Intercultural Sensitivity as a Result of Educational Design: A Continued Panel Study

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Abstract

Until now, the concept of intercultural sensitivity (ICS) has been ill-defined and its antecedents and origins have been neglected. Researchers have developed several measures for ICS in general, but little data has been collected in the higher education setting. Based on the results of Chen and Starosta (2000), this project distinguishes 5 dimensions of ICS and the study of this year introduces actual behavior as an additional aspect. The antecedents of ICS are classified as teaching style, group work and the environment. The analyzed data is taken from samples of higher education students in 2013 (N=423) and 2014 (N=196). Evidence for positive relationships between the environment and all five dimensions of ICS as well as between the teaching style and four dimensions of ICS is presented. Group work is only found to have a positive influence on interaction attentiveness and negative influences on respect for cultural differences and interaction confidence. The reliability of the scale interaction attentiveness is improved through the rephrasing of items and actual behavior is found to be strongly related to the five dimensions of ICS. Limitations of this study include a comparatively smaller sample size and the focus on the specific educational context. The added value of this paper is the clarification of terminology regarding ICS and the identification of actual behavior as a related concept.

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Keywords

Intercultural sensitivity, intercultural competence, educational design, cultural differences, cross-cultural interaction

1. INTRODUCTION

In recent years, there has been an increased demand for globally oriented managers. In today's more and more globalized world, globally oriented managers are needed to coordinate the activities of multinational companies (MNCs) on a global as well as local level. While many people call themselves open-minded and even more people think that international experience can further their career, organizations are often faced with failed expatriate assignments (Antal, 2001). Companies send employees abroad to gain valuable experience and to become culturally sensitive, but do not make use of the changes after the employee's return. Similarly, managers being sent abroad find themselves ill-prepared in terms of cultural training, linguistic ability and more generally their global mind-set (Kefalas, 1998). Companies that see the concept of a global mind-set as crucial for their company's strategic successes also admit that the cultivation of such an attitude in their firms is basically not present. Studies researching how to improve cross-cultural assignment performance via transformational leadership have identified cultural empathy, open-mindedness and social initiative as the most important factors for cross-cultural success (cf. van Woerkom & de Reuver, 2009). Opposite to the findings of Mol et al. (2005), van Woerkom & de Reuver (2009) argue that there is no direct relationship between personality and cross-cultural performance (either expatriate assignment or working with subordinates from different cultural backgrounds). The findings of Mol et al. (2005) demonstrate that while there are excellent leverage points in daily business life, the sheer number of scientifically developed criteria for determining expatriate success make it very difficult if not impossible to choose a universally "right" candidate for an expatriate assignment.

Now, one could argue that the idea to nurture intercultural sensitivity in the business context is good, but too far down the career path: true, but there is even less knowledge about the origins of this concept and also very little about possible influencing factors. Until now, studies have mostly only covered which personal characteristics are helpful for expatriates, how intercultural sensitivity can support cultural learning and how expatriate assignments affect organizations. Comparatively little research has been done on the antecedents of intercultural sensitivity and how it can be stimulated. Regarding the concept itself, some authors (cf. Bhawuk & Brislin, 1992; Chen & Starosta, 2000; Hammer, Bennett & Wiseman, 2003) have developed scales to measure intercultural sensitivity and/or cultural competences like the intercultural sensitivity inventory (ISI), the intercultural sensitivity scale (ISS) and the intercultural development inventory (IDI). The research underlying these scales was partly done with samples from the business context and partly with graduate and undergraduate students, allowing us to assume that the educational environment may have an impact on intercultural sensitivity. Scholars that specifically researched the relationship between educational design and cultural competences have found that on-campus intercultural interaction influences future educational and career decisions and that semester(s) abroad/short-term stays abroad increase cross-cultural communication skills and cross-cultural sensitivity (cf. Jon, 2013; Williams, 2005; Anderson et al., 2006). On the other hand, Hunter, White & Godbey (2006), in their attempt to develop a working definition of global citizenship and global competency, found evidence that global competence can also be achieved without travelling abroad, simply by taking part in culturally diverse activities. Furthermore, Otten (2003) demonstrated that diversity plans at universities have increased and will even further increase in importance for educating culturally sensitive graduates in the future. But what can be said about the essence of the university experience, the study program itself? Very little is known about how the design of a study program can contribute to creating a valuable cultural experience for students. For example, the UNESCO report on inclusive education worldwide from 2011[1] stated that while many European countries already focus on including handicapped students, they are only beginning to improve the integration of other minorities like migrants, religious minorities and even highly intelligent students. Similarly, it is discussed how the introduction of inclusion policies needs to be controlled statistically and that there is a lack of measures to assess a student's needs separate from his environment. Hence, the questions that still need to be addressed are what different actors (teachers, students, etc.) should do, how cross-cultural student interaction can be facilitated and what kind of learning/experience opportunities should be offered to generate the most stimulating environment for students. Examples of this include the teacher's attitude towards cultural learning, international events like foreign cuisine buffets and cultural information meetings. Moreover, it is necessary to develop a reliable procedure to measure intercultural sensitivity especially in the educational environment. Thirdly, the data collected in 2014 will, together with the data from 2013, be used in following years to continue the research regarding intercultural sensitivity.

This paper was motivated by the questions above and is engaged in the goal to answer the research question whether education and more specifically the international orientation of a university program can increase intercultural sensitivity of students and whether intercultural sensitivity of students changes significantly over the period of one year. Furthermore, it aims to improve the tools to measure intercultural sensitivity and provide future researchers with good data. In order to answer the research question the empirical research project started in 2013 was continued with slight adaptations. This year used a similar questionnaire, a similar sample population and a similar model of relationships. Consequently, this year's study was done with a cross-section of second year students that had already participated in the data collection in 2013.

The following paragraphs of this paper are organized as follows: at first, relevant literature is reviewed to establish the context of this research. Next, methods and study design for this research are explained. After that, results and findings are presented and discussed. Finally, further research is mentioned, limitations and implications are deducted and conclusions are drawn.

2. THE CONCEPT OF INTERCULTURAL SENSITIVITY AND ITS ANTECEDENTS
2.1 Varying Definitions

Until now, research about intercultural sensitivity has always faced two challenges: on the one hand, there is no broadly accepted definition and on the other, there is a large amount of synonyms used to describe the overlapping concepts (cf. Hammer, Bennett & Wiseman, 2003; Chen, 1997; Bhawuk & Brislin, 1992).

While some authors focus their definitions only on the communication with people from different cultural backgrounds (cf. Dodd, 2007), others aim to describe the concept in more detail. Thus, Chen & Starosta (2000) described intercultural

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[1] "Interregional and Regional Perspectives on Inclusive Education: Follow-up of the 48th session of the International Conference on Education" (2011)

communication as an "umbrella concept" (p. 4) and conceptualized intercultural communication competence as the combination of intercultural awareness, intercultural sensitivity ability and intercultural adroitness (thus referring to cognitive, affective and behavioral ability). The definition developed by Van der Zee, Van Oudenhoven & De Grijs (2004) also attributed intercultural communication an affective aspect, but focused more on how affective aspects of a personality can influence intercultural encounters. Even though there is little evidence that general personality has an effect on behavior in intercultural situations (cf. Van der Zee, Van Oudenhoven & De Grijs, 2004), other scholars have included personality traits at the core of their definitions of intercultural sensitivity. For example, Bhawuk & Brislin (1992) could find evidence that certain personality traits that led to trying foreign food frequently had a positive effect on intercultural sensitivity. Moreover, Rhinesmith (1992) found the correlation between a global mind-set, a certain cultural behavior and the preceding or resulting personal characteristics. In his view, the global mind-set consists of six characteristics of which flexibility, sensitivity and reflection are also frequently mentioned by other scholars in the context of intercultural sensitivity (cf. Chen, 1997; Van der Zee & Van Oudenhoven, 2000; Antal, 2001). Hunter's study (2004), on the other hand, showed that in the professional world, the term "global competence" is defined as "having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one's environment" (p. 1). Derived from a panel of internationally operating managers, this definition is more practice-oriented and result-oriented. Opposed to this approach with cognitive and interaction parts, Anderson et al. (2006) focus their research only on the recognition of cultural differences. In their study, a positive impact of short-term study abroad programs on cross-cultural sensitivity was found.

It is striking that while now numerous scales exist to measure cultural competences/intercultural sensitivity, very few scholars have addressed the issue of clear terminology in their research. Chen (1997) was one of the most thorough analysts with regard to the differences between intercultural sensitivity, intercultural awareness, cultural recognition and global competence. Consequently, his research will be used as the main source of clarification in this study.

2.2 Curriculum Design in Higher Education as a Source of Intercultural Sensitivity

Some researchers have focused on intercultural sensitivity as being influenced by educational effort. Such assumed relationships between education and ICS are built on the assumption that increased globalization calls for better teaching concepts and methods geared towards cross-cultural competences (cf. Stone, 2006).

