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Writing

### Part 3

The following statements are related to the views you have about yourself in relation to the organization you work at; to what extent to these statements apply to you? Please take your time to answer the statements truthfully.

To what extent ...

**To a very little extent**

**To a very large extent**

... are the values of the organization similar to your own values?

... does your personality match the personality/image of the organization?

... does the organization fulfill your needs?

... is the organization a good match for you?

### Part 4

Finally, you will be asked some questions related to your background

Are your current job tasks predominantly nationally or internationally oriented?

- Nationally oriented
- Internationally oriented
- Both internationally and nationally oriented

Optional Please indicate the percentage of the orientation of your job tasks (total 100%)

National oriented: \_\_\_%

International oriented: \_\_\_%

Total: \_\_\_%

Do you work in the private or public sector?

- Public sector
- Private sector

In which sector do you currently work?

- Business, consultancy or (administrative) management
- Accountancy, banking, or finance
- Charity and voluntary work
- Creative arts or design
- Energy and utilities
- Engineering or manufacturing
- Environment or agriculture
- Facility management
- Healthcare
- Hospitality or events
- Computing or IT
- Law
- Law enforcement and security
- Leisure, tourism, or sport
- Marketing, communications, advertising, or PR
- Media/journalism or digital
- Property or construction
- Public services or administration
- Recruitment or HR
- Retail
- Sales
- Science or pharmaceuticals

- Social care
- Teacher, training, or education
- Transport or logistics
- Other, namely \_\_\_\_\_

What is your gender?

- Male
- Female
- Non-binary
- Prefer not to share

How old are you?

\_\_\_\_\_

What is the highest level of education you have completed?

- Primary school
- High school
- Bachelor's degree
- Master's degree
- Doctoral degree / Professional degree
- Other, namely \_\_\_\_\_

What is your nationality?

- American
- Brazilian
- British
- Dutch
- French

- German
- Mexican
- Moroccan
- Portuguese
- Spanish
- Turkish
- Other, namely \_\_\_\_\_

## **Appendix B – Questionnaire (Dutch)**

### **Introduction**

Beste deelnemer,

U bent uitgenodigd om mee te doen aan een kort onderzoek naar persoonlijkheidskenmerken en het beheersen van vreemde talen. Dit onderzoek wordt uitgevoerd door Hilda Ouraaha, masterstudent van de CIW-opleiding Global Communication and Diversity aan de Radboud Universiteit.

### **Wat wordt er van je verwacht?**

In dit onderzoek wordt u gevraagd een online enquête in te vullen die uit vier delen bestaat. Er zijn geen foute antwoorden en het invullen van de enquête duurt ongeveer 10 minuten.

### **Vrijwillige en anonieme deelname**

U doet volledig vrijwillig en anoniem mee aan dit onderzoek. Dit betekent dat u op elk moment tijdens het onderzoek uw deelname kan stopzetten en uw toestemming intrekken zonder een reden te geven. De antwoorden worden pas opgeslagen als de vragenlijst volledig voltooid is.

### **Ethische toetsing en klachten**

Dit onderzoek voldoet aan de checklist van Ethische toetsing. Heeft u klachten of vragen over het onderzoek, dan kunt u contact opnemen met de verantwoordelijke onderzoeker Dr. Andreu van Hooft ([andreu.vanhooft@ru.nl](mailto:andreu.vanhooft@ru.nl)). Ook kunt u een klacht indienen bij de secretaris van de Ethische Toetsingscommissie Geesteswetenschappen Radboud Universiteit ([etc-gw@ru.nl](mailto:etc-gw@ru.nl)).

### **Meer informatie?**

Mocht u meer informatie willen of heeft u vragen over het onderzoek, neem dan contact op door een e-mail te sturen naar: [hilda.ouraaha@ru.nl](mailto:hilda.ouraaha@ru.nl).

Voor vragen over de dataverwerking kunt u contact opnemen via: [dataofficer@let.ru.nl](mailto:dataofficer@let.ru.nl).

## TOESTEMMING

Geef hieronder je keuze aan. Door te klikken op de knop *'Ik stem ermee in om deel te nemen'* geef je aan dat:

- het doel van het onderzoek duidelijk is
- je de informatie op de vorige pagina hebt gelezen
- je vrijwillig meedoet aan het onderzoek
- je instemt met deelname aan het onderzoek zoals beschreven in de informatie op de vorige pagina
- je je ervan bewust bent dat je op elk moment tijdens het onderzoek kan stoppen, mocht u dat willen
- je begrijpt hoe de gegevens van het onderzoek zullen worden opgeslagen en hoe ze zullen worden gebruikt
- je 18 jaar of ouder bent

Als je niet mee wilt doen aan het onderzoek, kun je op de knop *'ik stem niet in met deelname'* klikken.