Studies that research the relationships between education and cultural competence concepts have covered areas like the effects of semesters abroad, on-campus intercultural diversity activities and co-curricular teaching units (cf. Williams, 2005; Otten, 2003; Deardoff, 2006). Several studies have identified possible causes for failed internationalization efforts in education. For example, in her study, Williams (2005) compared the development of a group of students that studied abroad to a control group that stayed at home during the course of one semester. Her findings revealed the problem that students who would benefit the most from a semester abroad are less likely to go on one, because their intercultural communication competence was rather low. Vice-versa, students who decided for the semester abroad already had a

higher intercultural communication competence because they had already been exposed to other cultures beforehand. Another problem that needs solving was addressed by Otten (2003) who analyzed the reasons why culturally distinct students on the same campus do not mingle as much as planned. His findings showed that there were psychological barriers such as higher comfort with classmates that were in a culturally similar position than with native students. Knowing that knowledge about the development of intercultural competence is necessary to facilitate teaching it, the author argues that internationalization plans were not as useful as hoped for and should thus be critically reviewed. Similarly, Deardoff (2006) found that administrators in higher education often use similar but distinct terms to define cultural competence. The most common elements of these definitions were cultural differences, experience and self-awareness which make them actionable and generally applicable but very broad and unspecific. Moreover, the study observed that most higher education institutions use the same four methods to measure their students' intercultural competence, namely observation by others/host culture, case studies, judgment by self and others, and student interviews. The evidence collected in this study led to the conclusion that a long-term study consisting of qualitative and quantitative methods and modeling the concept as a set of variables is promising to assess intercultural competence effectively.

2.3 Impact of Curriculum Design in Higher Education on Intercultural Sensitivity: Research Model

Since this project aims to research the phenomenon of intercultural sensitivity and its antecedents in the context of higher education, the following model is proposed:
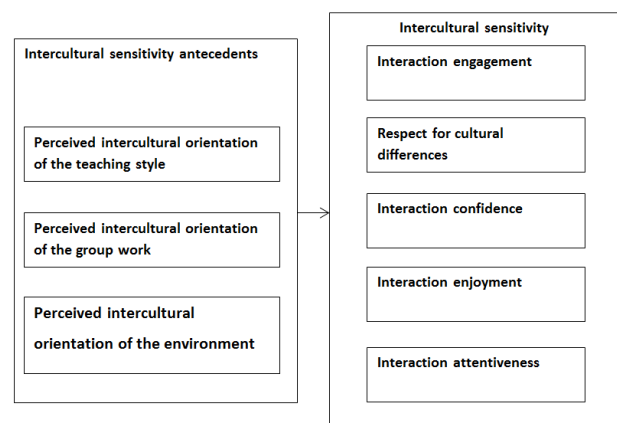
Figure 1. Influence of intercultural elements in higher education on intercultural sensitivity

This model is based on the Intercultural Sensitivity Scale (ISS) developed by Chen & Starosta (2000). The ISS is a solid framework that has been reviewed by other scholars and it was also the basis of analysis of the study of 2013. As the figure shows, the independent variables referring to the educational design are the perceived intercultural orientation of teaching and group work and the perceived intercultural orientation of the environment. These three variables correspond with the above mentioned findings of Otten (2003) and Deardoff (2006). The dependent variables that in combination make up intercultural sensitivity are: interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment and interaction attentiveness. These eight factors represent a broad cross section of significant aspects mentioned in definitions of intercultural sensitivity throughout literature.

As such, they cover the understanding for, interaction with and recognition of cultures. Originally only identified after the data was collected, the dependent variables were not explicitly defined in the study of Chen & Starosta (2000). Due to the lack of further research on relationships between these specific factors, this study will only test for direct relationships. Hence, the following direct influences can be hypothesized:

H1: There is a positive relationship between perceived intercultural orientation of the teaching style and (a) interaction engagement, (b) respect for cultural differences, (c) interaction confidence, (d) interaction enjoyment and (e) interaction attentiveness.

H2: There is a positive relationship between perceived intercultural orientation of the group work and (a) interaction engagement, (b) respect for cultural differences, (c) interaction confidence, (d) interaction enjoyment and (e) interaction attentiveness.

H3: There is a positive relationship between perceived intercultural orientation of the environment and (a) interaction engagement, (b) respect for cultural differences, (c) interaction confidence, (d) interaction enjoyment and (e) interaction attentiveness.

Until now, evidence found for the above mentioned relationships has always been implicit, incomplete or inconsistent (cf. for teaching style: Stone, 2006; Whitsed & Volet, 2010. For group work: Jokinen 2004; Jon, 2013; Otten, 2003. For environment: Bhawuk & Brislin, 1992; Hunter, 2004.). Consequently, it is sensible to strive for a more comprehensive model that synthesizes existing knowledge with new hypothesized relationships.

3. METHODOLOGY
3.1 Study Design
This project is part of a larger research program that aims to explore the relationship of antecedents of ICS and the development of ICS over the course of several years. The data collected in the first round (2012-2013) was expanded in a second round (2013-2014) of data collection with the additional variable "actual behavior". This variable of actual behavior was added to the research to determine if there is a difference between the attitude and the actions of the respondents in culturally challenging situations. As a result, for the study described in this paper, the independent variables are perceived intercultural orientation of teaching style, perceived intercultural orientation of group work and perceived intercultural orientation of the environment. The dependent variables are interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment and interaction attentiveness. Furthermore, these five dependent variables act as the independent variables for the new dependent variable actual behavior. Since this study is cross-sectional, we aimed to enrich its results by engaging in a longitudinal exploration. Therefore it started with the first part in 2013 and now continued with the second part in 2014, assumingly to be continued in 2014-2015. In both years, the data was collected with the aid of a questionnaire that is continuously adapted and improved according to each year's results. With the help of IBM SPSS 21 the quantitative data was analyzed to answer the research question whether the international orientation of a university program can increase intercultural sensitivity of students and whether intercultural sensitivity of students can change significantly over the course of one year. The statistical means used are reliability, independent t-tests as well as factor, correlation and regression analyses.

3.1.1 Measures
This study used eight measures to explore the relationship between ICS and its antecedents. The three independent measures were defined as follows: Perceived intercultural orientation of the teaching style (PITS) was defined as the perceived openness of a teacher to other cultures, encouragement of cross-cultural sensitivity and activities during lessons and the invitation to learn from different cultures. Secondly, the perceived intercultural orientation of group work (PIGW) was defined as the perceived student group composition of different cultural backgrounds and students' cross-cultural approach to group work processes. Thirdly, the perceived intercultural orientation of the environment (PIE) was defined as the perceived excellence of the university facilities and support for students from different cultural backgrounds. The definitions for the dependent measures can be found in Table 1 and are based on the implicit definitions given by Chen & Starosta (2000). Originally, Chen & Starosta collected the data first and then defined the grouped items after factor analysis.

Table 1. Definitions of dependent scales of 2013 and 2014

Scale	Definition
Interaction Engagement (IEng)	The participant's feelings towards participation in intercultural communication
Respect for cultural differences (RCD)	The participant orients to or tolerates their counterparts' culture and opinion.
Interaction Confidence (IConf)	The participant is confident in the intercultural setting.
Interaction Enjoyment (IEnj)	The participant's reaction towards communicating with people from different cultures
Interaction Attentiveness (IAtt)	The participant's effort to understand what is going on in intercultural interaction
Actual Behavior (AB)	The participant's empathy, integrative efforts, interest and attitude towards a culturally distinct partner and his/her will to snub him/her.

3.1.2 The Questionnaire Development
The questionnaire, which was completely in English, consisted of nine demographic items and 33 items relating to intercultural communication. Instructions for respondents were given in textboxes in the questionnaire for both parts. In comparison to 2013, the questionnaire was slightly adapted (see Table 2 and 3).

Table 2. Changes in questionnaire for demographics

Variable	2013, initial items	2014, changed items
Demographics	Your student number:	----
	Your study program: BK or IBA	In what study program did you start your studies in UT?
	Which year did you	How long have

	start with this study program?	you been studying in UT?
	----	How long have you lived in the Netherlands?
	If you have lived abroad, where?	----

Table 3. Changes in questionnaire for dependent variables

Variable	2013, initial items	2014, changed items
interaction confidence	I find it very hard to talk in front of people from different cultures, because of cultural differences.	I find it very hard to talk in front of people from different cultures.
	I always know how to talk when interacting with people from different cultures.	I always know what to say when interacting with people from different cultures.
interaction enjoyment	I often feel helpless when interacting with people from different cultures.	I often feel useless when interacting with people from different cultures.
interaction attentiveness	I am sensitive to my cultural-distinct counterpart's subtle meanings during our interaction.	During interactions with people from other cultures I recognize the presence of a potential double meaning behind verbal expressions.
	----	During interactions with people from other cultures I try to check that the other person understands what I mean.

In the demographics section, we rephrased an item to distinguish between the student groups whose study programs were formally joined in 2013. In the second section, nine items were added to measure the actual behavior of students engaging in cross-cultural study activities (see Table 4). In addition, item 19 of the original questionnaire was completely rephrased because the reliability analysis of the data from 2013 indicated that the statement was unclear and mistakable (see appendix D).

Table 4. The added items of the questionnaire 2014

Variable	Item number	Item
actual behavior	26	I am sensitive to how people from other cultures can interpret my words.
	27	I actively try to mingle with people

		from other cultures.
	28	I base my opinion about other cultures only on my personal experience with them.
	29	When I work in a group with people with a different mother tongue, I propose to communicate in my own mother tongue/native language.
	30	When working with people with cultural backgrounds different from my own, I ask them questions about problem solving approaches in their cultures.
	31	I talk to other group members about recent developments in their home countries (like the conflicts in Syria).
	32	When working with people from other cultures, I avoid sensitive topics (like 9/11 with Americans or gay rights with Russians).
	33	I have friends with a different cultural background than my own.

The 33 items of the second section of the questionnaire of 2014 were coded into the five dependent variables presented under 2.3 and the additional variable "actual behavior". To fill in the second section of the questionnaire, the respondents had to give a number between 1 (strong disagreement) and 5 (strong agreement) for each item. The independent variables were measured by self-administered scales based on a 5-point Likert scale. To determine the reliability of the scales used, a reliability analysis with the data of 2013 and 2014 was performed. The results can be seen in Table 5.

Table 5. Reliability of scales in 2013 and 2014 (N=422 for 2013 and N=196 for 2014)

Scales	Number of items and Cronbach's Alpha	
	2013	2014
Perceived intercultural orientation of teaching style	6 items (0.70)	0
Perceived intercultural orientation of group work	3 items (0.73)	0
Perceived intercultural orientation of the environment	4 items (0.65)	0
Interaction Engagement	7 items (0.62)	7 items (0.73)
Respect for cultural differences	6 items (0.74)	6 items (0.80)
Interaction confidence	5 items (0.77)	5 items (0.77)
Interaction enjoyment	3 items (0.69)	3 items (0.69)
Interaction attentiveness	3 items (0.41)	4 items (0.55)
Actual behavior	0	8 items (0.47) 6 items (0.61)

The reliability in 2013 was generally acceptable (Cronbach's Alpha 0.62-0.77) with the exception of Interaction Attentiveness (0.41). Cronbach's Alpha is a measure to assess the internal consistency of a scale. Three items increased the Alpha for their respective scales: IEng_02, IEng_06 and

IAtt_03 (items 11, 23 and 19 in the questionnaire). While the first item decreases the reliability minimally, the second item increases Alpha by 0.015 and the last item is reason for concern because it increases Alpha by 0.073 if left out. Together with the distribution of responses for this variable, it led to the above mentioned reformulation of item 19. With regard to the underlying reasons, it can be assumed that the formulation "culturally distinct counterpart" is somewhat mistakable or difficult to understand for non-native speakers of English (the majority of the test sample).

3.1.3 The Procedure

We distributed the adapted questionnaire both on paper and online due to the scheduled internship in the International Business Administration (IBA) program. The online version was distributed to the target group of IBA students via facebook as well as reminder emails to student mail accounts. The email addresses were taken from the course "IBA Project 2013" and the link was posted in the Facebook group "BSc International Business Administration 2012/2013". For students of Bedrijfskunde (BK), Bestuurskunde (BSK)/European Public Administration (EPA) and Gezondheidswetenschappen (GZW), the paper version was distributed during the break of a joint lecture. The filled in questionnaires were collected at the end of the lecture. To reach students of the English speaking Electrical Engineering program (EE), the questionnaire was distributed in a tutorial and collected during the break. Students of Industrieel Ontwerpen (IO), European Studies (ES) and Civiele Techniek (CIT) were reached through a similar procedure.

3.2 Sample

3.2.1 Sampling in 2013

The sample of 2013 consisted of 423 respondents from 11 different study programs (see Table 6).

Table 6. Respondents per study program 2013 (N = 422) and 2014 (N=193)

Study program	Respondents 2013	Respondents 2014
Bedrijfskunde (BK)	64	20
Int. Business Administration (IBA)	142	34
Bestuurskunde (BSK)/ European Public Administration (EPA)	31	9
Psychologie (Psy)	1	0
Civiele Techniek (CIT)	26	23
Scheikundige Technologie (ST)	19	0
Electrical Engineering (EE)	28	25
Advanced Technology (AT)	1	0
Gezondheidswetenschappen (GZW)	28	13
Industriele Ontwerpen (IO)	54	42
European Studies (ES)	20	12
Other	8	15

The age of the respondents ranged from 16 to 28 (N=423) and 58.6% were male. Almost two thirds (64.5%) were originally from the Netherlands with a further 26.7% from Germany and 3.3% from China. Moreover, other nationalities were present in some study programs (see Table 7).

Table 7. Nationalities other than Dutch, German or Chinese per study program (N = 23)

Study program	Respondents without Dutch, German or Chinese origin
BK	2
IBA	12
BSK/EPA	0
CIT	3
Psy	0
ST	0
EE	1
AT	0
GZW	0
IO	1
ES	1
Other	3

3.2.2 Sampling in 2014

The sample reached through the above described procedure in 2014 consisted of 196 respondents enrolled in eight different study programs (see Table 6). The age of the respondents ranged from 18 to 29 and they were predominantly male (64.3%). More than three quarters of the sample (75.5%) gave the Netherlands as their home country followed by Germany with 14.5%. The remaining nationalities were mainly represented in English-speaking study programs (see Table 8).

Table 8. Nationalities other than German or Dutch in study programs (N=17, English-speaking programs in grey)

Study program	Respondents without German or Dutch origin
BK	0
IBA	6
BSK/EPA	0
CIT	0
EE	6
GZW	0
IO	2
ES	1
Other	2

For the responses collected on paper, the response rate was between 77.8% and 100% and averaged at 82.7%. For the questionnaires distributed online, the estimated response rate on facebook was 4.2% and after reminder 6.5%. For email it was

initially 9.9% (after one reminder 15.4%). That gives a total average of 8.8% online response rate.

4. FINDINGS

4.1 The Concept of ICS

4.1.1 Demographic influences on ICS

To perform a thorough analysis of ICS, the data were first compared with regard to the demographic items of the questionnaire. The significance level is set at 0.05. The independent t-test was chosen as the proper means of analysis because the aim was to detect differences between two distinct groups (cf. De Veaux, Velleman & Bock, 2012). The samples were also from two different points in time with negligible overlap and adequate sample size for comparison. In the following, N refers to sample size, M refers to the mean and SD refers to the standard deviation.

In 2013, no significant differences in female (N=167, M=4.06, SD=0.67) and male (N=245, M=3.97, SD=0.71) scores could be found for IEnj (t(368.652)=1.394, p=0.164). All other dependent scales as well as ICS in total showed significant differences between female and male students. In 2014, females (N=68, M=3.25, SD=0.66) and males (N=126, M=3.49, SD=0.63) only had significantly different scores for IConf (t(192)=-2.508, p=0.013). All other dependent scales as well as ICS in total showed no significant differences in mean scores. For Dutch and English study programs in 2013, all dependent scales and ICS in total had differences that were significant at p<0.001 except for IAtt (p=0.002). In 2014, none of the dependent scales had significant differences. Similarly, in 2013 the differences between Dutch and German students were significant for all five scales with p<0.001 except for IEnj (p=0.001) and in 2014, only IAtt is significant for Dutch (N=148, M=3.36, SD=0.56) and German students (N=29, M=3.59, SD=0.59); conditions: t(175)=-2.066, p=0.04. Furthermore, in 2013 the differences in mean scores for students who had lived abroad or not were significant across all five dependent scales and ICS in total. In 2014, this significant difference could not be confirmed for RCD (t(194)=0.836, p=0.404) for students who have lived abroad (N=55, M=4.17, SD=0.68) and never lived abroad (N=141, M=4.09, SD=0.62). Neither could the difference in IEnj be confirmed (t(194)=0.411, p=0.681) for students who have lived abroad (N=55, M=4.1, SD=0.69) and never lived abroad (N=141, M=4.06, SD=0.65). In both 2013 and 2014, all five dependent scales as well as ICS in total showed significant differences between students who had the intention to study abroad soon and students who did not plan to study abroad soon. Finally, in 2013 students with and without foreign friends showed significant differences in mean scores for all five dependent scales and ICS in total. In 2014, the difference between students with (N=133, M=4.16, SD=0.62) and without (N=63, M=4, SD=0.65) for RCD was not significant anymore; conditions: t(194)=1.534, p=0.127. For full detail, see appendix E.

4.1.2 ICS and its antecedents: correlations and regressions

To examine the hypothesized relationships between ICS and its antecedents, a Pearson correlation analysis was conducted with the three independent variables (PITS, PIGW, PIE) and the five dependent variables (IEng, RCD, IConf, IEnj, IAtt). The results can be seen in Table 9 below.

Table 9. Correlation analysis results regarding H1, H2 and H3

Hypothesis	Variable	Variable	Significant	Strength
describing this relationship	1	2	at	of correlation (r=)
H1a	PITS	IEng	0.01	.136
H1b	PITS	RCD	0.05	.119
H1c	PITS	IConf	0.05	.118
H1d	PITS	IEnj	not significant	-.006
H1e	PITS	IAtt	0.001	.207
H2a	PIGW	IEng	not significant	-.055
H2b	PIGW	RCD	0.05	-.103
H2c	PIGW	IConf	not significant	.025
H2d	PIGW	IEnj	0.001	-.194
H2e	PIGW	IAtt	0.1	.088
H3a	PIE	IEng	0.001	.256
H3b	PIE	RCD	0.001	.237
H3c	PIE	IConf	0.001	.172
H3d	PIE	IEnj	0.01	.166
H3e	PIE	IAtt	0.01	.128

Even though the data showed no significant relationship between OTS and IEnj, OGW and Eng as well as OGW and IConf, a multiple regression analysis was performed with all independent and dependent variables. It showed that the independent variables are significant predictors of all five dependent variables individually as well as ICS in total. The multiple linear regression that was used to further explore the relationship between PITS, PIGW, PIE and ICS in total indicated that PITS, PIGW and PIE together explain 9.4% of the variance in ICS (R²=0.094, F(2.728,0.176)=15.478, p<0.001). Having controlled for multi-collinearity (all correlation values below 0.5), it was found that PITS significantly predicts ICS (ß=0.164, p<0.001), as do PIGW (ß=-0.19, p<0.001) and PIE (ß=0.237, p<0.001). Among the predictions between the three independent and five dependent variables, the strongest relationships were found between PIE and IEng (ß=0.236, p<0.001), PIGW and RCD (ß=-0.207, p<0.001), PIE and RCD (ß=0.221, p<0.001), PIGW and IEnj (ß=-0.261, p<0.001).