- Ik stem ermee in om deel te nemen
- Ik stem niet in met deelname

### Deel 1

De volgende stellingen hebben betrekking op uw opvattingen over uzelf; in welke mate zijn de stellingen op u van toepassing? Neem de tijd om de vragen openlijk en naar waarheid in te vullen.

**In hoeverre zijn de volgende stellingen op u van toepassing?**

**Helemaal niet mee eens**

**Helemaal mee eens**

Ik werk planmatig

Ik neem de leiding

Ik pieker

Ik laat het initiatief aan anderen over om contacten te leggen

- |  |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik ben snel uit het veld geslagen                          |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik vind het lastig om contacten te leggen                  |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik ga in op de emoties van anderen                         |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik heb een brede interesse                                 |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik probeer verschillende benaderingen uit                  |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik werk volgens strikte regels                             |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik houd van routine  |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik vind het leuk om me in anderen te verdiepen             |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik kan goed luisteren                                      |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik zoek regelmaat in het leven                             |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik merk het op wanneer iemand het moeilijk heeft           |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik zoek naar nieuwe methoden om iets te bereiken           |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik wil voorspelbaarheid                                    |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik voel me snel eenzaam                                    |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik leg gemakkelijk contact                                 |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik ben terughoudend  |                       |                       |                       |                       |                       |
| <input type="radio"/>                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ik vind het leuk om oplossingen voor problemen te bedenken |                       |                       |                       |                       |                       |

- Ik blijf kalm als dingen niet goed gaan
- Ik ben geneigd om het woord te nemen
- Ik voel aan wat gepast is in een andere cultuur
- Ik werk meestal volgens een vast schema
- Ik ben onzeker
- Ik ben meestal de drijvende kracht achter dingen
- Ik loop voor in maatschappelijke veranderingen
- Ik ben nerveus
- Ik kan tegen een stootje
- Ik stel anderen op hun gemak
- Ik ben gespannen
- Ik leef mee met anderen
- Ik functioneer het best in een vertrouwde omgeving
- Ik voel aan wanneer anderen geïrriteerd raken
- Ik kan gemakkelijk een nieuw leven beginnen
- Ik zoek contact met mensen met een verschillende achtergrond
- Ik heb vaste gewoontes

Ik neem initiatieven

Ik beleef plezier aan de verhalen van andere mensen

## Deel 2

Er volgen nu enkele vragen over uw beheersing van vreemde talen

Wat is uw eerste moedertaal?

**(Moedertaal is de taal die je thuis geleerd hebt als kind en die je nog steeds begrijpt)**

- Arabisch
- Duits
- Engels
- Frans
- Mandarijn
- Nederlands
- Portugees
- Spaans
- Turks
- Anders, namelijk \_\_\_\_\_

Heeft u een tweede moedertaal?

- Ja
- Nee

Optional Wat is uw tweede moedertaal?

- Arabisch
- Duits
- Engels

- Frans
- Mandarijn
- Nederlands
- Portugees
- Spaans
- Turks
- Anders, namelijk \_\_\_\_\_

Hoeveel vreemde talen spreek u naast uw moedertaal?

- Geen
- 1
- 2
- 3
- 4
- 5
- 6 of meer

Welke vreemde talen spreekt u?

(Meer dan één antwoord mogelijk)

- Arabisch
- Duits
- Engels
- Frans
- Mandarijn
- Nederlands
- Portugees
- Spaans

- Turks
- Anders, namelijk (1) \_\_\_\_\_
- Anders, namelijk (2) \_\_\_\_\_

Optional Selecteer de keuze die het best aangeeft wat jouw vaardigheidsniveau is in het

**Engels**

1 = *slecht*, 5 = uitstekend

	1				5
Spreken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Selecteer de keuze die het best aangeeft wat jouw vaardigheidsniveau is in het

**Nederlands**

1 = *slecht*, 5 = uitstekend

	1				5
Spreken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Selecteer de keuze die het best aangeeft wat jouw vaardigheidsniveau is in het