4.2 Developments since last year

In order to analyze the development of ICS between last year and this year, the means for both samples were computed and compared (see Table 10).

Table 10. ICS scores per study program

	2013			2014		
	Mean	N	SD	Mean	N	SD
BK	3.54	64	.40	3.73	20	.43
IBA	3.88	141	.37	3.77	34	.52
BSK	3.50	31	.31	3.53	9	.19
CIT	3.52	25	.52	3.65	23	.40
EE	3.55	28	.59	3.63	25	.65
GZW	3.63	28	.40	3.58	13	.50

IO	3.60	53	.48	3.74	42	.32
ES	3.86	20	.39	3.89	12	.31
other	3.51	28	.35	3.82	15	.30
Total	3.68	418	.44	3.72	193	.44

The table shows that there is little change in the mean score of most programs. The biggest changes can be found for students of BK (+0.19), IBA (-0.11) and IO (+0.14) as well as other programs (+0.31). An independent sample t-test showed that none of these differences are significant (see appendix H). Based on the regression analysis of the eight model scales with the data from 2013, one can still reasonably well assume that there was a change in either one or more of the predicting variables (PITS, PIGW, PIE) for the study programs whose mean scores have changed.

4.3 Possible Consequences and Influences of ICS: Actual Behavior

As mentioned above, we added the variable actual behavior to the questionnaire in 2014 with the goal to determine whether there is a difference between students' thinking and actions. Because the items for the questionnaire were not based on one theory but rather on random observations, a factor analysis of the eight items showed several dimensions (see Table 11).

Table 11. Dimensions of actual behavior items (dimensions marked similarly belong together)

Item #	Components		
	1	2	3
26	**_,673_**	,037	,018
27	,625	,434	-,077
28	,147	-,059	**_-,584_**
29	,354	-,088	**_,788_**
30	,105	,786	-,163
31	,114	,761	,266
32	**_,515_**	-,364	-,375
33	,583	,256	,342

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.[a]
a. Rotation converged in 6 iterations.

Based on the content of these items in the questionnaire, the following distinctions could be made: item 26 and 32 deal with empathy, item 27 and 33 deal with integration, item 30 and 31 discuss the student's active interest in a foreign cultural background, item 28 asks for attitude and item 29 assesses the student's will to snub/argue with the partner. Because this study looks for any relationship between ICS and actual behavior, all these items were combined into one scale. To increase the reliability of this scale, item 28 ("I base my opinion about other cultures only on my personal experience with them.") and item 32 ("When working with people from other cultures, I avoid sensitive topics (like 9/11 with Americans or gay rights with Russians).") were removed and not included in the scale for further analysis (see appendix I reliability analysis results).

To see if there is a relationship between students' ICS and their actual intercultural behavior, we conducted a Pearson correlation analysis (N=193). The data showed significant (p<0.001) strong positive correlations (r>0.5) between IEng, IAtt, ICS and AB where r is the Pearson coefficient that describes the strength of the relation. The positive relationship between RCD and AB was slightly weaker (r=0.402,p<0.001)), as was it for IConf (r=0.308, p<0.001) and IEnj (r=0.328, p<0.001).

5. DISCUSSION
5.1 Improved Measurement of ICS
5.1.1 Improved reliability of scales
One of the research goals of this paper was to help with the development of a tool to measure ICS in the educational context. Based on the results of 2013, the questionnaire was improved to enhance the understanding of ICS and its antecedents. As mentioned in 3.1.1 Measures, the reliability of IAtt was increased through the rephrasing of one item and the addition of another. The questionnaire provides the researcher now with a more comprehensive and more reliable dataset with regard to ICS. Nonetheless, further research is necessary to confirm the reliability results, to identify strengths and weaknesses of the scales used and possibly improve them further through, for example, rephrasing.

5.1.2 Addition of actual behavior
To make the rather abstract concept of ICS more practical and to set it in a wider context, the variable actual behavior was added to the study. This resulted in interesting findings regarding the implications of ICS and the link between a mostly cognitive concept (ICS) and a behavioral concept (AB). Next year, special attention should also be given to actual behavior as a result of ICS since this year's analysis only addressed the relation and not the direction of it. The analyses showed that there was a significant correlation between IEng, RCD, IConf, IEnj, IAtt and AB as a six item scale, but further analysis, that would exceed the scope of this study, is needed to adjust the scale so that it better fits the concept of actual behavior (which was ill-defined in this study) and improve the reliability of measurement to the standard of at least the scales of ICS.

5.2 Hypotheses
As we hypothesized at the beginning, relationships between ICS and its antecedents were to some extent found in the data. Based on the above described analyses, supporting evidence for positive relationships between PITS and IEng, RCD, IConf and IAtt was found. It is surprising that the correlation between PITS and IEnj was not significant, but it could be explained by the fact that the teaching style is experienced during lectures which are a place of concentration and learning and not explicitly fun and enjoyment. Hence, H1a, H1b, H1c and H1e are accepted and H1d is refuted. The analyses further showed that the experienced group work only has explanatory relationships to parts of ICS, because no significant relationship between PIGW and IEng / PIGW and IConf was found, which refutes H2a and H2c. This can be explained by the fact that the group is a smaller setting and it thus requires less confidence to talk in front of people and less initiative to start a conversation because groups are usually formed for specific purposes, e.g. assignments. It was also unexpected that two of the remaining significant factors, RCD and IEnj, are negatively related. This refutes H2b and H2d, which predicted a positive relation. A possible explanation might be that in the group setting, the student's focus is more on the task at hand and less on learning from each other. Furthermore, group work is often more stressful and individuals are under more pressure. This might also reduce the willingness to be patient and enjoy the cultural

mix. The correlation and regression results also indicate that all the hypothesized relationships in H3a-e were found to exist in the sample population.

5.3 Enhancements to the Concept of ICS

As far as this study is concerned, the general understanding of the concept of ICS was for one thing improved through the explorative analysis regarding demographic aspects. The analyses have resulted in several surprising findings for the higher education context. Firstly, there was evidence for changes in mean scores caused by demographic influences. For ICS, this means that some part of the concept is based on demographic characteristics, which makes it more difficult to actively influence it. The fact that some of the observed differences were just enough smaller to make them not significant can be explained by the smaller sample size. In 2015, this tendency should be taken into account for the study design. This could then, for example, verify whether students in English-speaking study programs are more used to interacting with foreign cultures than students enrolled in a Dutch-speaking study program. On the other hand, the study program was found to have no direct influence on ICS scores, which might seem contradictory to the promotion efforts of universities that market their study programs with the help of internationalization plans. Similarly, the strong correlation between PIE and ICS together with the fact that PIE is the strongest predictor of ICS suggests that efforts to attract prospective students through an international touch should be focused on designing the environment rather than the study program. Furthermore, the evidence found for the explanation of ICS through PITS, PIGW and PIE allows to conclude that while these three are acceptable predictors of ICS, there are also a number of other influences. Of course this study was limited to the university context, so other, potentially more powerful, predictors of ICS may be found only in other contexts.

Secondly, the understanding of the concept of ICS was enhanced through identifying actual behavior as a related concept. Understandably, the research presented here was only a first step in that direction and the applied analyses did not dive deeply into the matter. Nonetheless, first results indicate a relation of medium strength between ICS and AB that might add to the body of knowledge substantially when it is further analyzed. Further research should pay special attention to the different kinds of behavior that can be distinguished and to developing a functional but comprehensive definition of actual behavior for the intercultural context. Also, this study was limited to introducing this concept and further studies should verify the direction of the observed relations with ICS.

Thirdly, this study showed that while intercultural sensitivity is mostly researched in the business context, its early beginnings can be easily observed in the higher education setting. Research regarding the origins of ICS is by no means looking in the wrong place when its focus lies on students and their study experience. The results presented in this study also show research in this specific area of education should always consider time as an important factor in study design. As one can see from the analyses with the demographic influences, ICS is not just a set of characteristics that can be trained or influenced, but it is a complex construct consisting of a mix of observable, fixed, constantly changing and formable aspects.

5.4 Contributions to Theory

This paper adds to the literature by clarifying that the concept of

ICS is far from being fully understood in all its aspects. The data collected provide ample evidence that there are several important dimensions to the concept of ICS and its antecedents and that the level of ICS depends on numerous factors rather than just the five modeled ones. The introduction of actual behavior as a variable to compare thinking with actions has proven to be a valuable extension that certainly needs extensive further research to be fully understood. Furthermore, the regression results that identify PIE as the strongest predictor of ICS supports the claims made by Otten (2003) that diversity and internationalization efforts should focus more on teaching/ curriculum and the general environment. Also, the findings of Williams (2005) regarding the difference in intercultural competence between students who decide for and against studying abroad could be confirmed. Finally, the findings of 2013 were confirmed and extended to include the relevance of time and personal development.

5.5 Contributions to Practice

This study has shown that the emphasis that is currently put on stimulating international groups through requirements like one German and one Dutchman per group is almost irrelevant to the development of intercultural sensitivity or competence. Much stronger is the influence of the environment and also the teaching style. Consequently, teachers should incorporate these results into their lecture design and the university should try to provide an attractive and culturally diverse environment for students, e.g. through more student exchange opportunities on campus or offering more language support for international students.

6. CONCLUSIONS

A sound comprehension of the concept of ICS is nowadays essential due to the changed needs of companies through globalization. Graduates that offer international competences are highly sought after in the job market. Many of their intercultural competences can and should be influenced in the higher education setting because aspiring managers will be confronted with assignments abroad sooner or later and good preparation is crucial to personal and organizational success.

With regard to the research question it can be stated that some parts of the international orientation of a university can increase ICS, other do not have any or even negative effects on that. Moreover, the analyses showed that while there were significant changes between 2013 and 2014, all of them were related to demographic factors, thus making them impossible to influence. Having analyzed ICS, its antecedents and actual behavior as a connected concept, it has become clear that ICS is still sparsely researched and that a better understanding of this concept will benefit students and universities alike.

7. ACKNOWLEDGMENTS

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9. APPENDIX

A. Initial Questionnaire by Chen and Starosta (2000)

<u>Items for Intercultural Sensitivity Measure</u>
1. I am pretty sure of myself in interacting with people from different cultures.
2. I find it very hard to talk in front of people from different cultures.
3. I always know what to say when interacting with people from different cultures.
4. I can be as sociable as I want to be when interacting with people from different cultures.
5. I often feel happy about interacting with people from different cultures.
6. I don't like to be with people from different cultures.
7. I feel shy when being with people from different cultures.
8. I get upset easily when interacting with people from different cultures.
9. I know my culturally-distinct counterpart is interested in my point of view during our interaction.
10. I often get discouraged when I am with people from different cultures.
11. I am aware of when I have hurt my culturally-distinct counterpart's feelings during our interaction.
12. I often feel useless when interacting with people from different cultures.
13. I can tell when I have upset my culturally-distinct counterpart during our interaction.
14. I think my culture is better than other cultures.
15. I can tell when my culturally-distinct counterpart is paying attention to what I am saying.
16. I feel discouraged when people from different cultures disagree with me.
17. I think people from other cultures are narrow-minded.
18. I respect the values of people from different cultures.
19. I respect the ways people from different cultures behave.
20. I would not accept the opinions of people from different cultures.
21. I act naturally in a culturally different group.
22. I find it is difficult to disclose myself to people from different cultures.
23. I get embarrassed easily when interacting with people from different cultures.
24. I find it is easy to talk to people from different cultures.
25. I have a problem knowing my culturally-distinct counterpart's motives during our interaction.
26. I try to obtain as much information as I can when interacting with people from different cultures.
27. I often deny the existence of cultural differences among people.
28. I am sensitive to my culturally-distinct counterpart's subtle meanings during our interaction.
29. I am very observant when interacting with people from different cultures.
30. I find it is not easy for me to make friends with people from different cultures.
31. I am keenly aware of how my culturally-distinct counterpart perceives me during our interaction.
32. I am not willing to join a group discussion with people from different cultures.
33. I often give positive responses to my culturally different counterpart during our interaction.
34. I feel confident when interacting with people from different cultures.
35. I am open-minded to people from different cultures.
36. I have a problem sensing what is inside my culturally-distinct counterpart's mind during our interaction.
37. I often appreciate different views raised by people from different cultures.
38. I find it is difficult to reach mutual understanding with people from different cultures.
39. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.
40. I often sincerely listen to my culturally-distinct counterpart during our interaction.
41. I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.
42. I enjoy interacting with people from different cultures.
43. I avoid those situations where I will have to deal with culturally-distinct persons.
44. I tend to wait before forming an impression of culturally-distinct counterparts.

B. Questionnaire Used in 2013

Intercultural Sensitivity Survey

Dear student,

This questionnaire is meant to help with understanding students' cross-cultural sensitivity. Please answer each question with your personal views in mind.

Thank you for your cooperation.

Part I

Indicate your choice by marking an 'x' in the blank before your choice.

1. Your Age: _____ [Age]

2. Your gender: __ Female   __ Male   __ I prefer not to answer [Gender]

3. Your student number: s_____ *(Your student number will not be used for analyzing results and will be treated confidentially.)* [Student_number]

4. Your study programme: __ BK   __ IBA (Hereafter we use the word "programme".) [Study_programme]

5. Which year did you start with this study programme? _____ [Start_programme]

6. Which country are you from? _____ [Country]

7. Have you ever lived abroad? __ No   __ Yes [Live_abroad], Where? _____ [Live_abroad_where]

8. Do you plan to study abroad in the near future? (E.g. for your minor or master) __ Yes   __ No [Study_abroad]

9. Do you have friend(s) from countries other than your home country? __ Yes   __ No [International_friends]

Part II

Below is a series of statements, which do not imply right or wrong answers. Please work quickly and record your first impression by indicating the degree to which you agree or disagree with the statement. Put the number corresponding to your answer in the blank before the statement.

5 = strongly agree; 4 = agree; 3 = uncertain; 2 = disagree; 1 = strongly disagree

__ 1.   Overall, teachers are aware of the culturally-diverse groups in the programme. [OTS_01]

__ 2.   I feel that teachers usually prepare the lectures taking in consideration the cultural diversity of the students. [OTS_02]

__ 3.   In my view, teachers try to make students aware of the cultural differences within the classroom. [OTS_03]

__ 4.   Teachers encourage foreign students to express and present examples from their home cultures, and   cases modeled by their cultural settings. [OTS_04]

__ 5.   Teachers usually use examples from different cultural and educational settings for exposing the theories during the lectures. [OTS_05]

__ 6.   I feel that the courses encourage an atmosphere of respect towards cultural differences. [OTS_06]

__ 7.   The programme stimulates the integration of diverse cultural backgrounds when creating group assignments. [OGW_01]

__ 8   It is usually required to form project groups with a mixture of people with different countries of origin. [OGW_02]

__ 9.   The group assignments require an application of diverse cultural backgrounds. [OGW_03]

__ 10. The university campus is well-equipped for foreign students. [OEnv_01]

__ 11.   Student support personnel speak English well. [OEnv_02]

__ 12. Documents, necessary for the study progress, are available in English. [OEnv_03]

__ 13. Accommodation on the UT campus is friendly for an international audience. [OEnv_04]

Part III

Below is a series of statements concerning intercultural communication. There are no right or wrong answers. Please work quickly and record your first impression by indicating the degree to which you agree or disagree with the statement. Put the number corresponding to your answer in the blank before the statement.

5 = strongly agree; 4 = agree; 3 = uncertain; 2 = disagree; 1 = strongly disagree

__ 1. I enjoy interacting with people from different cultures. [IEng_01]

__ 2. I think people from other cultures are narrow-minded. [RCD_01]

__ 3. I am pretty sure of myself in interacting with people from different cultures. [IConf_01]

__ 4. I find it very hard to talk in front of people from different cultures, because of cultural differences. [IConf_02]

__ 5. I always know how to talk when interacting with people from different cultures. [IConf_03]

__ 6. I can be as sociable as I want to be when interacting with people from different cultures. [IConf_04]

__ 7. I don't like to be with people from different cultures. [RCD_02]

__ 8. I respect the values of people from different cultures. [RCD_03]

__ 9. I get upset easily when interacting with people from different cultures. [IEnj_01]

__ 10. I feel confident when interacting with people from different cultures. [IConf_05]

__ 11. I tend to wait before forming an impression of culturally-distinct counterparts. [IEng_02]

__ 12. I often get discouraged when I am with people from different cultures. [IEnj_02]

__ 13. I am open-minded to people from different cultures. [IEng_03]

__ 14. I am very observant when interacting with people from different cultures. [IAtt_01]

__ 15. I often feel helpless when interacting with people from different cultures. [IEnj_03]

__ 16. I respect the ways people from different cultures behave. [RCD_04]

__ 17. I try to obtain as much information as I can when interacting with people from different cultures. [IAtt_02]

__ 18. I would not accept the opinions of people from different cultures. [RCD_05]

__ 19. I am sensitive to my cultural-distinct counterpart's subtle meanings during our interaction. [IAtt_03]

__ 20. I think my culture is better than other cultures. [RCD_06]

__ 21. I often give positive responses to my culturally different counterpart during our interaction. [IEng_04]

__ 22. I avoid those situations where I will have to deal with culturally-distinct persons. [IEng_05]

__ 23. I often show my culturally-distinct counterpart my understanding through (non-)verbal cues. [IEng_06]

__ 24. I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me. [IEng_07]

C. Questionnaire Used in 2014

<u>Intercultural Sensitivity Survey</u>

Dear student,

This questionnaire is meant to help with understanding students' cross-cultural sensitivity. Please answer each question with your personal views in mind.

Thank you for your cooperation.

Part I: Questions about your demographic background and past exposure to multicultural environments

1. Your Age: _____
2. Your gender: __Female __Male
3. How long have you been studying in UT: (Express your answer in years. E.g. 1.5 years) _____
4. In what study programme did you start your studies in UT? _____
5. How long have you lived in the Netherlands? _____
6. Which country are you from: _____
7. Have you ever lived abroad: __Yes   __No
8. Do you plan to study abroad in the near future?   __Yes __No
9. Do you have foreign friend(s): __Yes __No

Part II: Statements concerning intercultural communication

There are no right or wrong answers. Please work quickly and record your first impression by indicating the degree to which you agree or disagree with the statement. Put the number corresponding to your answer in the blank before the statement.