**Duits**

1 = *slecht*, 5 = uitstekend

	1	5
	<input type="radio"/>	<input type="radio"/>

Spreken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Selecteer de keuze die het best aangeeft wat jouw vaardigheidsniveau is in het

**Frans**

1 = *slecht*, 5 = uitstekend

	1				5
Spreken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Selecteer de keuze die het best aangeeft wat jouw vaardigheidsniveau is in het

**Spaans**

1 = *slecht*, 5 = uitstekend

	1				5
Spreken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Selecteer de keuze die het best aangeeft wat jouw vaardigheidsniveau is in het

**Arabisch**

1 = *slecht*, 5 = uitstekend

	1				5
Spreken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Selecteer de keuze die het best aangeeft wat jouw vaardigheidsniveau is in het

### **Mandarijn**

1 = *slecht*, 5 = uitstekend

	1				5
Spreken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Selecteer de keuze die het best aangeeft wat jouw vaardigheidsniveau is in het

### **Portugees**

1 = *slecht*, 5 = uitstekend

	1				5
Spreken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Selecteer de keuze die het best aangeeft wat jouw vaardigheidsniveau is in het

### **Turks**

1 = *slecht*, 5 = uitstekend

	1				5
Spreken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Selecteer de keuze die het best aangeeft wat jouw vaardigheidsniveau is in de andere aangegeven **vreemde taal (1)**.

1 = *slecht*, 5 = uitstekend

	1				5
Spreken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Selecteer de keuze die het best aangeeft wat jouw vaardigheidsniveau is in de andere aangegeven **vreemde taal (2)**.

1 = *slecht*, 5 = uitstekend

	1				5
Spreken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Luisteren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lezen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schrijven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Deel 3

De volgende stellingen hebben betrekking op uw perspectief op uzelf en de organisatie waar u werkt; in welke mate zijn de volgende stellingen op u van toepassing? Neem uw tijd om de vragen openlijk en naar waarheid in te vullen.

In hoeverre ...

**In zeer beperkte mate**

**In zeer grote mate**

... zijn de waarden van de organisatie vergelijkbaar met uw eigen waarden?

... past uw persoonlijkheid bij de persoonlijkheid/het imago van de organisatie?

... voldoet de organisatie aan uw wensen?

... is de organisatie een goede match voor u?

### Deel 4

Ten slotte zullen er een aantal vragen worden gesteld met betrekking tot uw achtergrond.

Zijn uw werkzaamheden voornamelijk nationaal of internationaal georiënteerd?

- Nationaal georiënteerd
- Internationaal georiënteerd
- Nationaal en internationaal georiënteerd

Optional Geef het percentage van de werkzaamheden aan in procenten (totaal 100%)

Nationaal: \_\_\_%

Internationaal: \_\_\_%

Totaal: \_\_\_%

Werkt u in de publieke of private sector?

- Publieke sector
- Private sector

In welke sector bent u momenteel werkzaam?

- Accountancy of financiële dienstverlening
- Business, advies, of (administratief) management
- Docent, training, of educatie
- Energie en nutsbedrijven
- Facilitaire dienstverlening
- Gezondheidszorg
- Handhaving en veiligheid
- Hospitality en evenementen
- Liefdadigheids- en vrijwilligerswerk
- Informatica of IT
- Juridisch
- Kunst en vormgeving
- Maatschappelijke/sociale zorg
- Marketing, communicatie, advertising of PR
- Media en journalistiek
- Natuur of landbouw
- Overheidsdiensten of -administratie
- Retail
- Sales
- Techniek of productie
- Toerisme, recreatie, of sport
- Transport of logistiek
- Vastgoed of bouw
- Werving en HR
- Wetenschap of farmacie
- Anders, namelijk \_\_\_\_\_

Wat is uw geslacht?

- Man
- Vrouw
- Non-binair
- Zeg ik liever niet

Hoe oud bent u?

\_\_\_\_\_

Wat is uw hoogst genoten opleiding?

- Basisschool
- Middelbare school
- Bachelor
- Master
- Doctoraat / Professionele graad
- Anders, namelijk \_\_\_\_\_

Wat is uw nationaliteit?

- Amerikaans
- Braziliaans
- Brits
- Duits
- Frans
- Marokkaans
- Mexicaans
- Nederlands
- Portugees

- Spaans
- Turks
- Anders, namelijk \_\_\_\_\_