5 = strongly agree; 4 = agree; 3 = uncertain; 2 = disagree; 1 = strongly disagree

___ 1. I enjoy interacting with people from different cultures.

___ 2. I think people from other cultures are narrow- minded.

___ 3. I am pretty sure of myself in interacting with people from different cultures.

___ 4. I find it very hard to talk in front of people from different cultures.

___ 5. I always know what to say when interacting with people from different cultures.

___ 6. I can be as sociable as I want to be when interacting with people from different cultures.

___ 7. I do not like to be with people from different cultures.

___ 8. I respect the values of people from different cultures.

___ 9. I get upset easily when interacting with people from different cultures.

___ 10. I feel confident when interacting with people from different cultures.

___ 11. I tend to wait before forming an impression of culturally-distinct counterparts.

___ 12. I often get discouraged when I am with people from different cultures.

___ 13. I am open-minded to people from different cultures.

___ 14. I am very observant when interacting with people from different cultures.

___ 15. I often feel useless when interacting with people from different cultures.

___ 16. I respect the ways people from different cultures behave.

___ 17. I try to obtain as much information as I can when interacting with people from different cultures.

___ 18. I would not accept the opinions of people from different cultures.

___ 19. During interactions with people from other cultures I recognize the presence of a potential double meaning behind verbal expressions.

___ 20. I think my culture is better than other cultures.

___ 21. I often give positive responses to my culturally different counterpart during our interaction.

___ 22. I avoid those situations where I will have to deal with culturally-distinct persons.

___ 23. I often show my culturally-distinct counterpart my understanding through verbal or nonverbal cues.

___ 24. I have a feeling of enjoyment towards differences between my culturally-distinct counterpart and me.

___ 25. During interactions with people from other cultures I try to check that the other person understands what I mean.

___ 26. I am sensitive to how people from other cultures can interpret my words.

___ 27. I actively try to mingle with people from other cultures.

___ 28. I base my opinion about other cultures only on my personal experience with them.

___ 29. When I work in a group with people with a different mother tongue, I propose to communicate in my own mother tongue/native language

___ 30. When working with people with cultural backgrounds different from my own, I ask them questions about problem solving approaches in their cultures.

___ 31. I talk to other group members about recent developments in their home countries (like the conflicts in Syria).

___ 32. When working with people from other cultures, I avoid sensitive topics (like 9/11 with Americans or gay rights with Russians).

___ 33. I have friends with a different cultural background than my own.

D. Reliability of Interaction Attentive with Item 19: "I am sensitive to my cultural-distinct counterpart's subtle meanings during our interaction."

N=406

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
	.408	.404	3

N=406

	Mean	Std. Deviation	N
Item 14	3.31	.844	406
Item 17	3.32	.961	406
Item 19	2.97	.847	406

N=406

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Item 14	6.29	1.875	.280	.104	.248
Item 17	6.28	1.558	.313	.115	.165
Item 19	6.63	2.155	.145	.023	.481

E. Overview of all ICS results

Gender		2013			2014		
	Your gender:	N	Mean	Std. Deviation	N	Mean	Std. Deviation
ICS	Female	168	3.7387	.42494	68	3.7157	.44555
	2 Male	246	3.6433	.44315	126	3.7342	.44186
IEng	1 Female	168	3.5974	.46408	68	3.6828	.48104
	2 Male	246	3.4795	.48598	126	3.5624	.51926
RCD	1 Female	168	4.2665	.49759	68	4.1397	.66891
	2 Male	246	3.9268	.65747	126	4.0966	.62374
IConf	1 Female	168	3.4830	.65354	68	3.2522	.66194
	2 Male	246	3.6793	.61327	126	3.4940	.62921
IEnj	1 Female	167	4.0649	.67263	68	4.0662	.68576
	2 Male	245	3.9687	.70866	126	4.0794	.64969
IAtt	1 Female	165	3.2747	.57964	68	3.4375	.58331
	2 Male	244	3.1612	.62009	68	3.7157	.44555

Study Language		2013			2014		
	English or Dutch	N	Mean	Std. Deviation	N	Mean	Std. Deviation
ICS	Dutch	221	3.5542	.42204	107	3.6827	.37660
	English	190	3.8313	.42171	71	3.7438	.54145
IEng	Dutch	221	3.3879	.48580	107	3.5421	.46838
	English	190	3.6850	.43757	71	3.6579	.55301
RCD	Dutch	221	3.8876	.61777	107	4.0857	.57021
	English	190	4.2663	.56913	71	4.0892	.76937
IConf	Dutch	221	3.4916	.64430	107	3.3645	.61479
	English	190	3.7389	.60232	71	3.4085	.70346
IEnj	Dutch	221	3.8778	.70829	107	4.0312	.57468
	English	188	4.1534	.67219	71	4.0775	.78822
IAtt	Dutch	220	3.1227	.56522	107	3.3902	.53551
	English	186	3.3118	.64129	71	3.4859	.60339

Country of Origin		2013			2014		
	Country	N	Mean	Std. Deviation	N	Mean	Std. Deviation
ICS	Netherlands	272	3.5701	.42375	148	3.6891	.41438

		N	Mean	Std. Deviation	N	Mean	Std. Deviation
	Germany	112	3.8872	.38388	29	3.7885	.58007
IEng	Netherlands	272	3.4066	.47440	148	3.5502	.48649
	Germany	112	3.7501	.43877	29	3.7241	.60239
RCD	Netherlands	272	3.9418	.62079	148	4.1092	.59942
	Germany	112	4.3268	.54396	29	4.1322	.84911
IConf	Netherlands	272	3.4915	.64775	148	3.3784	.62950
	Germany	112	3.7531	.57128	29	3.3362	.71425
IEnj	Netherlands	271	3.9262	.70177	148	4.0495	.62496
	Germany	111	4.1757	.61086	29	4.1552	.81154
IAtt	Netherlands	269	3.0793	.58988	148	3.3581	.55952
	Germany	110	3.4303	.54389	29	3.5948	.58788

Lived Abroad		2013			2014		
	Have you ever lived abroad?	N	Mean	Std. Deviation	N	Mean	Std. Deviation
ICS	1 Yes	85	3.9196	.43173	55	3.8683	.47298
	2 No	332	3.6180	.42222	141	3.6669	.41732
IEng	1 Yes	85	3.7374	.47727	55	3.7610	.53738
	2 No	332	3.4701	.46934	141	3.5380	.48253
RCD	1 Yes	85	4.2404	.58507	55	4.1697	.67851
	2 No	332	4.0151	.62046	141	4.0851	.61966
IConf	1 Yes	85	3.8771	.57990	55	3.6655	.61898
	2 No	332	3.5274	.63473	141	3.3035	.63363
IEnj	1 Yes	85	4.2529	.70833	55	4.1000	.69136
	2 No	330	3.9384	.68311	141	4.0567	.64973
IAtt	1 Yes	85	3.4902	.51841	55	3.6455	.57673
	2 No	327	3.1325	.60568	141	3.3511	.55580

Study Abroad		2013			2014		
	Do you plan to study abroad in the near future? (E.g. for your minor or master)	N	Mean	Std. Deviation	N	Mean	Std. Deviation
ICS	1 Yes	285	3.7673	.42528	93	3.8613	.42304
	2 No	121	3.4952	.41899	98	3.5941	.43043

		285	3.6174	.45677	93	3.7542	.48963
IEng	1 Yes	285	3.6174	.45677	93	3.7542	.48963
	2 No	121	3.3341	.45757	98	3.4592	.49114
RCD	1 Yes	285	4.1425	.60277	93	4.2312	.60195
	2 No	121	3.8857	.62880	98	3.9983	.65997
IConf	1 Yes	285	3.7079	.60075	93	3.5441	.63652
	2 No	121	3.3822	.65450	98	3.2612	.63467
IEnj	1 Yes	284	4.1062	.66295	93	4.1774	.61768
	2 No	120	3.7639	.73131	98	3.9660	.69277
IAtt	1 Yes	283	3.2609	.59957	93	3.5995	.57239
	2 No	119	3.1036	.61333	98	3.2857	.54796

Foreign Friends			2013			2014	
	Do you have friend(s) from countries other than your home country?	N	Mean	Std. Deviation	N	Mean	Std. Deviation
ICS	1 Yes	316	3.7590	.42994	133	3.7920	.43262
	2 No	103	3.4337	.38044	63	3.5787	.42913
IEng	1 Yes	316	3.6183	.45009	133	3.6767	.49981
	2 No	103	3.2351	.46792	63	3.4399	.48838
RCD	1 Yes	316	4.1380	.62941	133	4.1566	.62488
	2 No	103	3.8172	.52420	63	4.0079	.65270
IConf	1 Yes	316	3.6918	.60708	133	3.4962	.67472
	2 No	103	3.3150	.64777	63	3.2127	.54698
IEnj	1 Yes	314	4.0801	.70625	133	4.1341	.62275
	2 No	103	3.7638	.62558	63	3.9312	.71882
IAtt	1 Yes	311	3.2631	.63017	133	3.4962	.57570
	2 No	103	3.0372	.48278	63	3.3016	.55750

Upper Row: equal variances assumed	Sub-categories & N for 2013 (2014)	2013					2014				
		F	Sig.	t	df	Sig. (2-tailed)	F	Sig.	t	df	Sig. (2-tailed)
ICS in total	Gender	.890	.346	2.188	412	.029	.002	.963	-.277	192	.782
				2.205	368.599	.028			-.277	136.403	.782

		F	Sig.	t	df	Sig. (2-tailed)					
	Study Language	.646	.422	-6.639	409	.000	1.694	.195	-.888	176	.376
				-6.639	399.897	.000			-.827	114.373	.410
	Country of Origin	.894	.345	-6.846	382	.000	1.685	.196	-1.100	175	.273
				-7.133	226.932	.000			-.880	33.815	.385
	Live Abroad	.056	.813	5.850	415	.000	1.499	.222	2.923	194	.004
				5.773	128.224	.000			2.766	88.623	.007
	Study Abroad	.367	.545	5.923	404	.000	.101	.751	4.324	189	.000
				5.959	229.390	.000			4.326	188.764	.000
	Foreign Friends	1.362	.244	6.854	417	.000	.787	.376	3.232	194	.001
				7.293	193.727	.000			3.242	122.707	.002
Interaction Engagement	Gender	.601	.439	2.468	412	.014	.179	.673	1.581	192	.116
				2.490	369.529	.013			1.617	146.672	.108
	Study Language	2.649	.104	-6.470	409	.000	.175	.676	-1.503	176	.135
				-6.522	408.101	.000			-1.453	132.653	.148
	Country of Origin	.312	.577	-6.590	382	.000	.365	.547	-1.690	175	.093
				-6.80	222.469	.000			-1.46	35.504	.152

				8					4		
	Live Abroad	.108	.743	4.670	415	.000	.984	.323	2.815	194	.005
				4.623	128.739	.000			2.685	89.879	.009
	Study Abroad	.001	.982	5.712	404	.000	.037	.848	4.156	189	.000
				5.708	225.928	.000			4.156	188.537	.000
	Foreign Friends	.620	.431	7.431	417	.000	.401	.528	3.120	194	.002
				7.285	167.856	.000			3.146	124.398	.002
Respect for Cultural Differences	Gender	15.266	.000	5.676	412	.000	.028	.868	.448	192	.655
				5.975	407.636	.000			.439	129.365	.662
	Study Language	3.118	.078	-6.425	409	.000	.537	.465	-.035	176	.972
				-6.464	407.031	.000			-.033	119.815	.974
	Country of Origin	2.946	.087	-5.720	382	.000	.622	.432	-.175	175	.861
				-6.043	234.374	.000			-.139	33.674	.890
	Live Abroad	.538	.463	3.022	415	.003	.000	.991	.836	194	.404
				3.129	136.466	.002			.803	91.131	.424
	Study Abroad	.004	.951	3.876	404	.000	.672	.413	2.544	189	.012
				3.810	217.887	.000			2.550	188.708	.012
	Foreign Friends	4.523	.034	4.671	417	.000	.035	.853	1.534	194	.127

		F	Sig.	t	df	Sig. (2-tailed)	F	Sig.	t	df	Sig. (2-tailed)
				5.123	205.678	.000			1.510	117.151	.134
Interaction Confidence	Gender	.404	.525	-3.113	412	.002	.451	.503	-2.508	192	.013
				-3.075	343.557	.002			-2.470	131.512	.015
	Study Language	.802	.371	-3.998	409	.000	.594	.442	-.441	176	.660
				-4.018	406.119	.000			-.429	135.886	.669
	Country of Origin	2.356	.126	-3.719	382	.000	.775	.380	.323	175	.747
				-3.918	232.894	.000			.296	37.009	.769
	Live Abroad	.380	.538	4.609	415	.000	.341	.560	3.616	194	.000
				4.863	140.089	.000			3.653	100.679	.000
	Study Abroad	1.298	.255	4.863	404	.000	.012	.914	3.074	189	.002
				4.697	209.854	.000			3.074	188.419	.002
	Foreign Friends	.165	.685	5.379	417	.000	4.570	.034	2.912	194	.004
				5.204	164.401	.000			3.137	147.574	.002
Interaction Enjoyment	Gender	.240	.625	1.380	410	.168	.625	.430	-.132	192	.895
				1.394	368.652	.164			-.130	131.138	.897
	Study Language	.312	.577	-4.014	407	.000	6.761	.010	-.453	176	.651

				-4.031	402.135	.000			-.426	118.365	.671
	Country of Origin	1.776	.183	-3.271	380	.001	3.708	.056	-.790	175	.431
				-3.467	233.296	.001			-.663	34.796	.511
	Live Abroad	.251	.617	3.757	413	.000	1.037	.310	.411	194	.681
				3.677	127.204	.000			.400	93.343	.690
	Study Abroad	1.205	.273	4.597	402	.000	.064	.801	2.222	189	.027
				4.418	205.566	.000			2.229	188.279	.027
	Foreign Friends	.360	.549	4.054	415	.000	.167	.683	2.025	194	.044
				4.310	194.063	.000			1.924	107.539	.057
Interaction Attentiveness	Gender	.613	.434	1.865	407	.063	.012	.914	-.011	192	.991
				1.889	367.514	.060			-.011	135.883	.991
	Study Language	.342	.559	-3.158	404	.002	.353	.553	-1.110	176	.269
				-3.124	372.188	.002			-1.083	137.489	.281
	Country of Origin	.385	.535	-5.375	377	.000	.014	.906	-2.066	175	.040
				-5.562	218.516	.000			-1.998	38.591	.053
	Live Abroad	1.955	.163	4.989	410	.000	.273	.602	3.297	194	.001

				5.465	149.339	.000			3.243	95.383	.002
	Study Abroad	.000	.997	2.384	400	.018	.200	.655	3.870	189	.000
				2.362	217.213	.019			3.866	187.267	.000
	Foreign Friends	5.893	.016	3.328	412	.001	.349	.556	2.233	194	.027
				3.797	225.921	.000			2.259	125.422	.026

F. Overview Correlations of ICS

a. Correlations between OTS, OGW, OEnv and ICS

Descriptive Statistics

	Mean	Std. Deviation	N
PITS	2,9217	,61046	422
PIGW	2,2986	,83652	422
PIE	3,7959	,62868	418
ICS	3,6790	,44079	419

Correlations

		PITS	PIGW	PIE	ICS
PITS	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	422			
PIGW	Pearson Correlation	,490**	1		
	Sig. (2-tailed)	,000			
	N	422	422		
PIE	Pearson Correlation	,325**	,151**	1	
	Sig. (2-tailed)	,000	,002		
	N	418	418	418	
ICS	Pearson Correlation	,151**	-,070	,262**	1**
	Sig. (2-tailed)	,002	,155	,000	
	N	419	419	418	419

**. Correlation is significant at the 0.01 level (2-tailed).

b. Correlations between PITS, PIGW, PIE, IEng, RCD, IConf, IEnj and IAtt

Descriptive Statistics

	Mean	Std. Deviation	N
PITS	2,9217	,61046	422
PIGW	2,2986	,83652	422

PIE	3,7959	,62868	418
IEng	3,5485	,49178	615
RCD	4,0750	,62526	615
IConf	3,5373	,64700	615
IEnj	4,0234	,68764	613
IAtt	3,2069	,60432	414

Correlations

		PITS	PIGW	PIE	IEng	RCD	IConf	IEnj	IAtt
PITS	Pearson Correlation	1							
	Sig. (2-tailed)								
	N	422							
PIGW	Pearson Correlation	,490**	1						
	Sig. (2-tailed)	,000							
	N	422	422						
PIE	Pearson Correlation	,325**	,151**	1					
	Sig. (2-tailed)	,000	,002						
	N	418	418	418					
IEng	Pearson Correlation	,136**	-,055	,256**	1**				
	Sig. (2-tailed)	,005	,261	,000					
	N	419	419	418	615				
RCD	Pearson Correlation	,119*	-,103*	,237**	,586*	1*			
	Sig. (2-tailed)	,015	,035	,000	,000				
	N	419	419	418	615	615			
IConf	Pearson Correlation	,118*	,025	,172**	,413*	,273	1**		
	Sig. (2-tailed)	,016	,610	,000	,000	,000			
	N	419	419	418	615	615	615		
IEnj	Pearson Correlation	-,006	-,194**	,166**	,526	,601**	,478**	1	

	Sig. (2-tailed)	,904	,000	,001	,000	,000	,000		
	N	417	417	416	613	613	613	613	
	Pearson Correlation	,207**	,088	,128**	,451**	,292	,235**	,207**	1
IAtt	Sig. (2-tailed)	,000	,072	,009	,000	,000	,000	,000	
	N	414	414	413	414	414	414	414	414

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

G. Regression between …
a. PITS, PIGW, PIE, IEng, RCD, IConf, IEnj and IAtt

IEng

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,297[a]	,088	,081	,46345

a. Predictors: (Constant), PIE, PIGW, PITS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,574	3	2,858	13,306	,000[b]
	Residual	88,923	414	,215		
	Total	97,497	417			

a. Dependent Variable: IEng

b. Predictors: (Constant), PIE, PIGW, PITS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,734	,156		17,475	,000
	PITS	,109	,045	,135	2,409	,016
	PIGW	-,094	,032	-,159	-2,977	,003
	PIE	,182	,038	,236	4,754	,000

a. Dependent Variable: IEng

RCD

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,302[a]	,091	,085	,59407

a. Predictors: (Constant), PIE, PIGW, PITS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14,695	3	4,898	13,879	,000[b]
	Residual	146,106	414	,353		
	Total	160,801	417			

a. Dependent Variable: RCD

b. Predictors: (Constant), PIE, PIGW, PITS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,146	,201		15,689	,000
	PITS	,153	,058	,147	2,635	,009
	PIGW	-,157	,041	-,207	-3,878	,000
	PIE	,218	,049	,221	4,458	,000

a. Dependent Variable: RCD

IConf

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,188[a]	,035	,028	,62918

a. Predictors: (Constant), PIE, PIGW, PITS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5,988	3	1,996	5,042	,002[b]
	Residual	163,890	414	,396		
	Total	169,877	417			

a. Dependent Variable: IConf

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,820	,212		13,279	,000
	PITS	,095	,062	,089	1,543	,124
	PIGW	-,033	,043	-,042	-,767	,444
	PIE	,152	,052	,150	2,934	,004

a. Dependent Variable: IConf

IEnj

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,290^a	,084	,077	,67149

a. Predictors: (Constant), PIE, PIGW, PITS

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17,029	3	5,676	12,589	,000^b
	Residual	185,768	412	,451		
	Total	202,797	415			

a. Dependent Variable: IEnj

b. Predictors: (Constant), PIE, PIGW, PITS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,544	,227		15,626	,000
	PITS	,066	,066	,057	1,006	,315
	PIGW	-,224	,046	-,261	-4,846	,000
	PIE	,206	,055	,186	3,727	,000

a. Dependent Variable: IEnj

IAtt

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,216[a]	,047	,040	,59279

a. Predictors: (Constant), PIE, PIGW, PITS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7,065	3	2,355	6,702	,000[b]
	Residual	143,721	409	,351		
	Total	150,786	412			

a. Dependent Variable: IAtt

b. Predictors: (Constant), PIE, PIGW, PITS

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,423	,201		12,071	,000
	PITS	,195	,059	,193	3,308	,001
	PIGW	-,012	,041	-,017	-,302	,763
	PIE	,064	,049	,066	1,291	,197

a. Dependent Variable: IAtt

b. PITS, PIGW, PIE and ICS

ICS total

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,318[a]	,101	,094	,41973

a. Predictors: (Constant), PIE, PIGW, PITS

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8,185	3	2,728	15,487	,000[b]
	Residual	72,934	414	,176		
	Total	81,119	417			

a. Dependent Variable: ICS

b. Predictors: (Constant), PIE, PIGW, PITS

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2,930	,142		20,681	,000
	PITS	,121	,041	,164	2,947	,003
	PIGW	-,102	,029	-,190	-3,569	,000
	PIE	,166	,035	,237	4,814	,000

a. Dependent Variable: ICS

H. T-test results for ICS score and study program in 2013 and 2014

BK

Group Statistics					
	Year_Survey	N	Mean	Std. Deviation	Std. Error Mean
ICS	2013	64	3,5427	,39848	,04981
	2014	20	3,7346	,42663	,09540

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ICS	Equal variances assumed	,030	,863	-1,848	82	,068	-,19185	,10380	-,39833	,01463
	Equal variances not assumed			-1,783	30,097	,085	-,19185	,10762	-,41161	,02791

IBA

Group Statistics					
	Year_Survey	N	Mean	Std. Deviation	Std. Error Mean

ICS	2013	141	3,8818	,36707	,03091
	2014	34	3,7742	,51524	,08836

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ICS	Equal variances assumed	,891	,347	1,409	173	,160	,10761	,07635	-,04308	,25830
	Equal variances not assumed			1,149	41,426	,257	,10761	,09361	-,08139	,29661

BSK

Group Statistics

	Year_Survey	N	Mean	Std. Deviation	Std. Error Mean
ICS	2013	31	3,4950	,30683	,05511
	2014	9	3,5298	,19092	,06364

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ICS	Equal variances assumed	2,291	,138	-,321	38	,750	-,03477	,10843	-,25426	,18473

			t	df	Sig.	Mean Diff.	Std. Error	Lower	Upper
Equal variances not assumed			-,413	21,302	,684	-,03477	,08419	-,20969	,14016

CIT

Group Statistics

	Year_Survey	N	Mean	Std. Deviation	Std. Error Mean
ICS	2013	25	3,5165	,52257	,10451
	2014	23	3,6510	,40288	,08401

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
ICS	Equal variances assumed	2,105	,154	-,992	46	,326	-,13450	,13555	-,40735	,13835
	Equal variances not assumed			-1,003	44,683	,321	-,13450	,13409	-,40463	,13562

EE

Group Statistics

	Year_Survey	N	Mean	Std. Deviation	Std. Error Mean
ICS	2013	28	3,5489	,58501	,11056
	2014	25	3,6311	,64737	,12947

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ICS	Equal variances assumed	,198	,658	-,485	51	,629	-,08216	,16926	-,42197	,25766
	Equal variances not assumed			-,483	48,729	,632	-,08216	,17025	-,42434	,26003

GZW

Group Statistics

	Year_Survey	N	Mean	Std. Deviation	Std. Error Mean
ICS	2013	28	3,6311	,39950	,07550
	2014	13	3,5777	,49722	,13790

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ICS	Equal variances assumed	,999	,324	,368	39	,715	,05339	,14496	-,23982	,34661
	Equal variances not assumed			,340	19,493	,738	,05339	,15722	-,27511	,38189

IO

Group Statistics

	Year_Survey	N	Mean	Std. Deviation	Std. Error Mean
ICS	2013	53	3,6041	,47723	,06555
	2014	42	3,7406	,31911	,04924

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ICS	Equal variances assumed	7,286	,008	-1,592	93	,115	-,13648	,08574	-,30673	,03378
	Equal variances not assumed			-1,665	90,638	,099	-,13648	,08199	-,29934	,02638

ES

Group Statistics

	Year_Survey	N	Mean	Std. Deviation	Std. Error Mean
ICS	2013	20	3,8586	,38659	,08644
	2014	12	3,8925	,31454	,09080

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ICS	Equal variances assumed	,856	,362	-,257	30	,799	-,03394	,13213	-,30377	,23590
	Equal variances not assumed			-,271	27,091	,789	-,03394	,12537	-,29113	,22326

I. Reliability of AB scale
   a. AB scale with 8 items

Case Processing Summary

		N	%
Cases	Valid	192	31,0
	Excluded[a]	427	69,0
	Total	619	100,0

a. Listwise deletion based on all
variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,471	,472	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I am sensitive to how people from other cultures can interpret my words.	21,6094	11,894	,288	,142	,407
I actively try to mingle with people from other cultures.	22,0781	11,465	,455	,236	,352
I base my opinion about other cultures only on my personal experience with them.	21,9167	14,506	-,081	,076	,544
(R) When I work in a group with people with a different mother tongue, I propose to communicate in my own mother tongue/native language.	20,7604	12,770	,148	,208	,462
When working with people with cultural backgrounds different from my own, I ask them questions about problem solving approaches in their cultures.	22,1615	12,209	,245	,199	,424
I talk to other group members about recent developments in their home countries (like the conflicts in Syria)	21,9531	11,626	,265	,278	,413
When working with people from other cultures, I avoid sensitive topics (like 9/11 with Americans or gay rights with Russians).	22,1823	13,836	-,011	,103	,525

	21,1354	9,835	,451	,269	,311
I have friends with a different cultural background than my own.	21,1354	9,835	,451	,269	,311

b. AB scale with 6 items

Case Processing Summary

		N	%
Cases	Valid	193	31,2
	Excluded[a]	426	68,8
	Total	619	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,611	,613	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I am sensitive to how people from other cultures can interpret my words.	16,0570	10,700	,263	,124	,598
I actively try to mingle with people from other cultures.	16,5285	10,219	,445	,228	,536
(R) When I work in a group with people with a different mother tongue, I propose to communicate in my own mother tongue/native language.	15,2073	10,728	,247	,150	,604
When working with people with cultural backgrounds different from my own, I ask them questions about problem solving approaches in their cultures.	16,6114	10,624	,282	,198	,590
I talk to other group members about recent developments in their home countries (like the conflicts in Syria)	16,3990	9,366	,411	,210	,538
I have friends with a different cultural background than my own.	15,5959	8,680	,436	,231	,524

(R) = reverse coded item

J. Correlation results between Ieng, RCD, Iconf, Enj, Iatt and AB

Descriptive Statistics

	Mean	Std. Deviation	N

IEng	3,6018	,50972	193
RCD	4,1140	,63416	193
Iconf	3,4104	,65202	193
IEnj	4,0769	,66187	193
IAtt	3,4352	,57877	193
ICS	3,7276	,44287	193
AB	3,2133	,61082	193

Correlations[b]

		IEng	RCD	IConf	IEnj	IAtt	ICS	AB
IEng	Pearson Correlation	1						
	Sig. (2-tailed)							
RCD	Pearson Correlation	,625[**]	1					
	Sig. (2-tailed)	,000						
IConf	Pearson Correlation	,436[**]	,262[**]	1				
	Sig. (2-tailed)	,000	,000					
IEnj	Pearson Correlation	,558[**]	,596[**]	,462[**]	1			
	Sig. (2-tailed)	,000	,000	,000				
IAtt	Pearson Correlation	,471[**]	,325[**]	,218[**]	,230[**]	1		
	Sig. (2-tailed)	,000	,000	,002	,001			
ICS	Pearson Correlation	,828[**]	,771[**]	,665[**]	,794[**]	,596[**]	1	
	Sig. (2-tailed)	,000	,000	,000	,000	,000		
AB	Pearson Correlation	,565[**]	,402[**]	,308[**]	,328[**]	,543[**]	,576[**]	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	

**. Correlation is significant at the 0.01 level (2-tailed).
b. Listwise N=193